

# **CAVERSHAM PRIMARY SCHOOL**



## **Therapeutic Behaviour Management Policy**

**Agreed: September 2025**

**To be reviewed: September 2026**

Caversham Primary School Primary School is a Rights Respecting School. School policies will respect the UN Convention on the rights of the child.

*Article 28: Children have the right to a primary education. Discipline in schools should respect children's dignity.*

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'* EYFS, September 2014

## Purpose of the policy

This therapeutic behaviour policy should be the plan for the majority of children. In addition to this, 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.

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'*

EYFS September 2014

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

## What is Therapeutic Thinking?

An approach to behaviour that prioritises the pro social experience and feelings of everyone within the dynamic.

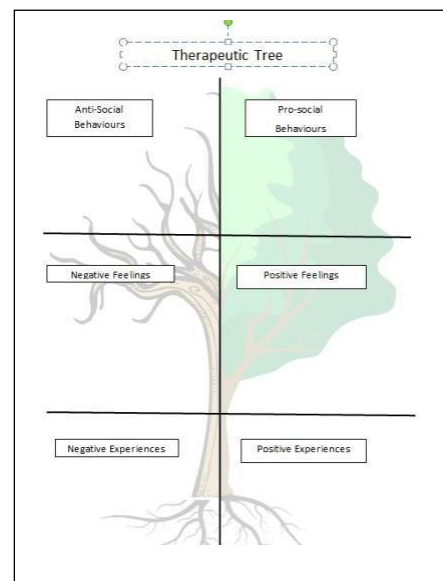
When we use a therapeutic approach:

- 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 Caversham Primary School, we firmly believe that;

Positive experiences create positive feelings. Positive feelings create positive behaviour.

## Therapeutic Tree



*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.

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## 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:

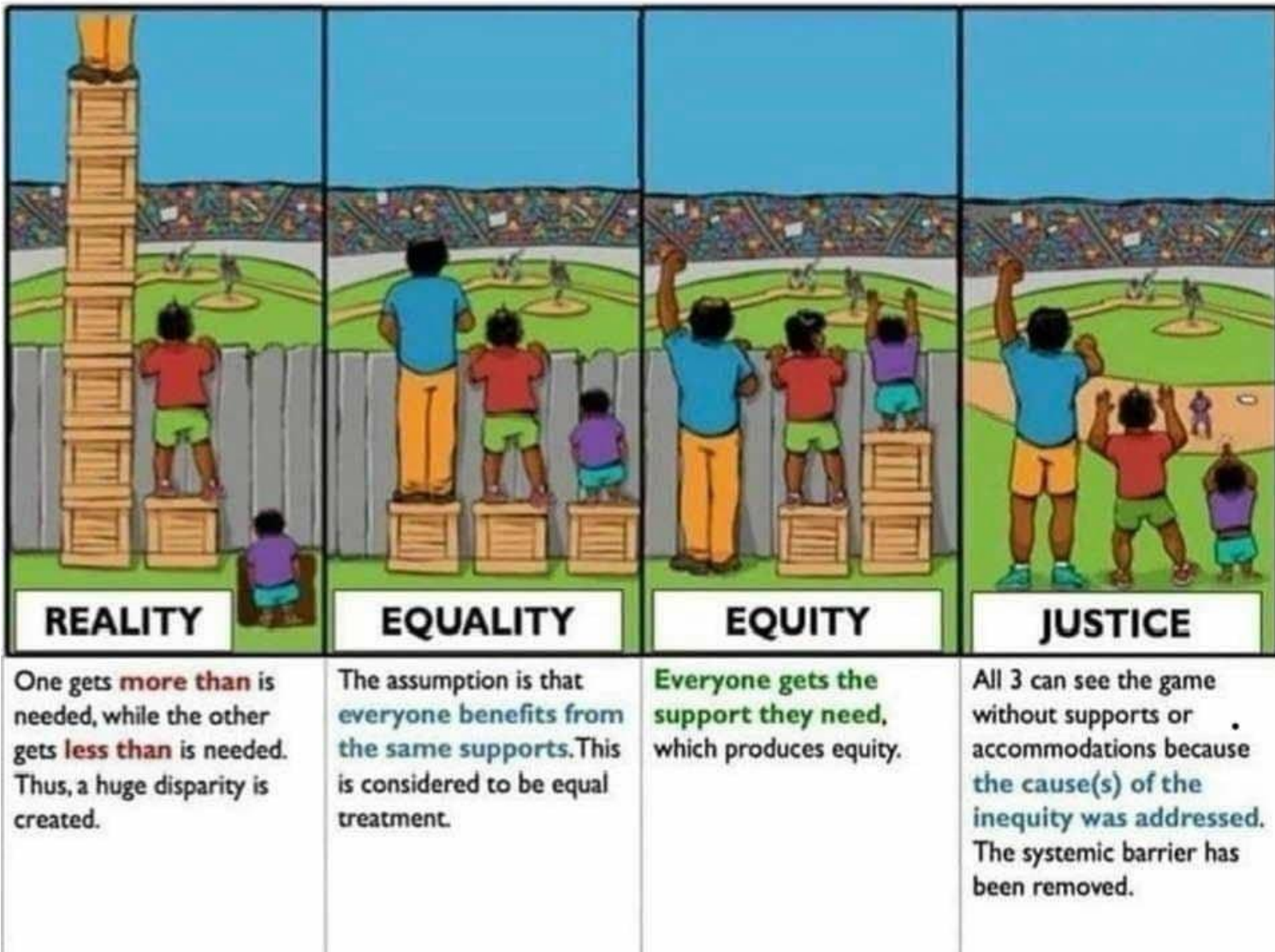
- ✓ We all have the right to feel safe
- ✓ We all have the right to work and learn
- ✓ We all have the right to be respected
- ✓ We all are responsible members of our school community

## Aims of this Policy and the Therapeutic Approach at Caversham Primary 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
- To support consistency for services within Brighter Futures for Children

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.

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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** (*but with flexible thinking referring to individual circumstances and quick wins*)
- **Prioritising prosocial behaviour** (*really valued in every child - thanking them, proximal praise*)
- **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, it's 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 - children cannot publicly see the judgement of staff and we have adopted private levels of praise. Predominantly children expect feedback and verbal recognition or support.

## 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.
  - 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.
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- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

**The Governors and Co-Headteachers are responsible for:**

Monitoring and Evaluating the impact of the Policy.

**The SLT are responsible for:**

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- 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 re-occur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

**The staff are responsible for:**

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through 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 and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling 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 alongside our Rights Respecting School work

(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 (including Circle Time) to promote pro-social behaviour.
- Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording incidents in CPoMS (Child Protection Online Management System) where a child's behaviour is deemed to have a serious effect on themselves and others

#### **Parents are responsible for:**

- Accepting, contributing to 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 consequences when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

#### **Pupils are responsible for:**

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

### **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

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The best examples are demonstration of the ethos of our school;

1. **Our 10-point commitment to Therapeutic Thinking**

**Based on the 10-point commitment to Therapeutic Thinking, all members of our community will strive to:**

- 1. create a therapeutic environment;**
- 2. be a role-model, use supportive language and teach self-help strategies;**
- 3. be open-minded and non-judgemental;**
- 4. create a culture of kindness and empathy;**
- 5. follow the behaviour policy;**
- 6. be available;**
- 7. ensure pupils are supported;**
- 8. create a calm and safe learning environment;**
- 9. support parents without shame and blame;**
- 10. realise what an extraordinary role we have in shaping the lives of children in our care.**

*The 10 points are displayed in all classrooms and around the school and frequently referred to. All behaviour systems linkback to the 10 points and are re-visited at regular intervals and used in assemblies.*

### **Unsocial Behaviour (referred to as 'difficult')**

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.

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  
Playing/ fiddling with equipment  
Choosing to do another activity than the one the class are doing(reading/drawing on whiteboard etc)  
Rocking on their chair  
Not listening to instructions  
Calling out/talking to friend

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')

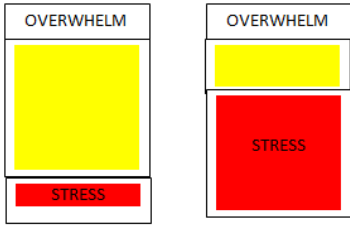
Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress.  
Behaviour that violates the rights of another person.

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

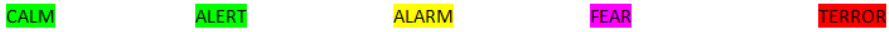
In all cases of Difficult and Dangerous where SLT support is necessary, ensure below model is followed by staff previously;

**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



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 may 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 Behaviour**

<b>REGULATE</b> <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 <b>DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES</b> - 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
<b>RELATE</b> <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
<b>REASON</b> <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
<b>REPAIR</b> <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**

SLT will model therapeutic methods or take the class for the teacher to do this

If a child leaves the classroom, notify a member of SLT on the radio/  
phone

If a child leaves the site, notify the police and parents immediately

*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

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

### **Exclusion**

**SLT 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 Co-Headteachers must apply the civil standard of proof. The Co-Heads should accept something happened if it is more likely to have happened than not.

#### **Internal Inclusion (or small gardens)**

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

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## **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.*

**Bullying:** please refer to the Anti-Bullying policy.

## **Use of Reasonable Force**

In 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.

## **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
- The Boxall assessment may be used as a form of measuring progress for pupils with difficult or dangerous behaviour
- Pastoral care notes, plans and evaluations will help measure progress of the therapeutic approach
- The school's therapeutic leads will report to governors the impact of the approach
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## **Appendix 1**

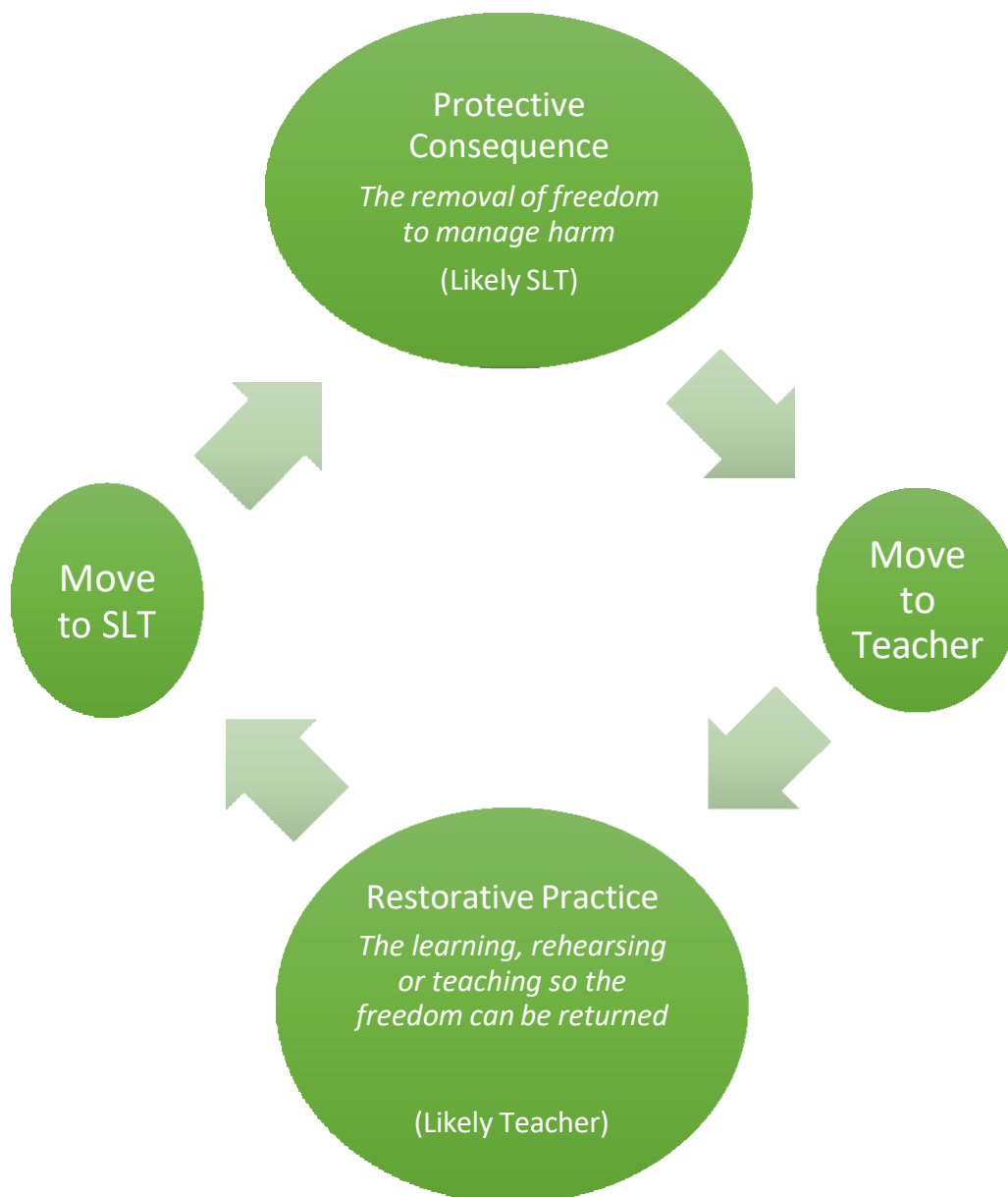
### **Consequences**

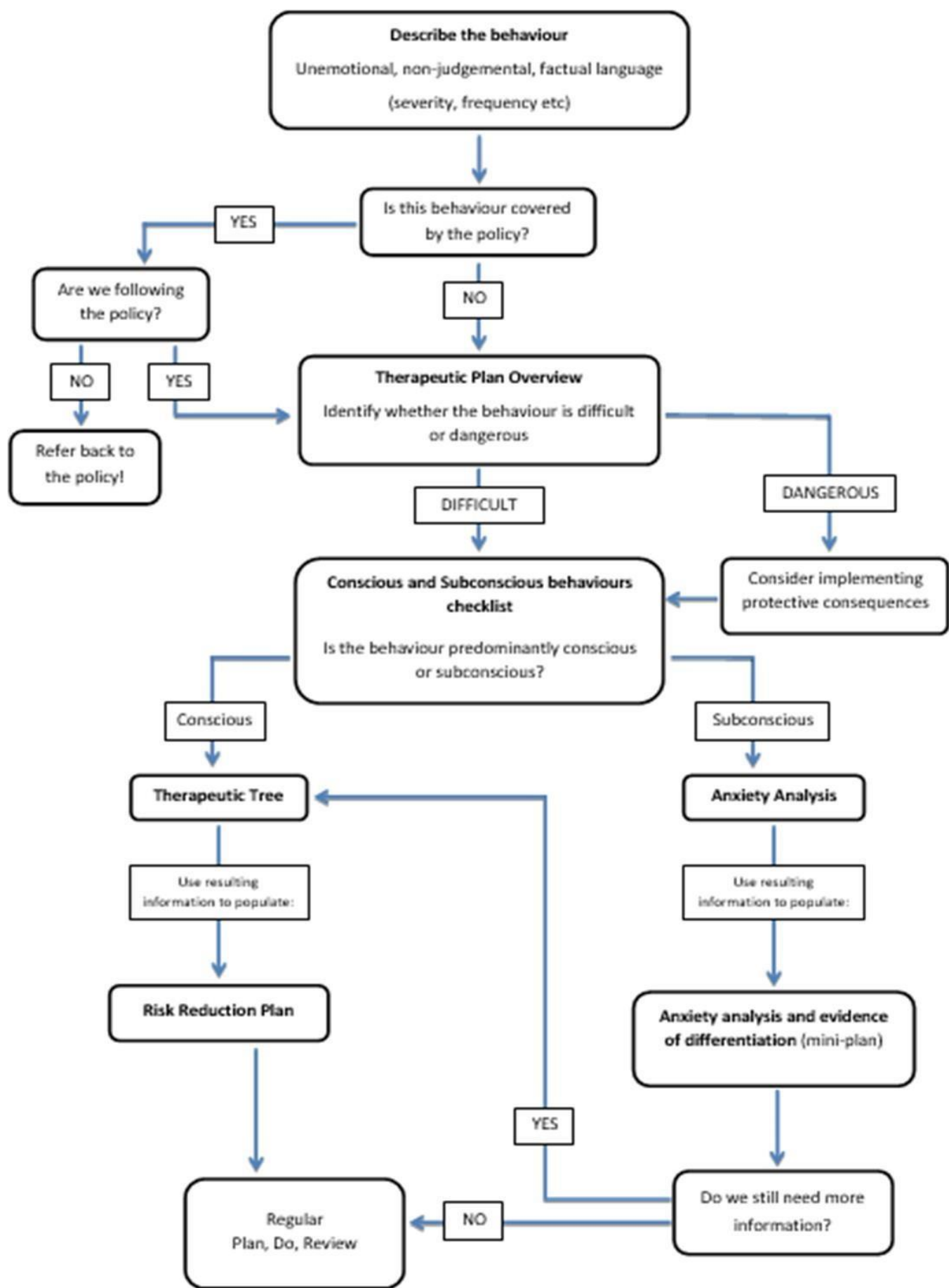
#### **Protective and/or Educational**

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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.





## 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 in the Class Charters

### 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 .....
- Peers encouraging each other
- Inform parents - verbally at pick up time, phone call and notes home
- Send to another teacher in the team or their previous teacher
- Send to SLT to show good work
- Send to Headteacher to show good work

	<b>Positive Phrasing</b> (Can include distracting/re-directing)	<b>Limited Choice</b>	<b>Disempowering the Behaviour and/or De-escalation</b>	<b>Protective or Educational Consequence</b>
<b>Unsocial Behaviours</b> <i>If you become frustrated by this and 'hector' the child, you can cause them to become anti-social - are we expecting them to 'obey'?</i>				
Leaving their desk without permission	'Stay seated in your chair...(name).'  'Who else can I see sitting Well at their desk?'	'Are you going to sit <b>on your own or with the group?</b> ' (repeat). 'Would you like to sit on the chair at <b>this desk or that desk?</b> ' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to... before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your <b>carpet space/at your desk, or next to me?</b> ' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to... before you go out to break.'
Refusing to complete the work set	'I know you want to do ..... first I need you to ....., then you can .....'  'Can you tell me..../show me ....?'	'I can see you are not ready to do Maths now, so we can do ..... or .... and come back to Maths when you are ready.' 'Let's see if we can do this in the book corner?' 'I wonder if we will be faster at the <b>table or book corner?</b> ' (repeat)'Are you starting your work with the <b>words or a picture?</b> ' (repeat) 'You can work with a <b>friend or</b>	'You can choose to finish it later.'	<b>Rehearsing and practising Completing tasks</b>  Adapted curriculum - possibly practical and creative activities to encourage engagement in class

		on your own.' (repeat)		
Refusing to get changed for PE	'I know you don't want to get changed for PE, so this time just take off your shoes and socks and then you will be safe.'	'Are you going to change <b>all your kit or just shoes and socks.</b> ' (repeat)	'Well done to everyone getting changed quickly and safely for PE.' (remind of importance of changing).	

		'You can choose to get changed <b>here or in the cloakroom/other classroom.</b> ' (repeat)	<i>There may be a safeguarding or body conscious issue here so you do need to check this -there could be a previously arranged place agreed for private changing if necessary.</i>	
Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the <b>middle bit or the end bit.</b> ' (repeat).		'You can do a lesson with the other class later if you would like to?'	'Before break, we will talk about the bits you find difficult in PE.'

<p>Not listening to/following instructions</p>	<p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p> <p>'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.'</p> <p>'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'</p>		<p>'You can choose to have another go later.'</p>	<p>'We will check you understand how to.... before you go out to break.'</p>
<p>Choosing to do another activity than the one the class are doing (reading/ drawing on whiteboard etc)</p>	<p>'I can see you are choosing to read/draw now rather than join in. If you do this..... first, then you can draw/read after that.'</p>	<p>'You can choose to do this <b>now or later</b>'. (repeat)</p>	<p>'You can choose to do this later if you would like to when the others are doing.....?'</p>	<p>'We can check you understand what to do before you go out to break.'</p>
<p>Rocking on their chair</p>	<p>'Put the 4 chair legs on the floor.'</p>	<p>'Do you want to sit on the <b>chair or the carpet?</b>' (repeat)</p>		<p>'We may need to practise how to sit on the chair safely before breaktime.'</p>

<p>Calling out/talking to a friend</p>	<p>'We are taking it in turns to listen. Who else can I see listening carefully?'</p> <p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p>			<p>'We can check you understand what to do before you go out to break.'</p>
<p>*Playing/ fiddling with equipment</p> <p><i>(Some children may need to do this when listening - if they are not disrupting they may need to be given a fiddle toy)</i></p>	<p>'I can see you want to fiddle with the pen/rubber when we are listening - it may be distracting others.'</p> <p>'Put the ruler/rubber/pen on the table.'</p>	<p>'Put it on <b>your table</b> or give it <b>to me.</b>' (repeat)</p>		

<p>*Not sitting 'appropriately' for learning</p> <p><i>(Some children may find it very difficult to sit still and cross-legged on the carpet or up straight on a chair - try and offer times when they choose their best listening position and offer this on occasion eg storytime)</i></p>	<p>'You need to sit up to your desk for this lesson because.... (eg it will help your presentation/ show me that you have understood the instructions), later for storytime you can .....(eg sit in your favourite way.)'</p>			
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	<b>Positive Phrasing</b> (Can include distracting/re- directing)	<b>Limited Choice</b>	<b>Disempowering the Behaviour and/or De- escalation</b>	<b>Protective or Educational Consequence</b>
<b>Antisocial Behaviours</b> <i>Note the frequency - it is normally this that makes it intolerable - only very frequent and persistent will require SLT intervention</i>				
Continued interruptions	'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.'	'We can talk about ensuring others are able to learn when you are ready - <b>who would you like to talk to, me or .....?</b> (repeat).	If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices.  Ignore and speak later to individuals.	Conversation and exploration
Aggressive shouting/calling out disruptively				
Answering back/mimicking				
	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'			
	'I can see you know the answer but at the moment it is ..... 's turn to share their thoughts.'			
Swearing	'I can see that you are	'When you are ready we can	'I can see you are not	Conversation
Name calling				

Lying	not happy at the moment.'  'I can see you are upset.'  'We can talk when you are ready.'	Talk <b>here or in the library/office/classroom.'</b> (repeat). 'We will carry on when you are ready.'  'We can talk when you are ready - <b>who would you like to talk to me or .....?' (repeat when calm)</b>	happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	and exploration 'Thank you for telling me/showing me how you are feeling - if you tell me more I can listen/help.'
Refusal to carry out an adult's request	'Put the pen on the table.'	'Walk with me, to the library or the book corner.' (repeat)		Rehearsing and practising

	'I can see you are not ready to do this right now.' 'I can see something is wrong, if you want to talk I will listen - I am here to help.'			Completing tasks
Distracting and/or disrupting others' learning by shouting, banging, making noises	'I can see that you are not happy at the moment and you are not ready to learn/play.'	'When you are ready we can talk <b>here or in the library/office/classroom.'</b> (repeat).	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Rehearsing and practising  Completing tasks(catch-up)

Leaving the classroom without permission	'I can see that you are not happy at the moment.'	'Come back into the room when you are ready and we can talk here or with ..... <i>who would you like to talk to, me or .....?' (repeat).</i> 'You can come and find me when you are ready.'	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as another adult is in the vicinity).	Educational opportunities - identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready we can talk <i>here or in the library/office/classroom.</i> ' (repeat).		Assisting with repairs or planning the repairs
Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it you <i>can give it to me or put it in the box.</i> ' (repeat).		Research the real world implications
<b>Dangerous Antisocial Behaviours</b> <i>will likely need SLT support after following the script</i>				
Leaving the school building	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to	'I can see there is something wrong. Do you want to come inside and talk to _____		Conversation and exploration  Possible limit to outside space

Leaving the premises	(adult) inside, we can solve the problem.'  'Name, you have left the school premises, so I am calling the police.'	<i>(give a choice of 2 - whichever most appropriate/available).</i>  'When you come in would you like to go to the carpet or your safe space?' (repeat)		Escorted in social situations/breaktimes  Restricted off-site activities
Spitting (directly at another)	'Your actions have hurt me/child's name. Use your words and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to _____ <i>(give a choice of 2 - whichever most appropriate/available).</i>  <i>(If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).</i>	'Child's name....., I can see something has happened.'  'I am here to help.'  'Talk and I will listen.'  'Come with me and ....'	Protective Consequences: Possible limit to outside space  Escorted in social situations/breaktimes  Restricted off-site activities  Differentiated teaching space  Exclusion
Hair pulling				
Pushing aggressively				
Scratching				
Pinching				
Hitting				
Kicking				
Fighting				
Biting				
Punching				
Throwing furniture				
Physical or verbal bullying (see Bullying Policy for definition)				
All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties - see above - Prosocial section				

**Examples of responses;**

'Name, you have used your safe space, well done.' 'You are making a good effort with your learning.' 'Thank you for telling me how this made you feel.'

'Thank you for being honest with me and telling me the truth.'

'I can see that you are upset...your body language is showing me you are cross "I can understand how that could be upsetting/annoying...'

**Post incident recovery and debrief measures (Restorative Practice)**

'It is time for a chill and chat'

'Tell me what happened when...'

'How were you feeling when

you....?"'Who has been

affected...?'

'How can you help to put this right?'

'So let's practise what we have learnt so that we can do things better next time.'

**Therapeutic Transition  
Plan**

Name:

Year group :

Teacher/TA:

RIS			
Environment	Classroom		
Play	Other		
<b>Likes</b>	<b>Dislikes</b>		
<b>Triggers</b>	<b>Associated factors</b>		
□			
<b>Pro-social Behaviours</b>	<b>Strategies and Reward</b>		
□	□		
<b>Associated feelings</b>			
<b>Unsocial Behaviours</b>	<b>Strategies</b>		
□	□		
<b>Associated Feelings</b>			
Annoyed, compromised, confused, upset, lack of control, need of control, angry	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">• Do's □</td> <td style="width: 50%; text-align: center;">Don'ts □</td> </tr> </table>	• Do's □	Don'ts □
• Do's □	Don'ts □		
<b>Anti-social behaviours</b>	<b>Strategies</b>		
	□		
<b>Associated Feelings</b>			
<b>Scripted Language</b>			
<b>Post Incident recovery and Debrief Measures</b>			
Ask restorative questions such as:			
<i>"Tell me what happened when..." "How were you feeling when you...?"</i>			
<i>"Did anyone get hurt, was anyone sad?" "How can you help to put this right?"</i>			

Don't ask too many questions as this will be overwhelming...maybe start with one or two or say 'Tell me about...'

Use activities such as: **Comic strip conversations / Feeling cards / Puppets Symbols**

**Go through the following restorative approach to recovery after they have regulated;**

<p><b>REGULATE</b> <i>(teaches pupil how to shift states)</i></p>	<p>Consider that the child may be in a Negative stress system such as; Fight or Flight system or Freeze system <b>DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES -</b> 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 or yoga/music Personal strategies for calm</p>
<p><b>RELATE</b> <i>(teaches pupil relationship building)</i></p>	<p>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</p>
<p><b>REASON</b> <i>(teaches pupil)</i></p>	<p>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</p>
<p><b>REPAIR</b> <i>(teaches pupil how to shift states)</i></p>	<p>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</p>