The Downland Federation

Primaries Behaviour Policy &

Therapeutic Thinking Handbook

Date of last review: December 2025

Date of next review: December 2026

Version: 3

Monitoring and Evaluation: The governing board will evaluate the impact of this policy through meetings and monitoring visits

The Downland Federation is committed to the safeguarding and welfare of its students and young people

Status: **Statutory**

1. **Purpose**:

This Therapeutic Thinking Handbook should be the plan for the majority of students. In addition to this, some students 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.

It is the policy of this Federation to enhance a student's self-esteem and respect for others, and their environment, both within the school and the wider community. Through this shared belief, the school aims to promote meaningful and effective learning in a positive and friendly atmosphere.

Our behaviour policy is aimed at improving outcomes for all students by promoting and supporting their engagement with education and the community. We adopt an inclusive approach and adapt our behaviour support strategies to meet the needs of the student.

Our policy is underpinned by the principles of Therapeutic Thinking, an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the group, class, or school dynamic. A Therapeutic View is that positive experiences create positive feelings; positive feelings create positive behaviour. All staff understand and recognise that positive emotional well-being leads to higher levels of emotional engagement and attainment through self-regulated behaviour. In creating an inclusive culture, we choose to adopt a therapeutic approach.

Safeguarding: The Dowland Federation is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Consultation and communication: Students, staff and governors were consulted on the policy and the code of conduct.

Relationship to other policies: Anti-bullying, Code of Conduct, Exclusion, SEND, Home School Agreement, Attendance, Physical Intervention, Safeguarding and Teaching and Learning.

2. **Aims of the policy**

- To create an environment in which students and staff are happy and feel safe and where students feel empowered to believe in themselves and strive to be the best they can be.

- To ensure that everyone understands the role they have in creating calm, safe and successful environments and knows who will support teams proactively.

- To be fully inclusive through an equity model of provision.

- To develop student's regulation skills that are not dependent on external rewards and to develop an understanding that behaviour is their own responsibility.

- Build the confidence and empower all staff through effective leadership and regular training.

- To secure a clear understanding, consistency, and confidence in the procedures for communicating, supporting, and addressing anti-social or unsafe behaviour.

- To embed an approach that teaches pro-social behaviours through positive role models, clear and consistent structures, encouragement, and recognition.

- To ensure there is a culture within The Downland Federation Schools that values all students; allowing them to feel a sense of belonging where they are able to seek emotional and well-being support.

- To have a whole-school approach to promoting good mental health

3. Responsibilities, Monitoring and Evaluation

All Staff

- Will be positive role models

- Will apply this policy in conjunction with the Code of Conduct and Safeguarding Policy.

- Apply recommended Therapeutic Thinking strategies, language, approaches, and scripts to ensure equity for all

- All staff are responsible for the timely recording and reporting of unsocial behaviours and antisocial behaviours through CPOMS.

The Head of School will

- Implement the school's Behaviour Policy, Therapeutic Thinking Handbook within the school

- Ensure that the school attends annual refresher training, to maintain an up to date working knowledge of Therapeutic Thinking

- Update Therapeutic Thinking training for staff at least annually

- Model therapeutic practices and language in all that they do

- Ensure that all staff model therapeutic practices in all that they do

- Promote internal-discipline and self-regulation amongst all members of the school community

- Encourage pro-social behaviour and respect for others

- Regulate Therapeutic practices through effective observation, reporting, and monitoring systems

- Review the impact of Therapeutic Thinking on progress, attendance, and exclusions each term.

- Address behaviour considered to be 'dangerous' pro-socially and in a prompt and transparent manner, in order to provide protection to all members of the school community

Governors will

- Support the School Leader and senior leaders to review and redevelop school policies to align with Therapeutic Thinking

- Model therapeutic practices in all that they do

- Monitor, review and evaluate the Behaviour Policy, Therapeutic Thinking Handbook through annual reports to the appropriate committee

- Monitor data on exclusions by protected characteristics through termly reports to the appropriate committee

- Conduct climate check visits to understand the Therapeutic culture of the school

- **Discipline in The Dowland Federation Primaries – Legal Powers of Staff;**

  - Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose consequence on that pupil.

  - To be lawful, the consequence must satisfy the following three conditions:

    - The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head of School/ Director of Primaries;
    - The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
    - It must not breach any other legislation (for example in respect of SEND, race and other equalities and human rights) and it must be reasonable in all the circumstances.

  - A punishment must also be proportionate.

  - Teachers can also discipline pupils "to such an extent as is reasonable" when a pupil's misbehaviour occurs outside of school.

  - Teachers can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

  - Further guidance can be found at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/353921/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff.pdf

- School staff have a right to conduct searches. Further guidance can be found at: https://www.gov.uk/school-discipline-exclusions/searches

4. Policy Principles

Equity = Equality. 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.

Equality   Equity
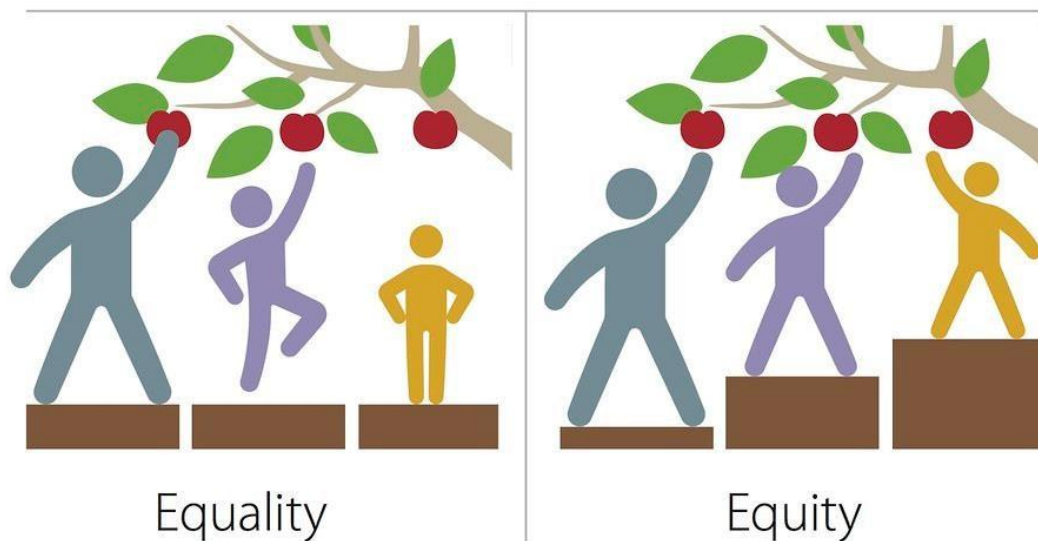
External discipline is controlling behaviour .Internal discipline is teaching behaviour.

To create positive and sustained change we need to understand, not simply suppress or control the behaviour.

How we can teach prosocial behaviour?

- Relationships (Invest at the start – students 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 example 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 person– thanking them, proximal praise)

- Planning alternatives to antisocial behaviour

- Praise and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)

- Ensure expectations are realistic and appropriate for the individual's developmental stage.

- 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 knowing that we will do it differently tomorrow)

- Planned 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.

  - Using emotion coaching conversations to validate the feelings of the student and to support them to make good choices moving forwards

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. Praise and positive recognition is very important, it should be consistent, and not done in a way that could cause negative feelings in the recipient or to others around.

Behaviour is communication and expression of need.

We understand that behaviour is communication, through the tools of A Therapeutic Approach, we must seek to understand the messages, functions and needs communicated by any behaviour. A Therapeutic Plan is used in The Downland Federation Primary Schools to seek understanding and to develop a clear, personalised plan to meet individual needs, lower anxieties, reduce risk and promote pro-social behaviour, as well as agreed plans for times of anti-social or harmful behaviour

5. Definitions

Prosocial Behaviour

Prosocial behaviour encompasses all actions that are positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people and benefits the individual and society.

Arguably, prosocial behaviour is simply the absence of antisocial behaviour.

Example: Engaging with our learning, engaging in relationships appropriate for the student.

Unsocial Behaviour

Unsocial behaviour often communicates when an individual is unable, not enjoying or making no attempt to behave pro-socially, but not to the detriment of others.
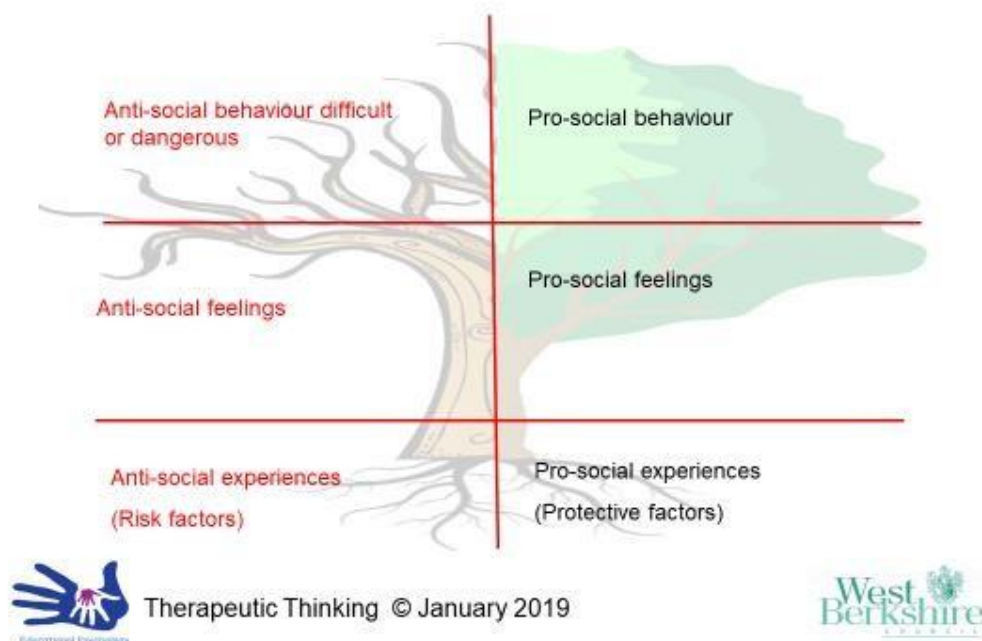
Example: Withdrawal, continued interruption, unable to follow instructions, unable to engage in learning tasks, unable to access environment, unable to moderate language in context.

Anti-social Behaviour

Anti-social behaviour occurs when an individual's means of communication causes harm to another person, to the community or to the environment. These actions violate the rights of other people and are likely to result in injury, harassment, alarm or distress.

Example: Using abusive language directed at someone, throwing or breaking items, threatening to harm themselves or others, physical harm, bullying, stealing and absconding.

Our role is to help unpick the communicative function behind a behaviour, rather than moralise it. To do this, we must look at the 'roots' formed by experiences and feelings. This differs from identifying an unsocial or anti-social behaviour and attempting to 'fix' or prevent it, without the consideration of a person's experiences and subsequent feelings.

Anti-social behaviour difficult or dangerous

Pro-social behaviour

Anti-social feelings

Pro-social feelings

Anti-social experiences
(Risk factors)

Pro-social experiences
(Protective factors)

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West Berkshire

Flow Chart of Actions

The Flow Chart is the guide for staff to follow. It starts with the needs of all students in terms of supporting and reinforcing prosocial behaviour and then stages to follow when a student presents unsocial or antisocial behaviour.

This flow chart supports all staff and ensures that a holistic therapeutic approach is followed.

Scripted Language

Scripted language is a communication strategy which can support students to regulate and manage their stress responses.

Scripted language encourages nurturing and emotionally supportive relationships and provide optimal contexts for the promotion of student's outcomes and resilience. Scripted language can be used in pro and antisocial contexts.

Staff are guided to use positive scripting to ensure a consistent approach.

De-escalation scripts and emotion coaching scripts are generally beneficial when used to support a student in conflict with another person or within themselves.

It is important that staff are consistent when using a script with a student.

It is important that staff's body language and tone reflect the calming influence the script is delivering.

Scripts can be used repeatedly with the view to support a student to de-escalate.

The importance for time/space and reflection is vital to understand behaviours. Staff must take time to investigate and reflect upon what has happened. Build this into our team ethos and ensure this is part of your catch-up meetings.

Restorative and protective steps can be employed to ensure support is put in place.

Please see appendix for language guidance with regards for pro and antisocial behaviour.

Educational and Protective Consequences

Educational consequences are in response to an educational need identified. These should not be done if they would cause negative or unsocial emotional responses for the student, for instance time would not be taken away from play or lunchtimes, or necessary support withheld. Educational consequences will be in line with the individual developmental stage.

Examples of this are;

• Time set aside with a specific member of staff to support in a particular way

• Referrals to additional support services

• Discussion with parents/carers

• Personalised workspaces or workstations

• Development of personalised timetables

• Additional time given for specific learning tasks

Protective Consequences are immediate and the aim will always be that no further harm is caused by antisocial behaviour. These will be proportionate and appropriate to the situation.

It is crucial 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 ways of thinking through discussion, debriefing activity, or rehearsing. Restorative practices support the student to gain the skills, appropriate to their developmental stage, to behave differently when faced with reoccurring circumstances.

Sometimes, a protective consequence is needed immediately and may remain in place until the risk of harm has been reduced and the student(s) remain safe. An example of this is may be that a student is supported 1:1 for a particular activity and this may need to remain in place until that is no longer necessary. An example would be that for a short period of time a students' break is at a different time to provide the appropriate environment and support. This is not a sanction this is a supportive action, a protective consequence in order to provide safety.

In extremely challenging circumstances, in order to prevent significant harm, it may be necessary to use physical intervention. Every step should be taken to avoid this, through practice centered on proactive and pre-emptive approaches

and planning. This will be done in line with the federation's positive handling policy

A physical intervention is only appropriate when implemented as a last resort, is least restrictive and proportionate to the risk. As soon as it is safe, there must be an immediate transition to an alternative reactive or active strategy, withdrawing physically restrictive touch. Whilst the intention of any restraint is to prevent harm, consideration should be taken to prevent pain or panic, whilst respecting the dignity of all students and individuals involved.

In the occurrence of an incident resulting in physical restrictive intervention, it is essential that the Senior Leadership Team are informed, who will advise on further actions, including the potential monitoring of individuals involved. A full, open, and transparent account of the incident must be recorded and submitted on CPOMS.

Although restraint can be used as a last resort and when 'reasonable in the circumstances… with no more force than is needed' (Department for Education, 2013, p.4), further action must then be taken to reduce the risk of similar instances from reoccurring. The communicative behaviour or response of the student to the scenario is now predictable and therefore a reliance on physical restrictive intervention as a primary strategy is not acceptable. Instead, staff teams will be supported to implement a support plan or strategies in line with Therapeutic Thinking.

Through person centered planning and collaboration with the wider team around the student (SLT, Pastoral/ home) the most suitable intervention will be established. These are then only taught to class teams working immediately with the individual, in conjunction with a Positive Behaviour Support/ Therapeutic Plan and accompanying risk assessment. Individual support plans are reviewed continuously (at least termly), alongside a Training Needs Analysis.

6. School suspensions and exclusions

Suspensions and Exclusions may be required for the safety of students and adults, and to allow time for school staff to create a new plan to support the student. Suspension and exclusions will only happen in exceptional circumstances when remaining on school grounds would be considered unsafe for the student, other students, or staff. This will be at the Director of Primaries discretion. See the Exclusions Policy for more details.

If it is necessary to exclude a student, the West Berkshire Special Educational Needs Team will be informed. The VSH (Virtual Schools Headteacher) and the Social Worker will also be informed for any LAC students. A full reintegration plan will be developed that will involve a review of the students' Therapeutic Plan.

7. Partnership with Parents/Carers

We work closely with our parents and carers, aiming for a consistent Therapeutic Thinking approach. All individual plans and approaches are shared with

parents/carers/other support providers and where appropriate, they are involved in the planning of therapeutic strategies for individual students.

8. Staff well-being

Therapeutic Thinking relates to all people within the school dynamic. The wellbeing of staff is of high importance. Following an incident of anti-social behaviour, staff will be supported by the Senior Leadership Team. This may be a short conversation, it may be important to plan a time, shortly after the event to talk more fully. These approaches may look different; however, they all have the same aim; to best support the individual/team.

Staff wellbeing is paramount and the ability to communicate and debrief with regards to antisocial behaviour is vital. Staff need to feel supported, valued and listened to in order for therapeutic approaches to flourish. The schools are committed to the values of 'done with - not done to,' through the ethos, environment, experiences, and expertise of staff.

9. Bullying and Online Bullying

Students are encouraged to seek help and advice of adults to support them with any concerns around bullying. Students are encouraged to care for the well-being of themselves and their peers. Students are taught to report any concerns as soon as they happen to allow situations to be addressed, and the revisit, reflect and repair process to occur through positive discussion before the situation escalates.

We deliver anti-bullying learning through internalisation of the schools aims and objectives, values, and ethos via:

- Modelling pro-social behaviour
- Supporting and promoting our school values
- PHSE Lessons – discussion on topics of equal rights, relationships, reflection of own behaviour, impact of our actions on others (this is not an exhaustive list)

Computing lessons on keeping safe on line and appropriate behavior on line

- Protective consequences where deemed necessary
- The broader taught curriculum

Any case of bullying or online bullying will be addressed on an individual basis and support will be given to all involved as deemed necessary. Reports of bullying must be recorded and shared with SLT and an individualised approach will be applied and all actions shared with parents of all students involved.

Restorative work is carried out with the student focused around the impact upon others, what can be done to restore and repair what is needed in order to prevent recurrence. This work is differentiated for the learning needs of the students and is appropriate to development stage.

10. Supporting Victims of bullying

Refer to the guidance in the anti-bullying policy.

11. School position on the use of mobile phones and other devices

In 2024, the Department for Education issued new guidance intended to stop the use of mobile phones during the school day. The Downland Federation has always firmly believed that phones are a source of distraction.

Students are not allowed to use their mobile phones whilst at school, No student is *required* to have a phone to participate in learning activities.

If there is an emergency it is important that parents/carers contact the school via reception, rather than contacting their child directly. Likewise, if students need to contact home for any reason, they must do so by asking the school office. They should not use their own mobile phones to do this unless they have been given explicit permission by members of staff to do so.
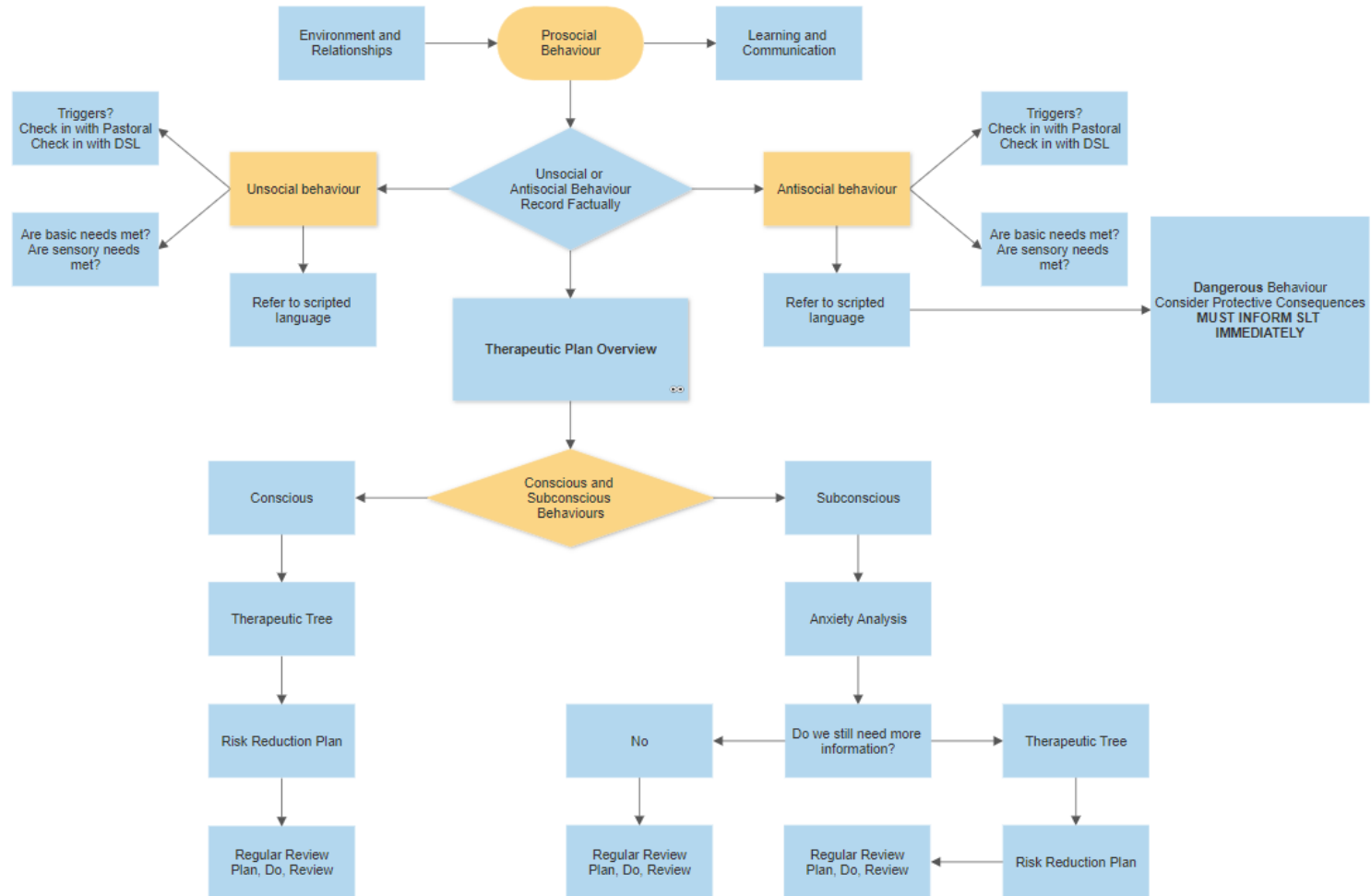
If students use their phones in school without the permission of a member of staff, then the phone will be confiscated and held securely in the school safe for three school days or until a parent/carer comes to reception to collect the phone.

Smart glasses are not allowed to be worn in school for both behavioural and safeguarding reasons. Smart glasses may not be worn even if the 'smart' functions of the glasses are not in operation.

12. Investigation of Incidents

This applies to all incidents that could occur in the school, not only incidents relating to an infraction of the school's behaviour policy. Members of staff are expected to investigate incidents thoroughly and will ensure, when relevant, that written evidence is produced by both staff and students. Students will be expected to co-operate fully with all investigations, including by producing written statements when requested to do so by members of staff, even if the student has not been directly involved with the incident his or herself. Members of staff will take all necessary precautions to ensure that the anonymity of the student's producing written statements is preserved, unless this is incompatible with the nature of the investigation.

Appendix 1: Behaviour Policy Flow Chart

Environment and Relationships → Prosocial Behaviour → Learning and Communication

Prosocial Behaviour → Unsocial or Antisocial Behaviour Record Factually

Unsocial or Antisocial Behaviour Record Factually → Unsocial behaviour → Triggers? Check in with Pastoral Check in with DSL

Unsocial behaviour → Are basic needs met? Are sensory needs met?

Unsocial behaviour → Refer to scripted language

Unsocial or Antisocial Behaviour Record Factually → Antisocial behaviour → Triggers? Check in with Pastoral Check in with DSL

Antisocial behaviour → Are basic needs met? Are sensory needs met?

Antisocial behaviour → Refer to scripted language → **Dangerous** Behaviour Consider Protective Consequences **MUST INFORM SLT IMMEDIATELY**

Unsocial or Antisocial Behaviour Record Factually → Therapeutic Plan Overview → Conscious and Subconscious Behaviours

Conscious and Subconscious Behaviours → Conscious → Therapeutic Tree → Risk Reduction Plan → Regular Review Plan, Do, Review

Conscious and Subconscious Behaviours → Subconscious → Anxiety Analysis → Do we still need more information?

Do we still need more information? → No → Regular Review Plan, Do, Review

Do we still need more information? → Therapeutic Tree → Risk Reduction Plan → Regular Review Plan, Do, Review

2.   Scripted Language for Primaries

Appendix 2: Scripted Language for Unsocial Behaviours

	Positive Phrasing *(Can include distracting/re-directing)*	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Unsocial Behaviours				
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 on your own or with the group?' (repeat). 'Would you like to sit on the chair at this desk or that desk?' (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 carpet space/at your desk, or next to me?' (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 table or book corner? (repeat)'	'You can choose to finish it later.'	Rehearsing and practising Completing tasks Differentiated curriculum – possibly practical and creative activities to

| | | 'Are you starting your work with the words or a picture?' (repeat)

'You can work with a friend or on your own.' (repeat) | | encourage engagement in class |
| --- | --- | --- | --- | --- |

	Positive Phrasing *(Can include distracting/re-directing)*	Limited Choice	Disempowering the Behaviour and/or De-escalation	**Protective** or **Educational** Consequence
Unsocial Behaviours				
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 all your kit or just shoes and socks.' (repeat) 'You can choose to get changed here or in the cloakroom/other classroom.' (repeat)	'Well done to everyone getting changed quickly and safely for PE.' (remind of importance of changing). *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.*	
Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' (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.'
Not listening to/ following instructions	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' 'Well done everyone for stopping (in PE) when asked		'You can choose to have another go later.'	'We will check you understand how to…. Before you go out to break.'

	as that is the safe way to do PE.' 'Fantastic listening from…. I like the way you are staying still and listening so you can follow my instructions.'			
	Positive Phrasing *(Can include distracting/re-directing)*	**Limited Choice**	**Disempowering the Behaviour** **and/or De-escalation**	**Protective or Educational Consequence**
Unsocial Behaviours				
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)	'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.'	'You can choose to do this now or later'. (repeat)	'You can choose to do this later if you would like to when the others are doing…..?'	'We can check you understand what to do before you go out to break.'
Rocking on their chair	'Put the 4 chair legs on the floor.'	'Do you want to sit on the chair or the carpet?' (repeat)		'We may need to practise how to sit on the chair safely before breaktime.'
Calling out/talking to a friend (first occasion)	'We are taking it in turns to listen. Who else can I see listening carefully?'			'We can check you understand what to do before you go out to break.'

	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'			
*Playing/fiddling with equipment *(Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)*	'I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.' 'Put the ruler/rubber/pen on the table.'	'Put it on your table or give it to me.' (repeat)		

	Positive Phrasing *(Can include distracting/re-directing)*	Limited Choice	Disempowering the Behaviour and/or De-escalation	**Protective** or **Educational** Consequence
Unsocial Behaviours				
*Not sitting 'appropriately' for learning *(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 e.g., story time)*	'You need to sit up to your desk for this lesson because….. (e.g., it will help your presentation/ show me that you have understood the instructions), later for story time you can ……… (e.g., sit in your favourite way.)'			

	Positive Phrasing *(Can include distracting/re-directing)*	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Anti-social Behaviours *Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention*				
Continued interruptions Aggressive shouting/calling out disruptively Answering back/mimicking	'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.' '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.'	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or ……?' (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
Swearing Name calling Lying	'I can see that you are not happy at the moment.' 'I can see you are upset.'	'When you are ready we can talk here or in the library/office/classroom.' (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).	Conversation and exploration 'Thank you for telling me/showing me how you are

	Positive Phrasing *(Can include distracting/re-directing)*	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
	'We can talk when you are ready.'	'We will carry on when you are ready.' 'We can talk when you are ready – who would you like to talk to, me or ……?' (repeat when calm)		feeling – if you tell me more I can listen/help.'
Refusal to carry out an adult's request	'Put the pen on the table.' '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.'	'Walk with me, to the library or the book corner.' (repeat)		Rehearsing and practising Completing tasks
	Positive Phrasing *(Can include distracting/re-directing)*	**Limited Choice**	**Disempowering the Behaviour** **and/or De-escalation**	**Protective or Educational Consequence**
Anti-social Behaviours *Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention*				
Distracting and/or disrupting others' learning by continual talking to others, shouting,	'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 here or in the library/office/classroom.' (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 hub)

banging, making noises				
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 ……. who would you like to talk to, me or ……?' (repeat). '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 here or in the library/office/classroom.' (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 can give it to me or put it in the box.' (repeat).		Research the real-world implications

	Positive Phrasing *(Can include distracting/re-directing)*	**Limited Choice**	**Disempowering the Behaviour and/or De-escalation**	**Protective or Educational Consequence**
Dangerous Anti-social Behaviours *will likely need SLT support after following the script*				
Leaving the school building Leaving the premises	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.' 'Name, you have left the school premises, so I am going inside to call the police.'	'I can see there is something wrong. Do you want to come inside and talk to *XXXXX? (give a choice of 2 – whichever most appropriate/available).* 'When you come in would you like to go to the carpet or your safe space?' (repeat)		Conversation and exploration Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities
Spitting (directly at another) Hair pulling Pushing aggressively Scratching Pinching	'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 XXXXX ? *(give a choice of 2 – whichever most appropriate/available).*	'Child's name….., I can see something has happened.' 'I am here to help.' 'Talk and I will listen.'	Protective Consequences: Possible limit to outside space Escorted in social situations/breaktimes

Hitting		*(If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).*	'Come with me and ….'	Restricted off-site activities
Kicking				
Fighting				
Biting				Differentiated teaching space
Punching				
Throwing furniture				Suspension
Physical or verbal bullying (see Bullying Policy for definition)				
All unsocial, anti-social 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;	Post incident recovery and debrief measures (this will happen following any de-escalation activity and a period of time for calming down)
'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.'	**(Sensory objects may need to be made available for the child to focus on during the discussion)** **You may begin with a 1-10 scale of how the child is now feeling (they don't need to explain why they have chosen this number)** **Offer opportunities to draw instead of communicating** You may want to offer the opportunity to discuss with; 'It is time for a chill and chat…. Shall we go into the XXX etc' Ask restorative questions; 'Tell me what happened when…' 'How were you feeling when you….?' 'Who has been affected…?' 'How can you help to put this right?' 'How can we make things better for you when you feel like this?' 'So, let's practise what we have learnt so that we can do things better next time.' (You may want to use activities such as Comic Strip conversations/Feelings Cards.

Appendix 3: Consequences

Protective and/or Educational

It is essential that there is always an educational consequence. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the child with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely ons to ensure no further harm occurs in the short term.

Anti- social negative behaviour (No.1)

When listing these behaviours of concern, ensure you define the actual behaviour rather than a generic description.
Examples:-

• Self-harm/ self-injurious behaviour	• Throwing items
• Hitting with open or closed palm	• Damaging property
• Directed spitting	• Kicking others
• Biting	• Directed abusive language
• Removing clothes in public areas	• Climbing/ putting self in danger
• Soiling or smearing faeces	• Hair pulling
	• Absconding

Avoid generic undefined terminology such as: Disruptive, hurting, defiance, bullying, violent - these are not specific and will make it more difficult to write the risk reduction plan.
This section should populate the anxiety (difficult) or crisis (dangerous) behaviour section of the therapeutic plan

Pro-social positive behaviour (No. 4)

What are the small measurable, achievable, realistic behaviours you are going to focus on creating? Ideally, you will decide on one or a few key behaviours that you want to prioritise and facilitate support to achieve.
Examples: -

• Transitioning safely and confidently	• Develop their communication skills and strategies
• Being as independent as they can be	• Be kind and helpful
• Problem solving	• Ability to co-operate
• Get needs met through appropriate communication	• Engage in learning tasks
• Be inquisitive	• Be able to listen and respond appropriately to adult/peer requests

This section should populate the pro-social behaviour section of the therapeutic plan
The Therapeutic Tree should be a working document, once the behaviours listed are evidenced and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour that has started to change.

Anti-social / negative feelings (No. 3)

This section is based on observation; communication and empathy through exploring what feelings are creating the behaviour above or could be expected with the experiences below.

• Numb	• Tired/ hungry/ thirsty
• Fear/ anxious	• Hurt or in pain
• Disappointed or angry	• Hypo/hyper aroused
• Hated	• Unmotivated/ despondent
• Guilt or shame	• Avoidant
• Conflicted	• Lonely/ rejected/ isolated
• Worthless	
• Invisible/ insignificant	• Stressed
• Blamed	• Overloaded
• Bored	
• Controlled	

Pro-social / positive feelings (No.5)

This section identifies how the child would need to feel in order to achieve the small steps listed in No. 4. Each differentiation listed below (No. 6) should consider the feelings we want to achieve. Ensure we do not make an assumption based on how it would make us feel. Each person will feel differently about an experience, so this section should be based on how it would make this specific student feel.

• Confident	• Respected
• Rested	• Accepted
• Part of the community	• Secure
	• Liked/ loved
• Trusted	• Included
• Curious	• Inspired
• Creative	• Needed
• Communicative	• Motivated
	• Calm
	•

Anti-social / negative Experiences (No. 2)

Past and current experiences in each of the following areas should be identified and explored:
• School
• The child and their health/wellbeing/ diagnosis
• Their family
• Their community

DfE Mental Health and Behaviour in Schools document. Page 9 - risk factors should be considered when completing the above.

Anxiety analysis
From completing anxiety mappers, you should be able to identify high anxiety linked to:
• Staff
• Peers
• Activity
• Times
• Days

These should be listed in this section.

Pro-social / positive experiences (No. 6)

Protective factors are outlined in the DfE Mental Health and Behaviour in Schools document.
All advice from external agencies should be included here.
These may include:
• EHCP recommendations
• Specialist advisory services
• Health professions
• Outreach services
• Boxall profiling
• Developmental strategies
• School based interventions

Anxiety analysis and differentiation
If you have predicted high anxiety, what are you going to do to prevent it? List differentiated experiences, staffing etc. you are going to include in the therapeutic plan.

Once listed these should then populate the top of the therapeutic plan.

Consequence Ladder

Behavior Incident	Staff Involved	Consequence	Communication
Disrupting lessons- repeatedly calling out etc.	Support staff, class teacher	Use language scripts first. If persistent in one lesson, work in alternative space outside classroom	Communicate with parents if a regular occurrence
Failure to complete adequate learning activity in lesson-	Support staff, class teacher	Ensure work is the correct level for child. Work completed in break time or lunch time or sent some after school	Communicate with parents if a regular occurrence
Rudeness, uncooperative behavior and disrupting the learning of others.	Support staff, class teacher Meeting with SLT	Many situations can be dealt with by a verbal warning. Depending upon the severity and persistence of the behavior, remove should be used, followed by after school detention. Persistent problems will lead to more serious consequences, internal suspension of cross federation suspension	Log on CPOMS Parent informed- Face to face meeting of phone meeting if persistent
Damage to school equipment or property	Class teacher SLT DoP Exec Head	Replace equipment Internal suspension. Cross federation suspension	Log on CPOMS Parent face to face meeting.
Discriminatory language (for example homophobic or racist language)	SLT DoP Exec Head	Internal suspension. Cross federation suspension	Log on CPOMS Log on Crest Parent face to face meeting.
Large numbers of negative behavior incidents within a period of half a term	SLT DoP Exec Head	Internal suspension. Cross federation suspension	Log on CPOMS Parent face to face meeting.

Climbing fencing	Support staff, class teacher SLT informed and support if needed Inform-DoP/ Exec Head	Not allowed out at break of lunch as protective consequence for agreed period	Log on CPOMS Log on Crest Parent informed either face to face, phone, email, dojo
Physical incidents involving hurting another child	Support staff, class teacher SLT informed and support if needed	Speak to child, remind them this in unsafe Sit out for the rest of break lunch/ Removed from class for part of day Internal suspension. Cross federation suspension (may result in permanent exclusion if repeated or sufficiently serious in nature)	Log on CPOMS Parent informed either face to face, phone, email, dojo
Abusive behavior, Bullying, including child-on-child abuse	SLT DoP Exec Head	Internal suspension. Cross federation suspension May result in permanent exclusion if repeated or sufficiently serious in nature	Log on CPOMS Log on Crest Parent face to face meeting.
Physical aggression towards staff	SLT DoP Exec Head	Internal suspension. Cross federation suspension may result in permanent exclusion if repeated or sufficiently serious in nature	Log on CPOMS Log on Crest Parent face to face meeting.
Criminal acts	DoP Exec Head	Internal suspension. Cross federation suspension	Log on CPOMS Log on Crest

		May be Permanent exclusion	Parent face to face meeting.
Extremely serious offences or offences that form a sustained pattern of disruption and defiance	DOP Exec Head	Internal suspension. Cross federation suspension May be Permanent exclusion	Log on CPOMS Log on Crest Parent face to face meeting.