

Policy	Behaviour Policy - Supporting Documents
Last reviewed on	November 2025
Next review date	November 2026
Approval level	Governing body
Ratification Date	12.11.25

Wheatfields Therapeutic Thinking Behaviour Policy - Supporting Documents

Wheatfields therapeutic behaviour policy should act as the plan for the majority of children. In addition to this, some children may require a Therapeutic Plan or a Risk Reduction Plan to formalise strategies that differentiate from the main policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances. The therapeutic approach prioritises why the child is displaying unhelpful or detrimental behaviour(s) and how they are feeling. It seeks to support change through the use of a restorative approach.

Our policy is underpinned by the principles of Cambridgeshire Therapeutic Thinking.

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

EYFS September 2014

How we support a therapeutic approach

When we use a therapeutic approach, we;

- analyse behaviour rather than moralise it
- look for the **root causes** from feelings and experiences rather than blanket behaviourist theory
- model therapeutic practices with all children, adults in school, parents and visitors from outside
- use language that is chosen carefully to be outcome and resolution focused rather than emotive
- use internal discipline to ensure every child feels valued and welcomed
- use protective consequence and educational consequences to support children with positive behaviour

At Wheatfields, we aspire to offer an environment that supports and encourages pro-social behaviour, stimulates curiosity and inquisitiveness.

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

Policy principles

Planning and supporting 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 individuals 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 Wheatfields Primary school

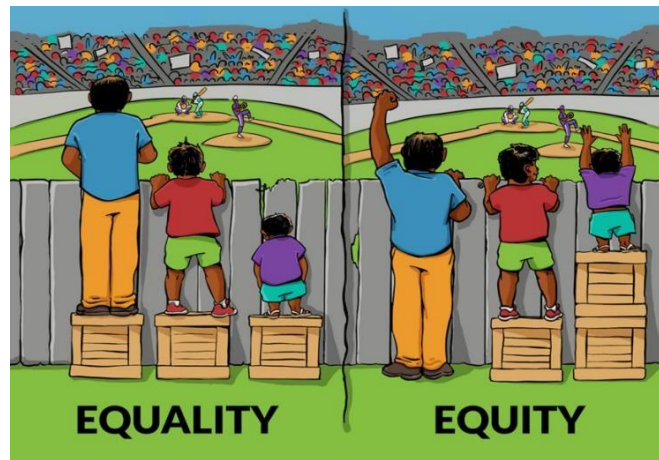
- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence in applying a therapeutic approach within their class dynamic
- To support the inclusion of those pupils with concerning behaviours
- To ensure the environment remains positive for all learners
- To reduce exclusions
- To provide consistency for all adults at Wheatfields with how best to support pupils
- To provide pupils with what they need to succeed in their learning.
- To model and promote valued and helpful behaviours

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



Equity = Equality.

At Wheatfields we advocate for each child to receive the resources, differentiated experiences, appropriate interventions and differentiated learning that will enable them to become as equal as is possible.

How we teach positive behaviour at Wheatfields

We teach behaviour by:

- Investing in relationship with children at the start of *their* school career – 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.
- Not using external discipline: this is when behaviour is controlled by threats, bribery, rewards etc. External discipline is controlling behaviour.
- Supporting children in creating internal discipline by prioritising valued behaviours, offering supportive feedback, recognition, comfort and forgiveness. Internal discipline is teaching behaviour to create change, not simply suppressing the behaviour.
- Being positive role-models, this is essential – for example: we have to show them how to ‘play nicely’ by playing with them
- Consistency dependent on the individual. We see the child as an individual and take that into account when making any decisions, and some children will need an individual plan.
- Having clear routines which reassure children and help them to be successful. We are flexible with our thinking always referring to individual circumstances.
- Prioritising valued behaviour: praising the positive behaviour of someone near the target child, giving more attention to the child when they are exhibiting valued behaviour not detrimental or dangerous behaviour. It is used extensively to provide children with a model of more appropriate behaviour.
- Offering rewards (dojo points, verbal praise) and positive reinforcement, this should be given freely and unexpectedly, **not as a form of bribery or consequence.**
- By giving feedback and recognition when something has not been asked for. We don’t just celebrate the things that are expected but celebrate the attempt too.
- Displaying comfort and forgiveness. We do this to ensure the child understands that they are not a ‘bad child’. We do not leave children to sit in ‘shame’ but use opportunities to support the child in learning and moving forward
- Ignoring low-level behaviours. We give time for detrimental behaviour to stop –we do not give attention to these behaviours. We use distraction as a way of helping the child move away from

these behaviours.

- Using positive language to tell children what we would like to see, not what we don't want to see e.g. *Please walk* rather than *don't run*
- Using a restorative justice approach. We follow up the behaviour, its impact and consequences at the appropriate time, **after** regulation has taken place and we 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 offer the child an opportunity to sit with an adult and disseminate the incident, allow time to reflect, model empathy and offer support the child.
- We manage the development of children's internal discipline from external discipline. We use an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.
- We do not use emotion charts publicly, traffic light systems or names/marks on the board. We firmly believe that shame is a damaging emotion that can have far reaching negative affects on children emotional development. Sometimes children truly cannot change what is being shamed. Not everyone is a star student or athlete, we all make mistakes despite our best efforts, and some children are more sensitive or introverted than others. Shaming, may make children feel like they cannot change, it can affect their self-esteem in ways that can become ingrained and permanent. Rather than motivating them, it may make them feel like they aren't capable.

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

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models at all times
- Identifying the reason for the detrimental/dangerous behaviour the child is displaying
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected at Wheatfields
- 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.
- Remembering that success looks different for all pupils
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness, when they occur, and taking the necessary steps immediately to deal with unacceptable conduct in a constructive and supportive manner (see Anti-Bullying Policy).
- Consistently promoting valued behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour through PSHE lessons, discussions, assemblies, circle time and social stories.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

The Governors and Headteacher are responsible for:

- Monitoring and evaluating the impact of the policy.

SL are responsible for:

- Providing a positive school ethos by establishing an environment that is welcoming, supportive, safe and secure.
- Ensuring that no pupil will be discriminated against on the basis of race, religion, culture, gender, sexual orientation, disability or other individual need and ensuring the safety of all.
- Supporting parents with 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 regular monitoring incidents of a serious nature, taking steps to ensure that they do not re- occur.
- Facilitating 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.

All staff are responsible for:

- Using positive therapeutic behaviour techniques to encourage socially responsible, valued behaviour.
- Pro-actively seeking ways to avoid detrimental and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.

'If it's predictable, it's preventable'

- Recognising and valuing the needs of individual pupils according to social and academic ability to enable them to achieve their full potential. Equity not equality
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and concerning/dangerous behaviours before they occur.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems to support, navigate and manage children behaviour - taking consistent 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
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour through PSHE lessons, class discussion, assemblies, circle time and social stories.
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and arranging meetings when necessary.
- Ensuring that new families understand the procedures and guidelines that are in place at the start of their school career at Wheatfields.
- Recording behaviour incidents on MyConcern, where a child's behaviour is deemed to have a serious effect on themselves and others. Ensuring that they report factually without the use of emotive language.
- Ensuring they are confident in the application of the therapeutic response by referring to this policy when necessary or seeking advice from a CTT Tutor (Mrs Parkinson-Rose and Mrs Edwards)
- Providing a stimulating, engaging environment that inspires, intrigues, encourages curiosity and passion: the PACE approach is useful for doing this.

Parents are responsible for:

- Accepting and supporting the school's codes of behaviour and therapeutic approach.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions 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 impact they will have.
- Entering into restorative processes
- Identifying at least one trusted adult at school
- Showing respect for each other, 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.
- Engaging in conversation to help identify support they may require
- Attempting to use strategies given to them to help regulate emotions and develop internal discipline.

Types of behaviour

Valued behaviour

Valued behaviour is any voluntary action that benefits other people regardless of whether it is costly to the individual themselves. Even something as small as a smile can be considered valued behaviour because it improves the mood of the person who receives it. Valued behaviour is characterised by a concern for the rights, feelings and welfare of other people or society.

At Wheatfield, valued behaviour is given the most attention with the aim of reducing detrimental behaviour.

Unsocial Behaviour

Unsocial refers to behaviour that is not conducive to or interested in social interaction or activities. Children displaying unsocial behaviour may not enjoy making an effort to behave sociably in the company of others, but not to the detriment of others. They are often defiant and not doing what is asked of them, 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
- 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
- Refusing to come in from the playground

All of these behaviours could be an indication of needing support. All behaviour is communication, adults must pay attention to what they child is telling them, how they are feeling and act accordingly with supporting them.

No detrimental behaviour should need immediate SL support unless it is persistent and disruptive and therefore becomes described as dangerous detrimental behaviour.

Detrimental Behaviour

- Detrimental behaviour is defined as behaviour that is detrimental, but not dangerous.

Detrimental Behaviours	Dangerous Detrimental Behaviours
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 Damage to property/pushing over furniture Stealing	Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition)

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

It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial.

Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help.

Subconscious behaviour

Sub-conscious behaviours are present without any thought or planning. It is a behaviour that a person is unable to contain, moderate or self-regulate

Conscious behaviour

Behaviour that is the result of thought and planning, a behaviour chosen by the pupil in order to secure a desired outcome or meet a specific need. They are 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.

SL assistance procedure for dangerous detrimental behaviour

Red Card, phone call or staff requesting help– signifies dangerous detrimental behaviour – and support from SL is required immediately.

If a child leaves the classroom, ensure an adult has eyes on them at all time. Do not chase the child or use bribery. Use the script 'I imagine you are feeling right now. When you're ready I'll be over here'

If a child leaves the school site, notify SL who will then ensure the police and parents are made aware.

Please see appendices (Pg13 onwards) – Actions/Language for Behaviours for specific strategies to support behaviours

In all cases of dangerous detrimental behaviour, where SL support is necessary, ensure model in supporting documents is followed by staff in the first instance.

Reporting behaviour incidents

All staff are familiar with the process of recording behaviour incident on MyConcern. Incidents of serious or dangerous detrimental behaviour should be reported on MyConcern, to SL and parents informed the same day.

All staff will ensure that behaviour logs will be made by accurately describing the behaviour, including severity and frequency and not using subjective, emotional or judgmental language.

Suspension

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

When establishing the facts, in relation to a suspension decision, the Head Teacher must apply the civil standard of proof. The Head teacher should accept something happened if it is more likely to have happened than it did not happen.

Internal suspension

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

External suspension

An external suspension will be considered for incidents of serious violence or continued disruption where Risk Reduction plans, Therapeutic plans and other support have failed to change the behaviour. Alterations to the current plans must be made in order for the child to return to school after the suspension. If nothing changes, how do we expect the child to be able to change their 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

Wheatfields staff put huge value on positive relationships 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. Where appropriate, parents will be invited to meetings with outside professionals.

Parents will be informed of all incidents of detrimental behaviour and dangerous detrimental behaviour and the protective consequences put in place.

Monitoring, Assessment and Evaluation

- When individual therapeutic plans such as Risk Reduction plans are put in place, they will be evaluated by the class teacher and CCT tutors (Mrs Parkinson-Rose and Mrs. Edwards)
- The Boxall assessment may be used as a form of measuring progress for pupils with detrimental or dangerous behaviours

- Pastoral care notes, plans and evaluations will help measure progress of the therapeutic approach
- The school's SEMH lead will report to governors and head teacher about the impact of the approach
- Studying data from MyConcern will identify reductions or increases in children's behaviour

Protective and Educational consequences

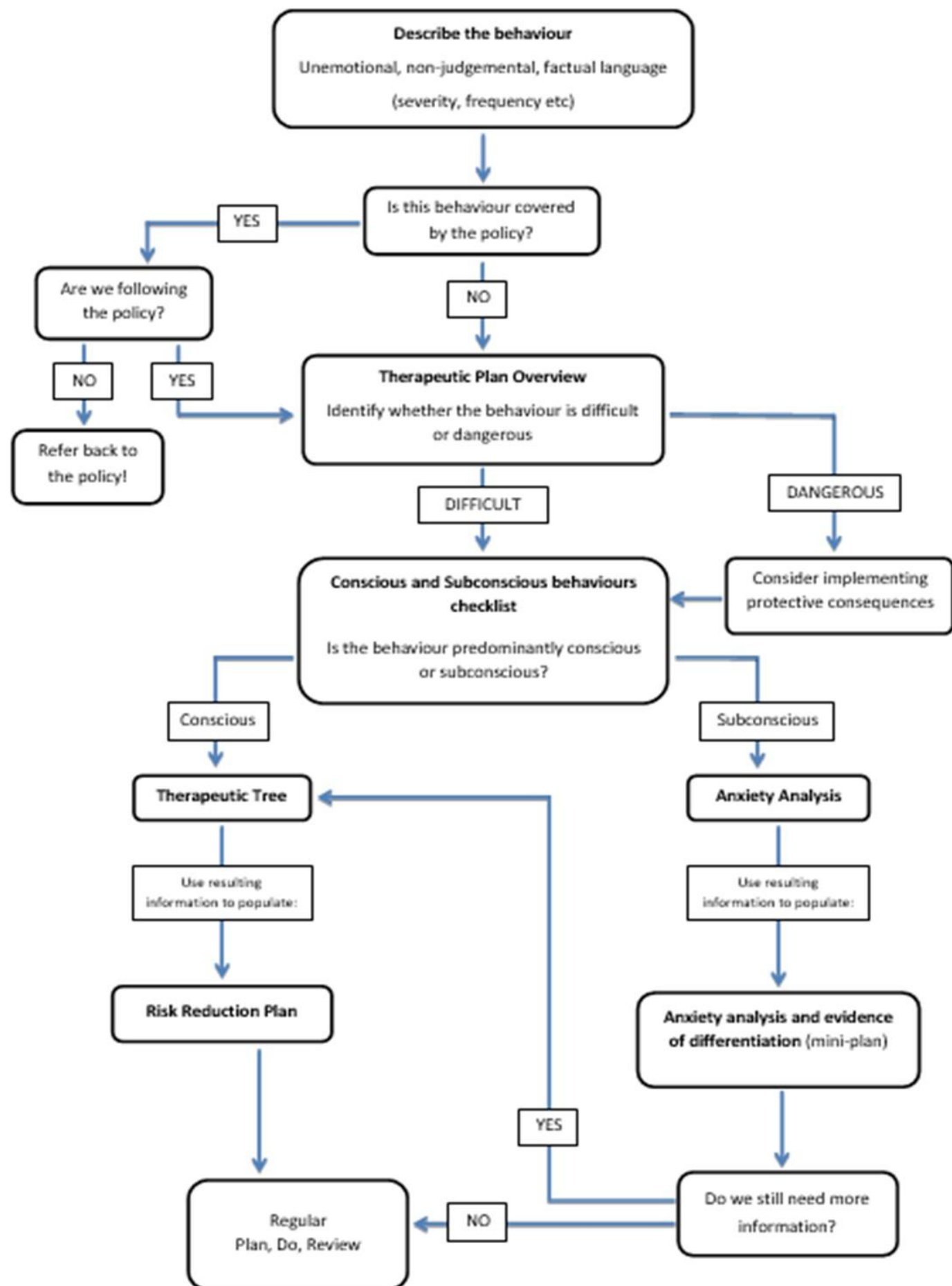
It is essential that there is always an element of restorative practice. We must be able to show how we have helped the children develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave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

A *protective consequence* is the removal of freedom to manage harm. These are a necessary measure to manage the risk of harm that results from dangerous/detrimental behaviours. An example of this could be removal from the playground at break or lunchtime.

An *educational consequence* is the learning, rehearsing or teaching so that freedom can be returned. When we use protective consequences, we need evidence of the educational consequences that are in place to progress the pupils to the point where their freedom can be returned. Educational consequences return freedoms.

Children may lose time off break or lunch times as a 'consequence' along with a restorative de-brief conversation, once the child is de-escalated. See appendix for more information on restorative de-brief conversations. Sensory/movement breaks cannot be used as punishment or rewards.



Appendices

The following pages contain information for adults to support each individual child at Wheatfields;

- Pro-social/valued behaviour – what it is and how we teach and encourage it
- Behaviour grid – ways of supporting children with detrimental or danger behaviour
- Regulate, Relate, Reason and Repair
- WINE
- Restorative approach
- PACE
- Graduated Response
- Pro-social/positive feelings
- Visual- Behaviour Iceberg

Prosocial/valued Behaviours

Children expect feedback for their prosocial behaviour and thrive by having prosocial behaviour recognised. Acts such as picking up litter, holding a door open, being polite etc. should not be taken for granted but also not overly celebrated/rewarded – a thank you and appreciation but not a sticker/certificate.

Pro-social feelings are feelings that will generate behaviours that are useful for the child and those affected by the child. *Pro social experiences create pro-social behaviours*

When children feel safe, liked, 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.

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: '*I was really impressed with how well you managed that tricky Maths*'. Praise for specific, small prosocial behaviours increase the chance of others following.
- 'I have noticed
- Thank you for showing me: sensible lining up/respect/kindness/patience
- Stickers – can be given for particular encouragement but children should not be aware that they will receive a sticker on completion as that becomes external discipline.
- Peers encouraging each other
- Individual House Points/Dojo points
- Head Teachers award – class teachers ensure that every child has been celebrated with a Head teachers award by the end of the year
- Inform parents – verbally at pick up time, phone call, post-cards, praise pads, notes home, Dojo post.
- Good Manners Tea Party celebrates and recognises politeness and courtesy in the children
- Send to another teacher in the team or their previous teacher to share work
- Send to Deputy Headteacher to show good work
- Send to Headteacher to show good work
- Display their work
- Photocopy their work to share at home
- Proud Purple

	Positive Phrasing (Can include distracting/re-directing)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Unsocial Behaviours <i>If you become frustrated by this and the child, you can cause them to become anti-social – are we expecting them to ‘obey’?</i> Do not fall into using bribery or rewards as this is external discipline				
Leaving their desk without permission	<ul style="list-style-type: none"> ‘Stay seated in your chair please... (name).’ ‘Who else can I see sitting well at their desk?’ Offering the opportunity to pass out resources 	<ul style="list-style-type: none"> ‘Are you going to sit on your own or with the group?’ (repeat). ‘Would you like to sit on the chair or at your desk?’ (repeat) 	<ul style="list-style-type: none"> ‘You can listen to the instructions/story from there, that’s fine’ 	<ul style="list-style-type: none"> ‘We will check you understand how to.... before you can go out to break.’ ‘You may need to complete this work at break time’
Leaving the carpet during input/story without permission	‘I can see you may not be comfortable there but stay seated until we have finished/for a few more minutes.’	‘Would you like to sit in your carpet space/at your desk, or next to me?’ (repeat)	<ul style="list-style-type: none"> ‘You can listen to the instructions/story from there, that’s fine.’ 	<ul style="list-style-type: none"> ‘We will check you understand how to.... before you go out to break.’ ‘You may need to complete this work at break time’
Refusing to complete the work set	<ul style="list-style-type: none"> ‘I know you want to do first I need you to, then you can’ ‘Can you tell me..../show me?’ ‘I’m wondering if you are finding this a bit tricky’ ‘lets go through it together again’ 	<ul style="list-style-type: none"> ‘I can see you are not ready to do Math’s now, so we can do or.... and come back to Math’s 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) ‘Are you starting your work with the words or a picture?’ (repeat) ‘You can work with a friend or on your own.’ (repeat) 	‘You can choose to finish it later.’	<ul style="list-style-type: none"> Rehearsing and practicing Working 1:1 with an adult Completing tasks at home or during social time <p>Differentiated curriculum – possibly practical and creative activities to encourage engagement in class</p>
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.’ ‘Can you help me set out the equipment please’	‘Are you going to change all your PE kit or just shoes and socks.’	‘Well done to everyone getting changed quickly and safely for PE.’ (remind of importance of changing).	Child can talk to LSA or teacher about what is upsetting them/stopping them from taking part in the lesson

	<i>'Can you take some photos of the activities please'</i>			
		<i>'You can choose to get changed here or in the cloakroom/other classroom.'</i>	<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>'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.'</i>		<i>'You can do a lesson with the other class later if you would like to?'</i>	<i>'Before break, we will talk about the bits you find difficult in PE.'</i>
Not listening to/ following instructions	<i>'I can see you are not choosing/or able to listen at the moment, would you like me to explain again after the input?'</i> <i>'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.'</i> <i>'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'</i>		<i>'You can choose to have another go later.'</i>	<i>'We will check you understand how to.... Before you go out to break.'</i> <i>'We need to talk about being safe in school. If you don't follow instructions, I can't be sure you are safe'</i> Possible removal of situations that you feel the child may not be safe: trips, visits, playground, etc.
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)	<i>'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.'</i>	<i>'You can choose to do this now or later'. (repeat)</i>	<i>'You can choose to do this later if you would like to when the others are doing.....?' (Finishing time for example)</i>	<i>'We can check you understand what to do before you go out to break.'</i>

Rocking on their chair	<p><i>'Put the 4 chair legs on the floor.'</i></p> <p><i>'Can you help me hand out the resources'</i></p>	'Do you want to sit on the chair or the carpet?'	'Thank you to all the children who are sitting sensibly'	<i>'We may need to practise how to sit on the chair safely before breaktime.'</i>
Calling out/talking to a friend	<p><i>'We are taking it in turns to listen. Who else can I see listening carefully?'</i></p> <p><i>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</i></p> <p><i>'What would help you to focus?'</i></p> <p><i>'I think you would benefit from a sensory/movement break now'</i></p>			<i>'We can check you understand what to do before you go out to break.' (this may take up some of their break time)</i>
<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>'I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.'</i></p> <p>Offer them a piece of blu tac or fiddle toy/kick band</p> <p><i>'Put the ruler/rubber/pen on the table.'</i></p>	<i>'Put it on your table or give it to me.'</i> (repeat)		<p><i>'I am having to stop the learning, we will speak about this at break time/lunch time'</i></p> <p>Ensure this is not done in front of the other children, it is not about shaming the child.</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><i>'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),</i></p> <p><i>'later for storytime you can'</i> (eg sit in your favourite way.)'</p> <p><i>'I wonder if a sensory/movement break might help you'</i></p>	<p><i>'You can sit on the carpet or at the table'</i></p>		<p><i>'I am having to stop the learning, we will speak about this at break time/lunch time'</i></p> <p>Ensure this is not done in front of the other children, it is not about shaming the child.</p>
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	Positive Phrasing (Can include distracting/re- directing)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Detrimental Behaviours <i>Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SL intervention</i>				
Continued interruptions	<ul style="list-style-type: none"> <i>'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> <i>'I can see you are not choosing to listen at the moment, would you like me to explain again?'</i> <i>'I can see you know the answer but at the moment it is 's turn to share their thoughts.'</i> 	<i>'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or?'</i>	<p>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.</p> <p>Ignore and speak later to individuals.</p>	<p>Conversation and exploration</p> <p>Child may be asked to leave the classroom and have some quiet time/go to another teachers classroom. This should not be done in front of the whole class</p>
Aggressive shouting/calling out disruptively				
Answering back/mimicking				
Swearing	<ul style="list-style-type: none"> <i>'I can see that you are not happy at the moment.'</i> <i>'I can see you are upset.'</i> <i>'We can talk when you are ready.'</i> 	<ul style="list-style-type: none"> <i>'When you are ready we can talk here or in the library/office/classroom.'</i> <i>'We will carry on when you are ready.'</i> <i>'We can talk when you are ready</i> <i>– who would you like to talk to, me or?' (repeat when calm)</i> 	<p><i>'I can see you are not happy at the moment. When you are ready to speak to me ,I will listen.'</i></p> <p>(then ignore until they are ready, anti-social behaviour should have less attention than pro-social behaviour)</p>	<p>Conversation and exploration</p> <ul style="list-style-type: none"> <i>'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'</i> <i>Can you help me understand how you are feeling?'</i>
Name calling				
Lying				
Refusal to carry out an adult's request	<i>'Put the pen on the table.'</i> (this will not work for PAD)	<i>'Walk with me, to the library or the fish tank.'</i> (repeat)		Rehearsing and practising

		<i>'The pen can go on the table or in the basket (offering two choices)</i>		
	<ul style="list-style-type: none"> <i>'I can see you are not ready to do this right now.'</i> <i>'I can see something is wrong, if you want to talk I will listen – I am here to help.'</i> 	<i>'You can complete your work here or in the ...'</i>		Completing tasks during their social time or send work home to be completed
Distracting and/or disrupting others' learning by shouting, banging, making noises	<ul style="list-style-type: none"> <i>'I can see that you are not happy at the moment and you are not ready to learn/play.'</i> <i>'Can you help me with...'</i> <i>'I think you would benefit from a sensory/movement break'</i> <p>No names on board, instead LSA or teacher to speak with child quietly so as not to elicit shame but to ensure that they are aware of the expectations and possible protective or educational consequences</p>	<i>'When you are ready we can talk here or in the library/office/classroom.'</i> (repeat).	<i>'I can see you are not happy at the moment. When you are ready to speak to me I will listen.'</i> (then ignore until they are ready).	<p>Rehearsing and practicing</p> <p>Completing tasks during their social time or send work home to be completed</p>
Leaving the classroom without permission	<ul style="list-style-type: none"> <i>'I can see that you are not happy at the moment.'</i> <i>'can you help me understand how you are feeling?'</i> <i>'I wonder if I sensory break might help you'</i> 	<ul style="list-style-type: none"> <i>'Come back into the room when you are ready and we can talk here or with'</i> <i>'who would you like to talk to, me or?'</i> (repeat). <i>'You can come and find me when you are ready.'</i> 	<i>'I can see you are not happy at the moment. When you are ready to come back to class, I will listen.'</i> (then ignore until they are ready, ensure another adult is in the vicinity and has eyes on the child).	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	<ul style="list-style-type: none"> <i>'I can see that you are not happy at the moment.'</i> <i>'can you help me understand how you are feeling?'</i> 	<i>'When you are ready we can talk here or in the library/office/classroom.'</i>		<p>Assisting with repairs or planning the repairs</p> <p>Conversation surrounding effect of damage to others</p> <p>Discussion around parents/carers having to pay for the damage</p>
Stealing	<i>'I can see that you have taken something that doesn't belong to you.'</i>	<i>'When you are ready to return it, you can give it to me or put it in the box.'</i> (repeat).		<p>Research the real-world implications</p> <p>Restorative work with the victim and for the victim</p>
Dangerous Detrimental Behaviours <i>will likely need SLT support after following the script</i>				
Leaving the school building	<ul style="list-style-type: none"> <i>'I am not chasing you. I'll be standing here to make sure you are safe'</i> <i>'I will be here for you when you are ready'</i> <i>'You have a safe space inside: you can use the blue room or the library'</i> (offer two quiet places) 	<i>'I can see there is something wrong. Come inside and talk to' (Offer at least two adults they might want to talk to).</i>		<p>Conversation and exploration</p> <p>Possible limit to outside space</p>
Leaving the premises	<ul style="list-style-type: none"> (adult) <i>'inside, we can solve the problem.'</i> <i>'you have left the school premises, so I am going to need to call the police.'</i> 	<i>'When you come in would you like to go to the carpet or your safe space?' (repeat)</i>		<p>Escorted in social situations/breaktimes</p> <p>Restricted off-site activities (football for example)</p>
Spitting (directly at another)	<ul style="list-style-type: none"> <i>'Your actions have hurt me/child's name. Use your words and I will listen.'</i> <i>'you are not keeping yourself or ... safe'</i> 	<p><i>'I can see there is something wrong. Do you want to come inside and talk to(give a choice of at least 2 – whichever most appropriate/available).</i></p> <p><i>(If already inside, the choice</i></p>	<ul style="list-style-type: none"> <i>'Child's name....., I can see something has happened.'</i> <i>'I am here to help.'</i> <i>'Talk and I will listen.'</i> 	Protective Consequences: Possible limit to outside space
Hair pulling				Escorted in social situations/breaktimes
Pushing aggressively				
Scratching				
Pinching				

<div>Hitting</div> <div>Kicking</div> <div>Fighting</div> <div>Biting</div> <div>Punching</div> <div>Throwing furniture</div> <div>Physical or verbal bullying (see Bullying Policy for definition)</div>	<div>would be to come and talk to one of these adults and away from wherever they are now).</div>	<div> <ul style="list-style-type: none"> ‘Come with me and’ </div>	<div>Restricted off-site activities</div> <div>Differentiated teaching space</div> <div>Removal of 1:1 (ensuring another 1:1 is put in place)</div> <div>Suspension</div> <div>Risk Reduction plan</div>
<div>All unsocial, detrimental and dangerous behaviours need time, patience and praise when the child is showing prosocial/valued behaviour following any of these difficulties.</div>			
<div>Examples of responses;</div> <div> <ul style="list-style-type: none"> ‘Name, you have used your safe space, thank you.’ ‘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...’ </div>		<div>Post incident recovery and debrief measures (Restorative Practice)</div> <div> <ul style="list-style-type: none"> ‘It is time for a chill and chat’ ‘Can you help me understand what happened/how you were feeling?’ ‘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 practice what we have learnt so that we can do things better next time.’ Have I understood the situation right/ how you are feeling right? </div>	

<p>REGULATE <i>teaches pupil how to shift states</i></p>	<ul style="list-style-type: none"> • Consider that the child may be in a Negative stress system such as; Fight or Flight or Freeze system • DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES – This could heighten stress state further. Instead, offer regulation activities; distraction, fidget toys, job or errand, heavy lifting, crunchy snack • Mindfulness or safe zone and sensory activities (colouring, lego etc.) • Play a game of thought, puzzle or other thought-provoking distraction • Use a calm box or listen to music
<p>RELATE <i>teaches pupil relationship building</i></p>	<ul style="list-style-type: none"> • Warm, friendly, expressive face, positive body language • Be attentive and in tune: read the room • Acknowledge feelings and meet body language • Let them know you are on their team, fellow traveler • Overcompensate for their past experiences • PACE approach
<p>REASON <i>teaches pupil</i></p>	<ul style="list-style-type: none"> • Reduce your words, chunk information • Allow time for child to process and formulate response • Do not fill the silence • Use multi-sensory techniques to describe or relay facts – drawing, small world • Drop the subject into a play situation or relate to own feelings/experience • Avoid lecturing
<p>REPAIR <i>(teaches pupil how to shift states)</i></p>	<ul style="list-style-type: none"> • Fix it together – clear it up, mend it • 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 instead, write a note etc. • Do something together to reduce the shame

Using appropriate language is key when building an emotional connection with children.

Think WINE

Below are examples of using WINE in conversations to engage and support children in a non-judgmental approach that supports the PACE model.



W	<p>I wonder.....</p> <ul style="list-style-type: none"> • if it is too noisy in here for you at the moment? • if you would like to go for a walk outside? • if you need/would benefit from a sensory/movement break? • I wonder if you have been running away because you are angry/frustrated at the situation? • I wonder if you got much sleep last night?
I	<p>I imagine.....</p> <ul style="list-style-type: none"> • that was very frightening • that was very upsetting • that was very scary for you • that was very confusing • you are finding it hard • you have a lot of different feeling at the moment • I imagine that asking for help is really hard for you... • I imagine that you feel like no one understands you...
N	<p>I notice</p> <ul style="list-style-type: none"> • that you have pushed that away shall we move it? • that are very quiet, shall we find you a quiet space? • you have a flushed face, shall we take your jumper off? • I noticed that you were clenching your fists, can you help me understand why? • I noticed you become quiet when I talk to you about seeing dad?
E	<p>Empathy.....</p> <p>All the above is done with empathy</p> <p>Remember – maintain a sense of compassion for the child and their feelings</p>

A restorative approach

'An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment'

Professor George Wright

The objectives of a restorative approach are:

- To focus on harm that has been done
- To identify how the harm can be repaired
- To look at experiences, feelings and needs of everybody involved
- To plan to ensure conflict is less likely to happen in the future

Staff should refrain from using emotive language but using just the facts and should not impose their views or thoughts

The purpose of a restorative de-brief is:

- To re-visit the experience by re-telling and exploring the story with a changed set of feelings
- To allow child the opportunity to explore feelings and influences that may have driven them to a certain type of behaviour

Be curious:

- Tune in to how the pupil communicates their feelings, wants and needs (crying, leaving the room, scribbling on work)
- Explore the context. What situations, relationships and dynamics lead to a reaction (were parents fighting all night, have they had any sleep, is a family member in hospital etc)
- Explore and make sense of what you see. What was/is the function of the behaviour (to release frustration, to get attention, sensory seeking, to cause pain to someone else, to control others, to confirm child's belief that they are 'bad')
- Notice how changes, however subtle, in behaviour communication feelings or needs (body language may change, breathing, colour of skin changes)
- Look for ways to engage in the pro-social/**valued** behaviour

Process:

Explore what happened, allow them to tell their story. Use sentences such as *'can I check I understand' 'help me understand'*

Support their story with non-judgmental, accurate descriptions: *'I imagine I might feel that way too, I noticed that your face was red and your fists were clenched'*

Explore what people were thinking and feeling before during and after the incident. Some children will have limited emotional literacy and will therefore need support with finding the appropriate feelings and emotions.

Identify who has been affected and how:

- Consider ways in which relationships can be repaired – do not suggest they apologise; this will serve little purpose if it has not come from the child and is viewed as external control. They could check the 'victim' is okay, write a note, give them some space
- Plan for a different response to the same experience or feelings reoccurring

Questions:

- What would you like to happen next?
- How can we make things better for you?
- How can you help put this right?
- How can we make it okay for you to go back into class?
- What do you think others might need?

THE P.A.C.E. MODEL

The PACE Model is an attachment and brain-based parenting approach, developed as an effective way for caregivers to communicate and care for children.

P

Playfulness: This means creating an atmosphere of interest and fun using a light tone of voice, like in story telling. This will trigger chemicals making the child feel safe with the adult.

A

Acceptance: Unconditional acceptance is at the core of a child's sense of safety to know that they are loved and accepted without judgement. It is important for the child to feel supported, no matter the problem.

C

Curiosity: The adult stays curious about the child's behaviour, interactions and relationships, with an interest to understand. The adult can wonder outloud and ask about the child's behaviour without expecting a response.

E

Empathy: The adult shows the child that they are doing their very best to understand how things are and have been. This helps the child make sense of and better understand their emotions, thoughts and behaviour.

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Wheatfields Restorative Justice questions

1

Can you help me understand what happened? Where were you? Who else was there? What did you do? What did you say? What did they do or say?

2

Can you tell me what you were thinking about at the time? What emotion would you use to describe how you were feeling at that moment? What was your body telling you, were your fists clenched? was your heart racing?

3

How have you felt since the incident? Can you name those emotions? How have you felt towards the other people involved in the incident?

4

Who do you think has been affected by the choices you made? Can you think of how they were affected?

5

How do you think you can attempt to make things right with the people involved? How can you show that you have understood that **you made choices** and that they had consequences?

6

How else could you have handled the situation? Would you have done anything differently?

Graduated response



Therapeutic Thinking Graduated Response

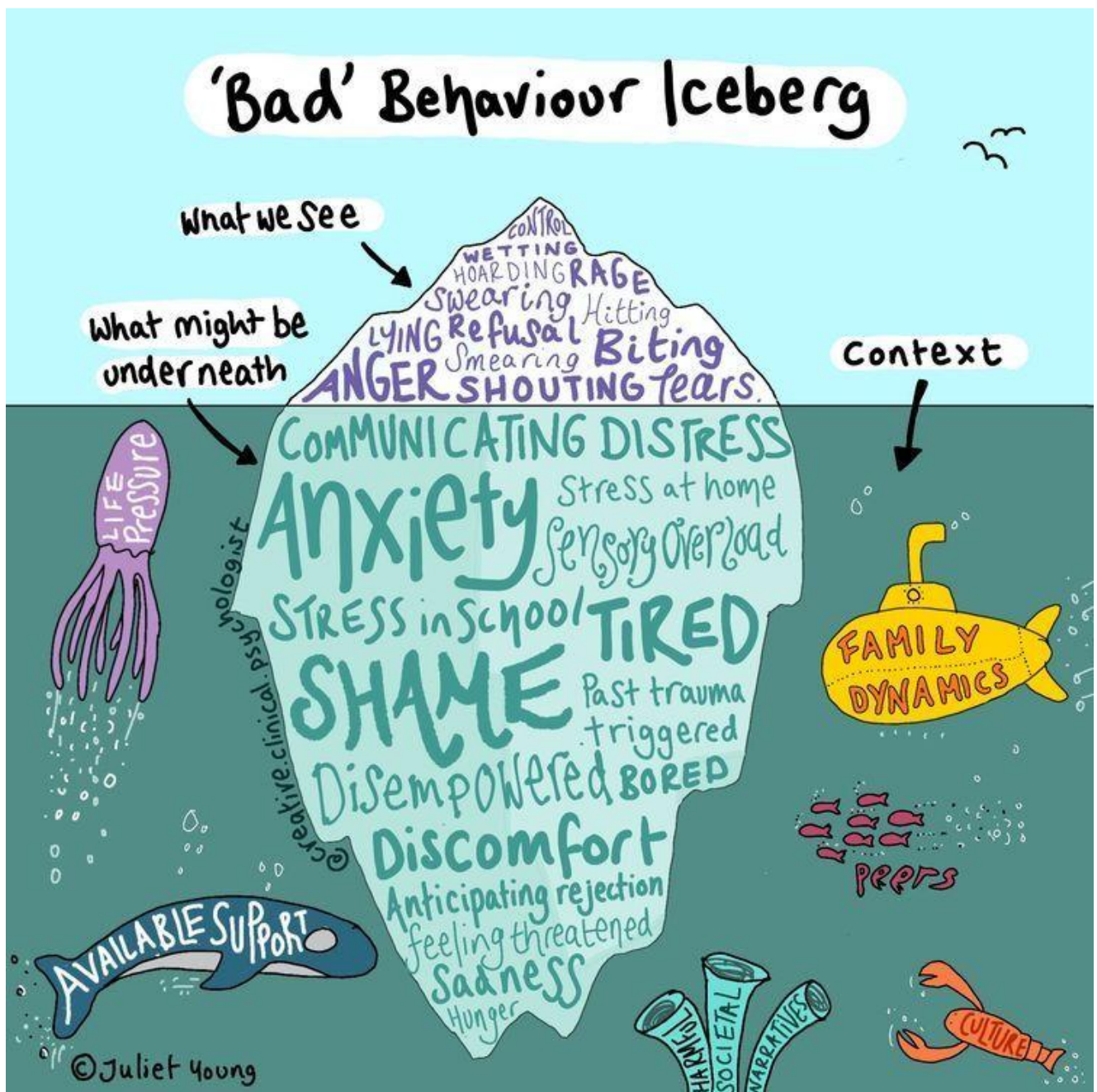
Universal Behaviour Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	<ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> o Function of behaviour o Health and wellbeing o Context o Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	<ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Pro social feelings

This is not an exhausted list but just some of the pro-social feelings we want the children, parents and staff at Wheatfields to feel through the use of our behaviour therapeutic policy.

Individuals who feel these pro-social behaviours are more likely to thrive and be able to self-regulate.

Prosocial Feelings		
Liked	Loved	Respected
Involved	Included	Comfortable
Motivated	Safe	Encouraged
Able	Brave	Curious
Capable	Valued	Secure
Relaxed	Hopeful	Optimistic
Calm	Trusting	Determined
Tolerant	Needed	Kind
Inquisitive	Happy	Absorbed
Playful	Proud	Enthusiastic
Supported	Wanted	Understood



At Wheatfields, our first step is to look at the reason for the behaviour that is being displaying and how the child is feeling, then work with the child to help and support them.