



Therapeutic Behaviour Policy

Reviewed by: Julie Lewry

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Approved by Governing Board:

Next revision due: May 2024

Headteacher	Sign and Date	
Chair of Governing Board	Sign and Date	

Introduction

*Children are not the people of tomorrow, but are the people of today.
They have a right to be taken seriously, and to be treated with tenderness and respect.
They should be allowed to grow into whoever they are meant to be.
'The unknown person' inside each of them is our hope for the future.
Janusz Korczak (1879 – 1942)*

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

This Therapeutic Behaviour Policy should be the plan for the majority of children. In addition to this, some children may require a Therapeutic Plan to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances.

What is Therapeutic Thinking?

The Therapeutic Thinking approach to behaviour prioritises the prosocial experiences and feelings of everyone within the **dynamic**.

The **dynamic** is everyone affected by the school or establishment supporting the child. At the centre of a school dynamic are those people who are there all the time, including staff and children. The centre of the dynamic ripples out to include parents, extended families, carers, governors, the local community and occasional visitors. Every child has a dynamic, every member of staff, every class, every school, simply it means those affected by:

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

When we use a therapeutic approach:

- We analyse behaviour rather than moralise about it
- We look for the root causes from feelings and experiences rather than blanket behaviourist theory
- We model therapeutic practices with all children, adults in school and parents or visitors from outside
- Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive

At Parsons Down Partnership of Schools, we firmly believe that positive experiences create positive feelings. Positive feelings create positive behaviour.

Policy Principles

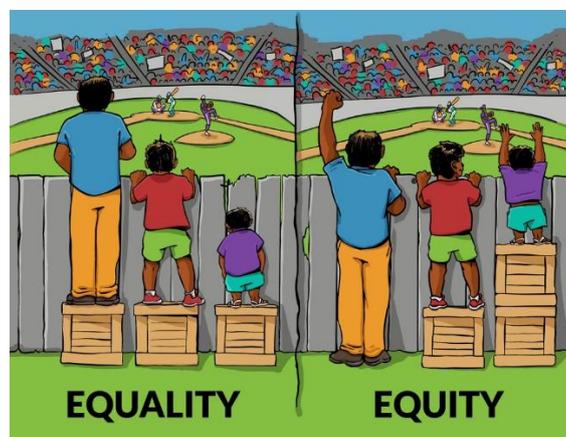
Planning and managing children's behaviour creates a link between children's mental health and behaviour. (*Mental Health and Behaviour in Schools, November 2018*)

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

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

Aims of this Policy and the Therapeutic Approach at Parsons Down Partnership

- To promote the inseparable link between teaching, learning and behaviour
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To reduce and eliminate exclusions
- To support consistency for services within West Berkshire



Equality versus equity

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 Parsons Down, we advocate for each child to receive the resources, differentiated experiences, appropriate interventions and support in their learning that will enable them to become as equal as is possible. **Good equity results in equality.**

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

The move from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey. Angela Wadham 2009

How Can We Teach Behaviour?

- **Relationships** – invest at the start. Children should want to do something because of the quality of their relationship with you
- **Role modelling** – this is essential. We have to show children how to play ‘nicely’ by playing with them
- **Consistency** – equity not equality
- **Routines** – with flexible thinking referring to individual circumstances and quick wins
- **Prioritising prosocial behaviour** – this needs to be really valued in every child, thanking them and showing appreciation
- **Planning alternatives to antisocial behaviour**
- **Reward and positive reinforcement** – should be given freely and unexpectedly, not as a form of bribery
- **Feedback and recognition** – give feedback when something has not been asked for. Don’t ‘celebrate’ the things that are expected (e.g. sticker for holding the door open – this should be the norm)
- **Comfort and forgiveness** – understanding and know that we will do it differently tomorrow

- **Ignoring** – unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours
- **Positive language** – tell children what you would like to see, not what you don't
- **Restorative practice** – follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences.

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

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

Types of Behaviour

Prosocial: relating to behaviour which is positive, helpful and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. It is behaviour which benefits other people or society. Prosocial behaviour can be defined as the 'absence' of antisocial behaviour. It is defined by our school rules: be kind; be safe; be respectful.

Unsocial Behaviour (referred to as 'difficult'): not enjoying or making an effort to behave sociably in the company of others, but this is not to the detriment of others. Not doing as instructed, but not to the detriment of others.

- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to get changed for PE
- Choosing to do another activity than the one the class are doing
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment

All of these behaviours could be a sign of needing help, attention or that they are bored or impatient. No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes *Antisocial*.

Antisocial Behaviour (some are referred to as 'dangerous'): behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

Antisocial Behaviours	Dangerous Antisocial Behaviours
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<ul style="list-style-type: none"> • 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 continued talking to others, shouting, banging, making noises • Throwing small equipment • Leaving the classroom without permission • Damage to property/pushing over furniture • Stealing 	<ul style="list-style-type: none"> • 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)
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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. 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. Antisocial behaviour should not need SLT support unless it is persistent and disruptive. Dangerous Antisocial behaviour is likely to need SLT support/intervention.

Conscious and Sub-conscious Behaviour:

REGULATE – teaches pupil how to shift states	Consider that the child may be in a Negative stress system such as: Fight or Flight; Freeze system Do not ask them to run or carry out high impact activities – this could heighten stress state further Offer regulation activities; distraction, fidget toys, job or errand, crunchy snack Mindfulness or safe zone and sensory activities Play a game of thought, puzzle or other provoking distraction
RELATE – teaches pupil relationship building	Warm, friendly, expressive face Positive body language Be attentive and in tune Acknowledge feelings and meet body language Let them know you are on their team, fellow traveller Overcompensate for their past experiences
REASON – teaches pupil	Reduce your words, chunk information Use multi-sensory techniques to describe or relay facts – drawing Drop the subject into a play situation or relate to own feelings/experience Avoid lecturing
REPAIR – teaches pupil how to shift states	Fix it together – clear it up, mend it, give time back Random acts of kindness – think of something that may make that person feel better Avoid asking to say 'sorry', could ask them to check someone is okay Do something together to reduce the shame

Subconscious behaviour – unable to moderate or self-regulate

Conscious behaviour – unwilling to moderate or self-regulate

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

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

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

If we punish conscious behaviours, we often create conflict. If we punish subconscious behaviours, we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours.

SLT Assistance Procedure for Antisocial Behaviour

Room Help Cards – these will be used by the class teacher to inform SLT that support is needed. Examples when they will be used include:

- If the child is not responding to the scripted language used by the adult and the unsocial behaviour is becoming persistent and disruptive.
- If a child leaves the classroom and there is no spare adult to follow.
- Antisocial behaviour which is persistent and disruptive.
- Any dangerous antisocial behaviour.

In Years 1 – 6, a child will be sent with the Help Card straight to the office. In Foundation Stage, an adult will be sent. Office staff will then notify SLT immediately, either in person or by phone. In the event that office staff are unavailable, the child will give the card to the nearest adult or class teacher. The card will not be written on as there is no expectation for a written or verbal explanation beforehand. The card must be returned to the correct room afterwards.

Reporting Behaviour Incidents

Incidents of serious or dangerous behaviour will be reported to SLT on the same day and will be added to SIMS by SLT. A *Restorative Reflection Sheet* will be completed by SLT with the pupil and attached to the behaviour log on SIMS. Parents will be informed.

Incidents of antisocial behaviour or persistent difficult behaviour will be recorded on TEAMS – Curriculum – Behaviour – Year Group – Class – Child's Folder using a *Restorative Reflection Sheet*. This form will be completed by the teacher through a discussion with the pupil.

Using Restorative Reflection Sheets

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 1999

It is important for every child to re-visit the experience with a changed set of feelings. During the incident, the pupil's behaviour may be influenced by anger, frustration, disappointment.

The purpose of reflect, repair and restore is to re-visit the experience with a pupil who is calm, relaxed and reflective. This process should be non-judgmental and provide an accurate description. It is important that time is invested in this process.

The restorative reflection process will explore:

- What people were thinking and feeling before, during and after the incident?
- Who has been affected and how?
- How we can repair any harm?
- How we can plan for a different response to the same experiences or feelings reoccurring?

Exclusions

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

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

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

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

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

Bullying: Refer to the Anti-Bullying Policy.

Use of Reasonable Force

In the vast majority of situations, even of dangerously antisocial behaviour, 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 there is a significant damage to property. If reasonable force has to be used, this will be documented factually and parents and SLT will be notified.

Partnership with Parents

We work closely with our parents to ensure the consistent approach of the Therapeutic Behaviour Policy. All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of therapeutic strategies for individual pupils as well as invited to meetings with outside professionals. Parents will be informed of all incidents of dangerous antisocial behaviour and their protective consequences.

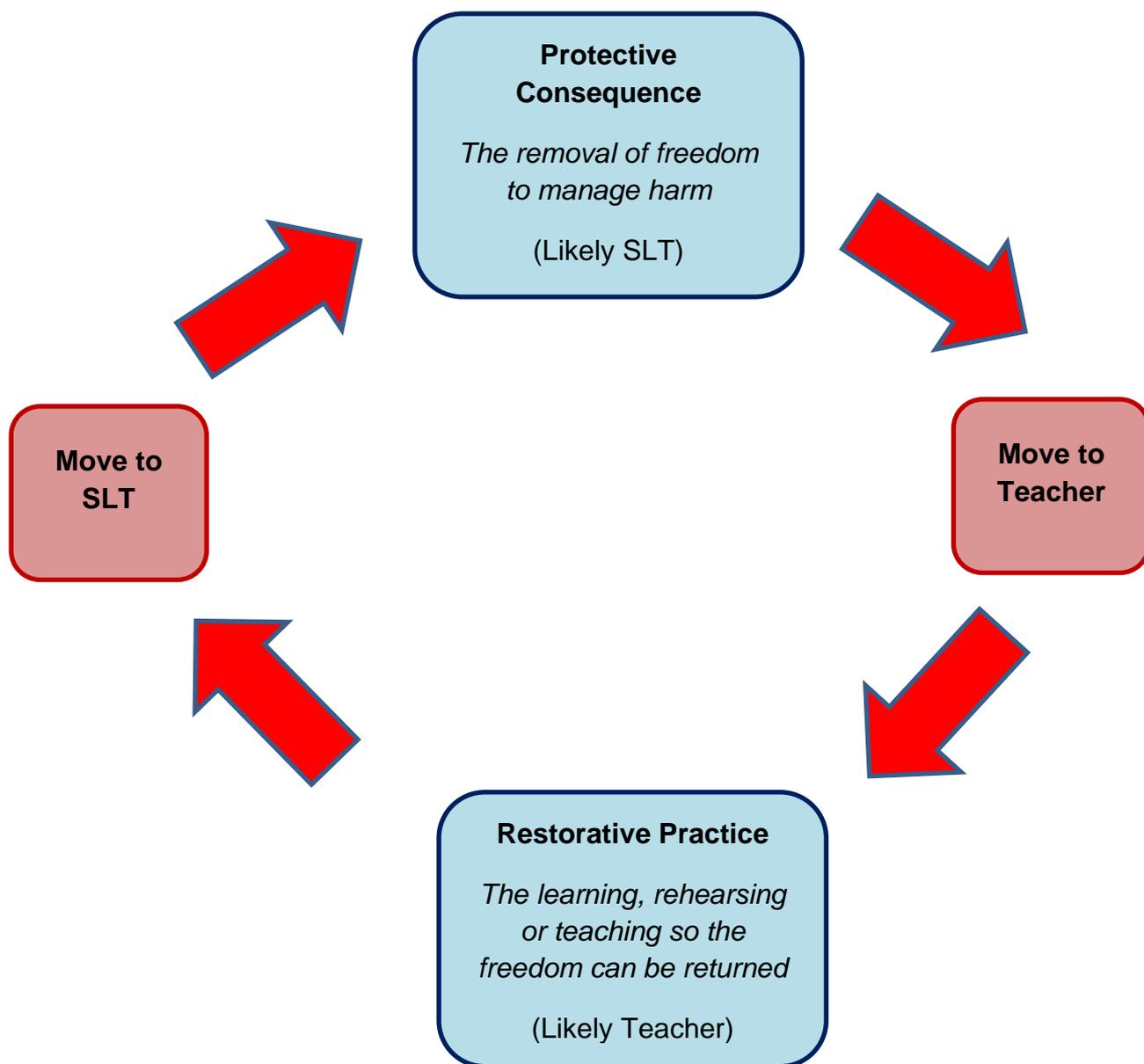
Monitoring, Assessment and Evaluation

- Individual therapeutic plans will be evaluated by each teacher half termly
- SLT will monitor behaviour incidents recorded on SIMS half termly and children the teachers have identified as a concern to measure the progress of the therapeutic approach.
- The Head teacher or Deputy Head will report to governors the impact of the therapeutic approach.

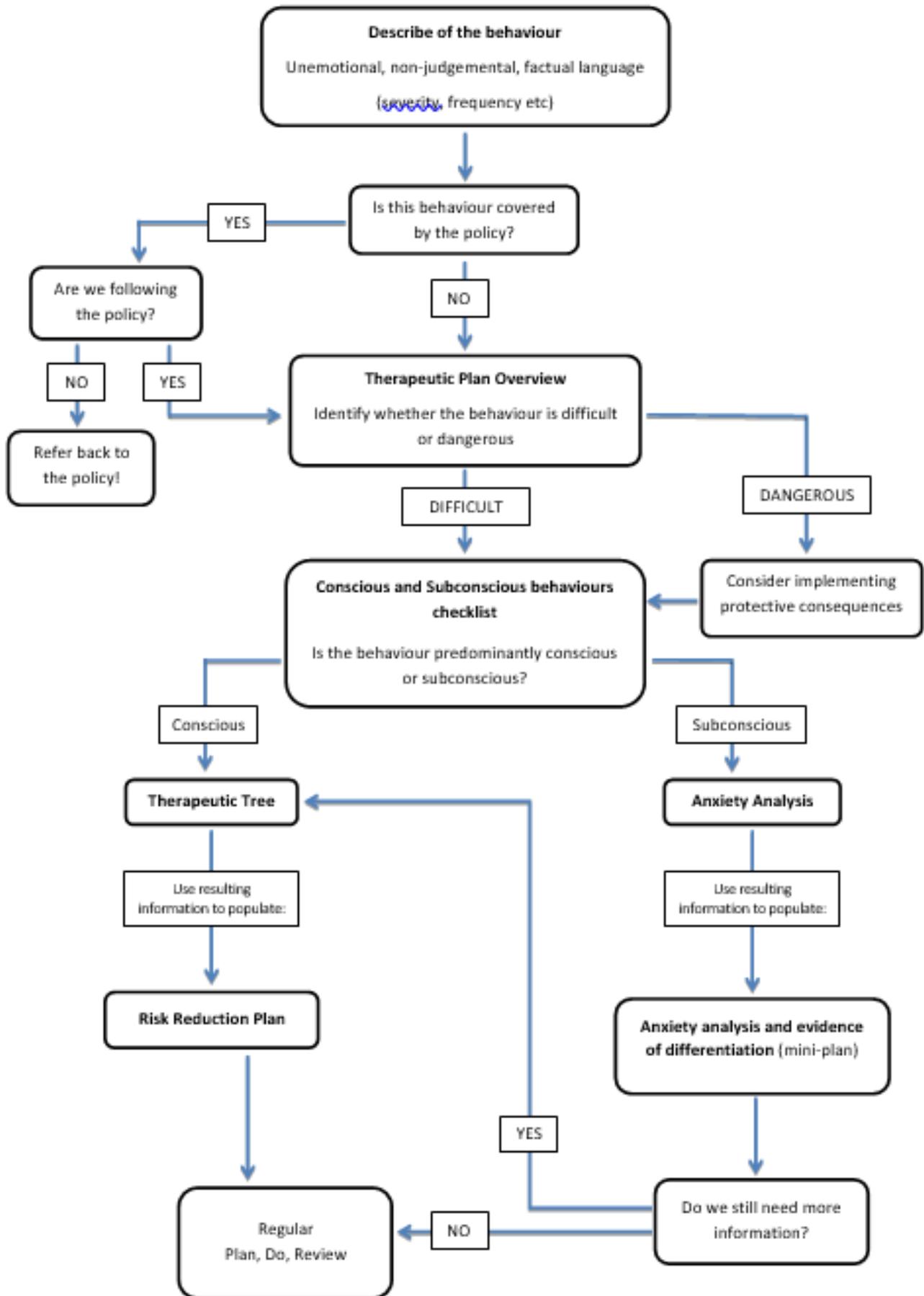
Appendix One: Consequences: Protective and/or Educational

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

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



Appendix Two: Flow Chart for Action



Appendix Three: Therapeutic Plan Overview

Therapeutic Plan Overview

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) may require a Therapeutic Plan

Signature of Plan Co-ordinator..... Date

Signature of Head teacher..... Date.....

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Appendix Four: Conscious and Subconscious Behaviour Checklists

Conscious behaviour checklist

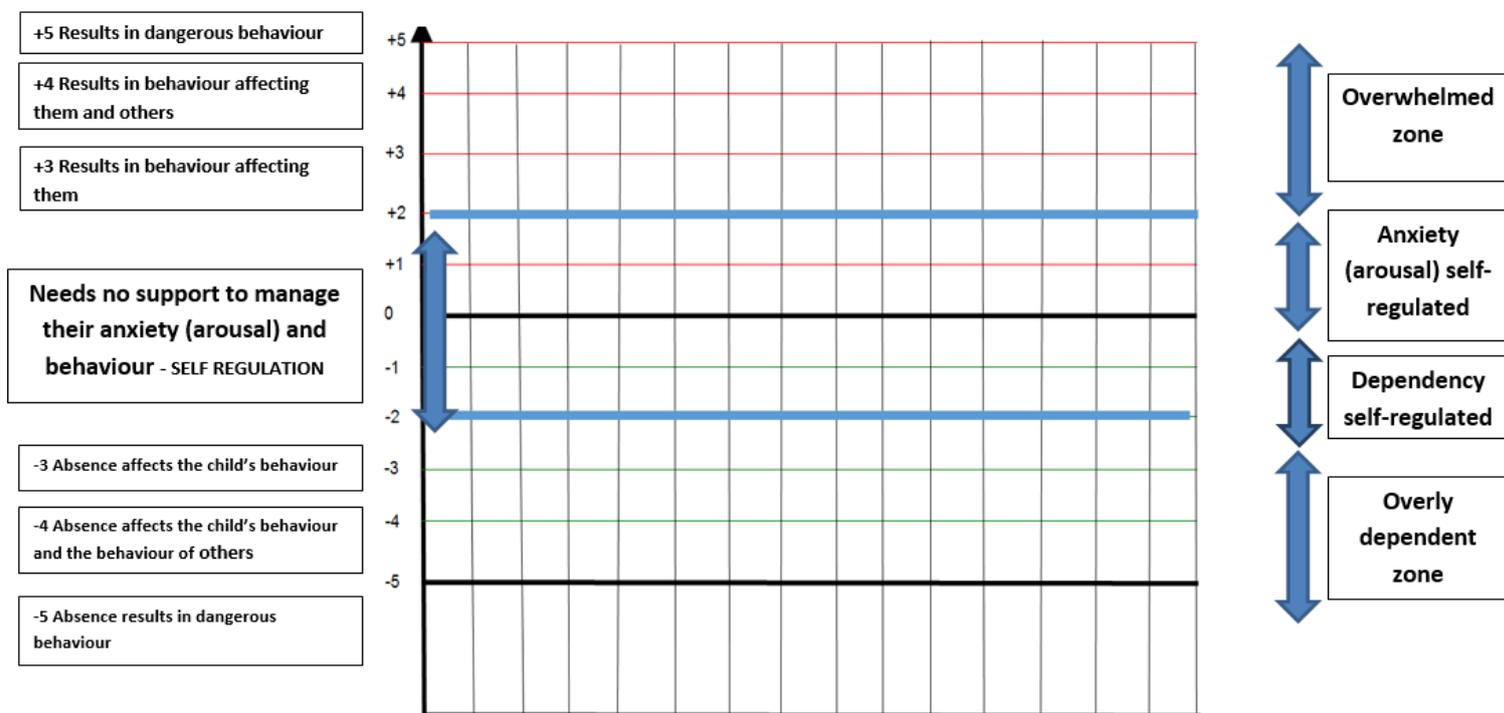
Question	Response	Solution or differentiation
What is their desired outcome from their behaviour?		Is there any way the child could get their desired outcome using pro-social behaviours, such as asking, negotiating etc?
What is the motivation to behave anti socially?		What gains or benefits practically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

Subconscious behaviour analysis checklist

Question	Response
Is the behaviour medical?	
Is the behaviour habitual?	
What is causing the fear? <small>(topic, adult, time, activity, peers, transition, noise etc)</small>	
What is causing the anger? <small>(topic, adult, time, activity, peers, transition, noise etc)</small>	
What is causing the confusion? <small>(topic, adult, time, activity, peers, transition, noise etc)</small>	
What is causing the embarrassment? <small>(topic, adult, time, activity, peers, transition, noise etc)</small>	
What is causing the anxiety? <small>(topic, adult, time, activity, peers, transition, noise etc)</small>	
What is over stimulating or overwhelming them?	

Appendix Five: Anxiety Analysis

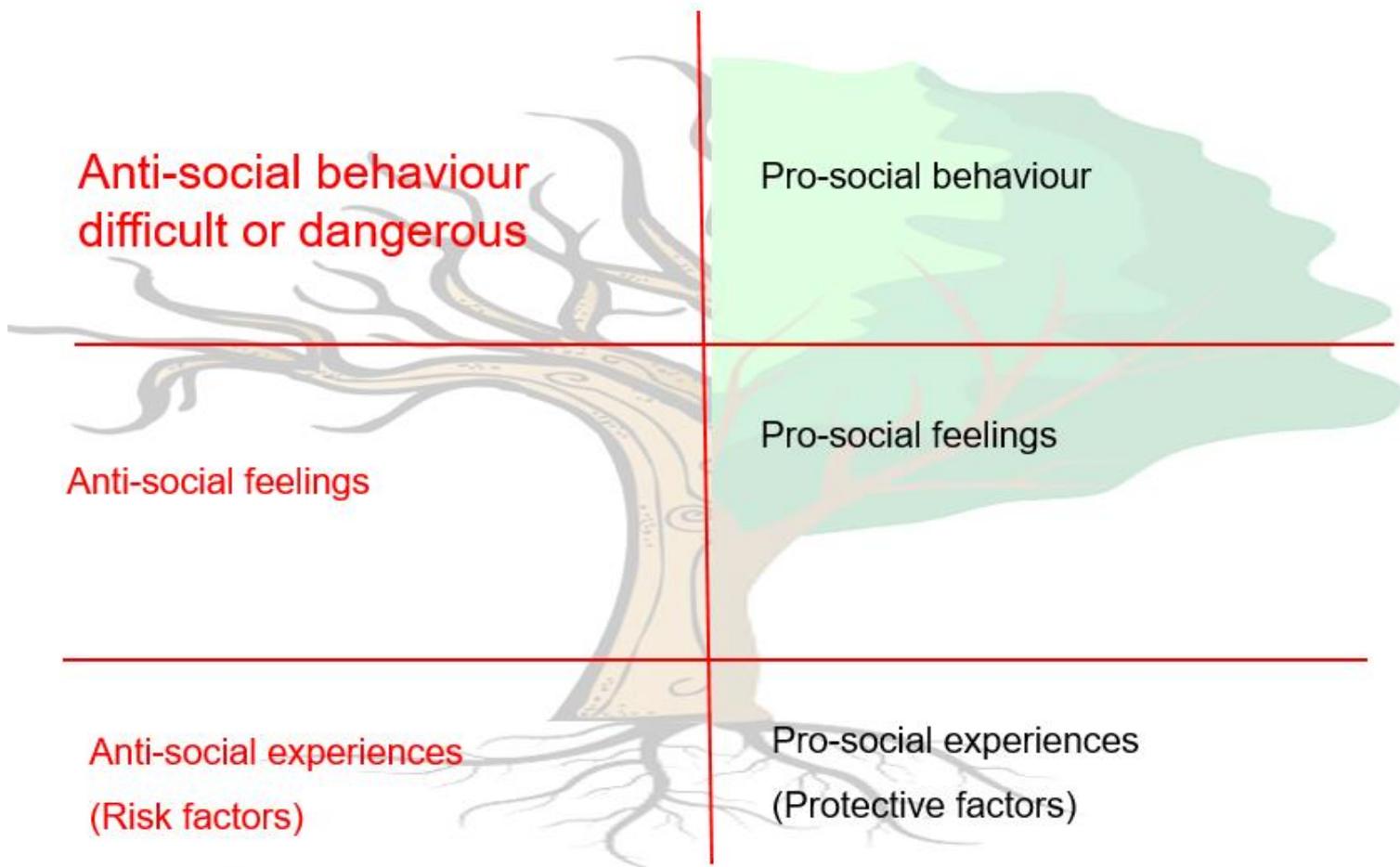
Anxiety (Arousal) Analysis Guidance



Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

(Each set of variables above should be mapped on a separate form to cross reference these and identify multiple rises in anxiety (arousal) or multiple dependencies)

Appendix Six: Therapeutic Tree



Appendix Seven: Actions / Scripted Language

Prosocial Behaviours

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

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

Create a calm and well-ordered environment for teaching and learning and fostering a pride in it. Lessons are well-planned and children are motivated and keen to learn – no learning time is wasted.

We value the prosocial behaviours described as our school rules: be kind; be safe; be respectful.

Positive Reinforcement Ideas:

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

Unsocial Behaviours: *If you become frustrated by this and 'hector' the child, you can cause them to become antisocial – are we expecting them to 'obey'?*

	Positive Phrasing (Can include distracting/ re-directing)	Limited Choice	Disempowering the Behaviour and/or De- escalation	Protective or Educational Consequence
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?'	'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 ... 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 the book corner.' (repeat)	'You can choose to finish it later.'	Rehearsing and practising Completing tasks Differentiated curriculum – possibly practical and creative activities to encourage engagement in class

		<p>'Are you starting your work with the words or the pictures?' (repeat)</p> <p>'You can work with a friend or on your own.' (repeat)</p>		
Refusing to get changed for PE	<p>'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.'</p>	<p>'Are you going to change all your kit or just your shoes and socks?' (repeat)</p> <p>'You can choose to get changed here or in the cloakroom/other classroom.' (repeat)</p>	<p>'Well done to everyone getting changed quickly and safely for PE.' (remind of importance of changing.)</p> <p><i>There may be a safeguarding or body conscious image here so you need to check this – there could be a previously arranged place agreed for private changing if necessary.</i></p>	
Refusal to do PE	<p>'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)</p>		<p>'You can do a lesson with the other class later if you would like.'</p>	<p>'Before break, we will talk about the bits you find difficult in PE.'</p>
Not listening to/ following instructions	<p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p> <p>'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.'</p> <p>'Fantastic listening from ... I like the way you are staying still and listening so you can follow my instructions.'</p>		<p>'You can choose to have another go later.'</p>	<p>'We will check you understand how to ... before you go out to break.'</p>
Choosing to do another activity than the one the class are doing	<p>'I can see you are choosing to read/draw now rather than join in. If you do this ... first, then you can read/draw after that.'</p>	<p>'You can choose to do this now or later.' (repeat)</p>	<p>'You can choose to do this later if you would like to when the others are doing...'</p>	<p>'We can check you understand what to do before you go out to break.'</p>
Rocking on their chair	<p>'Put the 4 chair legs on the floor.'</p>	<p>'Do you want to sit on the chair or the carpet?' (repeat)</p>		<p>'We may need to practise how to sit on the chair safely before break time.'</p>
Calling out/ talking to a friend	<p>'We are taking it in turns to listen. Who else can I see listening carefully?'</p>			<p>'We can check you understand what to do before you go out to break.'</p>

	'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 <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>	'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			'We can check you understand what to do before you go out to break.'
Not sitting appropriately for learning <i>Some children may find it very difficult to sit still and cross-legged on the carpet or up straight in a chair – try and offer times when they choose their best listening position and offer this on occasion e.g. story time)</i>	'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)			

Antisocial Behaviours: *Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention*

	Positive Phrasing (Can include distracting/ re-directing)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
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 ...' (repeat)	'I can see you are not happy at the moment. When you are ready to speak to me properly, I will listen.' (then	Conversation and exploration 'Thank you for telling me/showing me how you are feeling – if you can

	'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)	ignore until they are ready)	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
Distracting and/or disrupting others' learning by shouting, banging, making noises	'I can see 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 ...' (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
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 ...' (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

Dangerous Antisocial Behaviours: *Will likely need SLT support after following the script*

	Positive Phrasing (Can include distracting/ re-directing)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Leaving the school building	'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 calling the police.'	'I can see there is something wrong. Do you want to come inside and talk to ..?' (give choice of 2 – whichever most appropriate/ available) When you come in, would you like to go		Conversation and exploration. Possible limit to outside space. Escorted in social situations/ break times Restricted off-side activities

		to the carpet or your safe space?' (repeat)		
Spitting (directly at another) Hair pulling Pushing aggressively Scratching Pinching Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition)	'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 ...?' (give a choice of 2 – whichever most appropriate/ available.) <i>If already inside, the choice would be to come and talk to one of these adults and away from wherever they are now.</i>	'Child's name..., I can see something has happened.' 'I am here to help.' 'Talk and I will listen.' 'Come with me and...'	Protective consequences: possible limit to outside space. Escorted in social situation / break times Restricted off-site activities Differentiated teaching space Exclusion
All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties – see above – prosocial section				
Example of responses: 'Name, you have used your safe space, well done.' 'You are making a good effort with your learning.' 'Thank you for telling me how this made you feel.' 'Thank you for being honest with me and telling me the truth.' 'I can see that you are upset...your body language is showing me you are cross.' 'I can understand how that could be upsetting/ annoying.'		Post incident recovery and debrief measures (Restorative Practice): <i>Add descriptions here from Therapeutic Plan</i> 'It is time for a chill and chat.' 'Tell me what happened when...' 'How were you feeling when...?' '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.'		

Appendix Seven: Restorative Reflection Sheet



Restorative Reflection Sheet

Name:	Class:	Date/Time:
Tell me what happened when...		
How were you feeling when...?		
Did anyone get hurt? Was anyone upset?		
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		