John Rankin Schools
Therapeutic Behaviour Policy

Document history	
Date approved	7 October 2021
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A copy of this document can be obtained from	
Related documents	
Anti-Bullying Policy	
Inclusion Policy – Local Offer	
Pastoral Care Policy	
Use of Reasonable Force Guidelines	

Summer 2020

Purpose of the policy

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

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

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

What is Therapeutic Thinking?

An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the **dynamic**.
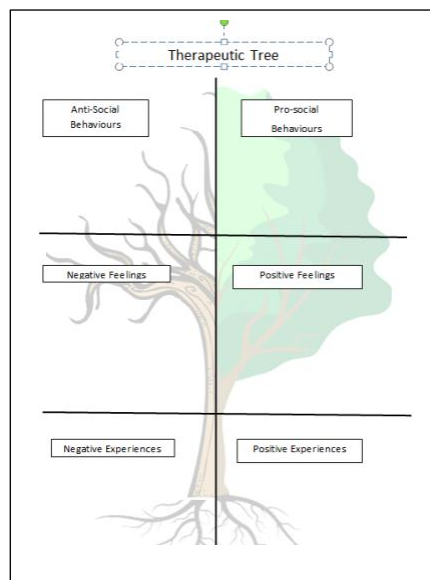
When we use a therapeutic approach;

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

At John Rankin Schools we firmly believe that;

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

Therapeutic Tree

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

The relationships people have with each other and the study of how these relationships can change.

Policy Principles

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.

Planning and managing children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November 2018).

This policy is based on the rights, responsibilities and needs of individual and groups of pupils;
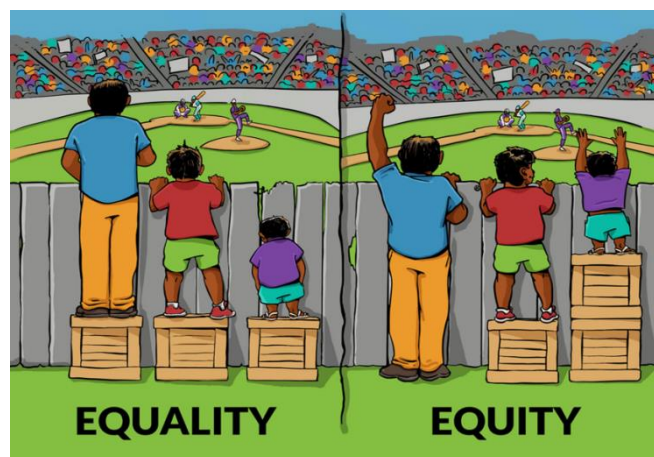
- ✓ We all have the right to feel safe
- ✓ We all have the right to work and learn
- ✓ We all have the right to be respected
- ✓ We all are responsible members of our school community

Aims of this Policy and the Therapeutic Approach at John Rankin Schools

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

We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others. This is reflected in our Schools' vision:

'Inspired to Learn – Challenged to achieve'

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 John Rankin Schools we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning achieve their full potential.
Equity = Equality.

External discipline is controlling behaviour …Internal discipline is teaching behaviour
To create change we need to understand, not simply suppress, the behaviour

How Can we <u>Teach</u> Behaviour?

- ***<u>Relationships (invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be)</u>***
- **Role modelling** (*this is essential – for e.g. we have to show them how to 'play nicely' by playing <u>with</u> them*)
- **Consistency** (*not equality*)
- **Routines** *(but with flexible thinking referring to individual circumstances and quick wins)*
- **Prioritising prosocial behaviour** (*really valued in every child – thanking them, proximal praise*)
- **Planning alternatives to antisocial behaviour**
- **Reward and positive reinforcement** (*should be given freely and unexpectedly, not as a form of bribery*)
- **Feedback and recognition** (*give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)*)
- **Comfort and forgiveness** (*understanding and know that we will do it differently tomorrow*)
- **Ignoring** *(unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)*
- **Positive language** *(tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)*
- **Restorative Practice** (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences).Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

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

We have no public methods of tracking behaviour that risk creating negative feelings – children can not 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).

Roles and Responsibilities

Everyone is responsible for:
- Being positive role models
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the Schools.
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.

- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

The Governors and Executive Headteacher are responsible for:
Monitoring and Evaluating the impact of the Policy.

The SLT are responsible for:
- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

The staff are responsible for:
- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be re-enforced each half term or whenever appropriate).
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Planning a programme of Religious Education and PSHE (including Circle Time) to promote pro-social behaviour.
- Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.

- Recording serious incidents in SIMS on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others

Parents are responsible for:
- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or 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 consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

Types of Behaviour

Prosocial

Relating to behaviour which is positive, helpful, and intended to promote social acceptance.
Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people.
Behaviour which benefits other people or society.
Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.
Examples;
The best examples are demonstration of the ethos of our school;
1. **Our Golden Rules and Federation Best Behaviours**.

> ✓ Be gentle
>
> ✓ Be kind and helpful
>
> ✓ Work hard
>
> ✓ Look after property
>
> ✓ Listen to people
>
> ✓ Be honest

The Golden Rules are displayed in all classrooms and around the school and frequently referred to. All behaviour systems link back to the Golden Rules and are re-visited at regular intervals and used in assemblies.

In addition to our Golden Rules we have also set out a clear list of expectations 'Federation Best Behaviours', which should guide all stakeholders as to the behaviour we do and don't expect to see at JRS. These are referenced to regularly in assembly and whole class discussion. Repeatedly upholding our Federation Best Behaviours may result in a consequence.

Unsocial Behaviour (referred to as 'difficult')

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.
Not doing as instructed, but not to the detriment of others.

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

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

Antisocial Behaviour (some are referred to as 'dangerous')

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

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

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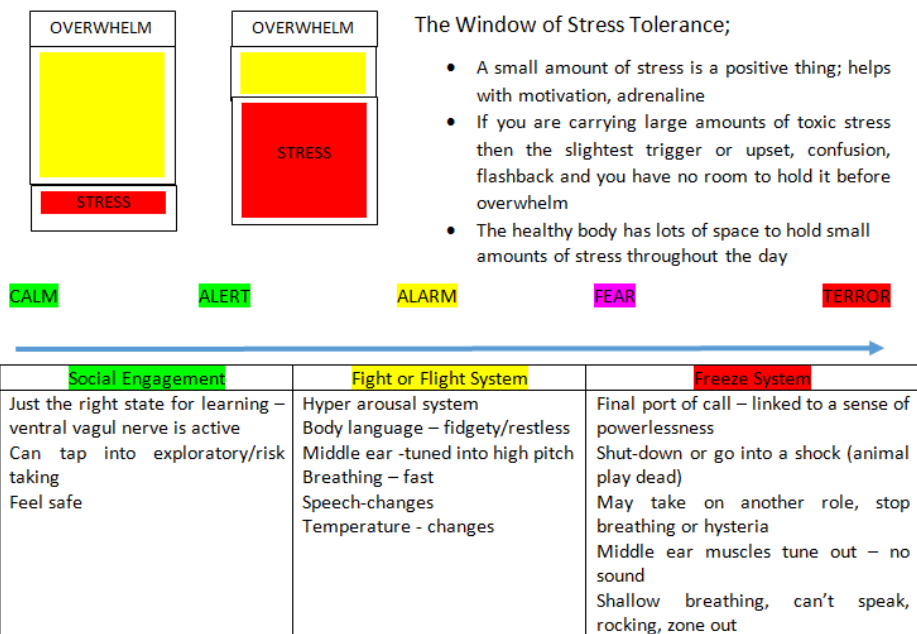*The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.*

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

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

Adults as Stress Regulators…Not Behaviour Managers

The Window of Stress Tolerance;

- A small amount of stress is a positive thing; helps with motivation, adrenaline
- If you are carrying large amounts of toxic stress then the slightest trigger or upset, confusion, flashback and you have no room to hold it before overwhelm
- The healthy body has lots of space to hold small amounts of stress throughout the day

CALM   ALERT   ALARM   FEAR   TERROR

Social Engagement	Fight or Flight System	Freeze System
Just the right state for learning – ventral vagul nerve is active Can tap into exploratory/risk taking Feel safe	Hyper arousal system Body language – fidgety/restless Middle ear -tuned into high pitch Breathing – fast Speech-changes Temperature - changes	Final port of call – linked to a sense of powerlessness Shut-down or go into a shock (animal play dead) May take on another role, stop breathing or hysteria Middle ear muscles tune out – no sound Shallow breathing, can't speak, rocking, zone out

Antisocial behaviour should not need SLT support unless it is persistent and disruptive. Dangerous Anti-social behaviour is likely to need SLT support/intervention.

REGULATE *(teaches pupil how to shift states)*	Consider that the child may be in a Negative stress system such as; Fight or Flight system or 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, heavy lifting, crunchy snack Mindfulness or safe zone and sensory activities Play a game of thought, puzzle or other thought provoking distraction Use a calm box/SOS bag or yoga/music Consult the Anchor plan – personal strategies for calm
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

Conscious and Sub-conscious Behaviour

Subconscious behaviour - unable to moderate or self-regulate
Conscious behaviour - unwilling to moderate or self-regulate

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

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

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

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

SLT assistance procedure for Anti-social behaviour

Blue Card – asking for support from a trained Therapeutic trainer.
Red Card – Signifies dangerous anti-social behaviour - support from SLT needed
Use this policy and staff pamphlet to support scripted language and strategies
SLT will model therapeutic methods or take the class for the teacher to do this (to increase confidence with approach)
If a child leaves the classroom, notify a member of SLT on the radio immediately
If a child leaves the site, notify the police and parents immediately

Please see appendix – Actions/Language for Behaviours for specific strategies to support behaviours

Reporting Behaviour incidents

Incidents of serious or dangerous behaviour – to be reported on SIMS/CPoms and SLT informed the same day
Other incidents of behaviour – recorded on an incident form or record of discussion form and attached to CPoms or timeline of child in CPoms
Serious incidents, even if dealt with, should be reported to SLT the same day and parents informed.

Exclusion

The Executive Head Teacher and Deputy head teachers 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 Inclusion (or small gardens)
Will be considered where behaviour systems are not helping to change the pattern of behaviour. This will follow a conversation with parents.
External
Will be considered for incidents of serious violence or continued disruption/all of the above have failed to change the behaviour.

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

Bullying: please refer to the Anti-Bullying policy.

Use of Reasonable Force

In the vast majority of situations, even of dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually and parents and SLT notified.

Partnership with Parents

We work closely with our parents to ensure the consistent approach of the Therapeutic behaviour policy.
All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of therapeutic strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals.
Parents will be informed of all incidents of Dangerous anti-social behaviour and their protective consequences.

Monitoring, Assessment and Evaluation

- Individual therapeutic plans will be evaluated by each teacher
- The Boxall assessment may be used as a form of measuring progress for pupils with difficult or dangerous behaviour
- Pastoral care notes, plans and evaluations will help measure progress of the therapeutic approach
- The school's therapeutic lead will report to governors and Executive head teacher the impact of the approach

This policy has been agreed by staff and governors and should be implemented in conjunction with the following policies;

- Teaching and Learning policy
- Anti-Bullying Policy
- Local Offer and Inclusion statement
- Equality Policy
- Reasonable Force Guidelines

Date Approved by FGB: **7 October 2021**

Review Date: **October 2022**

Appendix 1
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 student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

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

Protective
Consequence

*The removal of freedom
to manage harm*

(Likely SLT)

Move
to SLT

Move
to
Teacher

Restorative Practice

*The learning, rehearsing
or teaching so the
freedom can be returned*

(Likely Teacher)

Describe the behaviour

Unemotional, non-judgemental, factual language

(severity, frequency etc)

Is this behaviour covered by the policy?

YES

NO

Are we following the policy?

NO

YES

Refer back to the policy!

Therapeutic Plan Overview

Identify whether the behaviour is difficult or dangerous

DIFFICULT

DANGEROUS

Consider implementing protective consequences

Conscious and Subconscious behaviours checklist

Is the behaviour predominantly conscious or subconscious?

Conscious

Subconscious

Therapeutic Tree

Anxiety Analysis

Use resulting information to populate:

Use resulting information to populate:

Risk Reduction Plan

Anxiety analysis and evidence of differentiation (mini-plan)

YES

Do we still need more information?

NO

Regular
Plan, Do, Review