Therapeutic Thinking Policy

Documents to accompany this policy:	Behaviour Policy Safe Touch Policy Teaching and Learning Policy SEND and Inclusion Policy Equality, Equity, Diversity and Inclusion Policy
Member of staff responsible:	Mrs S Pengelly
Governor delegation:	Headteacher
Statutory/Non-Statutory	Non-Statutory
Date of policy approval:	20/04/23
Policy Reference #:	418[O]
Publication:	Staff Folders

The 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;

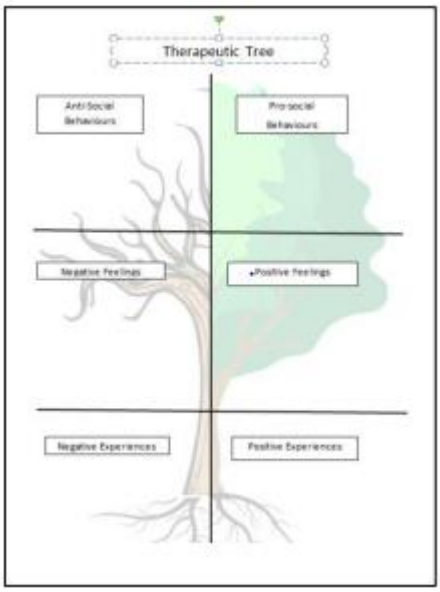
- we analyse behaviour rather than moralise about it
- we look for the root causes from feelings and experiences rather than blanket behaviourist theory
- we model therapeutic practices with all children, adults in school and parents or visitors from outside
- Our language is chosen carefully from universal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

At Coley Primary School we firmly believe that;

Positive experiences create positive feelings.

Positive feelings create positive behaviour.

Therapeutic Tree



Dynamic Definition - The dynamic is everyone affected by the school or establishment supporting the child. At the centre of a school dynamic are those people who are there all the time, including staff and children. The centre of the dynamic ripples out to include parents, extended families, carers, governors, the local community, occasional visitors etc. Every child has a dynamic, every member of staff, every class, every school, simply it means those affected by. The relationships people have with each other and the study of how these relationships can change. The way in which people react to each other in a particular situation. The interactions of people when they are grouped with others through either choice or circumstance.

Policy principles

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

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

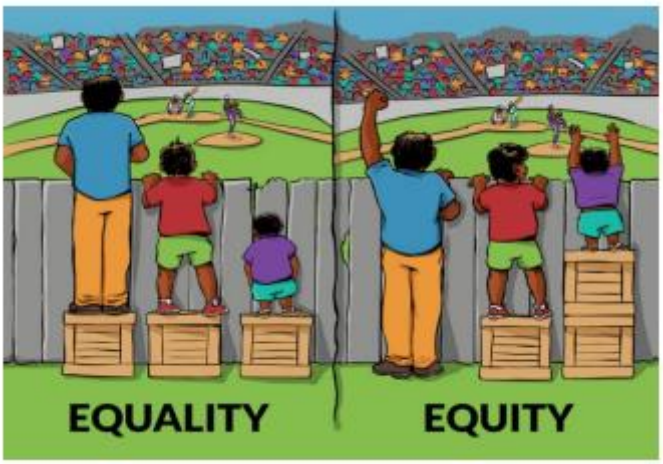
- We all have the right to feel safe
- We all have the right to work and learn
- We all have the right to be respected
- We all are responsible members of our school community

Aims:

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 Reading

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.



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.
Equity = Equality.

At Coley Primary School we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning achieve their full potential.

How can we teach behaviour?
Relationships (invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be)
- Role modelling (this is essential – for e.g. we have to show them how to 'play nicely' by playing with them)
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising prosocial behaviour (really valued in every child – thanking them, proximal praise)
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)

- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open))
- Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Ignoring (unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- Positive language (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)
- Restorative Practice (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences).

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.
We have no public methods of tracking behaviour that risk creating negative feelings – children cannot publicly see the judgement of staff and we have adopted private levels of praise. Predominantly children expect feedback and verbal recognition or support (visual reminders such as stickers/certificates are private and not given publicly 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.
- 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.
- Consistently promoting pro-social behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.

The Governors and Head Teacher 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 reoccur.
- 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, enabling children to live out the school values: Belonging, Respect, Honesty, Curiosity, Courage, Pride.
- 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 prosocial 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 and reporting to the HT

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.

Unsocial Behaviour (referred to as 'difficult') Not enjoying or trying 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 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 **B**iting Punching Throwing furniture Physical or verbal bullying

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.

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

Conscious and Sub-conscious Behaviour

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

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.

Reporting behaviour concerns
Incidents of serious or dangerous behaviour must be reported to the HT/DHT on the same day. Other incidents of concerning behaviour – recorded on an incident form or behaviour form and should be reported to HT/DHT the same day and parents informed.

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 exclusion. When establishing the facts in relation to suspension 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. Suspension 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.

Safe Touch
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 the decision of the Head Teacher or Deputy Head Teacher.

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

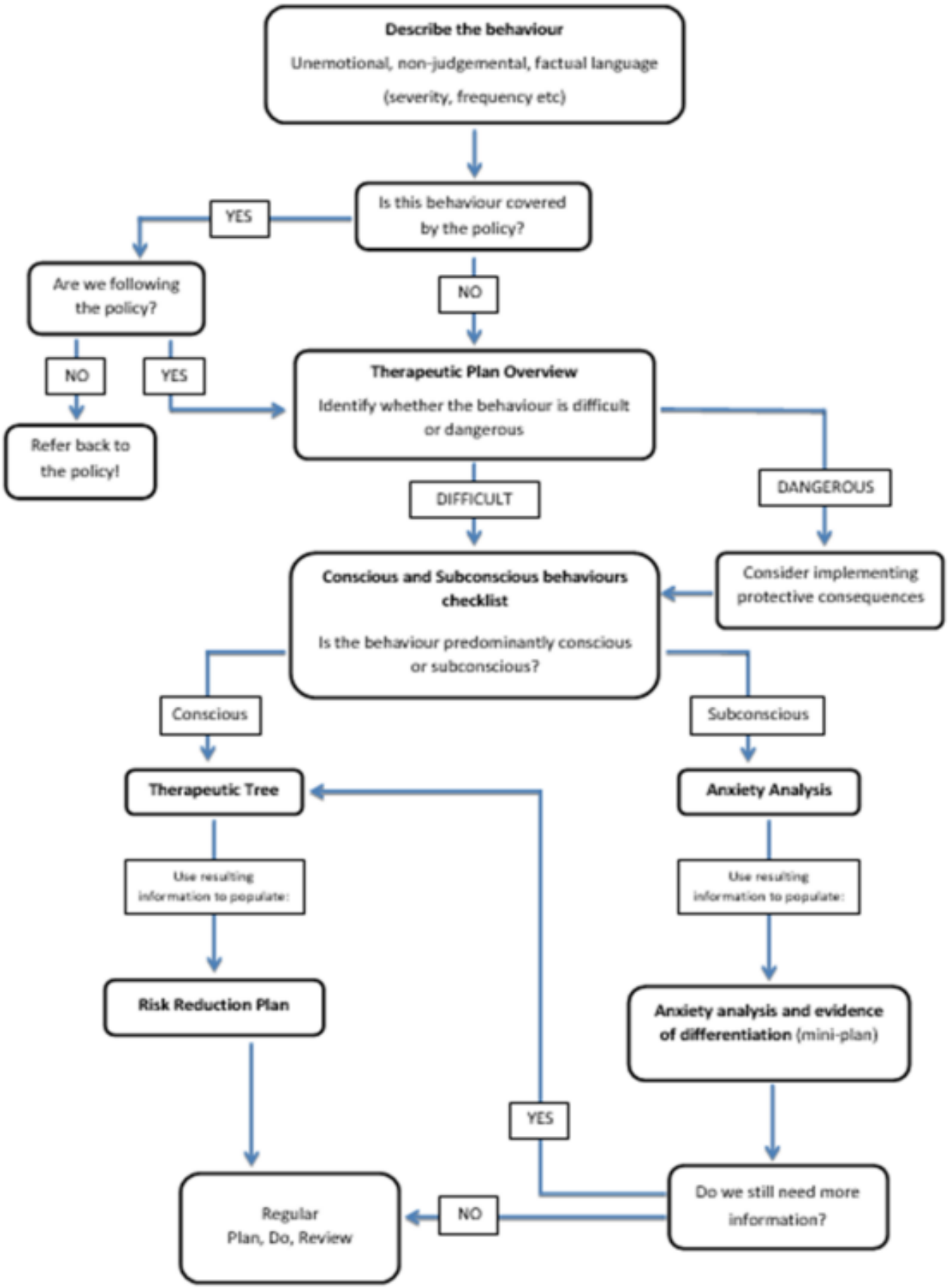
- Individual therapeutic plans will be evaluated by each teacher
- Pastoral care notes, plans and evaluations will help measure progress of the therapeutic approach
- The Head Teacher will report to governors the impact of the approach

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.

Appendix 2


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

Appendix 3

Therapeutic Transition Plan

Name: **Year group :** **Teacher/TA:**

RISKS	
Environment	**Classroom**
Play	**Other**

Likes	**Dislikes**
Triggers	**Associated factors**
•	
Pro-social Behaviours	**Strategies and Reward**
•	•
Associated feelings	
Unsocial Behaviours	**Strategies**
•	•
Associated Feelings	
Annoyed, compromised, confused, upset, lack of control, need of control, angry	• Do's •
	Don't' •
Anti-social behaviours	**Strategies**
	•
Associated Feelings	

Scripted Language

Post Incident recovery and Debrief Measures

Ask restorative questions such as:

"Tell me what happened when..."

"How were you feeling when you...?"

"Did anyone get hurt, was anyone sad?"

"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"

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

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

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

Appendix 4

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

Appendix 5

Prosocial Behaviours

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

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

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

We value the prosocial behaviours described as The Golden Rules;

Being gentle
Being kind and helpful
Working hard
Looking after property
Listening
Being honest

Positive Reinforcement Ideas;

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

	Positive Phrasing *(Can include distracting/re-directing)*	**Limited Choice**	**Disempowering the Behaviour and/or De-escalation**	**Protective or Educational Consequence**
Unsocial Behaviours *If you become frustrated by this and 'hector' the child, you can cause them to become anti-social – are we expecting them to 'obey'?*				
Leaving their desk without permission	'Stay seated in your chair… (name).' 'Who else can I see sitting well at their desk?'	'Are you going to sit on your own or with the group?' (repeat). 'Would you like to sit on the chair at this desk or that desk?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to…. before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space/at your desk, or next to me?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to…. before you go out to break.'
Refusing to complete the work set	'I know you want to do …… first I need you to ….., then you can …..' 'Can you tell me…./show me ….?'	'I can see you are not ready to do Maths now, so we can do ….. or …. and come back to Maths when you are ready.' 'Let's see if we can do this in the book corner?' 'I wonder if we will be faster at the table or book corner? (repeat) '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.'	Rehearsing and practising Completing tasks Differentiated curriculum – possibly practical and creative activities to encourage engagement in class
Refusing to get changed for PE	'I know you don't want to get changed for PE, so this time just take off your shoes and socks and then you will be safe.'	'Are you going to change all your kit or just shoes and socks.' (repeat)	'Well done to everyone getting changed quickly and safely for PE.' (remind of importance of changing).	

		'You can choose to get changed here or in the cloakroom/other classroom.' (repeat)	*There may be a safeguarding or body conscious issue here so you do need to check this – there could be a previously arranged place agreed for private changing if necessary.*	
Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' (repeat).		'You can do a lesson with the other class later if you would like to?'	'Before break, we will talk about the bits you find difficult in PE.'
Not listening to/ following instructions	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' 'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.' 'Fantastic listening from…. I like the way you are staying still and listening so you can follow my instructions.'		'You can choose to have another go later.'	'We will check you understand how to…. Before you go out to break.'
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)	'I can see you are choosing to read/draw now rather than join in. If you do this….. first, then you can draw/read after that.'	'You can choose to do this now or later'. (repeat)	'You can choose to do this later if you would like to when the others are doing…..?'	'We can check you understand what to do before you go out to break.'
Rocking on their chair	'Put the 4 chair legs on the floor.'	'Do you want to sit on the chair or the carpet?' (repeat)		'We may need to practise how to sit on the chair safely before breaktime.'

Calling out/talking to a friend	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'			'We can check you understand what to do before you go out to break.'
*Playing/fiddling with equipment *(Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)*	'I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.' 'Put the ruler/rubber/pen on the table.'	'Put it on your table or give it to me.' (repeat)		
*Not sitting 'appropriately' for learning *(Some children may find it very difficult to sit still and cross-legged on the carpet or up straight on a chair – try and offer times when they choose their best listening position and offer this on occasion eg storytime)*	'You need to sit up to your desk for this lesson because..... (eg it will help your presentation/ show me that you have understood the instructions), later for storytime you can ..... (eg sit in your favourite way.)'			

	Positive Phrasing *(Can include distracting/re-directing)*	**Limited Choice**	**Disempowering the Behaviour and/or De-escalation**	**Protective or Educational Consequence**
Antisocial Behaviours *Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention*				
Continued interruptions Aggressive shouting/calling out disruptively Answering back/mimicking	'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.' 'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' 'I can see you know the answer but at the moment it is .....'s turn to share their thoughts.'	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or .....?' (repeat).	If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices. Ignore and speak later to individuals.	Conversation and exploration
Swearing Name calling Lying	'I can see that you are not happy at the moment.' 'I can see you are upset.' 'We can talk when you are ready.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat). '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)	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Conversation and exploration 'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'
Refusal to carry out an adult's request	'Put the pen on the table.'	'Walk with me, to the library or the book corner.' (repeat)		Rehearsing and practising

	'I can see you are not ready to do this right now.' 'I can see something is wrong, if you want to talk I will listen – I am here to help.'			Completing tasks
Distracting and/or disrupting others' learning by shouting, banging, making noises	'I can see that you are not happy at the moment and you are not ready to learn/play.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Rehearsing and practising Completing tasks (catch-up hub)
Leaving the classroom without permission	'I can see that you are not happy at the moment.'	'Come back into the room when you are ready and we can talk here or with ..... who would you like to talk to, me or .....?' (repeat). 'You can come and find me when you are ready.'	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as another adult is in the vicinity).	Educational opportunities – identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).		Assisting with repairs or planning the repairs
Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box.' (repeat).		Research the real world implications
Dangerous Antisocial Behaviours *will likely need SLT support after following the script*				
Leaving the school building	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to	'I can see there is something wrong. Do you want to come inside and talk to *Mrs Riley, Mr Abery, Miss Hunter, Mrs*		Conversation and exploration Possible limit to outside space
Leaving the premises	(adult) inside, we can solve the problem.' 'Name, you have left the school premises, so I am calling the police.'	*Hunter, Mrs Ross? (give a choice of 2 – whichever most appropriate/available).* 'When you come in would you like to go to the carpet or your safe space?' (repeat)		Escorted in social situations/breaktimes Restricted off-site activities
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 *Mrs Riley, Mr Abery, Miss Hunter, Mrs Hunter, Mrs Ross? (give a choice of 2 – whichever most appropriate/available).* *(If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).*	'Child's name....., I can see something has happened.' 'I am here to help.' 'Talk and I will listen.' 'Come with me and .....'	Protective Consequences: Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Differentiated teaching space Exclusion
All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties – see above - Prosocial section				

Examples of responses;	**Post incident recovery and debrief measures (Restorative Practice)**
'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...'	**Add descriptions here from Therapeutic Plan** 'It is time for a chill and chat' 'Tell me what happened when...' 'How were you feeling when you.....?' 'Who has been affected...?' 'How can you help to put this right?' 'So let's practise what we have learnt so that we can do things better next time.'