Pirton School

Striving together for excellence and enjoyment

Behaviour Policy (Therapeutic Thinking)

Policy updated: September 2023
Policy Review: July 2025

Signed (Headteacher)

Signed (Chair of Governors)

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

At Pirton School, we aim to use a therapeutic approach to:

• Understand the world in which each child lives.
• Teach children to understand that their behaviour has an impact on themselves and others.
• Help children achieve self-regulation, tolerance and respect.
• Provide an environment where pupils feel safe, are happy and that supports learning.
• Be consistent.

We believe that good behaviour and self-regulation is based on mutual knowledge and respect.

The school follows the Herts Therapeutic Thinking (formerly known as STEPs) approach to behaviour. STEPs tutors within the school receive an annual update. Tutors provide training advice for all staff. From September 2023, there will be two trained tutors within school, in addition to the Headteacher and the SENCo. At all times, we seek to work in partnership with the child and their parents/carers to achieve our aims.

What is Therapeutic Thinking Hertfordshire Steps?

Therapeutic Thinking Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Therapeutic Thinking Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer.

Therapeutic Thinking Hertfordshire Steps is a therapeutic approach to positive behaviour management and is already well established in many of our education settings and services. The Therapeutic Thinking Steps approach is based on the following principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

It emphasises the importance of consistency and teaching internally?, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

External Discipline is imposed by staff through rules and suppression and will only achieve a short-term change. Working with a child's experiences and feelings creates an internal discipline. This results in long term change.

How can/will we teach behaviour?

• Positive relationships

• Role modelling

• 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.

Types of Behaviour

Prosocial 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.

School Expectations

Our 3 school rules are concerned chiefly with safety, the happiness of the child and preparing for life in society. They are:

- Be safe
- Be kind
- Be positive

In addition, we have six "Learning Behaviours" which we encourage children and adults to show/demonstrate in their behaviours around our school. We ask all members of our school community to be:

- Responsible
- Reflective
- Resourceful
- Ready
- Respectful
- Resilient

In our Celebration Assemblies, we award certificates to children who have demonstrated the Learning Behaviours or followed the school rules. The reasons for these awards are shared with the whole school community via the school website and our newsletter. We award certificates for children who have demonstrated these behaviours consistently but also those who have made significant improvements in their behaviours. Following the rules and the learning behaviours is an example of demonstrating **prosocial behaviours.**

Unsocial Behaviour (referred to as 'difficult')

This describes not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Examples could be:
- 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 (including '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 by shouting, banging, making noises	Hitting
	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

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

SLT assistance for Dangerous Antisocial Behaviour

All members of staff wear a lanyard which can be sent to a member of SLT for support if needed (similar to a red card system) The sending of the lanyard signifies dangerous antisocial behaviour and that support from SLT is needed. SLT will intervene and model therapeutic methods or take the class for the teacher to do this (to increase confidence with approach). If a child leaves the classroom, a member of SLT must be informed immediately. If a child leaves the site, notify the police and parents immediately, as well as SLT.

Reporting and Recording of Behaviour Incidents

Incidents of unsocial and antisocial behaviour must be reported on CPOMS and SLT informed the same day. There must be a clear follow up using consequences. It is the responsibility of the member of staff recording/reporting the incident to ensure that parents have been informed, if necessary. We use ABC charts which are uploaded onto CPOMS. These show Antecedent, Behaviour and Consequence as well as explaining the possible reason for the behaviours.

Logical consequences

For those few pupils who present with difficulties in meeting our expectations in lessons and in social times, we will always consider the age and stage of the pupil. Where expectations are not being met, this will result in an educational consequence. The school works to the ethos that some employment of initial tactical ignoring may be used if the behaviour is only impacting on the learning of the individual themselves. Targeted questioning may be used to re-engage the learner. We appreciate that all children are different and the key behaviour management tool is rooted in the positive relationships between adults and children that have been formed therefore there may be some specific strategies that can be accommodated with this.

In all cases of inappropriate response/ behaviour, an adult will try to talk to the child to try to find out what has happened.

Staff will use positive phrasing – say thank you – not please e.g. *'Thank you for sitting down with me to explain what has happened.'*

In most situations the following steps will be worked through. The school recognises that in some situations it may be necessary to move to level 6 straight away. In exceptional circumstances (e.g. aggressive behaviour, extreme bullying or racial abuse) it could be necessary to move straight to 7 or 8.

1. A verbal/physical indication is given so the child is aware that expectation is not being met.

2. A second indication is given. For most children initially a short discussion with a member of staff is sufficient for the child to reflect on their behaviour choices.

3. If a child continues with the behaviour, two simple choices which are acceptable will be given e.g. *"You can talk to me here or talk to me in my office.'' "We can talk here or outside the classroom." "We can complete the work now or when you are ready but it does need to completed."*

4. If there is non-compliance, we will move to de-escalate the situation. Providing the child is not causing any harm to themselves or others (e.g. stopping the learning), the behaviour will be ignored and the child will be given an indication the member of staff is ready to listen when the child is ready.

5. Where a child has become distressed all staff will follow the following script in addressing the situation *'I can see something has happened. I am here to help. Talk to me and I will listen.'*

6. If there is a regular occurrence of antisocial behaviour (a pattern has formed), the carer/parents will be contacted and invited into school to discuss the antisocial behaviour with the class teacher and their child. At this stage, 'Steps' resources e.g. Anxiety Mapping/Roots and Fruits will be completed and analysed. Consideration will also be given to a non-cognitive approach such as Drawing and Talking.

7. If there is persistent anti-social behaviour (a pattern has formed and some pastoral work has already been undertaken with little impact), a Risk Management Plan (RMP) will be drawn up with by class teacher and other adults who work with the child. This is shared with pupil/parent/carer and all staff. The class teacher will draft the RMP in conjunction with anxiety mapping, Roots and Fruits and any other analysis of indicators of heightened stress areas. The RMP will consider feedback from staff working with the pupil and other indicators e.g. Strengths and Difficulties Questionnaire (SDQ) and Daily record sheets which help to track progress. Class teachers will be supported by STEPs tutors to draft RMPs. RMP will include a de-escalation script, educational and protective consequences and pro social activities. Restorative activities will follow a crisis to enable the pupil to reflect on their behaviour, repair any damage and restore relationships. This approach allows reflection on the harm that has been done and how it can be repaired and to explore through discussion how conflict is less likely to happen again. If RMP does not result in improved behaviour, then a referral may be made for advice or support for pupil in school. At this point, or in the process of the above, an Educational Health Care Plan may be considered for the pupil. RMPs are reviewed at least half termly by the class teacher, supporting staff and other key adults.

8. Fixed term internal exclusion – carer/parent involved.

9. Carer/Parent telephoned – child to be taken home (fixed term suspension)

10. Permanent suspension. In all cases of temporary or permanent suspension Herts guidelines will be adhered to.

Any consequences will always be discussed with the pupil so the logic is clear.

Restorative Conversations

"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." **Wright, 1999**

We aim to use restorative conversations to develop children's ability to reflect and explore:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- How do you feel about what has happened?
- Who has been affected by what has happened? In what way?
- What needs to happen to put things right?
- Is there anything else you would like to say at this time?

Protective and/or Educational Consequences

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the child 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.

Adaptations for pupils with Special Educational Needs

The behaviour policy will be implemented alongside the SEN policy for children with SEN and reasonable adjustments will be made. This would include, but is not limited to, additional modelling, coaching, movement breaks, sensory adaptations etc.