

LONDON MEED PRIMARY SCHOOL THERAPEUTIC BEHAVIOUR POLICY

Therapeutic Behaviour Policy 2025

Section 1 - Values and Vision:

We have five school values upon which our learning is based. They are:

Community, Bravery, Resilience, Curiosity and Respect.

At the heart of everything is relationships. Strong relationships lead to safety, security, and learning. Children and adults will feel brave enough to make mistakes and know these are vital for learning. We want to work as a community, either in friendship groups, classes, year groups or as a whole school. We want our whole community to be respectful of each other's differences and points of view. We want a calm and purposeful atmosphere and learning environment. This policy enables us to have a consistent approach to behaviour across the school.

Our policy is based on a therapeutic approach to behaviour. At London Meed, this means that we recognise that behaviour is a form of communication and that children may not understand why they behave in the way that they do. Staff are trained in Therapeutic Theory, which includes understanding trauma, adverse childhood experiences (ACES) and attachment theories. We ask staff to be curious about children's behaviour to help them understand why a child might be demonstrating a particular behaviour. We deal with behaviour in a restorative way, treating it as a learning opportunity. We want our children to become emotionally intelligent and develop their emotional literacy, emotional vocabulary and emotional agency. We teach children from Reception through to Year 6 to understand what emotions and feelings are and to be able to name as many different feelings as possible, in order to help them express themselves.

We know that for some children, learning to conform to an expected set of values such as school rules, can be difficult. School values may be different to the values of their home or community. However, we do expect any member of our school community to adhere to our values and rules while at school.

Expectations:

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations. Our school expectations are clear and simple and are displayed around the school. They are used consistently and are linked with consequences. They are:

Ready Respectful Safe

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Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in, and moving around the school, classroom, and playground.
- The right to express themselves, ask questions and, share opinions and ideas.
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

Consistent Adult Behaviour:

At London Meed, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent, behaviours in line with this policy.

We do not shout	There is never a valid reason to shout. The only exception would be if a child is in danger – eg, shouting ‘STOP’ if a child was going to hurt themselves.
Keeping calm and regulated	Any adult that is dealing with detrimental behaviour must do this in a calm and regulated way. If they feel that this is not possible, another adult must be asked to step in to allow them to regulate themselves. This may involve another adult within the school recognising that the member of staff is dysregulated and may ask to step in.
We always refer to the behaviour and not the child	When we are speaking to children about detrimental behaviour, we always talk about the behaviour so that they understand that they have a choice about how they behave.
It takes a whole village/community to raise a child	Beyond the school gates, we encourage children to continue their positive behaviour. Adults at this school model good behaviour when out and about in the community.
Non-confrontational response	We use a non-confrontational response when speaking to children and the rest of the school community.

Section 2 - Supporting all Learners:

We use the Therapeutic Thinking Graduated Approach - see Appendix 1 for more detail. This approach starts with our universal provision for all pupils and then graduates down to a specialist approach for those minority of children who may need more support in behaviour.

At London Meed, all children can expect:

- A positive start to everyday using a meet and greet system agreed with each class.
- To be explicitly taught our expectations, values and rules through assemblies, circle time, RSHE, individual discussions and our behaviour curriculum.

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- To be taught a behaviour curriculum that ensures children are explicitly taught about feelings and emotions and how these can be helpful and unhelpful alongside how to behave in school. See Appendix 2.
- To go on our positive recognition boards for valued behaviours (see Appendix 7).
- To have positive praise on a regular basis for valued behaviours and this can be either verbal or written.
- To receive positive rewards such as stickers, London Meed Hero Awards (one per year), positive postcards home, house points, showing work either in class or to other members of staff, having work on display or in the newsletter.
- Rewards for helpers eg lunchtime helpers.
- Reading Raffle once a half term.
- Extra playtime for house point winners.
- Hot chocolate time with Head for those children always demonstrating the valued behaviours of the school.

Children also have access to:

- An agreed Safety Network of five trusted adults between home and school.
- Our nurture room and sensory room as and when needed.
- Nurture groups run by our Learning Mentor (there may be a waiting list).
- Time with our Learning Mentor (there may be a waiting list).
- Your Space counsellor – this is via a school referral process, and has a waiting list.
- Restorative conversations following detrimental behaviour.
- Logical consequences for detrimental behaviour.
- Use of the therapeutic portal and toolkit for behaviour that is detrimental on a more frequent basis.
- Use of outside specialists for escalating behaviour that is becoming more detrimental and dangerous.
- The Ordinarily Available Inclusive Practice toolkit (OAIP) to support any additional needs within the classroom.

Section 3 – Definitions of Behaviour and behaviour strategies:

At London Meed we expect everyone to be **Ready, Respectful and Safe**.

We use the following definitions when talking about behaviours within our school:

Valued behaviour – behaviour held in high regard by our school, which creates helpful feelings in self or others and it is characterised by a concern for the rights, feelings and welfare of others. It is behaviour that benefits other people and the school community.

Valued behaviour is where children follow the routines and expectations of our school. We have expectations as a whole school and each class has their agreed set of expectations as well that are based on enabling every child to learn without being hindered by another. These include:

- Listening to someone when they are talking and not interrupting (teaching this for EYFS and KS1).
- Sitting as a group.

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- Keeping hands and feet to ourselves and having kind hands, feet and voices.
- Relentless Routines - Legendary Lining Up, Wonderful Walking around school and Dining Etiquette.
- Inside voices.
- Treating resources and the school environment with care and respect.
- Being truthful.
- Being ready to learn.
- Keeping yourself and others safe.

These adhere to and are part of the British values that we use as part of our school community.

Detrimental behaviours – behaviour that hurts or hinders an individual, school or environment. It creates unhelpful feelings in self and others, and it is behaviour that is likely to cause injury, harassment, alarm or distress. Detrimental behaviour violates the rights of others and might encompass:

- Inconvenient behaviour – behaviour outside of stated expectations.
- Difficult detrimental behaviour – behaviour that is detrimental but not dangerous.
- Dangerous detrimental behaviour – imminently results in injury to self or others, damage to property or behaviour that could be considered criminal.
- Unsocial behaviour – choosing not to behave sociably in the company of others but not to the detriment of self or others – not doing as asked but not to the detriment of others

Dysregulated behaviour - This is where a child is:

- Overwhelmed by an experience.
- Unable to process or manage their feelings.
- Have insufficient differentiated support.
- They are unable to behave in a different way as it is a subconscious behaviour. This might include outbursts of anger or aggression, needing to flee or freezing on the spot, uncontrolled swearing, crying, pen clicking.

Children may also present with their own values and beliefs; they can justify their behaviour based on their own beliefs, previous experiences or beliefs and values from outside such as home or community. These are planned and may be used to meet a need. For example, crying to get out of a lesson or be with a particular adult, hitting someone because they have been told to do this from home, or believing that an adult will shout at them because they don't like them.

Children may present with either dysregulated behaviour, detrimental behaviour based on values and beliefs or a mixture of both.

Detrimental behaviours we may see:

- Calling out in class
- Disrupting a lesson
- Hurting other people deliberately
- Calling children names
- Stealing

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- Breaking or damaging the property of others
- Shouting and swearing
- Leaving classroom or designated teaching area without permission
- Non-compliance to adult requests such as refusal to complete work

At London Meed, we use logical consequences for any detrimental behaviours we may see. Below are the steps we take for detrimental behaviour in a calm manner: (see Appendix 3)

1. Reminder with take up time (time for a child to respond to your request)
2. Warning with take up time
3. Last chance with script
4. Time out or logical consequence given
5. Restorative conversation

Staff respond to every situation individually and according to the needs of those involved. For more minor detrimental behaviours, these may include:

- Praising others who are using valued behaviour
- Praising the child if they demonstrate any valued behaviour

Logical consequences – these are consequences that relate directly to the detrimental behaviour and are reasonable. For example, a child who hurts another child during a football game at playtime would miss playing football at their next play session. For a child who repeatedly hurts children when playing football, they may not be allowed to play football for a short period of time such as a week, until they can show that they will follow the safety rules for football.

Logical consequences are also seen as educational consequences where children can learn to reframe the detrimental behaviour they have shown and learn what the valued behaviours would be instead. These can also be opportunities for restorative conversations.

Examples of logical consequences:

- Tidying up or clearing up any mess that has been made
- Asked to complete work that hasn't been finished at play or lunch time or at home
- Missing part or all of play or lunch time
- Missing their next football session

For more serious detrimental behaviours, we would move to more scripted responses (see appendix 4):

- Protective consequences such as not going out to play, loss of football privilege at next playtime
- Use of nurture room and support from learning mentor or pastoral lead
- More focussed educational consequences such as going through rules of fair play in football or how to look after property
- Discussion with parents and carers

Repeated detrimental behaviours may lead to the use of therapeutic tools such as the Early Prognosis Toolkit, which is part of the targeted approach. See Appendix 1.

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Dangerous behaviour is not generally a one off. This is the result of a child repeatedly showing detrimental behaviour that then starts to tip into dangerous behaviour. It is very rare for a child to suddenly demonstrate dangerous or unforeseeable behaviour with no prior warning, although this can sometimes occur.

Dangerous Behaviours may include:

- Child repeatedly hurting other person/people with clear intent
- Child disrupting classroom to the level where the class has to be evacuated to another area
- Child attempting to leave the school grounds
- Child is so dysregulated there is no way of calming them down

For dangerous behaviour we use the Targeted Plus and Specialist approaches from the graduated response. When this happens adults may:

- Seek support from SLT
- Evacuate children to a nearby place of safety
- Seek further adult support such as learning mentor
- Encourage child into the nurture room
- Use of script to try and help them regulate
- Contact parents or carers
- Contact police if required (if a child has left premises)
- Positive handling if the child poses a physical threat to themselves or another person

Tools for adults may include:

- Use of therapeutic tools - Risk Calculator, Anxiety Analysis, Predict Prevent and Progress Plan and finally the Therapeutic Plan.
- Advice from SENDCO and possible pathways – ASD, ADHD
- Seeking advice from other professionals – LBAT, SOCCOM, Ed Psych

Section 4 - Post Incident Response:

We use a restorative approach for all incidents of detrimental and dangerous behaviour. Adults will judge when is the right time to have these restorative conversations, particularly if the child has been dysregulated. Staff use suggested scripts for this – see appendix 3. Research shows that it can take some children up to 2 hours to regulate and be ready to discuss their behaviour. For some children, this may be the next day. Generally, the adult that has dealt with the incident would be the one to have the restorative conversation but this is not always possible, so it could be a trusted adult, or member of the Extended Leadership Team. Staff may request a member of the ELT to be present when they undertake the restorative conversation. See Appendix 5 for restorative conversation guides.

We have the restorative conversation as a Communicate in Print document for those that need it is a more pictorial form and as key questions for others.

Incidents need to be recorded onto CPOMS to enable us to track behaviours and gather evidence for any further interventions that may be required further down the line – ASD/ADHD diagnosis or EHCP.

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We contact the parents and carers of the child who has been at the receiving end of the detrimental behaviour before we contact the parents and carers of the child who exhibited the detrimental behaviour.

We will contact parents and carers of any children involved regarding detrimental behaviour if:

- They upset a child regarding protected characteristics – race, religions, gender, disability or SEND
- A physical altercation has resulted in a mark being left on a person
- Serious or significant damage to property has taken place
- Repeated hurting of person/people
- Alleged bullying has taken place
- Repeated detrimental behaviour resulting in protected consequences being put in place, such as not being able to go out to play on their playground.

We may also:

- Make a referral to the Learning Mentor as part of the support for the child or advice from our SENCO.
- If we feel that there is repeated detrimental behaviours, we will use the therapeutic tools to support.
- If we use positive handling on a child, this must be recorded on CPOMS and in the Bound and Numbered book (kept in the Headteacher's office) and reported to parents. A trusted adult must check in on the child to ensure they are OK after the incident and when the child is regulated enough to discuss.
- Parents must be contacted for any positive handling that uses restraint holds.
- Staff that have undergone a serious incident of dangerous behaviour must be given time to regulate themselves and discuss with ELT to ensure they are ok.

Section 5 - Staff induction, development and support:

- All staff have Therapeutic Behaviour training to ensure they understand the theory behind this as part of their induction process – takes place in first week of starting in school.
- Our Therapeutic Behaviour policy is reviewed and updated with staff annually to ensure they are clear on this and have ownership; this takes place on the first Inset day of the academic year.
- Regular staff meetings look at aspects of Therapeutic Behaviour training – trauma, attachment, ACEs, scenarios, restorative conversations and scripts – one every half term for specific training and fortnightly for Paul Dix training.
- Two weekly training for all staff on specific behaviours – Paul Dix training.
- Follow up discussion with staff following incidents where concerns over handling to use as a learning process.
- Fortnightly meetings for Midday Meals Supervisors to ensure they are using behaviour strategies.
- Therapeutic tutors to attend annual training and network meetings for updates.

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Section 6 - Communication and recording within school:

- All teaching staff, office staff and LSAs have access to CPOMS. They have annual training on recording to ensure consistency. New staff are given training when they start as part of their induction.
- We use CPOMS as a recording system for behaviour as part of an evidence building portfolio. This is used for dysregulated, detrimental, difficult and dangerous behaviour. Every CPOMS entry is shared with DSLs. Actions are recorded onto CPOMS and DSLs make a decision as to any further actions that need to take place.
- CPOMS entries may be shared with outside agencies as part of an evidence base eg LBAT, ASCT, Ed Psych, other schools, IFD.
- DSLs are the Head, Deputy, SENDCO, Pastoral lead and SBM.
- As DSLs we meet fortnightly for Child Concerns meetings and use CPOMS to inform this. This includes behaviour as well as safeguarding.
- For concerns over repeated detrimental behaviour, staff are encouraged to use the Graduated Response and work their way through the Therapeutic Toolkit. This is available as an online version. This includes pupil voice and parental voice and is shared with parents as a partnership approach.
- Midday Meals staff use blue behaviour forms or child concern logs for any concerns they have with behaviour that are given to SLT.
- Staff training on the use of CPOMS asks staff to be non-judgemental, objective and factual when recording any detrimental behaviours including dangerous behaviour.

Section 7 - Communication with Parents/Carers:

Positive behaviour:

- We send postcards home highlighting positive behaviours a child has demonstrated.
- Children's successes are shared in the newsletter for the community to read.
- Hero awards are taken home.
- Phone calls to parents for positive behaviour, especially those used to getting negative phone calls.
- Newsletter - therapeutic and behavioural 'nudges' each week.

Parents can contact the school via: office email, year group emails, speak to SLT on the gate morning and afternoon, or making an appointment to meet with staff.

Detrimental behaviour communication:

Incidents:

- For most detrimental behaviours (repeated or dangerous) the school will phone a parent or carer to discuss the incident and ask parents to talk through at home. For example, if a child hurt another child leaving a bruise or obvious scratch, we will phone the parents of the child who is hurt first, and then the parents of the child who hurt, second.
- However, children do accidentally hurt each other during the day and there are minor bumps that happen along the way. We do not phone every parent or carer for every incident. If we have tried to get through on the phone to a parent or carer repeatedly with no success, we will email them to discuss or arrange a time for a conversation.
- We phone parents and carers if a protected characteristic is discriminated against.
- If we have had to use restraint on a child, we will notify parents.

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- We record all communication with parents onto the CPOMS log for that incident. If a restraint has been used, this must also be recorded in the Bound and Numbered book.
- If there is repeated detrimental behaviours, parents would be invited in to discuss with staff and the Therapeutic Toolkit will be started and this is shared with parents.

Concerns over repeated detrimental behaviours:

- If a teacher has a concern over detrimental behaviours and would like to meet with a parent or carer, they will either email parents via their year email, or phone parents to set up a meeting.
- If it is a member of SLT, they will try to phone to set up a meeting but if they cannot get through, they will email.

Section 8 - Exclusions and Suspensions:

Where we have repeated detrimental behaviours that are dangerous and we are unable to keep a child or others safe, we may have to suspend a child. This is done when there are no other options available and is a last resort. Examples are:

- Where a child is so dysregulated that their behaviour is no longer safe and they are unable to regulate their behaviour enough to stay in school.
- Repeatedly hurting other children or staff, including unprovoked attacks on others.
- Repeatedly ignoring instructions from staff that will keep them and others safe.
- Wilful destruction of school property.

In instances where a child's conduct significantly disrupts the learning environment or poses a risk to their own welfare and that of others, suspension may be deemed necessary. Such actions will only be considered after all potential alternatives have been thoroughly explored, ensuring that suspension serves as a last resort in upholding the educational standards and safety of the school community.

Suspensions

The suspension of a pupil from educational establishments in England is governed by precise protocols designed to uphold fairness and transparency. When a fixed-term suspension is deemed necessary, the school is obliged to inform the child's parents or carers immediately, detailing the reasons for the suspension and its duration. This initial notification is supplemented by formal written documentation dispatched to parents, ensuring they fully comprehend the circumstances by the end of the first day of exclusion.

The authority to enact a fixed-term suspension rests solely with the Head Teacher, who can impose a suspension for a maximum of 45 days within a single academic year. Parents and carers have the right to be informed regarding the suspension and the avenues available for them to challenge the decision. They are provided with pertinent contact details, enumerating the individuals to whom they can direct their concerns, as well as the Governing Body and Local Authority (LA).

Notably, the Head Teacher is tasked with promptly notifying the Chair of Governors upon finalising a suspension. It is imperative that the educational trajectory of the pupil is maintained throughout the suspension period. Consequently, the Head Teacher must inform the LA of all suspensions immediately. If the duration of the suspension surpasses five days, the Governing Body is

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empowered to mandate the Head Teacher to reinstate the pupil. Decisions regarding reinstatement made by the LA will follow discussions with the Governing Body.

Should parents wish to contest the suspension, the Governing Body is responsible for convening a meeting at the earliest opportunity. While pupils facing short fixed-term suspensions may return to school before the meeting transpires, this gathering serves as a crucial platform for the parents to articulate their concerns. The Governing Body must communicate its decision to all involved parties promptly following the meeting.

To ensure adequate oversight, a committee comprising a minimum of three members from the Governing Body, excluding the Head Teacher, will be established for this purpose. In instances where the Head Teacher opts to extend a suspension or convert it to a permanent exclusion, parents will be notified immediately.

For suspensions extending beyond five days, it is vital that suitable full-time educational provisions are arranged for the pupil. Concurrently, the school is responsible for providing assignments that the student can complete at home, which must be submitted upon their return. The Governing Body oversees these arrangements, and strategic support measures, such as a Pastoral Support Programme (PSP), may be integrated to facilitate the pupil's reintegration, particularly when emotional or behavioural challenges are identified. The Special Educational Needs Code of Practice establishes the framework for such essential support mechanisms.

Permanent Exclusion

In accordance with the Department for Education (DfE) guidance dated August 2024 pertaining to suspension and permanent exclusions from maintained schools in England, the following outlines the procedures relevant to permanent exclusions. Upon deciding the necessity of a permanent exclusion, the Head teacher must promptly inform the pupil's parents or carers. This notification should clearly articulate the reasons for the exclusion, providing sufficient detail to ensure a thorough understanding of the decision's context.

The written notification must include information regarding any prior warnings, fixed-period exclusions, or disciplinary actions that preceded the behaviour leading to the permanent exclusion. Timeliness is crucial; therefore, this information will be included in a follow-up letter. Additionally, parents will be made aware of their right to make representations to both the Governing Body and the Local Authority (LA) within seven days of receiving the notification.

Parents and carers are entitled to access all relevant curricular and educational records concerning the pupil, obtainable from the Governing Body. The LA must also be notified of all permanent exclusions. The Governing Body is responsible for evaluating any reinstatement requests, necessitating a meeting within a maximum of 15 school days after the initial Head teacher notification. Should the Governing Body elect not to reinstate the pupil, the exclusion must be explicitly deemed permanent, and parents will be informed of their right to request a review by an Independent Review Panel (IRP), with grounds for appeal needed within 15 school days. During the appeals process, the pupil's name will remain on the school roll. Furthermore, the Head teacher should direct parents towards relevant sources of free and impartial information. This includes:

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- a link to the statutory guidance on exclusions available at the government website <https://www.gov.uk/government/publications/school-exclusion> as well as contact details for organisations capable of providing impartial advice, such as the Coram Children's Legal Centre <https://childlawadvice.org.uk/information-pages/school-exclusion/>
- or ACE Education and their advice line service on 03000 115 142 on Monday and Tuesday from 10 am to 1pm during term time); and
- Where appropriate, the Head teacher may also suggest links to local services, including Traveller Education Services or the Information Advice & Support Services Network, to further assist parents and carers in navigating this challenging process <https://westsussexsendias.org/>.

Section 9 - Positive Handling and Restraints:

Staff use positive handling at various points during a school day. For example, some children may need help coming into school in the morning and a guiding arm around a shoulder can help move a child away from the parents to the classroom.

Sometimes, children are reluctant to leave parents and staff may hold onto a child in order to enable a parent to leave. Both of these are done with the consent of parents at the time; if a parent does not want us to do this, they can inform us of this and other methods to enable a child into school can be used.

However, there are times when reasonable force or restraining holds have to be used. This is always a last resort, when no other methods work and a child or other people may be harmed if a restraint is not used.

We refer to the guidance set out in the 'Use of Reasonable Force; advice for Headteachers, Staff and Governing Bodies' July 2013, updated January 2025.

Reasonable means using no more force than is needed

All members of school staff have a legal power to use reasonable force

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

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- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Some staff have had Team Teach training, which directly teaches safe holding techniques for children. Wherever possible, these members of staff would be used to support a restraint, however, if they are not available other staff may use a restraint.

All staff are taught not to use any hold that restricts breathing or airways

Staff are taught to let go of a hold as quickly as possible. All holds/restraints must be logged into the Bound and Numbered log and recorded on CPOMS. Parents must be notified if a hold is used.

Staff must not use a hold on any child if alone with them.

If a member of staff is with a child who is dysregulated, staff can say 'Help is available'. It is then up to the member of staff with the child to accept or decline help. If a member of staff needs help, they can request from a passing member of staff, say 'Help needed' and then that person can assist. If more help is needed, 'More help available or needed' can be used. We use this method to enable help to be given where needed but for adults to not get involved if they are not needed.

Section 10 - Searches:

This is a very unlikely situation for a primary school, but if a child was seen with a prohibited item such as a penknife, then we would need to get this from them. In most cases, children will willingly give up items. We may ask them to empty their pockets or to open their bags for us to look through. This would always be done with at least two members of staff. In the unlikely event that a child refuses to comply, we would then need to carry out a body or bag search. At this point we would contact parents for support with this.

There are a number of items banned from pupil possession at school and for which a clothing search may be made. We would normally invite parents to join staff for any such search. The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- E-cigarettes or vapes

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Any article that the member of staff reasonably suspects has been, or is likely to be used:

- To commit an offence, or
- To cause personal injury to, or damage to property of; any person (including the pupil)

An article specified in The Schools (Specification and Disposal of Articles) Regulations 2012:

- Tobacco and cigarette papers;
- Fireworks
- Pornographic images

The headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out above. For more details, please consult: 'Searching, Screening and Confiscation Advice for schools July 2022'.

Section 11 – Bullying

We have a separate anti-bullying policy that outlines our approach to bullying.

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Appendix 1:



Therapeutic Thinking Graduated Response

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

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Appendix 2: Helpful and unhelpful feelings chart

A List of Feelings

A abandoned able absorbed admirable admired affable affectionate afraid aggravated aggressive agreeable alarmed amazed ambivalent amused angry annoyed anxious anxious apprehensive ashamed astonished awed awkward	C calm cantankerous capable carefree careful caring cautious chagrined charitable cheerful cold complacent composed compulsive concerned confident considerate contemptuous content contrite cooperative cranky crestfallen cross crushed curious	disenchanted disengaged disgusted disillusioned disinterested dismayed dismissive distant doleful	G generous glad gleeful gloomy glum gracious grateful grateful greedy grief-stricken grouchy grumpy guarded guilty	irked irrational irritable irritated isolated	J jaded jealous jittery jocular joyful joyous judged judgmental	N naïve nasty naughty needed needy neglected neglectful nervous nice nonchalant nonplussed numb	P panicked panicky passive peaceful peevish pensive perturbed petrified petty petulant placid playful pleased powerful powerless preoccupied pressured prickly prideful proud puzzled	relaxed relieved reluctant remorseful repulsed resentful reserved restless	terrified thankful thoughtful threatened tickled timid tired tiresome troubled tolerant tolerated torn touched tranquil trusted trusting trustworthy	valuable valued vexed vibrant victimized victorious violent vital vivacious volatile vulnerable	
B baffled bashful bereaved bewildered bitter blissful blue bold bothered brave buoyant	D daring defiant dejected delighted depressed detached determined devious disappointed discouraged disdainful	E eager ecstatic edgy elated embarrassed emboldened enraged enthusiastic envious euphoric excited exhausted extravagant exuberant	H happy heartbroken helpless hesitant hopeless horrified humbled humiliated hurt hyperactive hysterical	K keen kind	L lacklustre lazy leery lethargic listless lonely loving	O obedient obligated obsessed obsessive obstinate offended open open-minded optimistic outraged overjoyed overloaded overpowered overstimulated	Q qualified quarrelsome quiet quirky quivery	S sad safe sanguine sarcastic satisfied scared scornful secure sensitive serene serious shy silly sincere skeptical smug sociable sorrowful spiteful startled stressed stubborn surprised sympathetic	U unafraid unappreciated uncertain uncomfortable undecided uneasy unhappy unimpressed unnerved unruffled unruly unsteady unsure uplifted upright useful useless	W warm wary wasted weak weary weepy whimsical whiny wilful willing wishful wistful withdrawn witty worldly worn worried worthless wronged	
		F fair fatigued fearful flustered foolish forgiving frightened frustrated fulfilled funny furious	I ignorant impatient impertinent inadequate indifferent inquisitive insecure inspired inspiring interested	M malevolent manic manipulated manipulative marvelous mean meek melancholy melodramatic			R rational rattled rattled reasonable reasoned reassured rebellious refreshed rejuvenated	T tearful teary temperamental tender	V vacant vain	Y yearning yielding youthful	Z zany zealous

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Appendix 3:

How to deal with incidents of detrimental behaviour

Follow the following steps:

	Steps	Actions
1	Reminder	A reminder of the 3 simple rules – Ready, Respectful, Safe - delivered privately wherever possible. Repeat reminders if reasonable adjustments are needed.
2	Warning	A clear verbal warning delivered privately wherever possible making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase – ‘Think carefully about your next step’.
3	Last chance	<p>Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. You can use a 30 second scripted intervention at this point. (see below for scripts)</p> <p>You could add ‘stay behind two minutes after class’ to this step. That two minutes is owed when the child reaches this step, it is not part of some future negotiations on behaviour. It cannot be removed, reduced or substituted.</p>
4	Time Out or logical consequence	Time out or a logical consequence can be used. It may be a short time outside the room or at the side of the field. It is time/few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair/Restorative	This might be a quick chat by the side of the field or a more formal restorative conversation

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Appendix 4:

Scripts:

Scripts help us when detrimental behaviour comes into play. Adults need to have a calm manner – calm and steady voice and positive body language.

When we start to see repeated detrimental behaviours that have used the steps above, you can use a 30 second script to help reframe the child.

30-second scripts:

A 30 second script is a way to limit your interaction with the child so you can focus on the rest of the children and send a clear message to the child that 'you own your behaviour. Poor behaviour does not deserve my time. You are better than the behaviour you are showing today and I can prove it. Do you remember yesterday when(a positive example). That is the person I know, that is the person I need to see today. Thank you for listening.

Example:

- I noticed you are ... (having trouble getting started/struggling to get going/wandering around the classroom)
- It was the rule about ...(lining up/staying on task) that you broke.
- You have chosen to .. (move to the back/catch up with your work at lunchtime).
- Do you remember last week when you...(arrived on time every day)?
- That is who I need to see today...
- Thank you for listening. (then give the child take up time and walk away.

Assertive sentence stems to try:

- You need to ...(speak to me at the side of the room).
- I need to see you ...(following the agreed routine).
- I expect...(to see your table immaculately tidy in the next two minutes).
- I know you will ...(help Kyra get the pen off her face).
- Thank you for ...(letting go of her hair, let's walk and talk).
- I have heard what you said, now you must...(collect your things calmly and move to the thinking spot).
- We will...(have a better day tomorrow).

Other microscripts:

- You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen...If you choose not to do the work, then this will happen... I'll leave you to make your decision.
- Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
- I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.
- I am not leaving. I care what happens. You are going to be brilliant.
- What do you think your poor choices were that caught my attention?

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- What do you think you could do to avoid this happening next lesson?
- Darren, it's not like you to ... (kick doors/shout out/shake the hamster).

Appendix 5:

Restorative conversation guides:

Restorative approaches teach behaviour and helps develop positive relationships. It helps children to understand the impact of their behaviour on others. Not every detrimental behaviour needs a restorative conversation – those when trust is broken or when behaviour has gone below our minimum standards require one. The behaviour of the adult lays at the heart of it all.

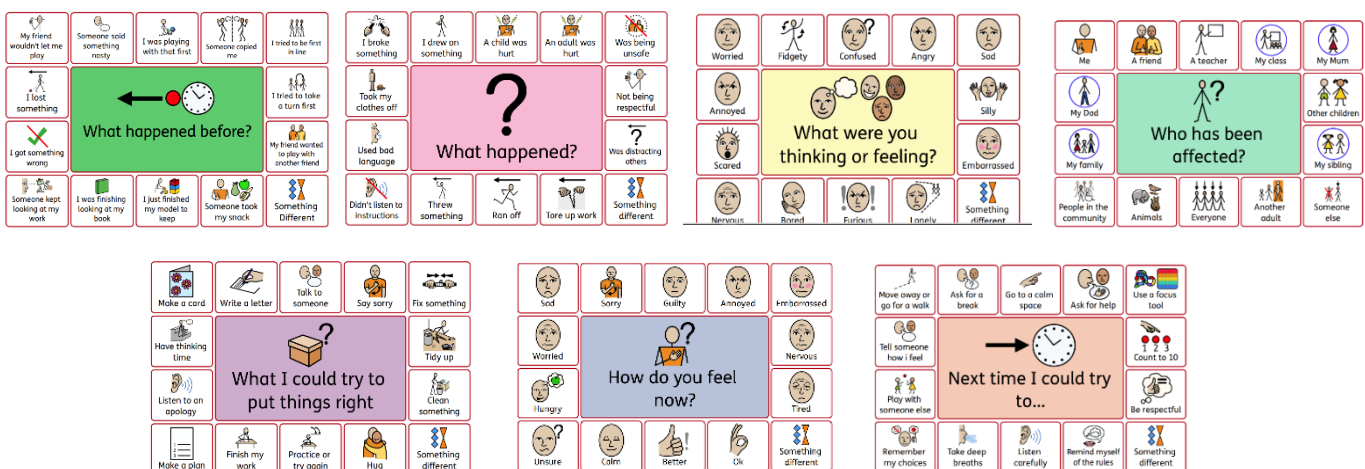
It is important that all adults when using a restorative conversation follow the below guidelines:

- Ensure you are calm and your body language is positive.
- Where possible, carry out the conversation whilst doing something – going for a walk, getting them to help you with a task such as tidying or doing a puzzle.
- If not, sit side by side rather than face to face.
- Make sure you have time for the conversation and that it is not rushed.
- Focus on the outcome you want and do not pick on any secondary behaviour or other issues.

When using a restorative approach, we only use five questions. You can choose any five from the list below:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

For younger children, we may only focus on two key questions or use the communication in print restorative cards.



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Appendix 6:

Scenarios and logical consequences guide.

We will add this!"

Appendix 7: Recognition Boards



- Recognition Boards are about routinely advertising and acknowledging the behaviour that you want in your classroom, rather than advertising the behaviour that you don't want.
- Write at the top of the board the behaviour that you want to focus on. For example, 'Keep your hands and feet to yourself', 'Listen while others are talking', 'Sitting on bottoms on the carpet'. The focus could be on sociable behaviours or learning behaviours.
- When you see children exhibiting the behaviour that you want, add their name to the Recognition Board. This is not to shower praise on that individual; it is about a collaborative goal, where children are moving in one direction together.
- Pursue the behaviour you want by chasing, and reinforcing, it enthusiastically.
- The Recognition Board fosters positive interdependence in the classroom, but there is no prize or material reward for it. At the end of the lesson / session / day, the aim is for everyone to have their name on the board.
- Even pupils who have received consequences for detrimental behaviour can still be caught exhibiting positive behaviours; one doesn't cancel the other out.