



# Therapeutic Thinking Policy

March 2026

Policy Type:	School
Review schedule:	Annual
Target audience:	Staff, pupils, parents
Summary:	Covers behaviour, anti-bullying and school exclusions. Also includes the use of physical intervention.

## *Mission*

To provide an exciting, ambitious and unique early education for all

### Values

- **Respect:** Accepting yourself and others for who they are
  - **Ambition:** A desire to achieve your best
  - **Perseverance:** To keep going in spite of obstacles

We respect our pupils as individuals and along with our school community share high ambitions for them. Developing their perseverance so that in spite of future obstacles they can continue to be their best self and develop their love of learning.



Our therapeutic approach to managing behaviour comes from our belief that children learn best when they feel safe, calm, and happy, and are able to self-regulate their emotions. At Fawbert & Barnard Infants' School (F&B), we promote valued behaviours and all adults work collaboratively in this approach.

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

## **What is Therapeutic Thinking?**

When we use a therapeutic approach:

- we analyse behaviour rather than moralise about it
- we look for the root causes from feelings and experiences
- 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 F&B Infant School we firmly believe that:**

**Positive experiences create positive feelings.**

**Positive feelings create positive behaviour.**

At F&B Infant School we aim to provide an exciting, ambitious and unique early education for all. We respect our pupils as individuals and along with our school community, share high ambitions for them, developing their perseverance so that in spite of future obstacles they can continue to be their best self and develop their love of learning.

This is reflected in our school values:

**Ambition**

***"I always try my best"***

**Perseverance**

***"When things are tough, I keep on trying"***

**Respect**

***"I respect myself, others and the school"***

## Our Golden Rules

We, the children, teachers, support staff, mid-day assistants, parents and Governors, aim to make our school a happy and safe place, by following these golden rules:

- Be respectful– to ourselves, others and environments.
- Be ready – to learn and listen.
- Be safe – inside and outside looking after myself and others.

We must be aware of the importance of encouraging appropriate behaviour in school. In this school, we recognise that everyone is different and we value their contributions.

## Classroom Charter

Each class devises its own class charter at the beginning of the school year. The children, along with the class teacher discuss, through circle time, the rights that the children agree are essential for the smooth running of their class. These form the class charter, which is then displayed on the wall. This grows and changes over the school year as required. Children are expected to be able to understand what acceptable and unacceptable behaviours are and to be able to follow the charter.

## Playtime

Playtimes are supervised by teachers and teaching assistants who encourage the children to play well together and form good relationships with their peers. The staff closely monitor the children and follow the procedures set out under the Difficult and Dangerous behaviour section when behaviour is causing concern.

## Lunchtime

At dinner times, supervising staff interact fully with the children, and are actively engaged in playing games with them and encouraging valued behaviour through positive play. They monitor behaviour on the playground and in the canteen and report any concerns about behaviour to the class teacher. The supervising staff abide by the school's 'Golden Rules' and follow the procedures set out under the Difficult and Dangerous behaviour section when behaviour is causing concern.

## Strategies for Promoting Self-esteem and Encouraging, Recognising and Teaching Valued Behaviour

At F&B Infant School, we believe in recognising good behaviour and developing every child's confidence and self-esteem. Children need to feel secure and good about themselves in order to help them treat others with consideration and respect. We make every attempt to focus on the positive rather than the negative behaviour and class teachers use positive classroom management strategies. We treat every child with respect and encourage children to do likewise. We do not discriminate against any child on the grounds of gender, race, faith or disability.

## Roles and Responsibilities

The staff within our school exercise the following strategies to promote valued behaviour and positive attitudes:

- Be a positive role model by modelling the behaviours you are expecting – being warm and welcoming/positive in gestures and body language.
- Ensure all pupils are actively listening when speaking to the class – wait until all are listening, using routine strategies to approach this, (e.g. “are you listening” “yes we are” - a quieter voice encourages better listening). You may make adjustments for some.
- Use a [sound-o-meter](#) (Key Stage 1) / calming music (EYFS) to make clear expectations of noise levels and promote a quiet, purposeful working atmosphere for all.
- Use non-verbal signals and gestures wherever possible to gain attention, praising good role-models.
- Be fair and consistent.
- Give praise that is specific.
- Award spider moves (Key Stage 1) / yellow tickets (all pupils) when the specified valued behaviours are seen.
- Encourage children to be responsible for their own behaviour.
- Form good relationships with parents and carers so that children can see that the key adults in their lives share a common aim.
- Refer to the Golden Rules / Class Charter.

Children are responsible for:

- Following their class charter.
- Following the Golden Rules.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other.
- Taking pride in their learning.
- Valuing each other’s opinions.

Parents are responsible for:

- Accepting, contributing and supporting the school’s code of behaviour and therapeutic approach for staff and children.
- Accepting responsibility for the conduct of their children and offering encouragement or consequences 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.

## • Valued behaviours

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Valued behaviour at F&B Infant School is defined as behaviour which is held in high regard by an individual, the community or the environment.

Valued behaviour is characterised by that which:

- Creates helpful feelings in self or others.
- Demonstrates a concern for the rights, feelings and welfare of others.
- Benefits other people or society.

### Our Behaviour Curriculum

At F&B Infant School we teach behaviour as we would any other area of our curriculum. We manage the development of internal discipline using an approach based on self-direction and self-motivation.

We teach behaviour through:

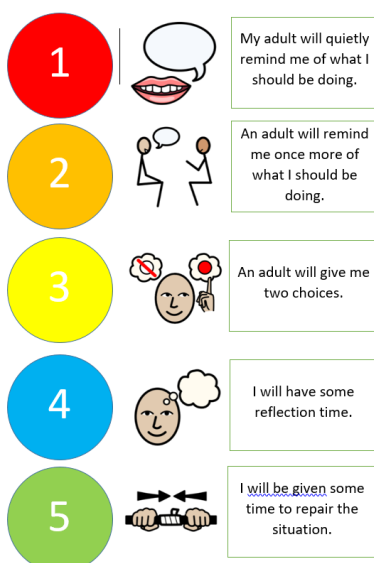
- Building trusting relationships with children
- Role modelling – we have to show them how to ‘play nicely’ by playing alongside them
- Consistency in approach (not equality)
- Routines – but with flexible thinking referring to individuals needs
- Prioritising valued behaviours
- Planning alternatives to detrimental behaviours
- Feedback and recognition – understanding and know that we will do it differently tomorrow
- Comfort and forgiveness
- Ignoring (low-level behaviours)
- Positive language (tell children what you want to see)
- Restorative practice – follow up the behaviour, its impact and consequences at the appropriate time.

All staff are expected to acknowledge, promote and consolidate valued behaviours with the children. There are a number of ways in which staff can achieve this.

### Oops Poster

If children depart from valued behaviours then adults in the class will support them using the Oops poster. This is a sequential list of steps that adults will work through with a child until valued behaviours are returned to.

Specifically:



## • Detrimental Behaviours

At F&B Infant School detrimental behaviour is defined as behaviour that hurts or hinders an individual, the community or the environment. It is characterised by behaviour that:

- Creates unhelpful feelings in self and others.
- Is likely to cause injury, harassment, alarm or distress.
- Violates the rights of others.

We must listen to quiet introverted behaviour with as much understanding as we do loud demanding behaviour. Children may choose to communicate with quiet non-compliance. This can be a natural communication style of naturally quiet people.

This is for all pupils, except for those with individual plans, which will have been agreed by SLT/INCo as appropriate and parents.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. At F&B we recognise the need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

Escalation process when children move from valued behaviours:

**Step 1: An appropriate reminder of behaviour expectations by the adult in charge of the class, group or activity.** This could be a verbal or non verbal cue (finger to lips for 'ssh'). This step enables the pupil to be made aware that the expectation is not being met in the first instance.

**Step 2: A second indication / reminder is given.** For most pupils, a short discussion with a member of staff is sufficient for the pupil to reflect and adapt their behaviour. It may be appropriate in this instance for a member of staff to take the pupil away for the discussion (e.g. during a carpet session). The member of staff will remind children of the valued behaviour that is missing and will explain that there will be a consequence if the behaviour continues.

**Step 3: Two choices will be given.** If the pupil continues with the behaviour, two simple choices will be given. Both choices offered will still result in the desired outcome being achieved but affords the child an element of control. For example, "You can talk to me here or outside the classroom", or "We can complete the work now or at playtime but it does need to be completed". If a pupil does need to complete learning at playtime or lunchtime, this should not take the whole playtime or lunchtime session as pupils needs some time to rest / move around and reset for the next session. At least 5 minutes should be given to this reset time.

**Step 4:** If there is non-compliance, the child will be given reflection time within the classroom. If the behaviour is occurring outside, the pupil will sit at the first aid bench, or in the canteen, they will sit at the table at the back of the room (top table). This should be a period of 3 mins for EYFS and 5 minutes for Key Stage 1.

All adults must use the following script in addressing the situation:

**Step 5:** If a pupil has become dysregulated and/or is non compliant with the reflection time, the adult must then use the following script:

“I can see something has happened”

“I am here to help”

“Talk to me and I will listen”

Providing the pupil is not causing any harm to themselves, others or the environment they will be given an indication that the adult is ready to listen when the pupil is ready. An ABC log is created or added to. This will be done electronically on the school server.

Step 6: If there is a regular occurrence (three within a week) of difficult behaviours and thus a pattern has formed, the parents/carers will be contacted and invited in to school with the class teacher and their pupil. The class teacher may request a member of SLT or the INCo is present for this meeting. At this stage, strategies from the Targeted (Early Prognosis) stage of the graduated approach must be explored by the class teacher (Appendix 2)

Step 7: If there are persistent difficult behaviours (a pattern has formed and some pastoral work has already been undertaken with little/ no impact), a Risk Calculator (Appendix 3) will be completed by the class teacher and other adults who work with the pupil. At this stage, the class teacher (supported by SLT / INCo as necessary) must use all preceding analysis from the Graduated Response (Appendix 4/5) to create a Predict, Prevent and Progress Plan (Appendix 6) and then a Therapeutic Plan (Appendix 7)/ Therapeutic Tree (Appendix 8) in line with the Graduated Response.

Step 8: Fixed term internal exclusion (Head Teacher or Deputy only) – parents/carer involved

Step 9: Fixed term exclusion (Head Teacher or Deputy only)

Step 10 Permanent exclusion (Head Teacher or Deputy only)

Section 5

## • Difficult and Dangerous Behaviours

At F&B, we recognise that it is important to be able to differentiate between behaviour that is difficult or dangerous and those which are simply inconvenient.

**Difficult behaviour:** Behaviour that is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context (e.g. continually shouting out is difficult within a group teaching activity).

**Dangerous behaviour:** Behaviour which is detrimental and will imminently result in injury or harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. The

behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes e.g. 3 children required first aid for minor bruising as a result of J's kicking, (except for a first instance that was not predicted). In the table below are some examples of difficult and dangerous behaviour.

Difficult detrimental behaviours	Dangerous detrimental behaviours
<p>Non exhaustive list: Refusing to listen or respond to adults, screaming, distracting others from learning by shouting/ making noises /banging, invading personal space, disruptive behaviour in assembly, ripping work, damaging displays.</p>	<p>Non exhaustive list: Biting leaving skin punctures, throwing chairs in the room, hitting/punching/kicking others leaving a physical mark, head banging walls resulting in physical injury, using scissors to hurt self or others, trying to leave the school site.</p>

### Senior Leadership Team (SLT) assistance for Dangerous Detrimental Behaviour

If a member of staff (or DBS checked visitor) deems it necessary or requires support, they must send either an available member of staff, or pupil (s) with their lanyard. Therefore, each member of staff must wear their lanyard at all times. The sending of the lanyard (or staff member) signifies dangerous detrimental 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 pupil leaves the classroom without permission, a member of SLT must be informed immediately. If a pupil leaves the site, a member of SLT must be notified immediately who will then notify / arrange notification of the police and parents.

Incidents of **dangerous behaviour** are logged on the Dangerous Behaviour Incident Form (Appendix 1) and uploaded to Arbor by SLT.

#### Restorative Practice

After any difficult / dangerous behaviour has happened an in-depth de-brief with the child, will take place as soon as regulation is restored, in order to understand why the detrimental behaviour occurred. Staff may use comic strip conversations, puppets or small world toys as tools to help the child communicate.

Staff will then implement protective and educational consequences following any detrimental behaviour. This will be clearly explained to the child setting out expectations and what will happen next:

**Protective consequences:** Removal of a freedom to manage harm e.g. staying in at lunchtime to keep others safe.

**Educational consequences:** The learning, rehearsing or teaching so the freedom can be returned e.g. staying in at lunchtime with a teacher and small group to learn how to take turns.

An example of a recommended comic strip script for 'Reflect, repair, restore' is included in Appendix 9. This will support staff as a guide to follow but can be adapted and personalised for individual children. E.g. For a child who disrupts games at playtime a 'Playtime Plan' would be put in place or an intervention to support developing valued behaviours when playing games. Staff can also refer children to the 'Oops' Poster to help the child get back on track.

For all examples given, the following process must be followed for a restorative conversation:

The process of a restorative debrief:

- Identify who has been affected and how;
- Consider how to repair relationships;
- Plan for a different response to the same experiences or feelings re-occurring;
- Ensure that everybody involved in the incident received support (if required);
- Ensure the debrief is documented and everyone is aware of the next steps.

Questions within the debrief:

- What would you like to happen next?
- How can we make things better for you?
- How can you help to put this right?
- How can we make it ok for you to go back to class?
- What do you think others might need?

### Our approach to physical intervention

Statements on the use of Physical Interventions:

Extract from Hertfordshire County Council Restrictive Physical Intervention: Acceptable forms of intervention in schools

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort a pupil in distress (so long as this is appropriate to their age).
- To gently direct a pupil.
- For curricular reasons (e.g. in PE, Drama, etc.).
- In an emergency to avert danger to the pupil or pupils.
- In rare circumstances, when Restrictive Physical Intervention is warranted.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding.
- The pupil's individual characteristics and history.
- The location where the contact takes place (it should not take place in private without others present).

Extract from the DfE Behaviour in Schools Guidance.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Within Fawbert & Barnard Infants School, this means that a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. This policy explains the reasons why staff may choose to use physical interventions with children and the appropriate ways in which this would be done.

Staff have a duty of care towards the students in their care. Therefore, if a student is likely to be at risk from harm if they do not physically intervene in an emergency situation, they must take action. The action taken will be dependent on the dynamic risk assessment that they make at that moment in time.

Parents will be made aware of this statement when their child is admitted to the school.

### Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort, reward (e.g 'high-five') or guidance.

### How Do We Use Touch?



#### Hugging:

At F&B, staff that are using touch for comfort or reward must use a 'school hug'. This is a sideways hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limit the ability of the child to turn themselves into the adult. If a child initiates a 'front on' hug, a staff member must move themselves into the 'school hug' position as soon as reasonably possible.

Hugging can be used either standing or seated.

#### Hand-Holding:

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. At F&B, staff must not use hand-holding as a method of control to move children.

#### Lap-Sitting:

At F&B we must not allow lap-sitting. Children must be taught to seek comfort/ attention through other means, for example, the school hand hold or hug. If a child attempts to sit on an adult's lap, the adult must explain and ask them to sit next to them if it is appropriate.

At times, children may be in such crisis or distress that they make contact with an adult in a way which is not described as above (e.g., 'front on' hug/ lap sitting). If this should happen, the adult must ensure that they have informed a member of SLT. The adult will be asked to make a note of this, in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we believe that contingent touch can be a positive experience for the children that we care for, this does not mean that staff have to use physical interventions with children if they do not feel comfortable to do so.

It should also be realised that some children will not want to be touched and this will be respected.

Section 6

## • Unforeseeable Behaviour

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Unforeseeable behaviours are behaviours not covered by the policy, never previously experienced or so historic we believed they would not re-occur.

- Staff will consider the safety of the child and danger to others, and make a dynamic risk assessment of the situation. The safety of everyone is paramount.
- This may include alerting others, such as school staff or emergency services to help with risk management.
- It may result in referring to the Emergency Plan
- Initially, oversight and responsibility in managing the situation lies with the member of staff dealing with the situation. However, depending on the severity of the situation, oversight and / or responsibility in managing the situation will move through the hierarchy of class teacher, Deputy, Head Teacher.
- If the situation escalates further, the HT may deem it appropriate to inform the Chair of Governors where they may support the Head Teacher in devising an action plan.
- At any point along this process, external services (e.g Rivers, HCC behaviour Team) may be contacted for support in conjunction with parental support.
- Staff will record behaviour on an ABC log.
  
- A de-brief will be held and consideration will be given to whether the policy needs to be reviewed and amended in light of the behaviour.

Section 7

## • Recording, Reporting and Communication

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Incidents of **difficult behaviour** are logged on individual or class ABC logs and kept electronically on the school server. This must be on the same day and there must be a clear follow up using protective / educational consequences. It is the responsibility of the member of staff recording /reporting the incident to inform the class teacher who will inform parents, if necessary.

Incidents of dangerous behaviour are logged on the Dangerous Behaviour Incident Form (Appendix 1) and uploaded to Arbor by SLT.

What to communicate?

- Be accurate in your description – Don't over or under describe the behaviour. Avoid the use of emotive language.
- Include where the behaviour took place by ticking the correct box.
- Include how the situation was dealt with – e.g. comic strip conversation created, time to reflect given, letter/card made to say sorry as part of de-brief session
- Ensure key members of staff, such as classroom support staff and MDAs are kept informed so that they can adjust provision/monitor/give feedback/be consistent, as appropriate.

### Graduated response

Staff will closely monitor individual logs and when there are repeated incidents, even after support has been given, staff will begin to complete the paperwork as detailed in the graduated response. The purpose of the graduated response is to unpick and analyse detrimental behaviours in order to put the right kind of support in place to help a child develop and become more valued.

1. Early Prognosis
2. Risk Calculator
3. Subconscious behaviour checklist/ conscious behaviour checklist
4. Anxiety Analysis
5. Predict and Prevent Plans
6. Therapeutic Tree
7. Therapeutic Plan

The documents are sequential and it is not necessary to complete all documents for all children who have responded with detrimental behaviour. It depends on the levels of danger, the persistence of detrimental behaviours and the impact any interventions/protective consequences/educational consequences are having. This will be established by following the steps as detailed in Section 4.

## Section 8 • Communication with Parents

Communication with parents is vital in helping us build trust and understanding with families in supporting children with their behaviour and attitudes. We ask that parents support the school in the implementation of this policy and make their children aware of appropriate behaviour in all situations, encouraging independence and self-discipline. Working closely with parents helps the school to understand the children better, so that we can put consistent strategies in place, which support the child to make modifications to being more valued.

- Positive valued behaviour that is celebrated by awards detailed in Section 3, will be shared with parents.
- Any difficult or dangerous behaviour that has been logged will be communicated with parents.
- Communication to home will be by the class teacher

- If behaviour is persistent or dangerous a member of the Senior Leadership Team may communicate with parents/carers.
- Communication can be made by telephone or face-to-face at the end of the school day, appropriate to the nature of the incident being reported and the relationship with the family. This allows an opportunity for parents to ask questions.
- If necessary, emails or communication books can be used to record behaviour if the parent is in agreement.
- Careful consideration will be given to how the incident is described, what consequences have been put in place and what follow-up will be put in place.
- These discussions will be logged on the ABC log as an 'action taken'

## • Suspension & Exclusion

If there are occasions where discipline and good conduct cannot be maintained by a particular child, or if by allowing that child to remain in school it would be seriously detrimental to the education or welfare of the child or others in the school, there may be no other option but to suspend. This will only be considered after all possible avenues have been explored and will be a last resort.

### Suspensions

If it is deemed necessary to suspend a child for a fixed period, the pupil's parents/carers will be notified without delay, of the specific reason and length of the suspension. This will be followed by written information without delay, no later than the end of the afternoon session of the first day on which the pupil is excluded. Only the Head teacher can suspend for one or more fixed term periods – up to a maximum of 45 days. The parents/carers will also be notified that they have the right to make representations to the Governing body and the LA and how any such representations should be made. They will be given the name and address of the appropriate people to contact and be invited to inform the Governing body and LA in writing of their intention to make representations. The Head teacher will inform the Chair of Governors at this stage, without delay. The Head teacher must notify parents in writing of the reasons and the period of fixed period suspension.

The Head teacher will inform the LA of all suspensions without delay.

The Governing body has the power to direct the Head teacher to reinstate a pupil who has been suspended for a period in excess of five days. The LA may also direct reinstatement, however they must consult the Governing body first.

If parents give notice to the Governors or LA that they wish to make representations, the Governing body will arrange and convene a meeting to discuss the suspension as soon as practicable. Where there is a legal requirement for the governing body to consider the suspension, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. In the case of a short fixed period suspension the pupil will usually be back before the meeting is arranged, however the meeting may nevertheless serve the purpose of enabling the parents to be satisfied that their views have been heard. Governing bodies are

required to notify all parties of their decision following consideration of a suspension, without delay.

The committee convened for the purpose of considering suspension requires at least three members of the Governing body, none of whom should be the Head teacher.

If the Head teacher decides to extend the fixed period suspension for a further period not exceeding 15 days in total in any one term, or in very exceptional circumstances to replace a fixed period suspension with one which is permanent, the parent will be informed without delay.

If the fixed suspension period is for 5 days or more, the Governing Body must ensure that the school arranges suitable full time education for the child.

The suspended pupil will receive school work to do at home, which should be returned to school for marking until he or she returns to school. The Governing body will keep these arrangements under review.

Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately. To support a child's successful reintegration to school after a fixed term suspension the school may consider starting a PSP (Pastoral Support Programme) with the child. The Special Educational Needs Code of Practice will be used to support children, if emotional or behavioural difficulties are identified.

### Permanent Exclusion

The Head teacher will inform the pupil's parents/carers of the exclusion and the specific reason for it without delay. The notification will provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification will be without delay and in writing. The notification will also document for reference, any relevant previous warnings, fixed period exclusions or other disciplinary measures taken prior to the excluded behaviour being committed. Rather than delaying notification of exclusion, this information will be contained in a prompt follow-up letter.

The Head teacher will notify the parents of their right to make representations to the Governing body and the LA and how any such representations should be made. This will be done within seven days of notification. The parents/carers have right of access to all curricula records of the pupil and to other educational records through a request to the Governing body.

The LA will be notified of all permanent exclusions.

The LA are under a duty to consider whether permanent exclusions should stand. They have the power to direct the Head teacher to reinstate the excluded pupil.

The Governing body has the power, but is not under any duty, to direct the Head teacher to reinstate a permanently excluded pupil. The Governors will convene a meeting to consider the exclusion and any representations made by the parents/carers, within a maximum of 15 school days of the notification by the Head teacher. Where there is a legal requirement for the governing body to consider the exclusion, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. The Governing body will then make their view known to the LA as the LA consider their response to the exclusion.

If the Governing body and the LA decline to reinstate the excluded pupil they must notify the parents of their decision. The LA must do this within 20 school days from the day the Head teacher informed them of the exclusion. Parents must be informed of their right to appeal to an Independent appeals committee. The notification will make it clear that parents should set out their grounds for appeal within 15 school days of notice from the LA of their right to appeal.

A direction by the LA is binding unless the Governing body appeals against the direction. This must be done within 5 school days of the date of the direction.

The pupils name should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged, or earlier if the parents/carers give notice in writing that they do not intend to appeal.

The above procedures have been taken from the DFE guidance document Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. In the event of exclusion reference should be made to this circular for more in depth details.

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

Where a pupil has SEN, the LA must ensure that appropriate full time placement in identified school is provided. Parents still retain the right to express the preference for the school.

When notifying parents about an exclusion, the head teacher should draw attention to relevant sources of free and impartial information. This information should include:

- a link to this statutory guidance on exclusions (<https://www.gov.uk/government/publications/school-exclusion>);
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre ([www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)) or ACE Education (<http://www.aceed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1pm during term time); and where considered relevant by the head teacher, links to local services, such as Traveller Education Services or the Information Advice & Support Services Network (formerly known as the local parent partnership - <http://www.iassnetwork.org.uk/>)



## Appendix 1 – Dangerous Behaviour Incident Form

Individuals Involved			
Name	Gender	Age	Role (Victim, Perpetrator, Bystander)

Brief Summary of Incident (s)

Action Taken
<i>Include any protective or educational consequences, exclusions, parental involvement, restorative debriefs or involvement with external agencies.</i>
<b>Overall</b>
<b>With each individual (noted above)</b>

Declaration	
Form completed by:	
Signature:	
Date:	
Monitoring Review Date:	

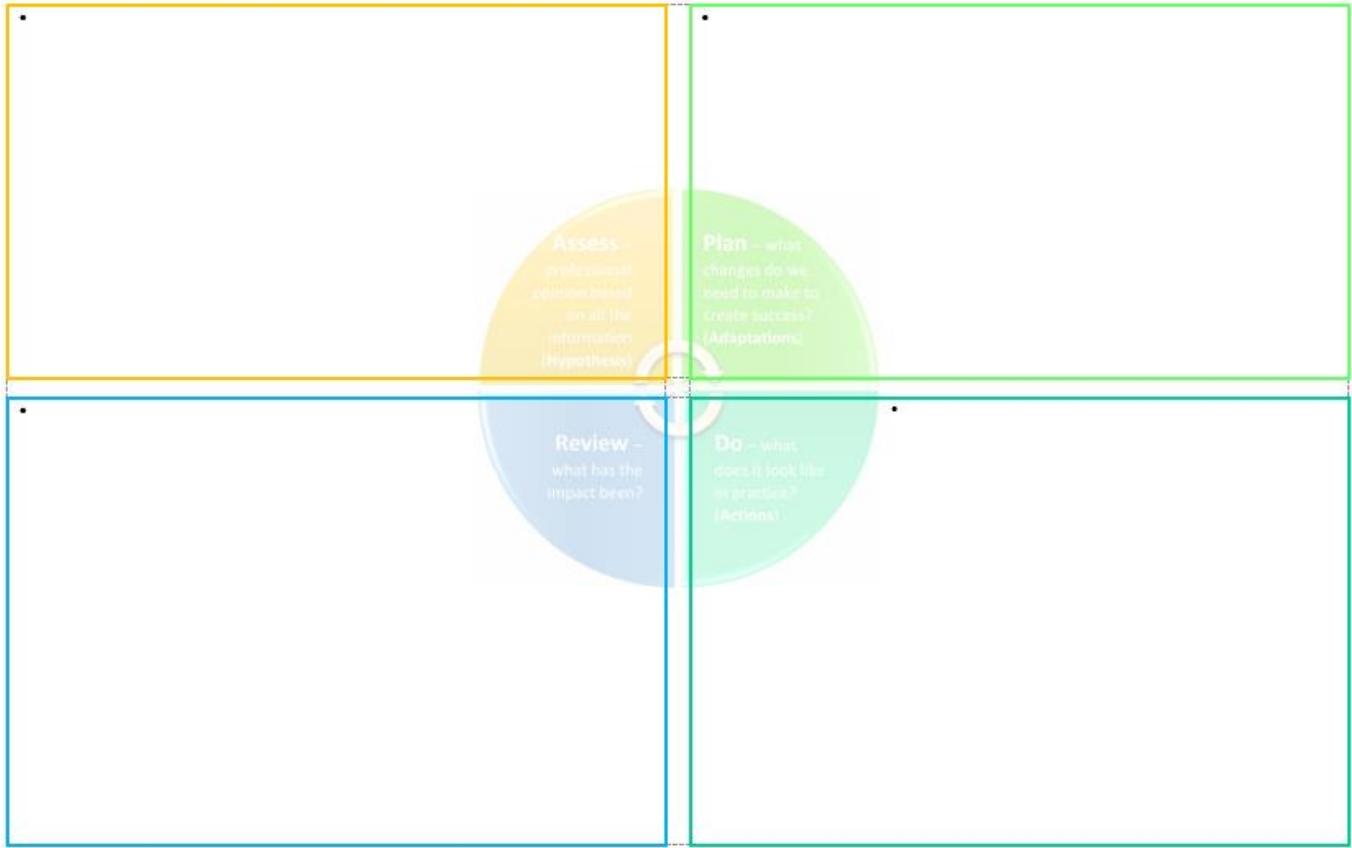
# Early Prognosis

Date:

Staff member:

<b>The behaviour</b> <i>Unemotional, non-judgemental, factual description, including severity and frequency.</i>	•	
<b>Pupil voice</b>	•	
		Do we still need more information? ↓
<b>Function</b>	<b>Sensory</b>	•
	<b>Escape / Avoidance</b>	•
	<b>Attention</b>	•
	<b>Tangible</b>	•
		Do we still need more information? ↓
<b>Health &amp; wellbeing</b> <i>Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.</i>	•	
		Do we still need more information? ↓
<b>Context</b>	<b>Home</b>	•
	<b>School</b>	•
	<b>Community</b>	•
		Do we still need more information? ↓
<b>Cultural relevance</b>	•	

## Early Prognosis



## Appendix 3 – Risk Calculator

### Risk Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	1/2/3/4	1/2/3/4	A x B
Harm to self				
Harm to peers				
Harm to staff				
Damage to property				
Harm from disruption				
Criminal offence				
Harm from absconding				

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Incidents were more than a year ago with no identified triggers remaining. There is evidence of historical risk and no evidence of current risk.
2	Incidents occur approximately on a monthly basis. The risk remains relevant.
3	Incidents occur approximately on a weekly basis. The risk is likely to occur again
4	Incidents are daily or constant. The risk is persistent

*Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan*

## Appendix 4 – Conscious and Subconscious Behaviours Checklist

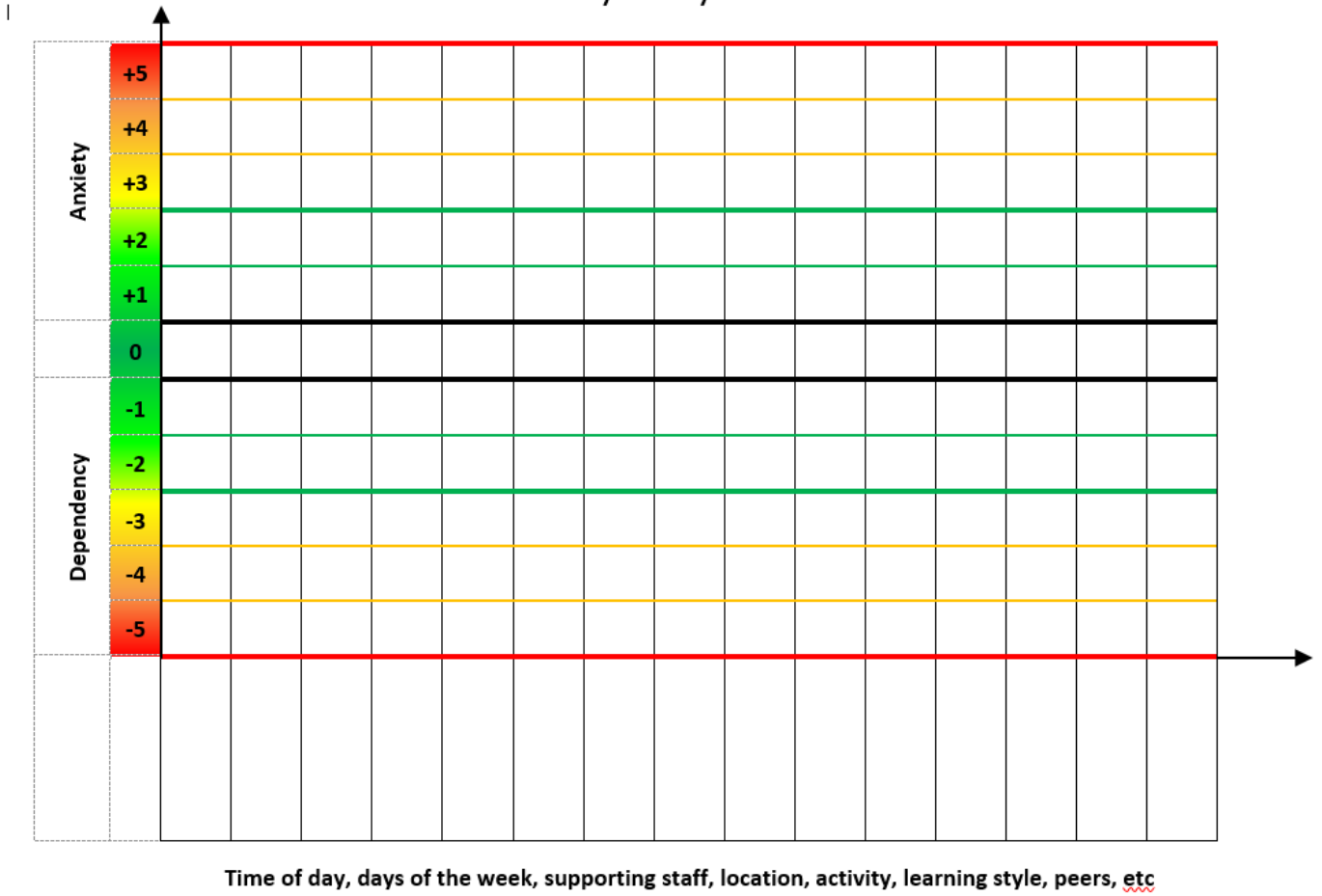
### Subconscious behaviour analysis checklist

Question	Detail
Medical factors?	
Habitual factors?	
What is causing the sadness? <i>What are the associated feelings? E.g. rejected, lonely, despondent</i>	
What is causing the anger? <i>What are the associated feelings? E.g. frustrated, embattled, undermined</i>	
What is causing the fear? <i>What are the associated feelings? E.g. worried, petrified, reluctant</i>	
What is causing the disgust? <i>What are the associated feelings? E.g. <del>reluctant</del>, avoidant, cautious</i>	
What is causing the surprise? <i>What are the associated feelings? E.g. confused, shocked, panicked</i>	
What is causing the happiness? <i>What are the associated feelings? E.g. excited, enthusiastic, engaged</i>	

### Conscious behaviour checklist

Question	Detail
What are the perceived gains of the detrimental behaviour?	
Why do they believe their detrimental behaviour will be successful?	
Why do they believe valued behaviour will not be successful?	
WIs the expected adult response preferable to their current experience?	
Is the expected adult response motivating the behaviour?	

### Anxiety Analysis



## Appendix 6 – Predict, Prevent, Progress

	Score	<b>Predict</b> Staff/Location/Activity/Peer/Time	<b>Prevent</b> Adaptations (including protective consequences)	<b>Progress</b> Adaptations (including educational consequences)
Increased Anxiety	+3 - +5	Unable to cope with: 1. 2. 3. 4. 5.	What will manage the over-anxiety: 1. 2. 3. 4. 5.	How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
	+2	Vulnerable to being unable to cope with: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	0			
Increased dependency		Vulnerable to being unable to cope without: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	-3 - -5	Unable to cope without: 1. 2. 3. 4.	What will manage the over-dependency: 1. 2. 3. 4.	How will we teach and monitor the reduction of over-dependency: 1. 2. 3. 4.

Each individual factor in column 1 should have a linked response in columns 2 and 3.

# Appendix 7 – Therapeutic Plan

## Therapeutic Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Valued behaviours	Strategies to respond
Detrimental / DIFFICULT behaviours	Strategies to respond
Detrimental / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

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

Signature of Parent / Carer: ..... Date: .....

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

# Therapeutic Tree

Name	
Supporting Staff	
Date	
Review Date	

<p><b>Detrimental / difficult / dangerous Behaviours</b></p>	<p><b>Valued behaviours</b></p>
<p><b>Unhelpful feelings</b></p>	<p><b>Helpful feelings</b></p>
<p><b>Negative experiences</b></p>	<p><b>Positive experiences</b></p>

**DEFAULT**

# Appendix 9 - Reflect, Repair and Restore comic strip

What happened?				
I said something unkind. 	I did something unsafe. 	I went somewhere without permission. 	I did not follow instructions. 	I talked when it was not my turn. 
I hurt someone. 	I took something that was not mine. 	I distracted others. 	I did not respect school property. 	Something else... 

How did you feel at the time?				
Embarrassed 	Scared 	Angry 	Confused 	Frustrated 
Irritated 	Worried 	Sad 	Lonely 	Bored 

What were you thinking at the time?				
I wanted to join in or belong. 	I was full of energy and needed to move. 	I thought something was unfair. 	I was stressed/worried about something. 	I wanted to get away/be left alone. 
I was confused and did not understand. 	I needed attention. 	I wanted to have fun. 	I wish I had something that someone else had. 	Something else... 

What were the consequences of your actions?				
Someone's feelings were hurt. 	Someone's body was hurt. 	Other people could not learn as much. 	I lost someone's trust in me. 	I felt worse. 
I could not learn as much. 	I lost a privilege. 	I scared people/made them feel unsafe. 	I was not safe. 	Something else... 

How can you try to make it better?				
I can apologise to them. 	I can make them a sorry card. 	I can do something kind. 	I can complete my learning. 	I can tidy up. 
I can try a different way to manage my feelings. 	Something else... 			

What can you do next time?				
I can take deep breathes/count to 20.  Take deep breath	I can walk away and find an adult. 	I can focus on my learning. 	I can ask for help. 	I can keep my hands and feet to myself. 
I can ask for a movement break. 	I can ask to use or share something. 	I can listen and pay attention. 	I can use words to explain how I am feeling. 	Something else... 

Please note that these are smaller versions for illustration purposes only.



Legislation and guidance linked to this policy:
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Education and Inspections Act 2006
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Children and Families Act 2014
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DfE' "Behaviour in Schools" guidance
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Hertfordshire County Council Restrictive Physical Intervention: Acceptable forms of intervention in schools
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School Policies linked to this policy:
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Code of Conduct
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Child Protection
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EYFS policy
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