



BEHAVIOUR POLICY (Including Restraint)

2023-2024

Pear Tree Mead Academy
Part of the Passmores Co-operative Learning Community

Principles and Ethos

At our school we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with members of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

It is a core aim at PTM that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. We aim to promote an environment where everyone feels happy, safe and secure, and able to learn.

We value each individual child/young person and work with families, the community and beyond to offer diverse experiences and support. We develop children and young people to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and young people and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate.

*** Essex Therapeutic Thinking approach:**

Practical interventions that can be adopted within educational settings. It is based on acquiring the knowledge, skills and understanding of de-escalation 'before', 'during' and 'after' a crisis.

The programme includes the following components

- *Think, plan and respond*
- *Positive phrasing*
- *Disempowering behaviour*
- *Logical consequences*
- *Supporting, guiding and escorting*

All practitioners of the 'Essex Therapeutic Thinking' approach have received this level of training and achieved the success criteria as stipulated by course leaders.

General Expectations

We have high expectations for our children and young people, while recognising some children and young people have specific needs. The following expectations cover all times of the school day

and where children and young people are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children/young people to become independent responsible learners
- encourage a sense of respect for our community and our environment
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child/young person is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

Behaviour Procedures

In order for us to promote expected behaviour within our behaviour curriculum, the following procedures have been set up.

Before and After School:

Before and after school, children are NOT allowed to play on ANY of the outdoor school equipment, including the Gym and the three adventure playgrounds – EYFS/KS1/KS2. This is for the protection and safety of the children.

If a child does go on any of the outdoor equipment at this time, the school take no responsibility for any accidents that may occur. If there are any breakages to any of the outdoor equipment, parents will be liable for the cost of repair or replacing.

Children and parents are not to ride on any scooters/bikes from the time they enter the school grounds until they exit. If a child is bringing their scooter/bike to school, they need to walk it in and place in the designated bike shelter (parents/children are advised to lock their bikes when leaving them there – it is at your own risk).

When on school grounds, parents and children are not to climb on or over gates/fences but walk around, using specified paths.

Children should not be on school site until 8:30am and need to have left the school site no later than 3:30pm, unless attending a club. Between 8:30am-8:45am and 3:10pm-3:30pm parents are still responsible for their child(ren). In the morning, parents are expected to deliver their children to their classroom door and hand over to a member of staff before leaving school grounds. In the case of Y5 or Y6 children who's parents have signed our 'walk to school' agreement (allowing them to walk to and from school unaccompanied by an adult), they are to go into class on their own when the doors are opened in the morning, and leave site promptly to return home after school.

Morning Procedure:

We should all encourage a calm, quiet entry into school.

8.45am Doors open. Each door is manned by an LSA or teacher.

8.55am Registration.

Moving around the school:

- Keep to the left
- Walking up and down the stairs, holding the rail
- Quiet and calm
- Allowing adults to pass through doors first

Supervision during breaktime:

The duty rota is displayed on the notice board in the staffroom and changed termly. Members of staff are on duty each day.

There are playground protocols on the expectations of playtime – this is to keep the approaches consistent.

To reduce the possibility of 'blind spots' being unsupervised, it is important that staff on duty walk the playground. There are zones in place to monitor all the areas.

Children who have hurt themselves will be dealt with in line with the First Aid policy.

All other children should be outside the school building.

Any children fighting or play fighting on the playground should be addressed, using Essex Therapeutic Thinking approach.

Supervision during lunchtime:

We are aware that most behavioural difficulties arise at lunchtime. Responsibility for supervising the children during the lunchtime lies with the Head, Deputy and Assistant and the Mid-day supervisors.

All Mid-day assistants report any serious incidents of unexpected behaviour to the mid-day supervisor and a member of SLT immediately verbally, and then records these on CPOMs.

Persistent unexpected behaviour may result in lunchtime report cards, parents will be made aware of this as-and-when the report is put in place. If there are incidents of a serious nature, it may be deemed appropriate for a lunchtime suspension. Parents are then informed via telephone, and are responsible for their child at lunchtime for a fixed period.

We aim to provide a safe and enjoyable playtime. Play equipment is supplied at play and lunchtimes. Children are not to bring in their own footballs/equipment from home to be used out on the playground.

Children have physical outdoor equipment that can be used in suitable weather. These zones are supervised by a member of staff. Children are taught that they can take calculated risk, but are not to use any part of the equipment that they are not comfortable with.

Play leaders are trained to encourage expected play behaviour and organise games, Y5/6 pupils supporting EY/KS1 pupils.

Children can be given a behaviour stripe at lunchtime for good behaviour – which goes into a class paper chain, when the class has achieved 100 stripes, they will gain extra time out at play.

What do we do to teach and promote positive management of behaviour?

Our school expectations for the Pear Tree Mead behaviour curriculum are:

Be ready – ready to learn, ready to inspire others, ready to listen

Be kind – kind to others, kind to themselves

Be safe – safe in what they are doing, where they are, what they are accessing

Being consistent in these expectations

The same expectations are used in the classroom, in communal areas such as the halls/intervention spaces and outside in the playground.

Children will accept expectations if they are consistently applied. Everyone working with children will be aware of the school expectations, have the same expectations for behaviour and employ similar responses. Parents need to be clear about the aims of the school's behaviour policy and their involvement and commitment to it.

Classroom Organisation

Organisation of the classroom is of course a matter of personal preference. However, certain key areas need to be considered when making decisions about classroom management, e.g.

- Noise levels
- Procedures/expectations/rewards/sanctions (within whole school agreed policy)
- Seating arrangements/SEND
- Space
- Display
- Resources/time
- Personal/social relationships
- Atmosphere

Space is a major factor influencing many other considerations. Too little space can lead to increased noise levels with children working in cramped conditions unable to isolate themselves from surrounding noise. Tables need to be arranged to allow movement around the classroom and equipment positioned to reduce unnecessary movement.

Classroom organisation should be such as to allow for flexibility in grouping of children and teaching activities. Children need structure within the classroom and simple procedures need to be set up to formalise these at the beginning of the year. Involving children in drawing up these procedures give them greater relevance.

Possible procedures to be established in the classroom include:

- Entry into the classroom – walking silently
- Going to the toilet
- Lining up – alphabetical order (aid fire process)
- Wet playtimes
- Early morning work

Strategies for promoting expected behaviour including positive incentives

This should begin with teachers providing a role model for the children, it is useful to use this as a starting point for promoting expected behaviour in the classroom by demonstrating the following:

- Positive regard
- Kindness
- Listening

It is important to reward those children who regularly go above and beyond e.g. pick up coats from the floor and not just hang up their own. It is also important to encourage those children who do not find expected behaviour so easy to achieve. We ensure that expected behaviours are acknowledged

The following is a list of ways in which we could praise and encourage both groups of children. It is not a definitive list.

- Be fair
- Individual praise, e.g. a smile or nod across the classroom
- A quiet 'well done, I'm pleased with this work'
- A more public demonstration in front of the class (this will only be done with children who embrace public praise)
- Being given an opportunity to show good work with other adults in the classroom (teaching assistants, parents who have been helping, etc)
- Displaying/sharing good work within the classroom
- Sharing their work, or good/improved behaviour with another teacher – possibly their last year's teacher or one with whom they've established some rapport
- Sharing their work with the Head Teacher or Deputy at an early opportunity
- Displaying work in the hall or corridor
- Showing work/sharing improvement in assembly
- Children may go to the head teacher for a special sticker (head teachers award) when they show exceptional effort or achievement in class. When children have received 5 head teacher awards they will get a postcard sent home to celebrate this and then when 10 HTAs are achieved a letter celebrating the achievement will be sent home and a special reward will be received
- At lunchtime, children may receive a strip of paper that they will take into class and link into their class paper chain, when the class have received 100 links, they will get extra play time. MDAs will have 5 strips to give out each lunchtime.
- Some children who may have an ARP (Adult Response Plan) may have their own charts to reward expected behaviour
- Any behaviour is reinforced by being given attention. We should deliberately reinforce the behaviour we want with praise and rewards and avoid inadvertently reinforcing negative behaviour by giving it undue attention.

Reminder: PIP and RIP – Praise in Public (for those who thrive on this) and Reprimand in Private






Whole School Reward System


At Pear Tree Mead we help all the children to grow so that they can reach the branches to their future which is at the core of our behaviour curriculum.

To achieve this vision, we base everything we do around making sure that we help children grow. If a plan does not help us get closer to our vision, then we won't do it.

To become a fully grown citizen, children need to reach the branches of the Pear Tree.

Each life skill is introduced to the children with a forest animal which sits on a branch of the tree. In EYFS, 3 skills are focused on, KS1 and KS2 - all 6 will be focused on but with clear progression of what this looks like within each key stage – see below.

Early Years	KS1	KS2
<p>Respectful Mouse Polite Caring/kind Fair/sharing</p>	<p>Respectful Mouse Beliefs/opinions/difference, trustworthy and honest, health and self-care</p> 	<p>Respectful Open minded, tolerance, self-respect (healthy relationships, online behaviour), empathy, morality</p>
<p>Self-belief Squirrel Challenge Try our best Health and self-care</p>	<p>Self belief Squirrel Independent, confidence, challenge</p> 	<p>Self belief Emotions (mental health), okay not to be confident all the time, support (others and yourself), optimistic</p>
<p>Inquisitive Fox Grow our brain New things Creative</p>	<p>Inquisitive Fox Involved, enthusiastic (optimistic), imaginative</p> 	<p>Inquisitive Curiosity, enquiring mind, greater depth, creativity</p>
	<p>Aspirational Owl Pride, aiming high (short and long term), goal setting, outside clubs/skills, job experiences</p> 	<p>Aspirational Volunteering/hobbies, jobs, pride, goals</p>
	<p>Togetherness Rabbit Team work, supporting others</p> 	<p>Togetherness Self-togetherness, self-awareness (impact on others and others on you), community, team work (choosing the right role)</p>

	<p>Resilience Hedgehog Take risks (practical), managing failure, try again, new ideas, responsible</p> 	<p>Resilience Academic risk, emotional resilience, determination, learning (managing failure/emotions), perseverance, responsible (taking responsibility)</p>

The animals can be seen in the classrooms and communal areas to remind children of the branches (skills) they are working towards. PSHE lessons and assemblies are planned around the branches so that children are taught and reminded of these on a regular basis. There is a focus on reaching each of the branches throughout their time with us.

Recognitions:

Children receive recognition for working above and beyond expected behaviour and effort. We have a structured behaviour system where children can be recognised for exemplary behaviour or for reaching (or striving towards) each branch on the tree (achieving the skill).

Positive notes – this is a certificate that is given to a child when they have shown behaviour that is ‘above and beyond’ – this is for them to take home. To ensure fairness, children can achieve sections of their positive notes over time i.e. one week achieve a quarter, following week another quarter until they have a complete note – this supports pupils that find consistency a challenge.

Positive phone call home – Each positive note home is recorded on the class recognition chart – this can be publicly displayed or kept within a folder (dependant on the class). When pupils have enough positive notes home, they will receive a phone call home! This can be made by any member of staff, where the child is able to choose. Further notes home will amount to them being invited to a ‘hot chocolate session’ run by the Headteacher, Deputy Headteacher or Assistant Headteacher, where children will have a little hot chocolate treat and time with the leaders of the school.

Headteachers Awards are also awarded for hard work and exceptional effort in class.

The children are arranged in house teams and can earn points for their house. The houses are named after British flowers, these are **Bluebell** , **Poppy** , **Clover** and **Daffodil** . House points are given out with a maximum of 5 at each occasion. A special treat is organised for the winning team each half term.

We also have a ‘Thank You’ box in the main office where staff, parents and children can write messages of thanks to all school groups. These are shared in assembly. This supports well-being within the school across all stakeholders.

ESSEX THERAPEUTIC THINKING – Linked to attachment / TPP

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become ‘stress detectives’ and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child or young person in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

As a school we follow the Essex Therapeutic Thinking approach to behaviour management. We are also an attachment awareness school, where all staff are trained to provide specific support for developing vulnerabilities in executive functioning, regulation and psychological development.

As a staff we:

- Have a good understanding of the impact of significant relational traumas and losses upon pupils
- Have attachment principles firmly embedded within all policies
- Use an attachment framework to understand behaviours
- Know who the troubled pupils are in our school
- Prioritise employing and supporting key adults to build special relationships with troubled pupils
- Allocate a Key Adult - Headteacher/Deputy Headteacher who ensures consistency of approach
- Engage in quality staff care to optimise care giving capacities and ensure stability and retention of staff
- Research the starting point of pupils in our care, tracing back over their lives to reflect upon the possible impact of relational traumas and losses experienced
- Know the developmental age of the pupils in our care differentiating emotional and social tasks and expectations
- Develop individual development plans for individual pupils that run over a course
- Engage in relentless care
- Facilitate relational proximity rather than distance at times of difficulty with the pupil
- Engage in a careful balance of both nurture and gentle challenge to support troubled pupils into learned security
- Work closely with the family to develop a shared understanding of the pupil reflecting on possible stressors and calmers.
- Addressing the developmental vulnerabilities of troubled pupils.

It is imperative for parents/carers to open-up to us and share their child’s background, past experiences and current circumstances, in order for our school to fully provide the correct support where needed.

Zone of Regulation – Behaviour Curriculum

Within our behaviour curriculum, we believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

The Zones of Regulation have been adopted by the school to support children with gaining an understanding of their feelings and the tools to use to regulate their feelings. The Zones of Regulation categorise feelings into the following groups:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones of Regulation Tools – the children are taught about the different strategies or ‘tools’ that they can use to influence their zones. As a school we teach the children to understand the best tools for them. The children learn at least five strategies that they find calming, at least two strategies that they find alerting and at least one strategy that helps them to remain in the green zone. The children will explore all possible tools and think about the best one for each of the zones and will create their own toolkit. The school uses supporting techniques to help the children think about how they are feeling and what tool to use; stop, opt and go signals, tracking my tools and zones across the day.

Tools:

Sensory Supports (such as): · Squeezing a fidget ball or theraputty · Digging in or hunting for objects in a rice tray · Sitting with a weighted blanket or lap pad · Wearing noise cancelling headphones · Wall push-ups · Pushing, pulling or carrying something heavy · Swinging · Playing on scooter boards · Jumping · Riding a bike or scooter · Deep pressure squishes · Bouncing on a therapy ball · Burrowing into cushions/beanbags/blankets

Calming Techniques:

- 6 Sides of Breathing
- Lazy 8 Breathing
- Calming Sequence
- Count to Ten
- Learning to Take a Deep Breath

Thinking Strategies:

- Big vs. Little Problem
- Inner Coach vs. Inner Critic
- Superflux® vs. Rock Brain Thinking

Use of language and consequences

It is greatly important to think about how we transfer behaviour from unexpected to expected. To do this it is the requirement of the person dealing with a situation to talk to the child to disempower their behaviour and reassure the child that things can be resolved. This must be done consistently by all. This takes place in two ways:

1) De-escalation Script:

- Child's name
- I can see something has happened / I have noticed that / I wonder if...
- I am here to help
- Talk and I will listen
- Come with me and...

De-escalation Body Language:

- Outside of an outstretched arm
- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

Restorative Approach (An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigned and dispensing punishment – Wright 1999)

Be clear with the pupil about what has happened:

- You have broken our school expectation about... (Be ready, be kind, be safe)

If appropriate, deliver a consequence (softly) – adult MUST be calm and non-argumentative – you are working towards an outcome that is acceptable to both parties, you and the child

- You have chosen to spend 2 minutes at the end of the session with me

If you get a negative response, remind them of a positive time in the past where they have shown the expected behaviours.

- Do you remember when...
- That is the child I need to see now

Walk away (only if child is in a safe space), allowing the child to consider what you have said. You are leaving the pupil on a positive, identifying a time the child was successful with their behaviour.

Procedures are in place for supporting and debriefing the pupil after any significant incident, as it is essential to safeguard their emotional wellbeing and help them reflect and progress – this can be done within the consequence if appropriate.

2) Restorative Discussion:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time.
- Explore who has been affected and how.
- Explore how relationships can be repaired.
- Summarise what we have learnt so we are able to respond differently next time?

Other Restorative Questions:

- What would you like to happen next?
- How can we make things better for Billy / you?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to play safely etc?
- What do you think _____ might need?

Consequences:

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always look at the incident with the knowledge of the stress response (and how the brain reacts), and aim to repair and restore.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term change will occur without this.

Protective consequences - these are required to protect the rights of others and keep a child or young person safe (removal of freedom to manage harm) can include:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space – work in alternative class
- Suspension

Educational consequences - at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. These should always be logical, appropriate and proportionate. Examples include:

- Completing tasks
- Social stories
- Role play
- Assisting with repairs/tidying up
- Reflecting on actions – restorative tasks, including a roots and fruits tree

Behaviour	Possible Consequences/outcomes
Relatively low impact Examples: <ul style="list-style-type: none"> • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing 	Co-regulation/support with reflection from a trusted adult <i>I can see there's something wrong (acknowledge their right to their feelings)</i> <i>I'm here to help and listen. Tell me what happened</i> <i>Be the 'Stress Detective' – be curious</i> <i>Ask WHY? And WHY NOW?</i> Further script above

<p>Relatively higher impact</p> <p>Examples:</p> <ul style="list-style-type: none"> • Bullying • Harmful behaviour – physical/verbal • Any discriminatory behaviour • Causing significant, deliberate damage to school property 	<p>Examples of this could be....</p> <ul style="list-style-type: none"> • SLT notified. • Opportunity for reflection. • Restorative approach followed. • CPOMs completed for discriminatory incidents – more information in appendix 4 • Incident recorded (CPOMs) • Parents notified • Outcome will be personalised based on previous behaviour, severity, response from child/young person(s). • Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face followed by effective reintegration (fixed term suspension)
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All consequences are recorded on CPOMs, where class teachers/LSAs and identified members of SLT will be instantly notified.

Intervention:

For all minor incidents that require a small consequence, parents will not necessarily be informed. If these incidents persist and the class teacher deems it appropriate they will inform you.

If there are persistent behaviours, it may be deemed appropriate for the pupil to be placed on report for learning and/or outdoor time. This will be communicated with the parent on the first day this is put into place. The parent will be asked to sign the report at the end of each day, for it to then be returned the following day, until which time the report finishes.

Teachers will report incidents to parents that we believe you should be made aware of, either at the end of the day or via a phone call. If there are several incidents, then you may be asked to come to the school to discuss this with the class teacher and the deputy headteacher/headteacher. In all cases where there has been a behavioural incident, children involved will not be told of other children’s consequences. Parents will not be made aware of any consequences given to any other child, only their own.

In some instances a physical intervention may be required for the safety of the pupil or others – please see appendix 5.

For any incidents which are deemed large enough, this may lead to a suspension or permanent exclusion – please see appendix 6.

For any use of searching and confiscation – please see appendix 7.

Harm from dysregulated behaviour

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when

prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child/young person) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident with a trusted person
- give reassurance to reduce feelings of guilt and/or anxiety

Adult Response Plans

At PTM we accept and understand that learning how to regulate our behaviour is a learning process. At times children and young people will push limits, boundaries, and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Using ARPs (adult response plans), we offer support, help and guidance to the child along with co-regulation where necessary, so they can develop strategies to regulate themselves and develop resilience for the future.

At PTM we use Adult Response Plans as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

- All identified children to have Adult Response Plan (ARPs). Children will be identified through the schools tracking and discussion with the Deputy Head Teacher/ SEND Lead /Class Teacher.
- Parents to be notified of the ARP at implementation, where they agree by signing.
- To be reviewed termly (unless decided otherwise by DHT/HT).
- ARP is shared with all staff who will work with the identified child.

Developed in-line with 'Zones of Regulation' and 'Essex Therapeutic Thinking' Approach.

Plans contain:

- Positive outline of the child's context, picture and key information.
- Regulated (expected - green) behaviours.
- Dysregulated (difficult - yellow) behaviours the child can display, and the strategies staff use to respond.
- Hyperarousal (low state of alertness – blue) behaviours the child can display, and the strategies staff use to respond.
- Hyperarousal (crisis/dangerous - red) behaviours the child can display, and the strategies staff use to respond.
- Scripted language/response
- Tools and equipment
- Safe spaces
- Adults that help support the pupil
- Reflection and review

Plans are also shared with the child so they know what behaviours are expected of them and the strategies staff use to respond.

It is important for the strategies to be clearly defined and for everyone working with the child to be aware of them.

When writing an ARP for an individual child, it is important for the professional to have looked at the resources available to them to underpin the plan i.e. anxiety mapping (appendix 1), roots and fruits (appendix 2), STAR analysis and the therapeutic continuum from Essex Therapeutic Thinking approach. In some cases a 'risk assessment for challenging behaviours' may be completed before, alongside or after an ARP is introduced – Essex.

Blank ARP – Appendix 3

Home-School Agreement

All parents will be requested to sign an agreement to support our Code of Conduct on joining the school.

The School has the following goals:

- To develop children's self-discipline, self-control and regard for authority.
- To encourage expected behaviour and manners on the part of children and adults.
- To enable children to be on task with their learning and maintain good attendance and punctuality.
- To encourage accountability for behaviour.
- To encourage individual children to recognise and respect the rights of others.
- To encourage co-operation as well as responsible independence in learning.
- To promote the values of honesty, fairness and respect for others, their property and the environment.
- To treat all children equally, allowing everyone equal access to educational opportunity.
- To encourage children to have pride in the school, their work and achievements.

Dealing with behaviour outside of school

If children are on a school trip then the school policy and procedures still apply.

If we are made aware of any outside issues with children that attend the school, PTM has a duty of care to investigate. This will involve the parents, and in some cases, may involve the police.

Please see appendix 4 for further information regarding anti-bullying.

Transition

To ensure a smooth transition to the next year group, pupils have transition sessions with their new teacher and team. In addition, staff members hold transition and information sharing meetings with new classes.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil's with ARPs may be transferred to staff at the start of the term. This may not be in all cases. This type of information may also be shared with a new setting to assist transition.

Biting

At PTM we understand that biting among children is common and can be a concern for staff and parents/carers. We also understand that biting can be painful and frightening for the child who has been bitten. Biting can happen for many different reasons and under different circumstances. If an incident of biting does occur, the parents of both children will be informed of the event. This will be recorded in the accident book and first aid (ice pack) will be given immediately. The bitten child will take priority. This may be recorded in a child's behaviour/communications book. At PTM we would not bite them back as a punishment.

If biting happens we will remain in control and show disapproval and calmly, yet firmly, say "No, we don't bite. It hurts and it is not nice." We would remove the child that bites away from the situation. We would possibly walk away from the child biting to allow them time to calm and/or think giving them time to reflect in a quiet area. We would make it very clear that biting was not accepted in the setting. Facial expressions and gestures will be used.

If there is persistent biting we would make a behaviour plan that is shared with the parent/carers and monitor the situation (this may be an individual behaviour plan or incorporated into a pre-existing ARP). We would record all incidents.

We would not disclose to parents the name of the child that is biting. If a parent finds out we would strongly recommend that staff deal with the situation and parents not sort this between themselves. We would also ask that parents /carers make staff aware of any biting that occurs outside of the setting as this will enable staff to be prepared and vigilant.

Training

Whole school staff are guided and/or trained on managing behaviour, including proper use of restraint and Essex 'Therapeutic Thinking', Attachment and TPP (trauma perceptive practice) as part of school CDP and the induction processes. This is reviewed regularly and addressed yearly.

Our behaviour policy and appendices are written in line with:
DfE Suspensions and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2023
DfE Behaviour in schools – September 2022
Mental health and behaviour in schools – November 2018
Keeping children safe in education – September 2023