



Relationships Policy

(formerly known as Behaviour Policy)

“Our relationships policy is aimed at improving educational outcomes for all pupils by promoting and supporting engagement with education.”

Policy	Governing body responsible	Date of issue	Review Date
Relationships	Full Governing Body	March 2025	March 2026

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1. Philosophy

“We are teaching behaviour, not controlling it.”

Angel Wadham, Therapeutic Thinking consultant

From September 2020, Downlands School Staff have been trained in the Dorset Therapeutic Thinking approach. This relationships policy for the whole school is underpinned by a therapeutic approach to managing behaviour, where prosocial choices are promoted to encourage sustainable positive relationships amongst everyone in our community.

Therapeutic approach

“An approach to behaviour management which prioritises the prosocial feelings of everyone in the school community.” (Dorset Therapeutic Thinking)

Therapeutic viewpoint

“Negative experiences create negative feelings. Negative feelings create negative behaviour.

Positive experiences create positive feelings. Positive feelings create positive behaviour.”
(Dorset Therapeutic Thinking)

Lucky and unlucky pupils

Instead of thinking of ‘good’ and ‘bad’ pupils. Downlands Community School upholds that a significant minority of pupils will have a number of risk factors in their life (Ref. DfE: Mental health and behaviour in schools 2018) which means that they are significantly more likely to have a conduct disorder. These are the ‘unlucky’ ones who are likely to be responsible for most difficult or dangerous behaviour in school, yet are the least likely to respond to traditional, suppressive behaviour approaches. For the unlucky ones, a therapeutic approach to behaviour is more likely to change behaviours, not just in school, but also at the weekend. Emphasising prosocial experiences will have a positive impact on ‘lucky’ and ‘unlucky’ pupils, but it will require a consistent and understanding approach from all staff.

2. Aims

This policy aims to:

- Develop an unambiguous philosophy which underline the importance of relational practice and the influence of our school ethos
- Outline consistent guidance and support which will apply to the majority of pupils
- Provide examples of prosocial behaviours in a variety of contexts
- Describe how these prosocial choices will be encouraged and celebrated
- Define what we consider to be unacceptable behaviours
- Describe our approach to stop and protect against antisocial or distress behaviours
- Summarise the roles and responsibilities of different people in the school community

“Schools should be safe and affirming places for all children, where they can develop a sense of belonging and feel able to talk openly with adults”

DfE: Mental health and behaviour in schools
Angel Wadham, Dorset Therapeutic Thinking Consultant

3. Legislation and statutory requirements

This policy has been developed in accordance with:

- Behaviour in schools: Advice for Headteachers and school staff (Ref: 651d42d86a6955001278b2af [2022])
- Mental Health and behaviour in schools (Ref: DfE00327-2018 [November 2018])
- Searching, screening and confiscation advice for schools (Ref: DFE-00034-2014)
- Use of reasonable force in schools (Ref: DFE-00295-2013)
- Suspension and permanent exclusion from maintained schools (Ref: 1181584 [Sept 2023])

4. Linked policies and training

This policy should also be used in conjunction with the following Downlands School policies:

- Behaviour Principles Written Statement
- Behaviour Curriculum
- Home School Agreement
- Anti-Bullying Policy
- Child Protection Policy
- Equality Statement
- SEND Policy
- Supporting pupils with medical conditions in schools
- Violence at work

The whole school has received training as part of Therapeutic Thinking Dorset Local Authority initiative, led by certified trainers from within the school. This training is updated and included as part of the staff induction process.

5. Defining prosocial behaviour

The school seeks to promote internal discipline amongst children whereby they are demonstrating valued behaviours. We recognise that the capacity for these choices is influenced by an individual child's age, additional needs, wellbeing and self-esteem and that all children will be at different starting points.

Behaviour which reflects the school's values:

We regularly affirm and model our whole school expectations for behaviour choices as described by our school motto:

- We care
- We share
- We believe
- We achieve

All classes develop a class charter to define the behaviour choices that children should make in order to uphold and promote the school values .

6. Developing valued behaviours

Behaviour curriculum

At the start of the new school year, children will contribute ideas towards their class charter: listing the behaviour choices which are valued and have strong links to our overall school values. Throughout the year and with help of pupil leadership groups, children are further reminded about behaviour expectations in certain scenarios: walking in the corridor; eating in the lunch hall; whole class and individual learning; play times; out in the community. These **STAR** expectations are reinforced regularly.

Respectful relationships

All children learn about respecting each other and valuing diversity as a part of our **JIGSAW** PSHE programme. They receive weekly lessons to help them really know and value who they are and understand how they relate to each other in this ever-changing world.

Friendship Ladders

Some children will receive targeted small group support to help them understand how a group dynamic can influence behaviour, supporting each other to spot problems early on and make prosocial choices to support healthy relationships within groups of shared friendships.

Girls on board

The Girls on Board approach will not prevent girls from falling out, but it will help them sort out their own friendship problems and minimise the distress they might experience. It provides a vital vocabulary to make communication more open, honest and effective and creates a robust framework for parents so they feel reassured that issues are being dealt with effectively.

Emotional Literacy Support Assistance

Some children will receive one-to-one or small group support from a specialist professional (ELSA). Our ELSAs are trained and supervised by Educational Psychologists and offer bespoke support to help children to feel happy in their school and reach their potential educationally.

7. Defining detrimental behaviours

The school recognises that behaviours are often underpinned by how a child is feeling and that detrimental behaviours communicates a need which should be addressed using some of the therapeutic approaches outlined in this policy. Nevertheless, the school recognises the impact which detrimental behaviours have on all concerned and the need to properly describe unacceptable choices, putting in place supportive plans to protect and educate those affected.

Difficult behaviours are defined as:

- Disruption in lessons affect the learning of others
- Misbehaviour in corridors between lessons, and at break and lunchtimes
- Lack of social skills to solve problems with peers
- Not listening to or following reasonable instructions of an adult
- Being disrespectful to anyone in the school community
- Poor attitude to learning

Very difficult behaviours as defined as:

- Repeated disruptive behaviour in lessons
- Defiance in relation to consequence
- Any form of bullying
- Verbal abuse towards anyone in the school community
- Fighting/physical abuse of anyone in the school community
- Theft
- Intentional damage or vandalism of school property
- Racist/Sexist/Homophobic or any discriminatory behaviour of any kind
- Possession of prohibitive items
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Cigarettes/tobacco/cigarette papers/ e-cigarettes
 - Fireworks
 - Pornographic material
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Harmful sexualised behaviour (referring to the Brook Tool)
- Absconding from school

Dangerous behaviours

Some of the behaviours above **may also be described as dangerous** in terms of causing physical or emotional harm to any member of the school community. In this eventuality, it will be important to accurately describe this behaviour in terms of severity and frequency and devise a separate Risk Management Plan, see Therapeutic Thinking Toolkit Appendix 7.

8. Roles and responsibilities

The **governing body** is responsible for reviewing and approving this policy. It will also review this relationships policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher is responsible for reviewing this relationships policy in conjunction with all stakeholders. The headteacher will ensure that the school environment promotes valued behaviours and that staff teach positive behaviour choices as a matter of course, monitoring how staff implement this policy.

All **school staff** are responsible for:

- Modelling valued behaviours and excellent relational practice;
- Implementing this relationship policy consistently, being mindful of the need for a therapeutic approach;
- Staying up-to-date with necessary training;
- Using a range of strategies to teach valued behaviours;
- Adjusting lesson planning to have a positive impact on behaviour, including reasonable adjustments for pupils with additional needs;
- Being proactive, creative and 'brave' with educational consequences applied for difficult behaviours;
- Leading or contributing to personalised behaviour analysis, mapping and planning, and risk management using Dorset Therapeutic Thinking tools (Appendices 2 - 7) and/or Pastoral Support Plans (PSPs);

- Using smileys, values certificates and Gold Book mentions to reward valued behaviours;
- Recording difficult behaviours using the schools agreed reporting systems;
- Recording very difficult and dangerous behaviours using My Concern also, using agreed categories (Appendix 10);
- Liaising with other colleagues (sometimes external agencies) to contribute to the design of behaviour plans and interventions.

The **senior leadership team** are responsible for:

- Promoting and modelling valued behaviours and excellent relational practice;
- Supporting other staff in responding to difficult and dangerous behaviour;
- Supporting the development of personalised behaviour analysis, mapping and planning, and risk management using Therapeutic Thinking tools and PSPs (Appendix 7);
- Working with key staff and other agencies in defining Pastoral Support Plans (PSPs) as necessary;
- Monitoring and evaluating the impact of bespoke behaviour plans;
- Communicating policy and practice with parents and other stakeholders;
- Working with agencies and North Dorset Locality to garner external support for PSPs and or risk management plans;
- Monitor and evaluate the occurrence of difficult or dangerous behaviours and sharing with Governors;
- Consider protective consequences for dangerous behaviours, where risk management needs to be reviewed or instigated;
- Ensuring that linked policies and guidance are used and followed;
- Following the escalation response (Appendix 12), where appropriate, to respond to and repeated significant behaviour indicated.

The **parents** are responsible for:

- Supporting their child in adhering to Home School Agreement and the Class Charter;
- Informing the school of any changes in circumstances that may affect the child's behaviour;
- Discussing any behaviour concerns with teachers/senior leaders promptly;
- At the point of need, attending meetings to design bespoke behaviour or risk management plans, including involving outside agencies, as indicated in appendix 12;
- Staying informed about school policies.

9. Rewards and consequences

“Positive experiences create positive feelings. When you change people’s feelings, you change people’s behaviours - permanently”

Angel Wadham, Dorset STEPs consultant

Valued behaviours should be rewarded with:

- Verbal or non-verbal praise from member of staff
- Smileys
- Rocket ship collection grid of smileys
- Headteacher’s Award sticker
- Values Award Certificate
- Gold Book nominations

Difficult or dangerous behaviours should lead to an educational and/or protective consequence:

“Consequences are a conclusion derived through logic. Something that logically or naturally follows an action.”

Angel Wadham, Dorset Therapeutic Thinking consultant

Educational consequences (See appendix 1):

Educational consequences must be supported by an adult (Teacher, TA, Keyworker, ELSA) so that it encourages prosocial feelings for the child. Examples could include:

- Discussing the problem with an adult, following recover/reflect/repair/restore cycle
- Positive behaviour report
- Rehearsing prosocial behaviours
- Assisting with repairs
- Educational opportunities
- Research
- Restorative meetings

All educational consequences should be communicated with parents via Seesaw or via phone call home and follow-up meeting where necessary. Frequent difficulty of educational consequences may trigger a bespoke behaviour plan for a pupil (PSP), with parental involvement.

Protective consequences (see appendix 1):

If the safety (physical or emotional well-being) of pupils, staff or property is at risk, the following protective consequences will be considered and planned by class teacher/senior leader as appropriate:

- Move class to another room
- Positive behaviour report
- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space
- Withdrawal from whole class learning
- Withdrawal from whole peer group play
- Suspension
- Permanent exclusion

All protective consequences should be communicated with parents (including potential victims) via phone call home and follow-up meeting. Multiple use of protective consequences should trigger a PSP and/or bespoke risk management plan for a pupil as necessary.

10. Strategies for teaching behaviour

“Punishment hardens and numbs. It produces obstinacy, it sharpens the sense of alienation and strengthens the power of resistance.”

Friedrich Nietzsche

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating learning environment that encourages pupils to be engaged;
- Model excellent relational practice;
- Plan engaging, outcome-led lessons that include reasonable adjustments for different learners, including Jigsaw PSHE and ICPS (KS1 only) which address relationships and behaviour choices specifically
- Display the following in all teaching spaces
 - Class Charter
 - Equity vs Equality poster
 - School Anti-bullying poster
 - STAR learning behaviour acronym
 - Visual timetables
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils positively in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in a variety of ways (including non-verbal)
 - Highlighting and promoting good behaviour using rewards (see above)
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement
 - Following guidance on bespoke plans such as PSPs and risk reduction plans

11. De-escalating behaviour

“You are somebody’s hero, so step up to the plate or get off the team.”

David Bouchard

All staff will consider their language and body language in order to promote prosocial behaviours and de-escalate difficult or dangerous behaviours. All staff will adopt the following, most effectively through individual pupil plans where appropriate:

Positive phrasing of language

Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity.

For example:

- *Stand by me.*
- *Put the pen on the table.*
- *Walk in the corridor.*

Limited choice of language

Limited choices often follow directly from positive phrases. For example:

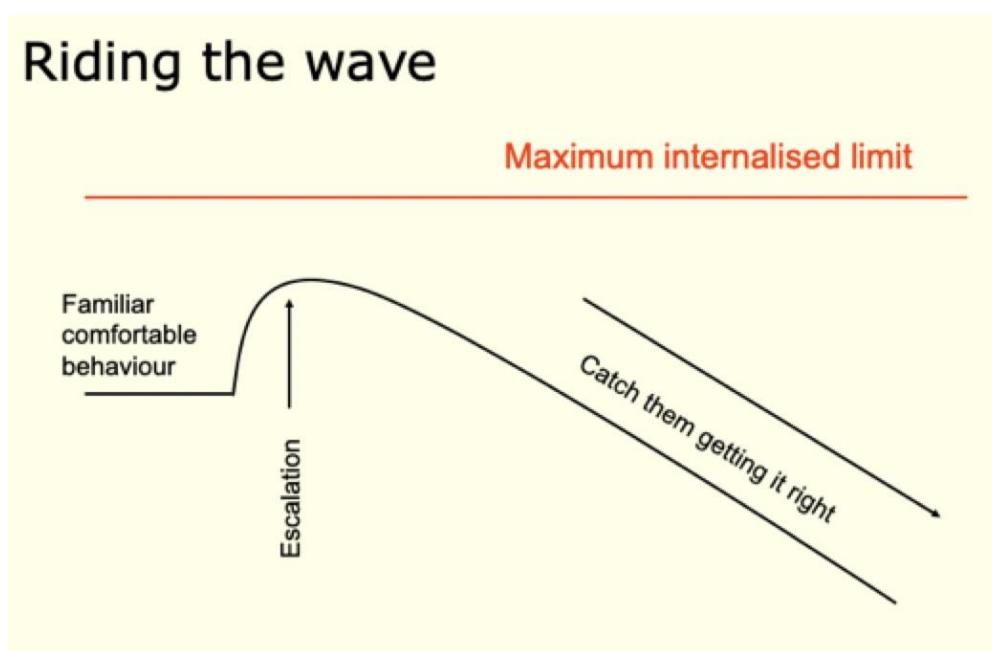
- *Where shall we talk? Here, or in the library?*
- *Put the pen on the table or in the box.*
- *Are you going to sit on your own or with the group?*

Disempowering the behaviour through language

Detrimental behaviours (non-harmful or dangerous) need to receive as little interaction as possible while waiting to empower (interact positively) with any valued behaviours as soon as they are evident. The message being that detrimental behaviour is pointless and valued behaviour is powerful. For example:

- *You can listen from there.*
- *Come and find me when you come back.*
- *Come back into the room when you are ready.*

If we know the pupil's internalised limit we can decide if the behaviour will escalate to a difficult or dangerous level. If it will remain difficult, we can allow the pupil to **ride the wave** (see insert) until they change direction, gaining a familiar comfortable response for their valued behaviour.



De-escalation scripts for language

The specific de-escalation script should be used like a 5 point menu. Any element can be chosen as an appropriate response to the aggression or challenge presented by the student. De-escalation script is designed to remove heat from a situation and create space and time. A generic example for this school is described below, but can and should be considered for each child when specific plans are needed:

1. *Child's name.*
2. *I can see something has happened.*
3. *I am here to help.*
4. *Come with me and I will listen.*

Body language

The following body language choices should be adopted to de-escalate a situation:

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height

12. STEPS to take in the face of very difficult or dangerous behaviour

“Prosocial behaviour is the utopia. A good behaviour policy should focus on how to create prosocial behaviour. If it doesn’t, it is expecting children to develop prosocial behaviour without being taught or shown how.”

Angela Wadham

First steps

Use the inclusion circle diagrams (Appendix 8) to map out your class and diagnose the safe learners, externalisers and internalisers, or unsafe learners. Use the early diagnosis tool as necessary.

If behaviour from any of the externalisers, internalisers or ‘unsafe learners’ is challenging, we need to follow an assess/plan/do/review cycle, using Therapeutic Thinking guidance (See appendix 1 and Therapeutic Thinking files on the shared drive).

Second steps

If the behaviour is most often difficult...

Use the ‘describe the behaviour’ flow chart (Appendix 1) and descriptions around subconscious and conscious behaviour to decide on the following:

- Dominant subconscious behaviour ----- Anxiety Map and Analysis grid
- Dominant conscious behaviour ----- Roots and Fruits analysis

Once completed, share with parents and staff and put together a Pastoral Support Plan (PSP). Set a review date to reflect on progress towards targets.

Third steps

If the behaviour is repeatedly dangerous, use steps above and carry out a Risk Assessment calculator and Risk Management plan (See appendix 7 and Therapeutic Thinking files on the shared drive).

Once completed, share with parents and staff and set a review date.

13. Positive handling

“Our choice of language matters. A child isn’t ‘going into melt down’ or ‘kicking off’. They are in crisis.”

Angela Wadham, Dorset Therapeutic Thinking consultant

Positive handling is the positive application of reasonable, proportionate and necessary force with the intention of protecting a child from harming himself or others or seriously damaging property. Our concern at Downlands School is the care and protection for everyone within our school community and we will respond to every behaviour crisis with

care and responsibility, following this relationships policy or bespoke plans which have been developed for a particular child.

Teachers named on bespoke risk management plans agreed by parents, who have also completed Therapeutic Thinking training, are authorised to use positive handling (see appendix 9) to guide or escort pupils away from dangerous situations and before crisis moments. The school will always follow our policy or bespoke plans and parents are always fully informed about any situation that arises.

All school staff were trained in the 'Therapeutic Thinking' approach to behaviour management. This will be refreshed periodically. Dorset Therapeutic Thinking is an approach that aims to reduce and manage conflict and build a positive school ethos and eliminate the need for fixed term or permanent exclusions. The training covers a range of areas, including conflict de-escalation, calm body language, debriefing and positive handling techniques.

Guiding and Escorting

Sometimes it may be necessary to guide children, ideally when this has been agreed by parents and school as part of a risk management plan, including named adults within school. However, the school reserves the right to use escorting and guiding if an emergent need arises. All staff who have completed the Step-On training have been shown how to do this in a way that does not harm the child or put anyone else at risk (see appendix 9). It is important that any named adult considering the use of guiding or escorting also uses a de-escalation script (see above or one agreed as part of a bespoke plan). The de-escalation script should be used more than once, repeating the child's name to help them focus. It should be used with compassion and sincerity with the child until they have been persuaded to leave the situation and calm down.

The most risk free way is to form a 'mitten' shape with the fingers and thumb and place them just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing the 'mittens' on both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out. Both guiding and escorting should be performed only if **absolutely necessary** and should be recorded on My Concern, along with an explanation of the reasons for it and what other strategies had been tried first.

Any episodes of guiding and escorting must be recorded on My Concern, shared with SLT and discussed with parents. The child will also be involved with a 'reflect, repair and restore' process. (see separate section).

Calm Stance

When a child is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go. Calm stance and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.

14. Safe touch

It is not illegal to touch a pupil. There are occasions when physical contact, other than positive handling, with a pupil is proper and necessary. Where touch is used, contact should be brief and gentle, on clothed or publicly visible parts of the body: hands, arms, shoulders. At no point and under no circumstances should staff members use touch to satisfy their own need for physical contact or reassurance.

At Downlands Community School, all staff are aware of the following examples of safe touch:

Scenario	FS1	FS2	Y1/2	KS2
A child will not separate from their parent at the start of the day.	Bend down to the children's level with encouraging words and gestures, or two practitioners either side encouraging the child. Use the child's keyworker, last resort, with parent permission the child can be carried inside.	Encouraging words to separate, minimal fuss, calming manner, arm around shoulder whilst guiding them away, with parent permission carry inside on hip as last resort.	Encouraging words to separate, minimal fuss, calming manner. Reassuring hand to be taken by the child if they choose to. If necessary, arm around shoulder whilst guiding them away, with parent.	Reassuring hand to be taken by the child if they choose to.
A child needs to be carried or picked up. For example, if they have hurt themselves or they are in danger if they were to stay in that position.	Child to be carried on your hip, not facing you.	As a last resort, then the child can be carried on a hip, not facing you.	Not be used unless colleague has received manual handling/lifting training and is part of a child's accessibility or health care plan or emergency medical situation (with L3 First Aid at work colleague)	
A child is upset and would benefit from physical comfort	Practitioner at first would sit or kneel near the child and offer a cuddle. If needed, a child can sit on your lap for reassurance but side or front facing.	Hold a hand or both hands, arm around shoulder, rub back. Offer a hug if the child still needs reassurance: communicate intention and use mitten hands with arms across shoulders.	Hold a hand or both hands, arm around shoulder Offer a hug if child still needs reassurance: communicate intention and use mitten hands with arms across shoulders	Supportive hug: communicate intention; side on; head away; closed mitten hands on shoulder.
A child has had a 'wow' moment and the teacher wants to provide physical affirmation.	High five, thumbs up, or if needed a supportive hug with a closed mitten hand.	High five; thumbs up, or if needed a supportive hug with a closed mitten hand.	High five; thumbs up; shake hands; arm around shoulder with closed mitten hands; gentle	High five; thumbs up; shake hands; arm around shoulder with closed mitten hands; gentle

			touch on arm or shoulder - all the time communicating intentions..	touch on arm or shoulder - all the time communicating intentions..
A child needs to be guided to a safer place.	Mittens hand on elbow first, ask another staff member for assistance or remove other children to a safe distance whilst always acting to calm the child down and communicating intentions.	See section on guiding and escorting and where possible used in conjunction with agreed risk management plan.	See section on guiding and escorting and where possible used in conjunction with agreed risk management plan.	See section on guiding and escorting and where possible used in conjunction with agreed risk management plan.
A child needs to be picked up and supported whilst riding the trike, and bikes.	Lift onto equipment using both hands under arms and support with mitten hand on back.	N/A	N/A	N/A
A child is receiving first aid	It is appropriate for trained adults to touch children in order for them to administer basic first aid.	It is appropriate for trained adults to touch children in order for them to administer basic first aid.	It is appropriate for trained adults to touch children in order for them to administer basic first aid.	It is appropriate for trained adults to touch children in order for them to administer basic first aid.

The safe touch guidance above may sometimes need to be adapted for children with significant needs or disabilities. Also, manual handling training is given to support staff who regularly need to intervene physically to support children as part of their daily routine.

Physical intervention should always be in the child's best interest and should be conscious of the need to differentiate the attachment of staff from the attachment of key adults such as parents or siblings. Regardless of age, physical intervention should never provide intimacy within a transient relationship.

Downlands Community School accepts the guidance on 'Use of reasonable force' (DFE - 00295-2013) and the latest Keeping Children Safe in Education and the premise that "...all members of school staff have a legal power to use reasonable force" to "...prevent pupils from hurting themselves or others..." Nevertheless, Downlands Community School asserts that such actions should always be a **last resort**, given the detailed guidance set out in this policy. Use of force should always be:

- proportionate;
- necessary;
- reasonable.

Any use of reasonable force should also consider the emotional impact on those who witness to it. Any episodes of reasonable force must be recorded on My Concern, shared with SLT and discussed with parents. The child will also be involved with a 'recover, reflect, repair and restore' process. (see separate section).

This school also states that any use of reasonable force should be carried out with compassionate language to signal intent and de-escalate the situation and with other colleagues in support where possible. Downlands Community School also puts forward these examples of unsafe touch or use of force which are prohibited:

- Any hold that could potentially restrict breathing: with the adult's arms, the student's own arms or their clothing is held in a way that could restrict the free movement of the abdomen, diaphragm and chest.
- Pulling or dragging by the hand or wrist
- Holding a child by lying on their chest or back
- Pushing on the neck, chest or stomach
- Forcing a student up or down stairs
- Lifting or carrying children who are capable of walking (cross reference safe touch policy for FS1 pupils and any specific risk management plan for disabled pupils)
- Seclusion – where a child is forced to spend time alone against their will

15. Reflect, repair and restore

“An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.”

Prof. George Wright, 1999

All people affected by an incident need to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During an incident, behaviour may be influenced by anger, frustration or disappointment etc. The purpose of reflect, repair and restore is to re-visit the experiences with each individual once calm, relaxed and reflective. The debrief is about repairing the feelings of everyone involved.

A restorative approach :

- focuses on the harm that has been done
- how the harm can be repaired
- looks at experiences, feelings and needs
- plans to ensure conflict is less likely in the future *

** this may mean starting an anxiety map or roots and fruits exercise, risk management plan or even adapting these if they already exist.*

Restorative questions:

- *What happened?*
- *What were the people involved thinking and feeling at the time?*
- *Who has been affected and how?*
- *How can we put right the harm?****
- *What have we learned so as to make a different choice next time?*

**** sometimes, the answer to this question may lead on to an educational consequence also.*

For younger children or those with additional needs, here are some alternative approaches to a 'normal' conversation:

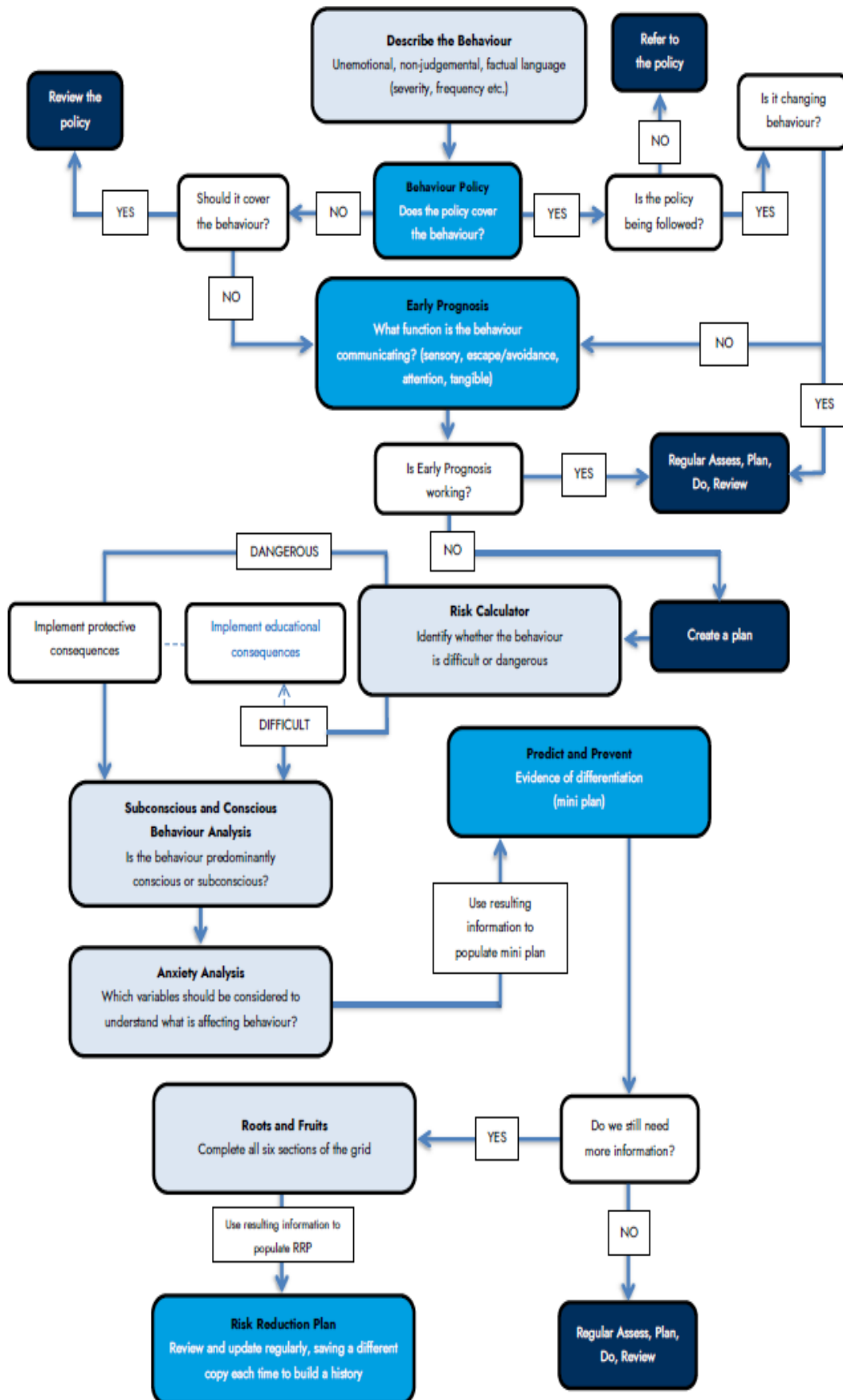
- social stories

- comic strip conversations
- role play with soft toys or puppets
- circle time activities
- use signs, symbols and pictures to communicate emotions

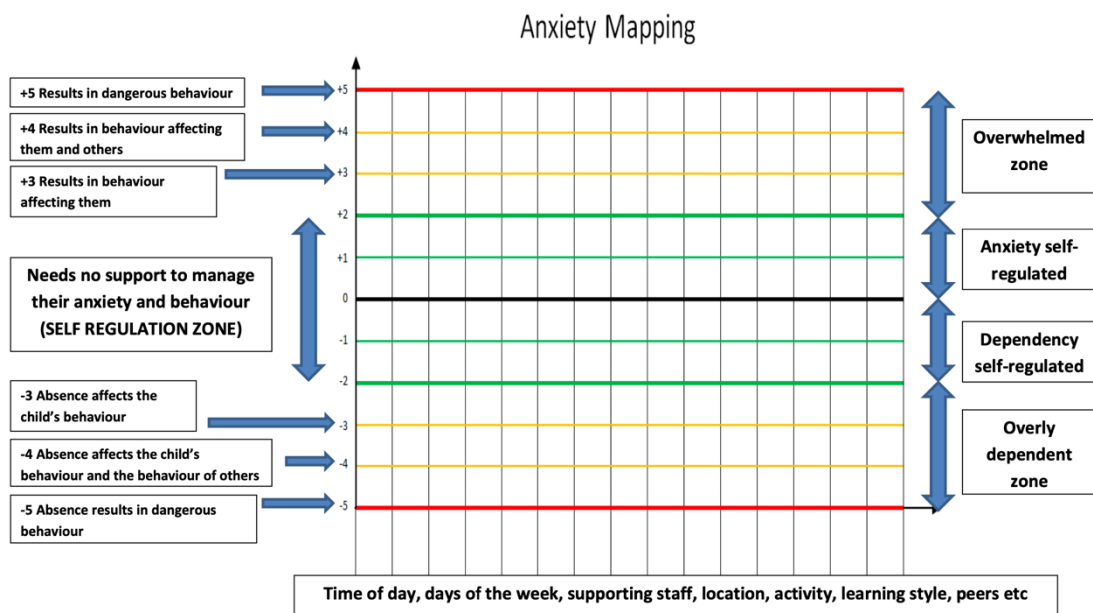
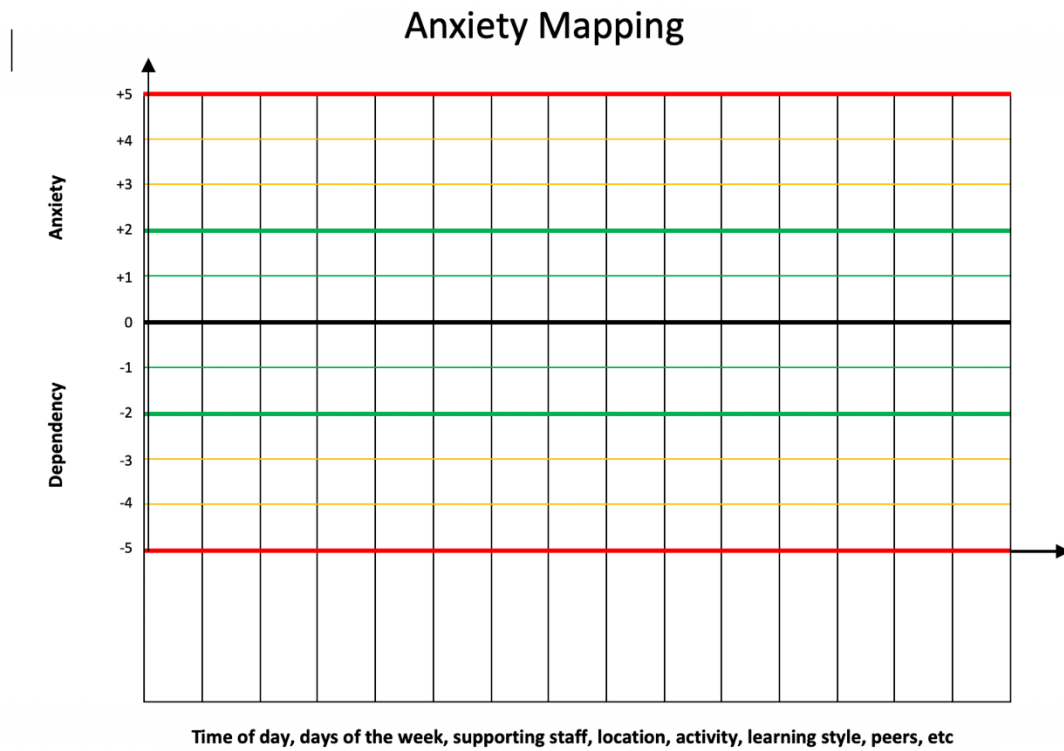
16. Glossary of terms

Word or phrase used	Meaning in context of this policy
'conscious behaviour'	Behaviours chosen by the child as a result of negative feelings
'de-escalation'	Words or actions used to support a child who is dysregulated or in crisis
'detrimental behaviour'	Behaviours which can cause harm to oneself, others or property
'educational consequence'	Time spent with an adult to identify detrimental behaviour and consider alternatives
'ELSA'	Emotional Literacy Support Assistant
'external discipline'	External steps to control behaviour
'internal discipline'	Self motivation to make valued behaviour choices
'externaliser'	A child who outwardly shows detrimental behaviours
'internaliser'	A child whose detrimental behaviours are focused on self and maybe unseen or heard
'prosocial'	Behaviours that benefit oneself, others or the environment - valued behaviours
'protective consequence'	Steps taken by the school to avoid harm to oneself, others or property
'subconscious behaviour'	Behaviours compelled upon a child due to an unmet need or anxiety
'valued behaviours'	Behaviours that benefit oneself, others or the environment

Appendix 1 – Dorset Therapeutic Thinking Behaviour Flow Chart



Appendix 2 – Anxiety Mapping



Appendix 3 – Anxiety Map Analysis

Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. 2. 3. 4. 5.	Planned Differentiation required to reduce anxiety 1. 2. 3. 4. 5.
	+2	These items run the risk of overwhelming the pupil 6. 7. 8.	Monitoring needed 6. 7. 8.
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant 9. 10. 11.	Monitoring needed 9. 10. 11.
	-2 - -5	These areas have developed an over reliance 12. 13. 14.	Differentiation needed to reduce this over reliance 12. 13. 14.

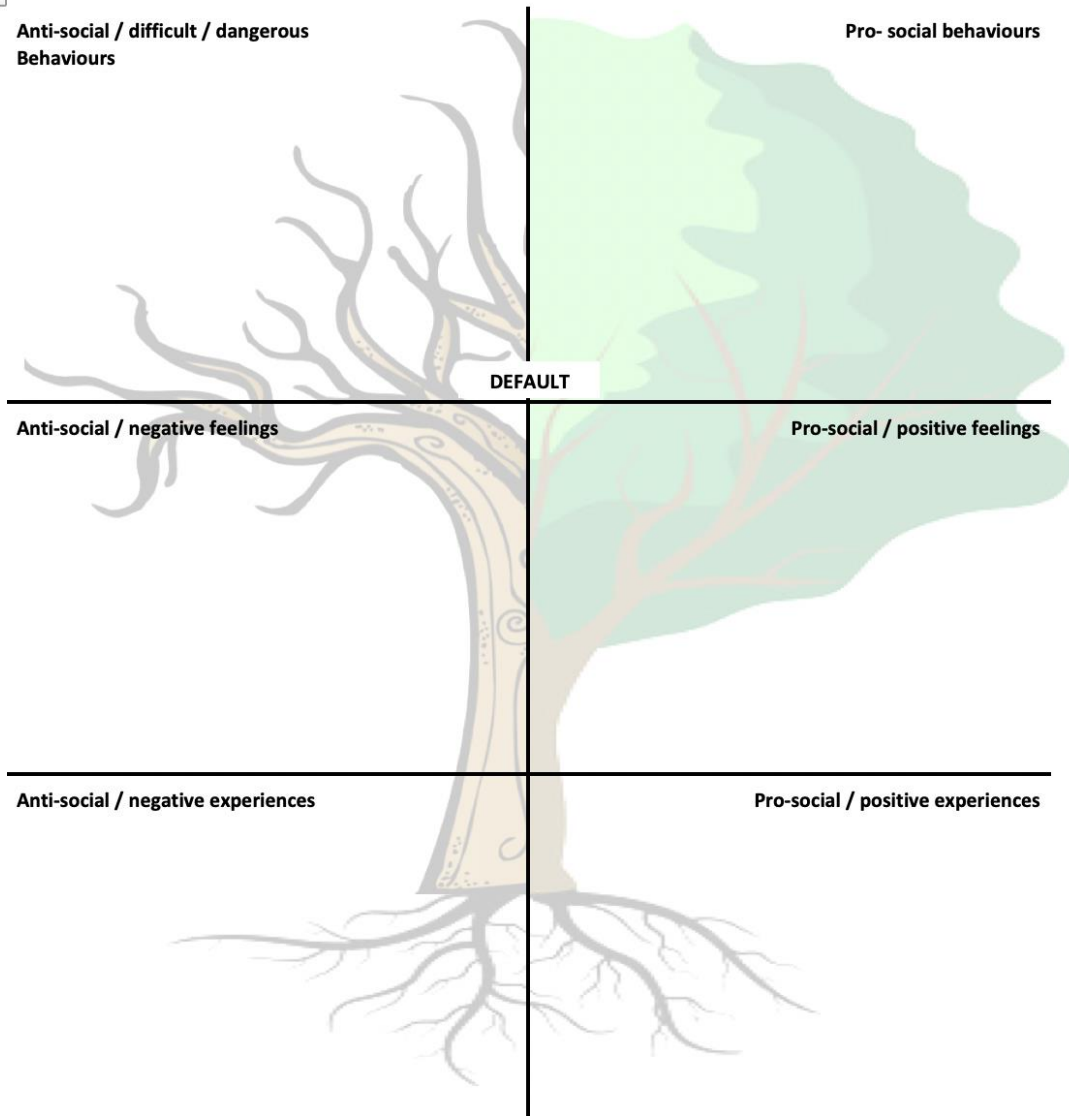
	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil <ul style="list-style-type: none"> • Writing-based lessons/tasks • Reading aloud • Being kept in at break/lunch • Transitioning from playground back to classroom 	Planned Differentiation required to reduce anxiety <ul style="list-style-type: none"> • Differentiated tasks in lessons with a practical focus • Must never be chosen to read aloud in front of other children. • Scaffolds for written tasks with sentence starters and word banks • Break time should never be removed as a consequence. Timings may need to be altered as a protective consequence. Support needed outside. • Separate breaktimes from whole school breaktimes as a protective consequence. Likes doing jobs – during whole school break time offer a job to do.
	+2	These items run the risk of overwhelming the pupil <ul style="list-style-type: none"> • Carpet time • Topic work 	Monitoring needed <ul style="list-style-type: none"> • Option to sit at his table during carpet time • Differentiated curriculum with practical or non-written opportunities to show learning in topic • Pictorial resources and support with reading
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant <ul style="list-style-type: none"> • Individual, non-public praise 	Monitoring needed <ul style="list-style-type: none"> • Feedback needed but not in front of other children. Acknowledge the behaviour and say how it made you feel.
	-2 - -5	These areas have developed an over reliance <ul style="list-style-type: none"> • Unstructured play • Football club 	Differentiation needed to reduce this over reliance <ul style="list-style-type: none"> • Break times/play times should never be removed as a consequence. • Use play leaders/sports coaches to help engage in structured games at lunch time • School staff must never use the threat of missing after-school football as a consequence.

Appendix 4 – Roots and Fruits Analysis



Anti-social / difficult / dangerous
Behaviours

Pro- social behaviours



DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences

Appendix 5 – Roots and Fruits Help

Roots and Fruits guidance

Anti-social / difficult / dangerous Behaviours (No. 1)

The behaviour logged on your systems can populate this box e.g. Sims, CPOMs etc. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

Examples:-

- | | |
|--|---|
| <ul style="list-style-type: none"> Running inside the school building Refusing to start a task in literacy Calling out when the teacher is talking Throwing pencils in class Putting equipment in their mouth | <ul style="list-style-type: none"> Pushing over chairs Kicking staff Going under the table Racially abusive Language Intimidating younger pupils Hiding in the toilet block Climbing the outside of the building |
|--|---|

Avoid generic undefined terminology such as:

Disruptive, hurting, defiance, bullying as they are not specific and will make it more difficult to write the risk reduction plan

This section should populate the anxiety (difficult) or crisis (dangerous) behaviour section of the risk reduction plan

Pro-social behaviours (No. 4)

What are the small measurable, achievable, realistic behaviours you are going to focus on creating? Ideally you will decide on 3-5 key behaviours that you want to facilitate and achieve.

Examples: -

- | | |
|---|---|
| <ul style="list-style-type: none"> Walking while inside the school building Starting a task independently Putting their hand up to answer a question Using only the specified equipment | <ul style="list-style-type: none"> Staying at their work station for 10 mins Asking staff to help with a task Coming in off the playground when asked Participating in an adult led game with peers |
|---|---|

This section should populate the pro-social behaviour section of the risk reduction plan

Roots and fruits should be a working document, once the behaviours listed are evidenced and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour which has started to change.

Anti-social / negative feelings (No. 3)

This section is based on observation; communication and empathy through exploring what feelings are creating the behaviour above or could be expected with the experiences below.

Staff should consider the wider feeling rather than just the obvious ones e.g. anger could be due to feeling embarrassed, worried, rejected, threatened, guilty, hurt or fearful.

- | | |
|---|--|
| <ul style="list-style-type: none"> Helpless Anxious Blamed Shamed Uninspired Disliked Rejected Isolated Controlled Forced | <ul style="list-style-type: none"> Worried Bored Irrelevant Rejected Hungry Pain Confusion Embattled Worthless Embarrassed |
|---|--|

Pro-social / positive feelings (No. 5)

This section identifies how the child would need to feel in order to achieve the small steps listed in No. 4. Each differentiation listed below No. 6 should consider the feelings we want to achieve and ensure we do not make an assumption based on how it would make us feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel

- | | |
|--|--|
| <ul style="list-style-type: none"> Happy Calm Liked Involved Safe Included | <ul style="list-style-type: none"> Valued Inspired Needed Understood Respected Motivated |
|--|--|

If you begin by identifying a feeling, e.g. 'safe', you will then need to think about what experiences you can provide so they feel safe.

Anti-social / negative Experiences (No.2)

Past and current experiences in each of the following areas should be identified and explored

- School
- The child and their health/wellbeing
- Their family
- Their community

DfE mental health and behaviour in schools document. Page 14-15 risk factors should be considered when completing the above

Anxiety analysis

From completing anxiety maps you should be able to identify high anxiety linked to

- Staff
- Peers
- Activity
- Times
- Days

These should be listed in this section

Pro-social / positive experiences (No. 6)

Protective factors are outlined in the DfE mental health and behaviour in schools document.

All advice and strategies from external agencies should be included here.

- EHCP recommendations
- Specialist advisory services
- Health professions
- Outreach services
- Boxall profiling
- Developmental strategies
- School based interventions

Anxiety analysis & differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiated experiences, staffing etc. you are going to provide in school and include in the risk reduction plan.

Once listed these should then populate the top of the risk reduction plan

Appendix 7 – Individual Risk Management Plan

Individual Risk Management Plan (Doc 1)

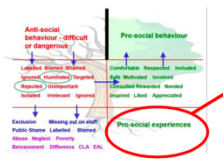
Name	DOB	Date	Review Date
Photo	Risk reduction measures and differentiated measures (to respond to triggers)		
Pro social / positive behaviour		Strategies to respond	
Anxiety / DIFFICULT behaviours		Strategies to respond	
Crisis / DANGEROUS behaviours		Strategies to respond	
Post incident recovery and debrief measures			

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

Signature of Parent / Carer..... Date

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

Risk Reduction plan - Guidance

Name	DOB	Date	Review Date
 <p>Anti-social behaviour (difficult or dangerous)</p> <p>Pro-social behaviour</p> <p>Pro-social experiences</p>		<p>Risk reduction measures and differentiated measures (to respond to triggers)</p> <p>What are the differentiated experiences we give this pupil to help lower anxiety and create pro-social feeling and behaviours</p> <p>Once it is written into the risk reduction plan, the information becomes the agreed actions which <u>must</u> be carried out by all staff. The plan is the agreed job description for working with the child outside of whole school policy and failing to follow the agreed strategies should be taken as seriously as not following any other policy or job description. (A risk reduction plan states strategies that either differentiate from or add to the practice stated in policy.)</p> <p>Conscious and Subconscious – this analysis needs to be completed before writing a risk reduction plan. This analysis helps to consider which elements of a behaviour are chosen and effective and which are a result of an inability to cope with experiences or feelings.</p> <p>Roots and fruits – this needs to be completed before trying to write a risk reduction plan. Roots and fruits identify root causes to behaviour and identifies solutions that school can provide to support through creating more pro-social feelings via experiences.</p> <p>What pro-social experiences did you identify from completing roots and fruits that you would give to them? These become the provision, risk reduction measures and differentiated measures.</p> <p>Anxiety maps – Staff should aim to complete a number of anxiety maps on key areas for the child. We recommend completing anxiety maps for activity, staff, peers and time. These can then be analysed to identify where we can predict the child may escalate through anxiety and help explore prevention through differentiation.</p> <p>If the anxiety map shows that they struggle with Literacy, what do we do to support them within literacy so that it becomes a less anxious experience? Identified opportunities to lower anxiety should form part of the provision here.</p> <p>All of the above should be written as the job description for managing these experiences consistently by all.</p>	

Appendix 8 – Inclusion circles



Appendix 9 – Guiding and escorting appropriate positions:

Open mitten



Open mitten escort (to support, guide and escort)



Appendix 10 - My Concern behaviour categories

DSLs and DDSLs can assign a category to a concern when triaging the cases that come through from My Concern. PLEASE COULD ALL STAFF CHOOSE ONE OF THE FOLLOWING CATEGORIES, **IF APPROPRIATE** AND LIST IN THE CONCERN SUMMARY SECTION. This will help massively with analysis of concerns coming through.

Please note that categories highlighted in Green will be reported to Governors each month and we expect that phase leads or myself will have a conversation with pupils, using an ICPS script. This is a continuation of the "Behaviour Folder" that has been in use for some years in the HT's office.

Abuse/Violence towards Staff
Bullying Peers - Physical
Bullying Peers - Verbal
Classroom Disruption (significantly impacting on the learning of others)
Cyber-bullying
Damage to Property
Dangerous Behaviour (please describe clearly including severity and frequency)
Discrimination (Age, Gender, Marriage, Race, Religion, Sexual Orientation)
Disruptive Behaviour (in class, outside class)
Fighting
Online Safety
Physical Abuse - Child/Young Person
Physical Aggression towards Peers
Physical Aggression towards Staff
Physical Assault by Peer
Physical Assault on Staff
Physical Intervention by Staff
Racism
Sexting
Sexualised Behaviour/Language
Social Media

Appendix 11 - Pastoral Support Plan

Pastoral Support Plan (with Therapeutic Thinking links)

Name of pupil:

Date of Birth:

NC Year:

Attendance:

SEND:

Date of planning meeting:

Present at meeting (inc. role and contact details):

Analysis of current situation.

What is going well? What specific behaviours are causing concern? (Consider using Dorset Steps Early Prognosis Tool or Roots and Fruits Analysis)

Strengths	Difficulties
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Support in School

What is already in place? How is the pupil responding?

-
-
-
-

Planning for change (*Consider using Dorset Steps **Roots and Fruits, Anxiety Mapping or Risk Reduction Plan as appropriate***)

a) Inside lessons (*Teachers to identify 'stress points' and suggest alternatives using anxiety map and , e.g. TA support, differentiation etc*)

b) Outside lessons (*Teachers to describe difficulties in unstructured time and how these can be addressed?*)

c) Social/emotional (*Teachers to identify particular skills which the pupil needs to acquire? e.g. emotional literacy, social skills*)

d) Does additional external support need to be accessed to support learning and achievement? (*School to suggest external agency which can help*)

e) Parent/Carer's View *(Parent / carer to give views on what might be done differently to enable the pupil to stay in school, including their contribution to that support)*

f) Pupil View *(Pupil to give views on what might help them to improve behaviour)*

Monitoring changes

This information will be used to review the effectiveness of the plan during the follow-up meeting on XXXX.

Target	Desired outcomes	Evidence base	Review commentary

PSP Lead:

Signed (School):

Signed (Pupil):

Signed (Parent):

Individual behaviour plan for all teachers working with XXXX

Behaviour category	Behaviour description	Adult agreed oral response or script	Action1 (Who)	Action 2 (Who)	Action 3 (Who)	Desired outcome
Positive						
Difficult						
Dangerous or harmful *						

***Must also be accompanied by a risk reduction plan**

Appendix 12

Escalation response to significant behaviour

