Positive Behaviour Policy
Spring 2026

Review date: Spring 2027
Governing Committee with oversight: Improvement Committee
Member of staff responsible for the policy: Mrs C. Thompson (AHT)

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better."
Pam Leo

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1. Legislation and Statutory Requirements

This policy is based on the most recent and up-to-date versions of legislation and guidance from the Department for Education (DfE), including:

- Behaviour in Schools – advice for headteachers and school staff, February 2024
- Behaviour and discipline in school - guidance for governing bodies
- Use of Reasonable Force – advice for headteachers, staff and governing bodies, April 2026
- Searching, screening and confiscation- advice for headteachers, school staff and governing bodies, July 2022
- DfE and ACPO advice for schools- advice for local authorities, headteachers, school staff and governing bodies, September 2012
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, August 2024
- Keeping Children Safe in Education, September 2025
- Mobile Phones in Schools, February 2026

In addition, influential DfE Guidance for Therapeutic Thinking Behaviour Policies:

- Mental Health and Behaviour in Schools (March 2016) (Revised November 2018)
- Transforming Children and Young People's Mental Health Provision Green Paper (December 2017)

2. Introduction

Values and Visions

This behaviour policy is aimed at improving the educational outcomes for all pupils at Coates Way by promoting and supporting positive engagement and empowering desired behaviour. It is a focus for our school that all our children feel supported and secure to ensure they have solid foundations for learning.

We believe that through modelling and rewarding respect, kindness, and empathy we will foster the same values within our children. We aim to nurture pupils' individuality through encouraging a therapeutically healthy environment, where we understand that each child learns in a unique way.

'*Positive experiences create positive feelings. Positive feelings create positive behaviour'*

At Coates Way, we actively promote high expectations for behaviour and encourage this through a range of opportunities, including whole-school play and celebration assemblies, within daily lesson time and throughout periods of social interaction i.e. break & lunch periods. At the beginning of each academic year, classes collaboratively establish their own class rules or charters, which are displayed and regularly referred to reinforce positive behaviour and shared values.

The provision of this behaviour policy is made known to pupils, parents, and the wider school community through publication on the school website. Expectations are consistently reinforced by staff and embedded across all aspects of school life. School leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy.

Coates Way School aims to work in partnership with parents and carers to support positive behaviour. Class teachers will communicate with them where concerns arise regarding behaviour. This policy will establish levels of behaviour and when communication will take place with parents and carers. Where behaviours are identified as Level 2, class teachers will initiate communication with parents. For more serious concerns (Level 3), the Assistant Headteacher will become involved, and for the most serious behaviours (Level 4), the Headteacher will lead communication and intervention.

3. Governing Body Statement of Behaviour Principles

A statement of behaviour principles written by Governors is required by all maintained schools. These principles guide our Behaviour Policy and procedures at Coates Way.

- At Coates Way we strive to ensure that every child understands they all have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
- Staff and volunteers and expected to set an excellent example to pupils at all times.
- Our Behaviour Policy is rooted in the 3 B's: Be Safe, Be Respectful and Be Ready to Learn.
- Pupils are encouraged to take responsibility for and reflect on their actions and choices.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- Rewards and sanctions are used consistently by staff, in line with our Behaviour Policy.
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff.
- The Behaviour Policy is shared with pupils, parents and staff.
- By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.
- The Behaviour Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- The Governing Board of Coates Way JMI School also emphasises that violence or threatening or intimidating behaviour both in person or through online mediums will not be tolerated under any circumstances.

4. At Coates Way School we aim to:

- ❖ Be welcoming and inclusive
- ❖ Have effective relationships built on respect
- ❖ Promote positive behaviour
- ❖ Listen and provide support
- ❖ Celebrate achievement and success
- ❖ Encourage independence and personal confidence
- ❖ Encourage a culture of considered risk taking
- ❖ Demonstrate a fair and consistent attitude
- ❖ Embed internal discipline to ensure our pupils make positive choices within society
- ❖ Be safe, respectful and ready to learn

The school's expectations for behaviour are actively promoted and shared with pupils through a range of opportunities, including whole-school assemblies, play assemblies, celebration assemblies, and within daily lesson time. At the beginning of each academic year, classes collaboratively establish their own class rules or charters, which are displayed and referred to regularly to reinforce positive behaviour and shared values.

5. Promoting Pro-social Behaviour

Pro-social behaviour refers to positive actions and attitudes that promote the wellbeing, safety, learning and inclusion of others. In a primary school setting, pro-social behaviour includes demonstrating kindness, respect, cooperation, empathy, honesty, responsibility and self-regulation.

It involves making positive choices, following school expectations, contributing to a supportive learning environment and showing consideration for the rights, feelings and needs of others.

All at Coates Way will treat children with respect, kindness, value their positive contribution to school and teach them the difference between right and wrong. We will celebrate their successes and '*catch them getting it right'*. This will be achieved in an environment that offers positive experiences and a sense of internal reward that allows all children to flourish.

All behaviours come under our three rules:
1. Be safe,
2. Be respectful and
3. Be ready to learn.

These are taught and explained at the start of each academic year and referred to throughout the academic year. Equally, staff are expected to model prosocial behaviour themselves.

6. Supporting all Learners

We support all learners to have behaviours for learning and pro-social behaviours that benefit the dynamic of the school environment. This means that reasonable adjustments are put in place for those learners who need support in demonstrating prosocial behaviours.

Reasonable adjustments include, but are not limited to:
- use of a fiddle *or fidget* toy,
- sitting on a chair rather than the floor *(for example, in assembly)*
- use of ear defenders,
- standing to complete work rather than sitting,
- use of the Cloud (a small room *containing* sensory *equipment* to support children with self-regulation)
- Visuals
- Use of the sensory circuit

The school recognises that transitions (whether at the start of the academic year, during a mid-year admission or during the school day) can present challenges for some pupils and may impact behaviour.

We are committed to identifying and responding to emerging needs at the earliest opportunity. Where a child requires additional support, the school will work proactively with parents/carers, ensure a consistent key adult is identified within school, and engage external agencies where appropriate. This coordinated approach aims to provide stability, promote positive behaviour, and support each child in becoming successful in the school environment.

7. Unsocial Behaviours

Unsocial behaviours are behaviour that does not intentionally harm others but may demonstrate a lack of cooperation, engagement or consideration for social expectations, impacting relationships or learning.

These behaviours are not anti-social as they are not to the detriment of others. Generally unsocial behaviour is quiet noncompliance that does not negatively impact on other pupils' learning. Introverts often communicate their feelings through quiet noncompliance. Unsocial behaviour should be interpreted as a communication of negative feelings and so differentiation, or support should be offered. These responses are essential to allow introverts and internalisers to communicate their feelings appropriately.

8. Antisocial Behaviours

Anti-social behaviour refers to behaviour that causes harm, distress, disruption or intimidation to others and negatively affects the safety, wellbeing or learning of individuals within the school

community. This may include verbal or physical aggression, bullying, discriminatory language, deliberate damage to property, persistent refusal to follow reasonable instructions, threatening behaviour, or actions that intentionally disrupt teaching and learning. Such behaviours can impact relationships, create an unsafe environment and prevent others from accessing their right to learn.

9. Planned Responses

We believe that '*every child deserves the best possible start in life and the support that enables them to fulfil their potential'* (EYFS September 2014). With this in mind, we will provide the children with a consistent approach that praises prosocial behaviours and allows them opportunities to reflect upon the choices they have made. The graduated response will be adopted in the school but adjusted for children depending on their age and development.

10. Educational and Protective Consequences to Undesired Behaviour

Staff may need to put in place an educational or protective consequence in response to undesired behaviours (as described below). These will include ***consequences*** to protect either themselves or others, for example differentiated play times; helping to repair damage; observing, rehearsing and modelling good behaviours; completing missed work at a time chosen by an adult (see below). For example, if child A is purposefully throwing some play equipment at child B with the intention of harm, the staff member would remove child A to observe the others playing appropriately. Child A would then spend some time practising how to use the equipment safely with an adult, before introducing other children for further rehearsal.

11. Support Available for those Demonstrating Persistently Inappropriate Behaviour.

We recognise that all behaviour is a form of communication. When pupils persistently demonstrate inappropriate or challenging behaviour, we are committed to understanding the underlying needs and providing timely, supportive interventions. Our approach is proactive, inclusive and tailored to the individual, with the aim of helping each child to regulate, engage and succeed.

Support may include (but is not limited to) regular check-ins with a member of the senior leadership team, such as the Assistant Headteacher; the identification of a consistent key adult within the classroom; access to targeted interventions such as Drawing and Talking or nurture provision; planned sensory or movement breaks; and play therapy where appropriate. We work closely with parents/carers and, where necessary, support may involve a referral to external agencies such as *The Acorn Centre* or Chessbrook behaviour outreach. Equally a multi-agency assessment could be undertaken to identify a child's needs. This list is not exhaustive, and provision will be adapted in line with each pupil's needs.

12. De-escalation Script

A de-escalation script should be used to support children in communicating their feelings and in situations where the*y* are heightened and dysregulated.

For example:

- Learner's name
- I can see something has happened
- I am here to help
- If you'd like to talk I will listen
- Come with me and …

13. Restorative Practice

"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."
Professor George Wright 1999

Much of the work we do to prevent difficult and dangerous behaviour is proactive. However, incidents of ***anti-social*** behaviour will still occur from time to time. The ***most effective tool*** we have for helping children with behaviour change is a structured discussion with a trusted adult.

Restorative Debrief

Restorative Debrief is a structured, supportive conversation that takes place following an incident of inappropriate behaviour, enabling the pupil to reflect on what happened, understand the impact of their actions on themselves and others, take responsibility where appropriate, and identify strategies for making positive choices and repairing relationships in the future.
It is essential for behaviour change. Restorative debrief should be curious, not critical. It should explore the child's dysregulation**,** their values and beliefs.

Restorative debrief creates a system of evaluation and review to establish what happened, how it happened, and how we use teaching and learning to develop the skills and motivation to enable behaviour change.

The Process of Restorative Debrief

Establish an authentic connection. Ensure the child feels comfortable and supported.

Explore what happened. Allow the child to tell their story. What situations, relationships and dynamics led to a reaction? Say: **"Can you explain what happened?" "What was happening before you hit X on the head?"**

Support their story with non-judgmental accurate descriptions. For example, say:
"I think you're telling me that you hit X on the head because he took the ball."

Explore what people were thinking and feeling before, during and after the incident. Say:
"How do you think X felt after you hit him on the head?" "How did you feel after you hit X on the head?"

Additional Restorative Debrief Questions:

- 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?

14. Behaviour Off-Site

Subject to the behaviour policy, teachers may deliver consequences to pupils for antisocial behaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school wearing school uniform *or* in some other way identifiable as a pupil at the school.

or antisocial behaviour at any time, where actions:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or *member of the public*
- could adversely affect the reputation of the school.

In all cases of antisocial behaviour, the teacher can only give consequences to the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member,

15. Bullying and Child-on-Child Abuse

In line with *Keeping Children Safe in Education*, we recognise that children can abuse their peers (child-on-child abuse) and that this can include bullying (including cyberbullying), physical abuse, emotional harm, sexual violence and sexual harassment. Such behaviour will not be tolerated or dismissed as banter or part of growing up.

We take all concerns seriously and will respond promptly, proportionately, and in line with safeguarding procedures. We ensure that all staff are trained to identify and respond to incidents, and that pupils are supported to understand appropriate behaviour, boundaries, and respect.

We will record and monitor all incidents, support all children involved, and work with parents, carers, and external agencies where necessary to safeguard pupils and promote their welfare.

16. Malicious Accusations against School Staff

Malicious accusations are taken seriously. Sanctions may include suspension *(internal or external based on the situation)* or permanent exclusion. The police or social care may be informed. Staff receive appropriate support.

17. Behaviour Consequences Linked to the Inappropriate use of IT

Pupils are taught safe and respectful behaviour online. We do not allow children to have mobiles phones on the school premises. We trust Year 5 & 6 pupils to bring their phones to school to support independence eg. Walking to & from school on their own. However, they hand them in at the beginning of the day and not use them until they have left the school site.

Whilst pupils are onsite using the school IT system, pupils must not send offensive or upsetting messages, including sexist or sexualised language. Only school accounts may be used. All IT use in school is supervised.

If inappropriate content is sent/received:

- Pupils must report immediately
- Staff record the incident on CPOMS
- SLT investigates
- Parents are contacted
- Sanctions are applied proportionately
- DSL involvement where there is risk of harm
- Police/social care contacted where appropriate

18. Physical Intervention and the Power to use Reasonable Force

Reasonable force is the minimum amount of physical intervention necessary to prevent a pupil from harming themselves or others, causing serious damage to property, committing a criminal offence, or seriously disrupting the safe and orderly running of the school. Any use of reasonable force will be proportionate, appropriate to the circumstances, and carried out in accordance with statutory guidance and the school's safeguarding responsibilities.

Staff may use reasonable force to:

- Prevent pupils committing an offence
- Prevent injury
- Prevent property damage

Staff use de-escalation strategies first and minimum force necessary.

19. Power to Search Without Consent and Confiscation

Staff are required to report suspected possession of prohibited items to the headteacher.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarettes and vapes
- Fireworks
- Pornographic images
- Items likely to cause injury or commit an offence

The police will be contacted immediately for weapons or extreme/ child pornography.
Other items (e.g. recording devices) may be confiscated for up to a week.

20. Safeguarding

Behaviour management is inseparable from safeguarding. Where behaviour raises concerns of harm or risk, child protection procedures will be followed immediately. Behaviour management will never compromise pupil welfare

21. Levels of Behaviour

Behaviours may begin as isolated incidents occurring once or twice during the day and can often be improved with appropriate support. However, when Level 1 behaviours continue without improvement despite the use of strategies or consequences—either within a single day or over several consecutive days—they are regarded as ongoing concerns. Similarly, Level 2 behaviours are considered persistent when they show no improvement despite targeted interventions over the same period.

In more serious cases, Level 3 behaviours are identified as persistent when there is still no positive change following the implementation of Level 2 strategies, again within a single day or across multiple consecutive days. Level 4 behaviours, which are persistent, dangerous, and extreme, may be considered by the headteacher as grounds for permanent exclusion. It should also be noted that behaviours at any level, if repeated frequently and persistently, may result in suspension or permanent exclusion.

22. Unforeseen Behaviours

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.
- There may be a requirement for restrictive physical intervention.
- Initially, accountability lies with the member of staff dealing with the situation. However, depending on the severity of the situation, accountability will move through the hierarchy of class teacher, Deputy Headteacher, Headteacher, Governors.
- Staff will record difficult detrimental behaviour or dangerous detrimental behaviour on the school's CPOMS system.
- A de-brief will be held and consideration will be given to whether the policy needs to be amended in light of the behaviour.

23. Managed Moves

A managed move is a structured, voluntary transfer of a pupil from one school to another, used as part of a behaviour support strategy to prevent permanent exclusion. It is undertaken with the full agreement of the pupil's parents or carers, both schools, and the local authority where appropriate. Managed moves are carefully planned, with clear targets, support mechanisms, and review points to ensure the pupil is given the best opportunity to succeed in a new setting. Throughout the process, the child's welfare, educational needs, and long-term outcomes remain central, with the aim of promoting positive behaviour and re-engagement with learning.

24. Risk Reduction Plan

We understand that all children are different and some of our pupils may have presenting needs that require a different approach from staff. For instance, those identified with having Special Educational Needs or Social, Emotional and Mental Health Needs may need an individualised plan and approach. Furthermore, for those pupils whose needs do not meet the expectations of the policy we will work to create an individualised behaviour management plan by using the Therapeutic thinking, Hertfordshire tool kit.

25. Recording and Reporting Information

CPOMS (Child Protection Online Management System) is the school's secure electronic system for recording, managing and monitoring safeguarding, child protection, wellbeing and behavioural concerns, enabling staff to report incidents and share information appropriately to support pupils' safety and welfare.

There are four grades of behaviour where the recording and reporting differs depending on the assessed grade:

Level 1, staff will add a record to CPOMS of any behaviour underlined in the graduated response. They should consider any other behaviour and record on CPOMS if they feel the behaviour warrants it.

Level 2 will be recorded on CPOMS and parents will be informed by the class teacher.

Level 3 will be initially recorded on CPOMS by class teacher or staff member who witnessed incident and parents will be informed by the assistant headteacher and an action will be added to the CPOMS record.

Level 4 will be initially recorded on CPOMS by class teacher and parents will be informed by the headteacher and an action will be added to the CPOMS record.

Staff will inform parents/carers of what took place using factual, unemotional language, and what action has been and will be taken. They will not name or discuss other children involved. If behaviours continued or escalate, the system above would be repeated, and previous action would be reviewed for a potential change in approach.

26. External Suspensions

External suspensions will only be considered as a last resort if preventative strategies have been tried and documented. The Headteacher or an appointed member of staff, in her absence, uses the civil standard of proof (“more likely than not”) when establishing facts. The school has the right to exclude a pupil from school for a fixed period of time (up to 45 days in a year), or permanently, in the following circumstances: a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. The school has a duty of care for the safeguarding of staff and other pupils. The school follows local and national guidance on fixed and permanent exclusion.

27. Permanent Exclusion

The school operates a zero-tolerance approach to the most serious breaches of behaviour.

Permanent exclusion will be considered in cases involving extreme aggression or violence; any intent to cause serious harm to another member of the school community, including the use or threatened use of a weapon; extreme behaviour or a serious breach of health and safety regulations that places the pupil themselves or others at risk of significant harm; and where there has been a repeated pattern of fixed-term suspensions indicating that previous interventions have not led to sustained improvement.

28. Monitoring and Evaluation

The implementation of this policy will be monitored by the Headteacher and the senior leadership team. Behaviour incidents will be summarised and reported to the governing body as part of the Headteacher’s report.

The Headteacher and the Governing body will review this policy annually.

29. Summary

We ensure that there is a clear and consistent system of sanctions and rewards to enable all pupils to learn in a positive environment. Our vision also sets out our aim of helping young people to become independent and socially confident. To this end, our approaches to positive behaviour management have the aim of promoting internal discipline and prosocial behaviour in our pupils.

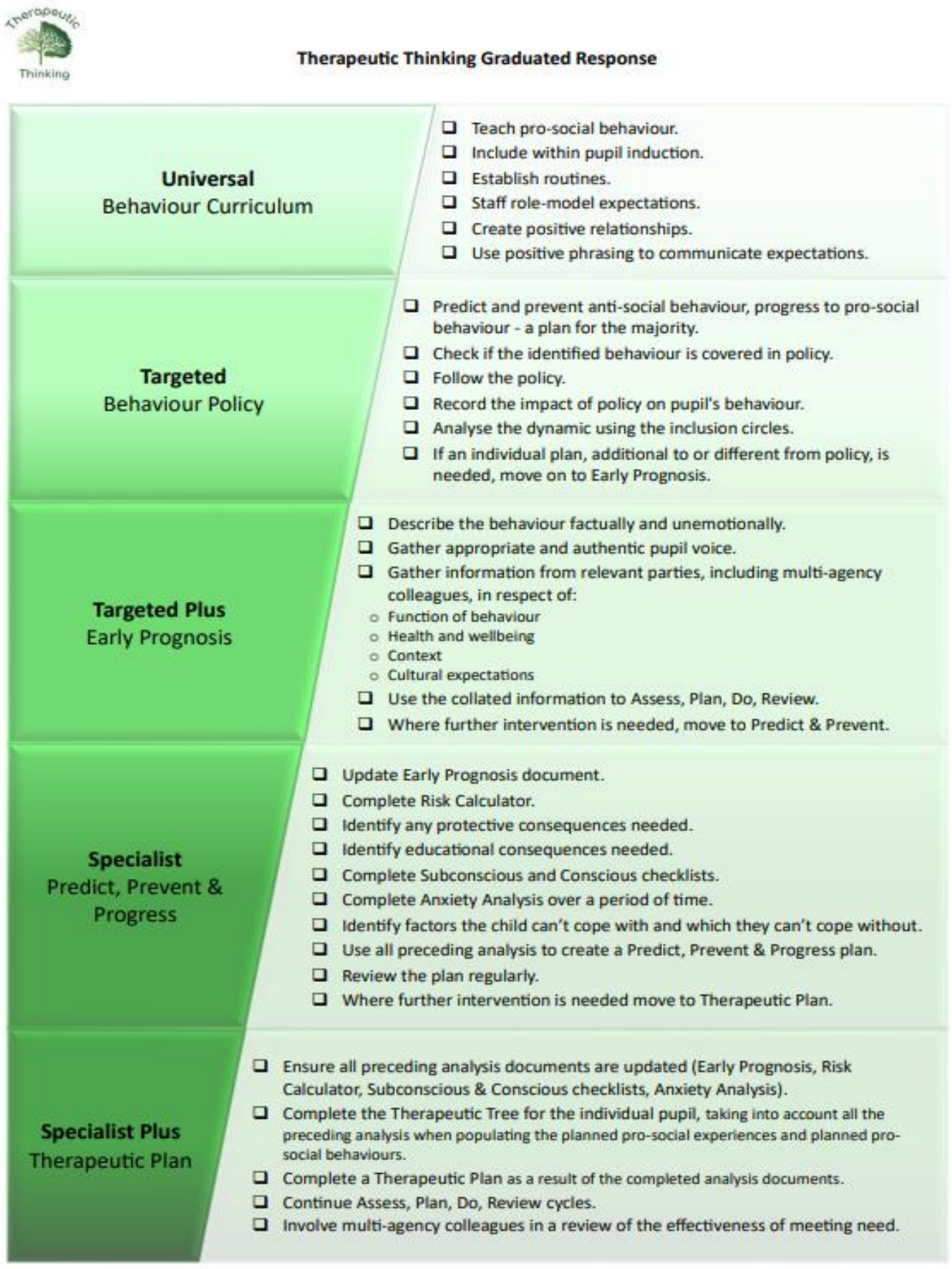
Appendix 1 – Levels of Behaviour and Responses

	Observed behaviour				
	Desired (pro-social)	Undesired (unsocial or anti-social)			
	Following instructions in a timely manner Making good effort Ready to learn Good listening Completing educational work assigned to them in a reasonably	Level 1	Level 2	Level 3	Level 4
Co-operation		Not listening Making a poor effort appropriate to that child. Initial refusal to follow an instruction/complete work Wandering around the classroom Telling lies to an adult	Leaving the classroom without permission Refusing to do work/follow instruction Refusing to come out of the toilet or hiding place Telling lies to an adult to get someone else in trouble	Leaving the classroom without permission and running away from an adult. Refusing to follow any instruction from any member of staff	Leaving the classroom without permission and running away from an adult. Refusing to follow any instruction from any member of staff causing disruption which is a danger to others.
Verbal	Positive, polite communication Being kind and helpful	Calling out Interrupting Inappropriate chatting/ name calling/ unkind remarks Answering back or interrupting rudely Swearing to release frustration/under breath/indirect	Using language which offends others Swearing to make people laugh	Swearing directly to intentionally hurt or abuse someone. Repetitive verbal abuse Racist/Sexist/Homophonic insults	Serious verbal abuse Harmful sexual behaviour Repetitive taunting or harassment
Damage	Showing respect to property	Interfering with others property Accidental damage to school or personal property	Defacing others work Deliberately damaging school or others' property Deliberately throwing or kicking small items	Stealing of school or personal property Substantial damage to school property	Arson Serious deliberate damage to school or personal property
Disruptive	Showing respect to property	Distracting Others Encouraging others to misbehave or laughing at poor behaviour choices	Disrupting the class so learning is affected Manipulating others to make a poor behaviour choice.	Persistent disruption of the learning in the class.	Significant disruption to learning in the class Using threats to force others to make poor behaviour choices/Extortion
Physical	Keeping hands and feet to themselves	Unwanted physical contact Jostling Small pushes/shoves Poking Invading personal space Play-fighting Avoidable Accidental Harm	Threatened violence Spitting on things Play-fighting that leaves a minor injury Throwing things	Possession of an object that could be used to intentionally harm someone. Deliberate physical assault Causing minor physical harm Spitting at someone	Deliberate serious physical assault Deliberate serious wounding including by biting Harmful sexual behaviours Bringing in an object with the intent of harming someone with it
Phones	Pupils are not to use their phone onsite or a school trip. Phones switched off and in office during the day, in bags until pupil has left the premises.	Phone not handed in Phone visible in playground Phones are not taken on school trips	Being on phone in school/playground.	Inappropriate messaging in school.	

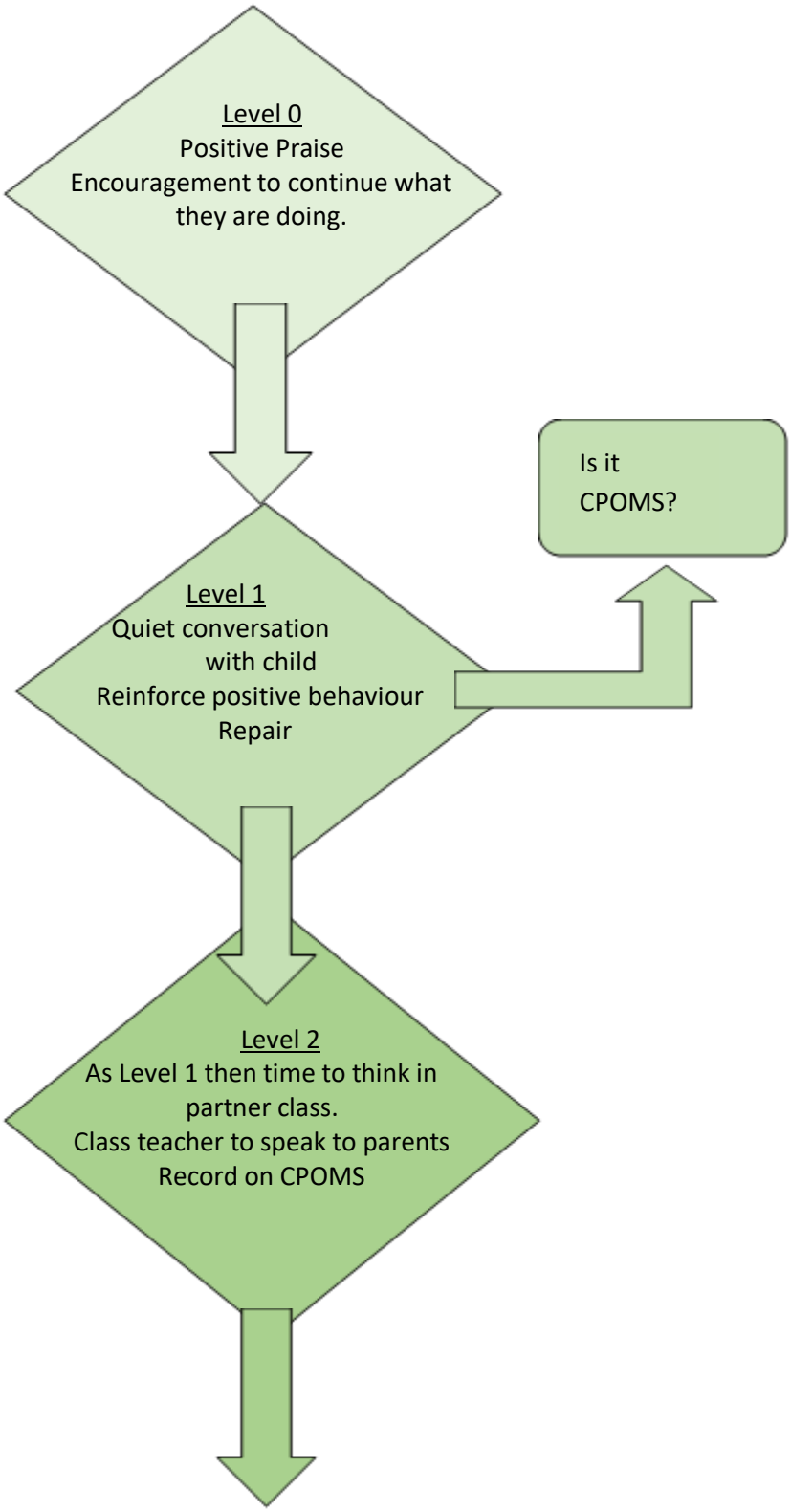
Appendix 1 – Levels of Behaviour and Responses

Responses and Consequences					
	Desired (pro-social)	Level 1	**Level 2**	**Level 3**	**Level 4**
Possible Responses	Give specific verbal praise and encouragement	Quiet reminder of school values e.g. At Coates Way we expect you to: be kind/be respectful/be honest/work hard/ be ready to learn Praise other children Repair – work with the child to put it right e.g. How can we fix this? Have a conversation with the child about what has happened. Where behaviours come from dysregulation, give them time to regulate first. **Members of staff involved: Classroom staff or staff who witnessed the incident.** **Consider whether CPOMS is appropriate**	**Level 1 plus**- Positive behaviour checks with AH Referral to external agencies if appropriate Have a conversation with the child about what has happened. Where behaviours come from dysregulation, give them time to regulate first. **Members of staff involved: Classroom staff or staff who witnesses the incident.**	**Level 2 plus**- Referral to external agencies if appropriate Have a conversation with the child about what has happened. Where behaviours come from dysregulation, give them time to regulate first. **Members of staff involved: Assistant Headteacher in consultation with classroom staff who witnesses the incident. Record on Cpoms**	**Follow Level 3** **Members of staff involved: Assistant/ Headteacher in consultation with classroom staff or staff who witnesses the event. Record on Cpoms.**
Possible Consequences	Give green reward cards Share good news with a parent/carer Give stickers Share good work with Senior Leaders /other staff members Give class and individual rewards appropriate to their age range House Points	'Chance, Choice, Consequence' Chance - everyone deserves a chance, this is an opportunity to recognise why their behaviour is not level 0 and to make a change. Choice - they have made a choice to repeat that behaviour, this is the last opportunity to adjust it. Consequence - they have continued to repeat the behaviour so now they will receive a consequence that follows from this behaviour and is in line with our behaviour policy.	Time to think in another classroom – 10 mins Remove from situation Completion of work at adults' discretion (no longer than 5 minutes) Repair damage	Loss of breaktime/lunchtime to protect others Extended time to think in another classroom Internal Suspension Time away from peers Consideration of school outings	Considerations of school outings Behaviour plan External Suspension Permanent Suspension Consideration of school outings

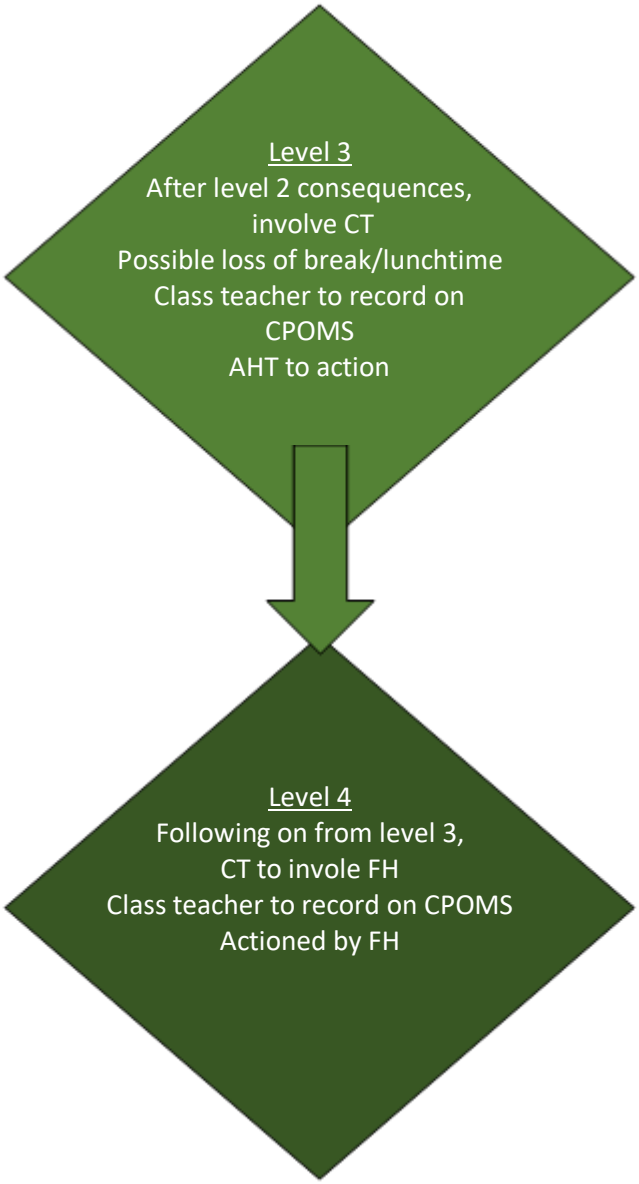
Appendix 2 – Therapeutic Thinking Graduated Response



Appendix 3 – Classroom Flowchart



Appendix 3 – Classroom Flowchart



Appendix 4

Key Definitions:

Anti-social Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme prosocial to extreme anti-social behaviour.

Being Therapeutic: An approach to behaviour that prioritises the prosocial feelings of everyone within the dynamic

Bribery: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a prosocial or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes 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. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Prosocial Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.
Reasonable Force: The minimum and proportionate physical intervention necessary to prevent harm, injury, serious damage to property, or significant disruption, used in accordance with legal requirements and school policy.
Restorative Debrief: A structured conversation following an incident that helps pupils reflect on their actions, understand the impact on others, and identify positive ways to repair relationships and make better choices in the future.
Reward: A desirable object or experience given to celebrate outcomes already achieved.
Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.
Unsocial Behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.