



## Therapeutic Behaviour Management Policy

*'Let all that you do be done in love' - 1 Corinthians 16:14*

### Introduction and Aims

At St Anne's we believe that a life lived through love is one focused not on ourselves, but on others and should be the foundation that guides our approach to all things. St Anne's is a community committed to providing a safe, secure and nurturing environment for all of our children as if we were one family. We believe that through providing this environment it gives children the foundations to enable them to grow, develop and **'Flourish through love'**

This policy is based on scientific childhood trauma, neuroscience and child development theory as well as the therapeutic teaching approach. It considers all of our children at St Anne's and their circumstances and is particularly sensitive to the needs of our more vulnerable children whom we recognized are more likely to struggle with their behaviour. This procedure aims to help children to calm down. Self-regulate and reflect on their feelings, which in turn will then help them to manage their behaviour in a positive way. We recognize the behaviour is a communication and a result of a difficult feeling.

These principles are underpinned by the schools values of:

### ***Kindness, Respect, Growth and Nurture.***

**Kindness** – Thinking about how our words and actions affect others. Showing forgiveness and understanding to others.

**Respect** – By being patient and understanding that we are all unique. Celebrating each other's achievements not just our own.

**Growth** – To be a reflective not only of our actions but also as learners. Not to shy away from challenge

**Nurture** – By showing care, thoughtfulness and consideration for others.



The aims of this policy is to provide:

- A framework of how behaviour is supported and managed in school, that is trauma-informed and inclusive, ensuring that it is appropriate for all children at our school
- Guidance of how staff will respond to children with connection and understanding rather than disconnection and rejection with the awareness that this will help create an opportunity to learn and for behaviours to change
- To develop self-aware, empathetic and reflective thinkers whereby children are learning from their difficult feelings and behaviour and developing their emotional intelligence
- For all children to feel safe in our care, especially when they are overwhelmed with their feelings
- To develop positive mental health and wellbeing through this approach to behaviour management.
- An outline of how this policy links with others within the school.

## Responsibilities

***“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” Pam Leo***

It is the responsibility of each staff member to respond and guide the children when dealing with a difficult behaviour or feeling. Ensuring all staff have the appropriate therapeutic training and will respond with connection and not disconnection to an incident. This will ensure children feel safe in the care of our adults and reduce the feeling of rejection.

This approach considers the complexities that arise with attachment disorder and childhood trauma as well as child development, helping to maintain trust between our children and staff. We expect (whenever possible) that the member of staff who is involved with the child(ren) when the behaviour is occurring, to be the person to follow through our Therapeutic Approach to further create a feeling of security and trust with the children.

## Developing Pro social behaviours – St Anne’s Spirit

The St Anne’s Spirit is used across the school to develop an understanding how the school community can live and work together and forms a joint understanding of the behavior expectations:

### **St Anne’s Spirit:**

*Thank you for showing respect, honesty and kindness*

*Thank you for making good choices*

*Thank you for being calm and ready to learn*

*Thank you for listening*

*Thank you for looking after St Anne’s and everyone and everything in it.*



By thanking children for showing these behaviours we are developing an understanding of Pro Social behaviours.

Pro social behaviours are acts that benefit others, prompted by empathy, moral values, and a sense of personal responsibility rather than a desire for personal gain. When pro social behaviours are communicated as rules to children, they are framed positively to maintain a connection such as “We look after each other”, “We respect each other”, “We listen to each other” and “We keep each other safe”. These rules are communicated regularly to children verbally and displayed in classrooms.

Where possible we refrain from using the buzz words ‘no’, ‘don’t’, ‘can’t and ‘stop’ because we are aware that these words can often shut down a child causing them to respond with defence and can result in their rational brain being unable to learn from the support given.

Daily Collective Worship’s reinforce these pro social behaviours through underpinning them with Christian Values. Our PSHE curriculum also allows children time to explore emotions and feelings that interlink with pro social behaviours.

## **Rewards**

The St Anne’s Spirit celebrates the joy of effort; rewards are given in real-time in most situations. All staff offer regular praise and verbal positive acknowledgements for effort. The school is one community and endeavours to promote working for the common good alongside celebrating individual achievement.

## **House points**

Children are grouped into four houses within St Anne’s: Devana, Ermine, Watling and Fosse. House Captains are elected by members of each house, at the start of each academic year. House Captains are seen as and are expected to behave as role models for other children and support children across the school to demonstrate St Anne’s Spirit.

Children are rewarded for showing and demonstrating St Anne’s Spirit, effort within their learning and for showing kind and thoughtful actions over and above what is asked and expected of them. House point totals are shared weekly through a Collective Worship that celebrates our successes. Once a term, the house with the most points gather together for a group treat / reward.

## **Star of the week certificates**

Once a week class teachers will highlight an individual within their class who has shown specific development in either their learning or their emotional development and learning behaviour. This is celebrated once a week through Collective Worship. A teacher will outline the reasons that this person has been awarded the certificate for that week and share this positive message with the rest of the school.

## **Playground tickets**

Children can often struggle to control their emotions and behaviours during less structured times. This includes playtimes and lunchtimes. Staff are always on hand to support them and children are encouraged and supported to continue to demonstrate St Anne’s Spirit at all times. Staff, who can award playground tickets, show recognition for pro social behaviours. These are collected together and once a week 10 tickets are selected at random from the box. The children awarded the tickets



chosen are publically rewarded and thanked for continuing to demonstrate St Anne's Spirit during weekly Collective worship.

### **Head Teacher awards**

Children who demonstrate exceptional success, effort or resilience within their learning are asked to share their work with the Head teacher. This is discussed and praised and a Head Teacher gold sticker is awarded.

### **For children who need help to show St Anne's Spirit**

Neuroscience research shows that childrens brains develop over time. There are different sections of our brains that control our responses to situations. In simple terms these can be explained as:



• **REPTILIAN BRAIN (SURVIVAL)**



• **MID BRAIN (EMOTIONS)**

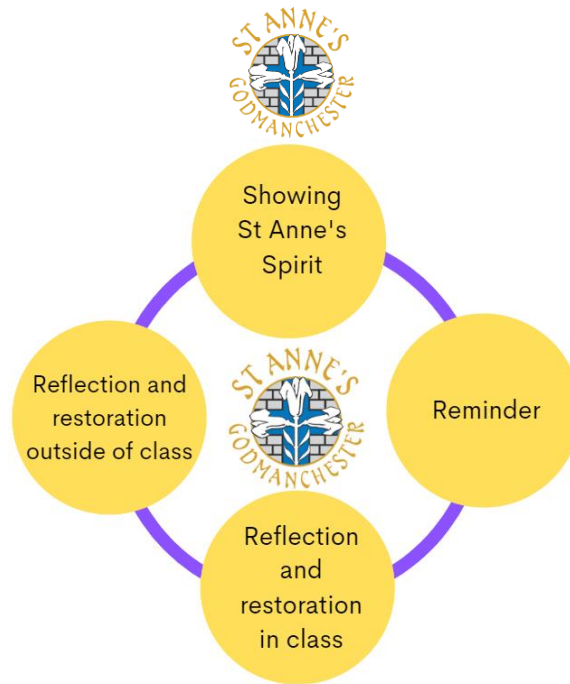


• **RATIONAL BRAIN (THINKING)**

In young children the first part of the brain that develops is the Reptilian Brain that is responsible for basic survival. This is often the part of the brain that directs a child's actions. People working within their reptilian brain will demonstrate one of 3 reactions to a situation: Fight, Flight, Freeze. This is also the same in adults. This is especially so when dealing with a perceived difficult or challenging situation. When the reptilian brain is switched on, the emotional part of our brain is also triggered. Emotions such as anger, frustration, hurt and shame will inform the behaviour that is being demonstrated.

Sadly when the reptilian brain is switched on the rational thinking part of our brain is switched off. This hinders rational thought such as reasoning, considering others, remembering our values etc.

In young children, the rational brain is strengthened over time and can develop at different stages. No two children are the same. However the school's approach to supporting children with their behaviour takes into account of this neuroscience. We allow time and space for children to come out of their reptilian brain (time to calm), in order to support the child in switching on their rational brain and work through the problem of challenge that they have.



The St Anne's Spirit cycle is to help children to make the right choices. We believe that all children, need time to reflect on incidents that happen, to understand their feelings and learn how to react differently next time. We ensure that adults in school do this using the PIP and RIP approach:

**PIP** – Praise in public

**RIP** – Reprimand in private.

Using reflection means adults in school are really listening to what the child is saying or doing, hearing their experience and understanding their frame of reference from a trauma informed perspective. Adults can then help children develop their rational brain by giving children 'tools' and support in being able to cope with difficult and challenging situations again. This helps our children develop emotional mastery; learn how to identify their feelings and work with them rather than against them.

For children who are neurodiverse, they may experience alexithymia (difficulty in expressing their feelings). Research suggests that up to half of people with autism experience alexithymia, therefore it is important for us at St Anne's to recognise this and approach situations with a therapeutic response, being mindful of any additional physiological responses a child may be experiencing.

For children who have experienced trauma, or who may have attachment disorder, it is important to remember that these children may interpret, respond, and perceive situations in a different way to that of a securely attached child. (Attachment describes the connection between a child and caregiver). Using therapeutic approaches in school will reduce the frequency of children rejecting help/ feelings/ others and instead be offered a different response to the one they are expecting, for them to learn that they will not be hurt emotionally or physically to build positive relationships with adults in school



## Therapeutic Behaviour response in practice:

<b>Demonstrating St Anne's Spirit</b>
We praise excellent role models and those pupils who are making the right choices to inspire everyone to learn like champions. Praise in Public (PIP)
<b>Reminder</b>
We remind children, who may not be following St Anne's Spirit, by offering an opportunity for them to make the right choice, taking responsibility for their actions, and learning from them.
<b>Reflection in Class</b>
<p>In class' means, at a classroom level, with the adult who was initially dealing with the behaviour.</p> <p>For children who need further support to follow St Anne's Spirit, a therapeutic response given, explaining to them what and why something has happened to ensure they understand why they have behaved in a certain way:</p> <p style="text-align: center;"><b>NAME</b> – Start with the Childs name  <b>FEELING</b> – Explain to them the feeling they are clearly having  <b>BEHAVIOUR</b> – Verbalise the behaviour that they are showing  <b>ENCOURAGE</b> – Give the child an example of how they have behaved in a positive way previously.</p> <p>Children need to be working in their rational brain so they can reflect on their behaviours, therefore, de-escalation techniques may need to be used in the first instance. These include time doing something calmer, constructive or therapeutic to that child. This allows for the Reptilian brain to calm and the Rational brain to start to work.</p> <p>We respond therapeutically with connection, empathy and insight into the brain. This will help shift a child's overwhelmed reptilian brain into rational brain which will help them think and reflect.</p>
<b>Restoration in Class</b>
<p>Following reflection, a restorative conversation with the adult, creates trust, reliability, and security through consistency. For example:</p> <p style="text-align: center;">What happened?  What was your experience?  What were you thinking at the time?  What have you thought since?  How did this make people feel?  Who has been affected?  How have they been affected?  What should we do to put things right?  How can we deal with things differently in the future?</p>
<b>Reflection and restoration out of class</b>
<p>On occasions, it is necessary for the child to carry out their Reflection and Restoration out of the class. This may be to reduce disruption to others learning or to give a child more space to work through their reflection</p> <p>However, it is carried out in the same way as reflection and restoration in class, often but not always, with a member of SLT. It may be during break times if this is appropriate.</p>




## Consequences

At St Anne's, we believe in helping children to demonstrate St Anne's Spirit, therefore, we support the development of understanding natural consequences. This will enable children to make informed, positive, personal choices for themselves and develop self-motivating, self-regulating behavioural responses. The cycle above is used in the first instance. However, we also understand that children need to understand and learn that there are consequences for their behaviours. Unlike punishment, which utilises fear and control to get children to behave well, natural consequence helps children understand that there is an impact of their actions, which need to be resolved or 'put right', so they learn and want to do the right thing.

Consequences will mostly occur during the restoration phase of the cycle and are appropriate to the behaviour being displayed to ensure it is relevant.

Examples of consequences:

- To tidy away and or repair resources that have been damaged or moved.
- Finishing off work in their own time if they have not engaged during a lesson.
- Offering a sincere apology to someone and offering an act of kindness towards them.

	<b>Consequences</b>
<b>Adult dealing with the situation.</b>	 <p>Follow The St Anne's cycle. During the restorative conversation, there may be a natural consequence for a child's choices, which is fitting and relevant for the behaviour displayed, to make it right.</p>
<b>Class Teacher</b>	If a child continues to make choices that are not helping them to follow St Anne's Spirit and an improvement in behaviour hasn't been made, or their choices are starting to have an impact on the learning of other children, then parents will be informed.
<b>Class teacher and Leadership Team</b>	If, following a discussion between the class teacher and parent, a child continues to access reflection and restoration in class and outside of class, this is discussed with a member of the Leadership team. The class teacher will contact parents and invite them to meet together with a member of the leadership team, to establish goals moving forward and a home/school communication book is put in place for up to a maximum of 4 weeks with an agreed review date at the end.
<b>Class teacher Leadership Team SENCO</b>	If, following a discussion between Class teacher, Leadership team and parents and the impact of the home/school communication book has been reviewed, a child is continuing to access reflection and restoration both inside and outside of class then a Behaviour Support Plan (BSP) is put in place.



## **Home/school communication book.**

The home/school communication book is used in a variety of scenarios in school to encourage day to day contact between class teachers and parents enabling them to support children with specific difficulties. This book works on the principle of PIP where Praise is public both in class and with parents and RIP where reprimands are private. It removes the need for teachers and parents to communicate daily face to face about a child's ability to follow St Anne's Spirit, often in front of the child. This can have a negative effect on a child's emotional wellbeing and ability to recover and reflect from negative behaviour episodes.

Instead, the Home school communication book will allow a teacher to record instances during the day when the St Anne's cycle has been used to support behaviour and the outcome of that. Parents can choose to reflect these instances with their child to build a better relationship in being able to discuss difficulties but also praise a child when they have been able to recover and do the right thing.

The home/school communication book also allows for teachers to record positive steps the child has taken throughout the day and enables parents to celebrate and praise these at home with the child.

## **Behaviour support plan**

If the Home / School communication book is no longer working to support a child to follow St Anne's Spirit and develop emotional mastery, the teachers working with the child will request SENDCo involvement. Whilst referring to the SEND policy, the SENDCo will put in place a Behaviour Support Plan with parents; a Positive Handling Plan (PHP) may also be put in place to identify triggers and ways to respond to a child's individual needs. These plans identify specific ways in which a child may need to be individually supported in a more specific way.

## **Multi Agency Referrals**

If improvements are limited despite of the school interventions and a child is at risk of permanent exclusion, then a referral will be made for further support from external agencies. This may include a referral to a Family Support Worker, parents accessing Positive Parenting classes and / or referrals to specialist teachers within the local authority.

## **PEP (Looked After Children):**

For children who are looked after, multi-agency working is already in place through Virtual Schools and Children's Services, therefore any targets would be discussed through the PEP meetings. Virtual School Team.

## **Exclusion**

In some cases of exceptionally difficult behaviour, we will provide internal calm-time space for our children. This will provide them with an opportunity to self-regulate and reflect on their emotions within the school but away from the rest of their class. This is not a form of rejection but rather an acknowledgement that they are struggling more than usual and need more help to keep calm and self-regulate. The calm space will give them opportunities to reflect on their behaviour and focus on their wellbeing for a period which will be decided by the Head Teacher. On occasions the school will use professionals from external agencies to work with children outside of the classroom to encourage them to take part in positive activities that help to raise their self-esteem and support their mental health needs and / or wellbeing.





We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headteacher has the authority to exclude a child from school. The Headteacher may exclude a child for one or more fixed period, for up to 45 days in any one school year. We do not operate a “cooling off” period at home as this is unlawful. Wherever possible, parents and children will be warned that an exclusion from school is a possibility for them. Parents will be informed by letter the period and reason for the exclusion. We know that exclusion from school will cause inconvenience and upset for families, and it is not a measure that we take lightly. Both parent/carer and child will be required to attend a reintegration meeting at school, the purpose of which is to discuss how best a child’s return to school can be managed.

In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this. St Anne’s will only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, where there is a serious breach or persistent breaches of the school's behaviour policy and if allowing the pupil to remain in school, would seriously harm the education or welfare of the pupil or others in the school a permanent exclusion may be necessary.

There are exceptional circumstances in which we may decide to permanently exclude a child for a 'one-off' serious offence, where such behaviour could affect the discipline and well-being of the whole school for example:

- Serious actual or legitimate threat of violence against a child or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Please refer to the suspension and permanent exclusion policy for further details.

#### **References and resources used in the compilation of this policy –**

##### **STEPS – Cambridgeshire STEPS – Therapeutic approach to behaviour**

<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-services/cambridgeshire-steps#:~:text=The%20Cambridgeshire%20Steps%20methodology%20prioritises,emotions%20withi n%20a%20particular%20group.>

##### **TPC Therapy – Organisation set up to support schools in embedding trauma informed practice.**

<https://www.tpctherapy.co.uk/>

**Prof Steve Peters – The Chimp Paradox – A science based model helping professionals understand how children’s minds work and how to support them better in how they behave and grow.**

<https://chimpmanagement.com/what-we-do/education/primary-school/>

**Policy agreed by Governing Body: March 2023**

