



EP Collier Primary School

Therapeutic Thinking Behaviour Policy including anti- bullying and anti-discrimination procedures

At EP Collier Primary School we are passionate about having a therapeutic approach to behaviour underpinned by our school values of: equity, empathy, respect, courage, care and honesty. Our aim is to promote behaviour that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mindset. We have high expectations of all our pupils both in relation to their education as well as behaviour. Our strong school ethos and value system underpins everything we do at EP Collier where we encourage our pupils to be caring, supportive and demonstrate our values at all times. We believe this can be achieved in a safe, enabling environment where pupils feel valued, supported and listened to.

At EP Collier we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and develop skills in those children who may not behave appropriately so they can positively self-regulate their behaviour. We aim for all behaviour to be "pro-social".

Principles

- Positive, pro-social relationships between all are imperative to the success of our school community.
- Children and adults have the right to feel safe, secure and valued.
- We will all show respect for other people, their views, feelings and circumstances.
- We have a commitment to equity.
- A therapeutic approach to behaviour will be used and this will include the use of protective and educational consequences.
- Where necessary, protective & educational consequences to be delivered and evaluated so that further support can be given to the child where identified
- All staff understand and recognise that positive emotional well-being leads to positive emotional engagement & attainment
- Clear and concise expectations of behaviour will be described, modelled and encouraged through positive reinforcement.

Aims

- To promote an environment where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour.
- To use therapeutic and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions

- To ensure there is a culture within EP Collier that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and wellbeing support from practitioners
- To create a calm learning environment where pupils feel empowered to believe in themselves and strive to be the best they can be.
- To ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their child(ren)

1. Types of behaviour

1. Pro-social Behaviour

What is Pro-social Behaviour?

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance
- Pro-social Behaviour is characterised by a concern for the rights, feelings and welfare of other people □
Behaviour which benefits other people or society

Children who consistently demonstrate pro-social behaviour are referred to as “safe learners”.

Behaviours we see in our safe learners:

- Actively and enthusiastically engaged in their learning eg asking and answering questions, bringing in resources from home
- They follow the expectations and routines of the classroom
- They have an awareness of the needs of others
- They use positive verbal and non-verbal language to express themselves
- Good organisation of resources
- Demonstration of empathy in their relationships
- Good levels of attendance and punctuality

How do we model and respond to pro-social behaviour?

Staff must:

- Welcome pupils at the classroom door, in the corridor and when on duty.
- Notice and praise prosocial behaviour – “catch them being good!”.
- Use polite language, model appropriate eye contact, use open body language and smile often at pupils.
- Encourage pupils to be supportive of one another, to listen and respond with respect e.g. “I agree with Tom that..., however I think that...”.
- Model appropriate relationships between each other.
- Be consistent with clear routines, expectations and boundaries.
- Give pupils a ‘right of reply’ during discussions and value the ‘voice of the child’
- Recognise and affirm the pro-social behaviours they see giving personalised and specific verbal praise and positive feedback such as *“thank you for listening so well it has meant you understand what I would like you to do”*

Staff must not:

- Embrace a pupil
- Bribe the pupil for compliance with rewards/treats ie Give out team/group incentives such as team points, marbles in a jar
- Use visual charts such as traffic lights or rockets to indicate acceptable or unacceptable behaviours
- Use prosocial behaviour to highlight antisocial behaviour for example X why aren't you sitting as well as Y

Staff may:

- Use high fives/handshakes as recognition of pro-social behaviour
- Give individual stickers in a private manner
- Use positive verbal feedback
- Refer to HT for a postcard home
- Award additional responsibilities and roles
- Communicate with parents to highlight pro-social behaviours

2. Low level behaviour

This is usually behaviours that can be easily managed by classroom staff and professional judgement. They are likely to infrequently be displayed by any one child.

What is low level behaviour?

It could look like:

- Calling out
- Talking over each other/ the teacher
- Being off task
- Chair rocking, pencil tapping
- Throwing of small objects
- Leaving seat
- Answering back
- Not following instructions straight away
- Not sharing resources
- Distracting others

Staff must:

- Give reminders about expected behaviours
- Give limited choice consequences if behaviours do not stop and follow consequence chart
- Think about the child and the context - What is this behaviour telling me? Is the work too difficult? What is the source of frustration? What might be stimulating or overwhelming the situation? Is this behaviour going to escalate – use their knowledge of the child's individual risk assessment? What is the child's body language saying to them?
- Address the behaviours in a therapeutic way
 - use positive reinforcement of pro-social behaviour and positive phrasing e.g. "Stand next to me"; "Walk in the corridor"; "Stay seated in your chair".

- Use disempowering language e.g. “You can listen from there.” ○ Use the language of limited choice e.g. “Are you going to sit on your own or with the group?” ○ Speak to the pupil privately (when feasible) when addressing behaviour.
- Give the pupil take up time.

Staff must not:

- Use a public recording system of warning eg names on the board, sad/smiley faces etc
- Raise voice or shout
- Use humiliation or sarcasm or disrupt the flow of the lesson
- Use derogatory or negative language such as “are you stupid?” or “I have told you too many times...”
- Use threats such as “if you don’t do X (or stop doing X) I will get...../tell your parents..../not let you.....”
- Use phrases which may trigger an escalation. This includes, but is not limited to:
 - Don’t speak to me like that! □ You’re starting to annoy me!
 - You shouldn’t be here! Get out now! □ How dare you argue with me!
 - Stop wondering around the room and get on with your work!
 - That’s it! I’m phoning your parents!

Staff may:

- Divert and distract by introducing another topic or subject.
- Recognise how the pupil is feeling if they are visibly displaying emotions e.g. “I can see you’re angry/upset.”
 - Take the child to one side to explore how the child is feeling
- Seek advice from another colleague
- Restructure the task/groupings etc to support the child to return to pro-social behaviours

3. Unsocial behaviour

Unsocial behaviours are usually behaviours that are not pro-social but do not negatively impact on other people. Children displaying these behaviours are exercising self-regulation and accommodation to the needs of others.

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

It could look like:

- Not participating in group activities
- Not doing anything/not being on task
- Staring out of the window/head on the table type of behaviours
- Not engaging in learning eg not asking or answering questions
- Not asking for help or support when needed
- Work avoidance tactics – asking to go to the toilet, pencil sharpening , scribbling
- Behaving in a way that they feel will get them removed from the classroom
- Taking themselves out of the classroom
- Self-harm including not eating, scratching self etc

Staff must:

- Use positive encouragement to engage child in their learning
- Check the child understands what is required of them
- Give reminders about expected behaviours
- Give limited choice consequences if behaviours do not stop and follow consequence chart

Staff must not:

- Draw the groups attention to the behaviour
- Ignore the behaviour
- Shout or use sarcasm
- Use derogatory or negative language such as “are you stupid?” or “I have told you too many times...”
- Use threats such as “if you don’t do X (or stop doing X) I will get...../tell your parents.... /not let you.....”

Staff may:

- Provide further scaffolding
- Put in place protective consequences , including removal from the classroom
- Put in place educational consequences

4. Anti-social behaviour**What is anti-social behaviour?**

These are usually behaviours that negatively impact on other people. Children displaying these behaviours are not exercising self-regulation and accommodation of the needs of others. These behaviours may be difficult to manage (there is evidence of serious harm to others)

What could it look like?

- Throwing of objects, including at others
- Use of a weapon
- Barricading
- Spitting
- Hitting/kicking/pinching/biting
- Swearing/ use of abusive or derogatory language
- Vandalism/graffiti
- Bullying- including on-line
- Discrimination including on grounds of race, identity, religion, gender
- Aggressive and/or oppositional behaviour
- Stopping the learning of others – shouting out, spoiling the environment (eg throwing around resources, emptying trays/pots etc)
- Self-harm/ risky actions
- Lying/stealing
- Absconding

- Absolute refusal to follow instructions
- Spoiling the play of others
- Misuse of resources

Staff must:

- Acknowledge that it is recognised the child is having an extreme feeling “I can see that you feel sad/angry/hurt....”
- Give reminders about expected behaviours and use the following phrase to remind them about keeping safe “to keep you and others safe I would like you”
- Use positive phrasing eg stand next to me, put the pen on the table, walk in the corridor, walk with me to..., stay seated in your chair...
- Use limited choices: Where shall we talk, here or in the library? I am making a drink, orange or lemon? Are you going to sit on your own or in a group? Are you starting your work with the words or a picture?
- Use strategies to disempower the behaviours: you can listen from there, come and find me when you get back, come back in to the room when you are ready, we will carry on when you are ready
- Give limited choice consequences and follow consequence chart
- Put in place educational or protective consequences
- Think about the child and the context
- Refer to any risk management /behaviour plans in place
- Ensure that the child is not made to feel trapped eg by exits being blocked, adult/s being really close to child
 - Use a calm and quiet tone
- Praise any pro-social behaviours/choices made
- Understand when they too need ‘time out’ from a situation and accept support from colleagues

Staff must not:

- Shout at child or use an angry tone
- Stand “square on” to the child or invade the child’s personal space (unless necessary to keep children or staff safe).
- Bribe child “if youthen you can.....” or “if you don’t.....then.....”
- use negative phrasing eg stop being silly; be good; don’t throw the pen, stop running, calm down
- Give no choice: get in here now, get out! Do as you are told, give it to me now..... or open choice: “what do you want to do? Would you like to go inside?”
- Empower the behaviours through phrases such as: Come back here NOW!; you are not allowed in there, get down from there, Don’t you dare swear at me....

Staff may:

- Ask for time out to report and record incidents and to reflect on the incident.
- Put in place protective consequences, including removal from the classroom
- Put in place educational consequences

5. Child-on -child abuse

What is child on child abuse?

It can happen both inside and outside of school and online. It is most likely to include, but may not be limited to: bullying (including cyber bullying, prejudice based and discriminatory bullying); abuse in intimate personal relationships between children/young people; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and or videos; causing someone to engage in sexual activity without consent; up skirting; and initiation/hazing type violence and rituals.

What could it look like?

- Sending unkind texts/making unkind posts on social media
- Name calling
- Using someone's race, gender, identity, beliefs against them
- Kissing someone against their will or without their consent
- Lifting up skirts

Staff must:

- Reassure the child who has experience the abuse that they have done nothing wrong
- Make accurate records of what the child tells them
- Report to the DSL
- Record on MyConcern
- Never look at images or videos on children's phones or forward them

Staff must not:

- Ask leading questions
- Be judgemental in their approach
- Promise not to tell anyone

Unforeseen behaviour

This is defined as a dangerous or difficult behaviour displayed by an individual which is not expected and/or out of character ie not a behaviour previously seen in this individual. When this occurs it is expected that a dynamic risk assessment will be carried out based on the therapeutic principles.

Following such an incident the following must occur:

- Debrief with child/adults present when it is suitable to do so
- Use the reporting flow chart in appendix
- If there is a therapeutic plan in place follow the debrief guidance
- Complete a risk assessment to see if a plan needs to be instigated or a current plan reviewed

2. Communication with parents and carers

We desire open and honest communication between all parties and we want parents/carers to see us as partners not the "enemy" - parenting a pupil with difficult or dangerous behaviour is challenging.

We want the parents to be confident that our reporting is factual and accurate, not biased, selective or exaggerated.
For consistency any messages around behaviour will be given by class teachers/SENCo/SLT

When sharing messages around behaviour staff must:

- Share any protective or educational consequences
- Follow any direction on a plan
- Meet parent/carer in a private space and preferably in person
- If need to telephone parent/carer ensure this is done in an empty private space
- Ask the parent/carer if this is a good time for them,
- Talk about what happened in an accurate and non-ambiguous way – make sure they have all the facts, not make sweeping statements/generalisations
- Provide continued feedback to the parent/carer
- Use non-emotive body language and a calm voice

When sharing messages around behaviour staff must not:

- Share names, behaviours or information about children involved in the incident
- Under describe the incident
- Discuss the incident in public areas
- Avoid the difficult conversation
- Take sides
- Get caught in an argument

When sharing messages around behaviour staff may:

- Refer to a more senior member of staff if required/requested
- Seek support from a colleague before approaching the parent/carer
- Telephone the parent/carer before the end of school to make an appointment discreetly
- If it is appropriate talk to the parent/carer with the child there ☐ Use email/telephone to give ongoing feedback

3. When do we use exclusion?

Fixed term suspension

In a therapeutic framework we may use a fixed term suspension to help us create a better plan to support the child and/or to protect others in the dynamic. Only the Headteacher can suspend a child, or in their absence the Deputy Headteacher.

Permanent exclusion

Using the Therapeutic Thinking School Framework, we will use permanent exclusion where we are unable to use the current resources to keep the child, or other children/adults in the dynamic, safe from significant harm. Only the Headteacher can permanently exclude a child.

4. Leadership and management

All staff are responsible for the safety and behaviour of all children at school.

There is a hierarchal system for dealing with low level and anti-social behaviours:

Class teacher

KS lead

Alternative KS lead

SENDco

Inclusion manager

DHT

HT

Staff will have regular training on the therapeutic approach as part of annual safeguarding training and at other times if the need arises. Staff will also receive training around additional needs so that the therapeutic approach can be more effectively employed due to deeper understanding of those needs.

New staff will have training on behaviour as part of their induction.

The inclusion manager and SENDco will support children with additional needs where those needs might affect behaviour. This will be done through the use of:

- Therapeutic plans
- Therapeutic Support Plan meetings with family and professionals
- Pupil Premium Grant
- External partners such as EP, Mental Health Practitioners, therapists

School expectations for behaviour:

- Walk in silence in corridors and on the stairs to ensure safety
- Hold doors open for others to show good manners and courtesy
- Everyone uses please and thank you when making requests
- Stay in places during learning time so work is completed to a high standard
- Request permission to leave the classroom and return promptly keep children safe
- Follow adult instructions so that learning can take place
- Treat others with respect – no hitting, kicking, spitting or swearing, so we are a happy community

5. Links to other policies

This policy should be read in conjunction with the following policies/guidelines:

- E-Safety and Social Media Policy
- Teaching and Learning Policy
- Whistle Blowing Policy
- Accessibility and Equality Scheme
- Safeguarding Policy
- Use of reasonable force

Appendix 1

There will be occasions where children's behaviour choices require a consequence. We believe in two forms of consequence:

Protective consequence – the removal of a freedom to manage harm Examples:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations / No availability of certain areas
- Differentiated teaching space
- Suspension

Educational consequence – the reflecting, learning, rehearsing and teaching so the freedom can be returned. Examples:

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Research
- Restorative meetings

Stage	Examples of behaviour	How do we record this type of behaviour?
Low level behaviour	Swinging on chair Interrupting/calling out Losing concentration Running inside school building Being in the wrong place at the wrong time Ignoring instructions Silly noises Pushing in line Throwing of small objects Leaving seat Answering back Not following instructions straight away Pencil tapping Affecting other children's learning	<p>Isolated incidents not recorded but dealt with as set out in the policy</p> <p>Persistent incidents where there is concern that low level or anti-social behaviours may escalate to anti-social behaviour would be recorded on a form home to parents, a meeting with parents held and a cause for concern form completed, passed to team leader, and discussed at ELT</p> <p>A record is made on MyConcern of the letter being sent home and the reason for the letter.</p>

<p>Unsocial behaviour</p>	<p>Not participating in group activities</p> <p>Not doing anything/not being on task</p> <p>Staring out of the window/head on the table type of behaviours</p> <p>Not engaging in learning eg not asking or answering questions</p> <p>Not asking for help or support when needed</p> <p>Work avoidance tactics – asking to go to the toilet, pencil sharpening , scribbling</p>	<ul style="list-style-type: none"> • Complete a form home to parent and have a meeting with parent • Complete a “Cause for Concern” sheet if the behaviour is out of character and pass to team leader to discuss at ELT • Follow the behaviour policy <p>A record is made on MyConcern of the letter being sent home and an account of the incident.</p>
	<p>Behaving in a way that they feel will get them removed from the classroom</p> <p>Taking themselves out of the classroom</p> <p>Self-harm including not eating, scratching self etc</p>	

<p>Antisocial behaviour</p>	<p>Throwing of objects, including at others</p> <p>Use of a weapon</p> <p>Barricading</p> <p>Spitting</p> <p>Hitting/kicking/pinching/biting</p> <p>Swearing/ use of abusive or derogatory language</p> <p>Vandalism/graffiti</p> <p>Bullying- including on-line</p> <p>Discrimination including on grounds of race, identity, religion, gender</p> <p>Aggressive and/or oppositional behaviour</p> <p>Stopping the learning of others – shouting out, spoiling the environment,</p> <p>Self-harm/ risky actions</p> <p>Lying/stealing</p> <p>Absconding</p> <p>Absolute refusal to follow instructions</p> <p>Spoiling the play of others</p> <p>Misuse of resources</p>	<p>Dangerous behaviour, near misses and assaults must be reported to RBC via www.reading.gov.uk/accidentreporting</p> <p>Staff should log that JMc is the investigating officer.</p> <ul style="list-style-type: none"> • Make contact with the parent via telephone or in person to describe the incident and remind parent that if a plan is not in place they will be receiving a letter from HT to arrange a meeting • Inform HT who will send a form home to parent and have a meeting with parent • Complete a “Cause for Concern” sheet and pass to team leader to discuss at ELT • Follow the behaviour policy • Complete a Conscious/Unconscious behaviour analysis (if not already completed) • Update/create the child’s individual plan or risk assessment accordingly • Follow up appropriately (see appendix 2) • Refer to SENCo for further support via Links project <p>A record is made on MyConcern of the letter being sent home and an account of the incident.</p>
-----------------------------	---	---

Appendix 2 Bullying and Harassment

Children at EP Collier have the right to be safe and secure and it is expected that they will treat others with the same respect and care. Any form of bullying, physical, verbal, racist, homophobic or other types of harassment will not be tolerated.

The Anti-bullying Alliance defines bullying as the repetitive, intentional hurting of one person or groups by another person or groups, where the relationship involves an imbalance of power. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

Bullying generally falls into one or a combination of the following categories:

- Physical Bullying – Unprovoked assault on a person or group which can range from a 'prod' to grievous bodily harm.
- Psychological – Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, religion, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound or humiliate them.
- Social- Ostracism/rejection by peer group.
- Verbal – The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, sexual innuendo, spreading rumours, etc.
- Cyber bullying – Using mobile phones or the internet to deliberately upset someone. This includes peer-on-peer abuse (see below)
- Homophobic/transphobic/biphobic – Any hostile or offensive action against lesbians, gay males, bisexuals or trans-gender people, or those perceived to be lesbian, gay, bisexual or trans-gender.
- Peer- on-peer abuse - any abusive behaviour that involves sexual harassment/violence, cyberbullying, physical abuse, 'upskirting', 'sexting' or initiation (see Safeguarding and Child Protection, Online Safety policies).

How will we address any incidents of bullying?

- Children should report bullying incidents to available staff or someone who they can trust. The incidents will be recorded by staff on MyConcern and investigated initially by the class teacher, followed by the following individuals if an incident is not resolved team leader, inclusion leader, deputy Headteacher and ultimately the Headteacher. The investigation will be supported by our record form for bullying and harassment incidents which will be stored by the headteacher.
- Parents must report any bullying incidences.
- In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem.
- The behaviour will be investigated and addressed.
- Appropriate feedback will be given to the parent reporting the bullying in a timely manner.

- The school accepts that any child could display bullying behaviour and as a school we have a moral imperative to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

How will we work to prevent bullying?

We will use various methods for helping children to prevent bullying. This will include:

- Have a listening and caring ethos
- Encourage discussion and don't make premature assumptions
- Adopt a problem-solving approach
- Support the perpetrator and the victim in modifying behaviour
- Provide information through notice boards, posters and Child line.
- Provide support through playground buddies, friendship group and peer support if required
- Anti-bullying and anti- discrimination work forms part of our PSHE curriculum, assemblies and is underpinned by our school values
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encourage parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory. (see Remote Learning Online Safety policy)

Appendix 2

Pro-forma for the Recording of Bullying, Harassment, Victimisation or Discrimination Incidents/Episodes

Date:	
Name of person reporting alleged incident/s	
Name of alleged victim(s):	
Name of alleged perpetrator(s):	
Adult witnesses/investigators:	

Type/nature of incident(s): (PLEASE INDICATE AND THEN ADD DETAIL IN THE COMMENTS BOX)

Written	Verbal	Physical	Damage to property	Brief comment/further detail:
			Other (please detail)	

Please indicate if there is any suspicion that the incident/episode may have been influenced by any of the following: (PLEASE CIRCLE AS MANY AS APPROPRIATE and give brief details)

Race	Class	Gender
Disability	Sexual orientation	Religion or Belief
Age	Other - please specify	

When did the incident/s occur?

Before school	During class	Lunchtime	Unknown
---------------	--------------	-----------	---------

Between classes	Breaktime	Various	Other:
-----------------	-----------	---------	--------

Where did the incident/s occur?

In the classroom	In the corridor	On stairs
In the playground	Various	Other:

Who reported the incident?

Alleged Victim(s)	Member of staff	Parent
Visitor	Other pupil	Other

Please indicate investigative procedures carried out:

Investigated incident	Interviewed those involved
Interviewed parents of alleged victim(s)	Interviewed parents of perpetrator(s)
Other:	

After investigation was the allegation of bullying, harassment, victimisation or discrimination substantiated?

Please outline reasons for this judgement:

If yes then please continue, if no then go to the end of the form.

If the allegation was substantiated, please indicate action taken against the perpetrator(s):

Verbal reprimand	Peer mediation	Internal exclusion	External exclusion	Letter to parents
Playtime missed	exclusion	None	External agency involvement	Other:

Please indicate what action was taken to support the victim(s):

Support from staff	Letter to parents
Support from pupils	External agency involvement
Other (please specify)	

Please indicate what follow-up preventive work was done as a result of the incident/episode:

Whole school	Group work
Whole class	Individual
Other (please specify)	

Please indicate at what stages, if any the incident/episode was monitored/ reviewed after action was instigated:

One week:	
One month:	
Six months:	
Other:	

Incident closed on:

Any other comments :

Signed:_____

Date:_____

Position:_____