

Trafalgar Community Infant School

Behaviour for Learning Policy

and the Therapeutic Thinking approach

Autumn 2025

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

Pam Leo

Our approach to behaviour at Trafalgar Community Infant School is based on the Therapeutic Thinking approach. Our therapeutic approach to managing behaviour comes from our belief that children learn best when they feel safe, calm, happy and are able to self-regulate their emotions. We value, teach and promote pro-social behaviour and all adults work collaboratively in this approach.

Therapeutic Thinking Aims

- To establish understanding of the inseparable link between teaching, learning and behaviour
- An improvement in attendance and behaviours for learning
- To support the inclusion of those with difficult or dangerous behaviours
- To reduce and eliminate suspensions and exclusions
- To ensure a consistent approach to managing behaviour within school
- To improve staff confidence and safety when supporting children

Therapeutic Thinking Principles

Therapeutic Thinking is an approach to behaviour that prioritises prosocial (positive) behaviour and feelings of everyone within the dynamic. This is based on the principles that:

- Positive experiences create positive feelings. Positive feelings create positive behaviour. All children and young people within the dynamic should be given as many positive experiences as possible in order to create more individual positive feelings.
- Negative experiences create negative feelings. Negative feelings create negative behaviour.

Children that have *risk factors* in their lives are more likely to have negative feelings and are therefore more likely to display negative behaviours. There are many different experiences that could be classed as a risk factor. Examples could include a family separation, neglect, discrimination, or negative influences from siblings and peers.

Whilst school cannot eradicate all the risk factors a child may have experienced or be experiencing, it can look to ensure the child has as many *protective factors* and *positive experiences* as possible, in order to create more positive feelings within them. Protective factors in school could include ensuring the child has positive friendships, a sense of belonging and a good pupil-adult relationships. Regular opportunities should always be provided for children to share feelings and raise problems when they need to.

The approach supports us to create clear behaviour policies that outline how staff should respond to incidents of behaviour that are unsocial or anti-social. Where a consequence is required in order to address a behaviour it must always be an *educational consequence*; a logical action which supports

the child to understand their behaviour and to learn new skills if needed. If a *protective consequence* is needed to ensure safety, this is only ever alongside an educational consequence so that the normal routines can be returned to the child as soon as possible.

Therapeutic Thinking challenges the concepts of 'bribes and sanctions' frequently used to manage behaviour, which often results in children and young people only following instructions because they will 'get something' for doing so. Therapeutic Thinking seeks to foster the independence of children by teaching them how to develop internal discipline. The aim being, that they are always able to behave pro socially, without the need for adults to manage this.

Behaviour must be analysed and not moralised in order to understand it and prevent it. Therapeutic Thinking provides tools to analyse behaviour and plan ways to prevent difficult or dangerous situations from occurring and to highlight the learning or experiences needed.

The therapeutic approach supports both the Ofsted Framework and current DfE guidance.

"Relationships among learners and staff reflect a positive and respectful culture." (Ofsted Framework)

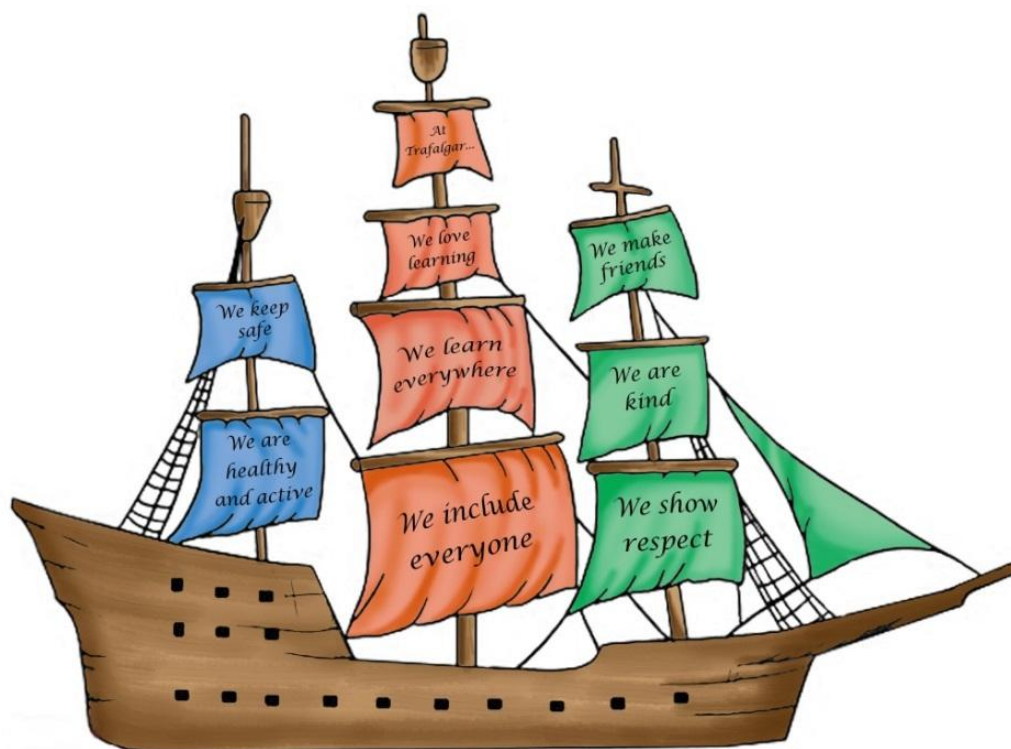
"Positive behaviour reflects the values of the school, readiness to learn and respect for others." (DfE Behaviour in Schools, 2022)

How do we apply the therapeutic aims and principles at Trafalgar?

At Trafalgar Community Infant School we apply a consistent approach which supports all children to have behaviours for learning and pro-social behaviours that benefit the dynamic. There are common strategies used in every classroom

Following our Core Values

Our core values are displayed on our Trafalgar ship. They are referred to regularly in the classroom, at playtimes and in assembly. There is a WOW display board near to the library, where examples of pro-social behaviour and effective learning are captured and celebrated.



Using Class Charters

At the beginning of each year, children and staff agree on how their behaviour will ensure that everyone is safe and able to learn. Ideas are always linked to the core values and can include:

- moving safely and sensibly in the classroom
- taking turns to answer a question
- being kind, polite and respectful to adults and children
- taking care of belongings and resources
- remembering that every child has a right to learn

Gems in a Jar

Gems in a jar will be given for positive behaviour choices, which builds towards a whole class treat. This encourages the children to work collaboratively and to celebrate pro-social behaviours. Gems would never be removed from the jar as a consequence of a behaviour choice. The whole class treat

will be chosen from this list when the jar is full. A range of different choices will be made throughout the year.

- An extra P.E. lesson
- Show and tell with a toy from home
- An art/craft activity
- An extra playtime with the adults joining in with games
- A short film or program on the interactive whiteboard, which has some educational value
- A class party (only including food if permission is given in advance)

Growth Garden Characters

In each classroom there is a ‘Growth Garden’ display. The growth garden characters are used to encourage the children to show positive behaviour for learning. The characters are referred to in class and in assemblies. Staff look throughout the day to see who has been like the Growth Garden Characters. This is celebrated as a whole class at home time and the child is awarded a ‘star of the day’ badge to be worn the following day. Teachers ensure that all children are recognised for this award throughout each term.

The Trafalgar Growth Garden Characters	Gerry The keep improving giraffe.	Hoot The concentrating owl.	Claws The curious cat.
Curly The co-operating ladybird.	Harry The have a go hamster.	Terry The loving learning tortoise.	Darwin The don't give up dog.

Stickers

Children might be awarded a sticker for sharing some of their learning with a member of Senior Leadership Team. The stickers say “Ask me why I am feeling proud” or “Ask me what great thing I did today” The sticker is designed to encourage children to be able to reflect on and celebrate their pro-social choices.

Playtimes and Lunchtimes

Adults will:

- Use zones (at lunchtime) and activities which encourage positive play and behaviour
- Use positive reinforcement and refer to the core values or charters, when speaking to the children about their behaviour
- Model pro-social behaviours by interacting and playing with the children
- Provide a calm space when needed (indoor lunchtime club, reading shed, lego area etc.)

Pro-social Behaviour

Pro-social behaviour at Trafalgar Community Infant School is defined as behaviour which is positive, helpful and values social acceptance. All staff are expected to acknowledge, promote and consolidate the listed pro-social behaviours below to address each child's needs:

Examples of pro-social behaviours:	Example of an adult response:
<p>Behaviours that benefit self:</p> <ul style="list-style-type: none"> • Be the best that you can be • Good listening and direction following • Managing and looking after their own resources – book bag, water bottle, pencil case • Being ready to learn – displaying characteristics of the Growth Garden characters • Being able to self-regulate – or asking for help when they need it • Expressing wishes and preferences clearly • Recognising, managing and labelling emotions • Showing empathy and remorse • Being honest 	<ul style="list-style-type: none"> • Private praise that is specific referring to Class Charter/Growth Garden character • 'Ask me why...' stickers • Saying thank you • Non verbal acknowledgement such as a thumbs up, high five or smile • Facilitating peer encouragement • Opportunities to share work, behaviours or activities they are proud of with other adults or in assembly
<p>Behaviours that benefit another child:</p> <ul style="list-style-type: none"> • Helping another child or modelling a skill for others • Sharing resources • Good listening, taking turns to speak • Being a good role-model • Being polite and using good manners • Showing empathy, compassion and kindness • Inviting another child to play, including everyone • Looking after others belongings 	<ul style="list-style-type: none"> • All the above • Adjust provision to facilitate learning • Modelling and teaching the pro-social behaviours • Reminding about and referring to the core values
<p>Behaviours that would benefit the class</p> <ul style="list-style-type: none"> • Good listening, taking turns to speak • Choose it, use it, put it away – looking after resources • Contributing to class discussions • Turn-taking • Respecting personal space • Being able to self-regulate • Asking to join ongoing play and group activities • Understanding others' emotions 	<ul style="list-style-type: none"> • Collaborative Goal – filling the jar of gems • Praise for all class referring to Class Charter or Growth Garden Characters • Adjusting provision to facilitate prosocial behaviours • Modelling using the calm corner/area • Circle times to promote/teach prosocial behaviour
<p>Behaviours that benefit the school</p> <ul style="list-style-type: none"> • Respecting property and looking after school grounds • Being able to self-regulate • Being a good role model on a trip or in a school council meeting • Confidence to have a voice and express an opinion/ideas • Working hard to move forward with learning 	<ul style="list-style-type: none"> • Praise for all referring to Core Values/ Class Charter/Growth Garden Characters • Share whole class or school successes in weekly newsletter and assemblies • Fostering a pride in their learning

<ul style="list-style-type: none"> • Having a positive attitude towards school and learning • Adapting to playground politics • Developing close relationships with staff and peers • Avoiding negative interactions • Playing and compromising with others 	
<p>Behaviours that benefit the community</p> <ul style="list-style-type: none"> • Respecting the environment, including when out on trips • Contributing ideas to school council meetings • Growing into being a good citizen – celebrating diversity, respecting different viewpoints and beliefs • Helping others – supporting charities 	<ul style="list-style-type: none"> • Share whole class or school successes in weekly newsletter and assemblies • Praise for all referring to Core Values/ Class Charter/Growth Garden Characters

What will be do if a child does not demonstrate pro-social behaviour?

Where children do not demonstrate pro-social behaviour then an adult will have a conversation with the child as soon as possible. This conversation may not happen straight away if a child needs time to calm or think. These discussions will be handled sensitively, as we recognise that all children are on their own learning journey and have different needs.

Adults will:

1. Be proactive in seeking the viewpoint of the child. When the child is calm and ready to talk, this might involve reflecting on the context, their actions, their feelings and impact of their actions on others.
2. Remind the children that their behaviour may impact others.
3. Talk to the child about what their behaviour could look like and how to make the situation better. This could be an apology, showing how they are sorry by drawing a picture or some calm time. We recognise that for some children, saying sorry is very hard, and they may not be asked to do this/or be asked to do this immediately.
4. Decide if a consequence is necessary. This could be missing a few minutes of play by walking around with the adult to talk about the safe choices they will make, helping others, repairing damage, tidying up any mess with the adult.
5. Speak to the class teacher and ensure all information has been passed on to them ideally on the same day. It is important that this conversation does not happen in front of the child, particularly if the child is dis-regulated. Teachers can then reinforce pro-social behaviour and communicate with parents as soon as possible if needed.
6. The member of staff who responded initially to the negative behaviour will use CPOMs (the school's recording program) to record the incident. They will record briefly the context, what they observed, what was said by the people involved and any actions taken. Adults will alert on CPOMs only the staff who need to know e.g. class teacher, support staff or SLT.
7. Praise the child for making a better choice, as soon as possible thereafter to encourage pro-social feelings and to develop their self esteem.

When calm and ready to listen, with adult support children will:

1. Be calmly and respectfully asked to explain their behaviour and feelings
2. Think about how their behaviour impacted on others
3. Think how they can make the situation better and how they can make a different choice in the future
4. Try to follow the agreed actions, to make the situation better

Unsocial Behaviour

At Trafalgar Community Infant School unsocial behaviour is defined as where children are unwilling or unable to behave socially in the company of others. These are behaviours that are not detrimental to others or to themselves. Usually, unsocial behaviour is quiet non-compliance that does not negatively impact on other children’s learning. Staff should strive to interpret unsocial behaviour as an unmet need or the communication of negative feelings and to make adaptations to support the child. Generally speaking these needs fall into three categories: instrumental needs where an individual experiences difficulty achieving a goal on their own; unmet desires where an individual doesn’t have access to a required resource; and emotional distress such as grief or loneliness. Unsocial behaviours should be dealt with by staff on the playground and class/year group teams. Adults from the Senior Leadership Team should not normally be needed unless the behaviour becomes anti-social.

Unsocial behaviours can include:

Unsocial Behaviour	Examples of adult Response
<ul style="list-style-type: none"> • Isolated play in playground or classroom • Refusal to join in with an activity either in the classroom or outside on the playground • Not participating in discussions or with a talk partner • Not engaging/non-compliance with learning activities • Leaving areas without permission 	<ul style="list-style-type: none"> • Encourage participation, verbal & nonverbal praise, personalise play to include child’s interests. • Allocate a chosen friend to play with. • Interventions to support social communication • Offer help to understand activity. • Interventions to boost self-esteem/confidence • “Sneaky peek” of the lesson before it starts, to aid confidence • Child to help set up for the lesson. • Modelling of activities/skill • Pair with a chosen friend or place in a group of 3 • Adapt activities based on interests, support by modelling. • Having achievable goals. Reminding them it’s positive to make mistakes. • Regular check-ins with child to build confidence/give reassurance. • Provide a visual timetable and/or ‘first and then’ boards • Consider the timings of a task. • Thinking out loud to allow child to understand thinking process • Acting out situations through puppet play • Recalling positive moments e.g. “I remember when you.....and really liked that” • Talking positively to another adult about a good choice made by the child on a previous occasion • Introducing routines with flexible thinking in order to secure quick wins • Providing forgiveness so the child understands they can do it differently tomorrow • Avoid giving commands, instead use declarative language such as “I wonder if ...”, “Let’s...” “I forgot how...”

<ul style="list-style-type: none"> • Reluctance to enter the classroom in the mornings at dropping off time 	<ul style="list-style-type: none"> • Give parent space/time to get them into class. • Give them a responsibility/job to do each morning (e.g. feeding the fish). • A known adult to meet & greet. • Praising behaviour when pro-social • Imagining and practising scenarios alongside • Sharing own worry to validate child's feelings • Providing an intermediary space to start the day in (e.g. outside classroom, garden) to allow for a gradual transition into class
<ul style="list-style-type: none"> • Refusing to answer or speak • Reluctant to answer or speak 	<ul style="list-style-type: none"> • Time and patience, not putting them under pressure to answer/speak • Conversations with parents to ascertain interests • Private praise • Sliding in techniques • Offering alternative communication options such as drawing, miming or using body language/facial expression • Thinking out loud/narrating own actions to remove pressure from child and model

Antisocial Behaviour

At Trafalgar Community Infant School, we define anti-social behaviour as behaviour that is difficult or dangerous, causing harm to an individual, group, the community, or the environment. It is behaviour that is likely to cause injury, harassment, alarm or distress. It is behaviour that violates the rights of another person.

Difficult anti-social behaviour: Behaviour that is antisocial, but not dangerous. Difficult behaviour should be acknowledged in terms of context (e.g. A child continually shouting out is difficult within a group teaching activity).

Dangerous anti-social behaviour: Behaviour which is antisocial and will predictably result in imminent injury or harm. 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. When describing or recording a behaviour as dangerous, this will be supported by evidence of severity and frequency of outcomes e.g. 3 children required first aid for minor bruising as a result of X's kicking.

Difficult Antisocial Behaviours	Dangerous Antisocial behaviours
Shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Racist abuse
Answering back, mimicking	Deliberate damage to property
Leaving the classroom	A physical action that causes harm to another person or to themselves
Leaving the school building	Verbal bullying/insulting
Refusing to follow adult instructions	Threatening to cause physical harm to self or others
Name calling	Throwing resources at someone
Lying	Climbing boundary fences/walls
Throwing resources	
Stealing	
Climbing	

How will staff respond to antisocial behaviour?

Staff will implement **protective** and **educational consequences** following antisocial behaviour:

Protective consequences: E.g. removal of a freedom to manage harm. Such as staying in a different area at break or lunchtime to keep themselves and others safe.

Educational consequences: The learning, rehearsing or teaching so the freedom can be returned e.g. staying in a separate area with an adult and small group to learn how to take turns.

Managing Anti-Social Behaviour Checklist

Following an incident where a child has been hurt by another child's anti-social behavior:

- Let senior leaders know straight away (via walkie talkie/phone), before putting a consequence in place
- Speak to children separately (calling for support from adults in another class if needed, so that this can happen)
- Ensure that difficult incidents are dealt with in a private and confidential way, with feelings of involved parents and children in mind. Parents often prefer a phone call rather than after school where others may overhear
- Make sure that the consequence put in place for the child who has displayed anti-social, dangerous behaviour does not have a negative impact on others e.g. they could stay in one area of the playground to be closely monitored by an adult, whereas all other children can play freely. (With advice from SLT, as the consequence needs to be manageable)
- Support for any child that has been hurt will be put in place, this could be time to talk, support outside of the classroom from additional adults, parents will be consulted. Reassure the child that dangerous behaviour is never acceptable and they are not responsible/to blame in any way.
- Continue to use PSHE lessons and class discussions to ensure all children are clear what constitutes anti-social behaviour and that it is unacceptable
- Information must go on CPOMs the same day (but this can be after school as you will already have spoken to SLT)
- If a child has displayed dangerous behaviour, they should of course be praised as soon as they show efforts to improve. However, this should be done in a private way, being sensitive to how it could look or feel to other children who might have been hurt
- Where appropriate, staff will refer children to the 'Oops' Poster (see appendices) to help get the child back on track.

To address and improve all antisocial and dangerous behaviours, the child will need time and patience. Different strategies may need to be tried and evaluated with parents/carers over a number of weeks or months. External support may also be sought such as from the West Sussex Learning and Behaviour Team. Praise when the child is showing prosocial behaviours is essential however, this should be done in a private way, being sensitive to how it could look or feel to other children who might have been hurt.

Examples that could be Anti-Social Behaviour	Example of adult response
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<p>Behaviour that has a detrimental impact to themselves:</p> <ul style="list-style-type: none"> • Screaming/shouting • Self-harm • Ripping up work • Hiding under tables • Not keeping themselves safe – e.g. climbing on furniture • Hoarding food/drink 	<ul style="list-style-type: none"> • Using positive phrasing to de-escalate (see deescalation script in appendices) particularly highlighting the behaviour you'd like to see rather than the unfavourable choice • Purposeful ignoring. • If behaviour continues adult to remind child of expectations for prosocial behaviour – refer to core values • Restorative de-brief after incident (this will be appropriate to individual children e.g. using comic strips, social stories, use of puppets etc) • If behaviour continues, use social story to promote pro-social behaviours. • Use circle time to promote pro-social behaviours. • Consequences to be meaningful to incident. • Adaptations put in place, provision for protective consequences. • Reminding child what they were doing before behaviour occurred to provide another opportunity for restorative practice • Providing controlled choice scenario e.g. “You can choose to do.....or.....” • Breaking down tasks into smaller chunks e.g. “I can see you're not ready to.....so you can join in with.....”(beginning, middle or end element) • Validating and labelling feelings • Staying alongside and having ‘time in’ with child e.g. “When you're ready I'm here for you.” or “Tell me/show me and I'll listen.”
<p>Behaviour that has a detrimental impact to another person:</p> <ul style="list-style-type: none"> • Invading another child's personal space • Verbal abuse to another child, including shouting and screaming • Defacing another child's work • Physically harming another child • Deliberately ignoring, excluding or leaving another child out • Lying or stealing • Taking away another child's right to learn or feel safe 	<p>Strategies listed above may be useful, as well as the following...</p> <ul style="list-style-type: none"> • Private discussion with child about personal space – ‘An arm's length away is a good place to stay’ • Discussion with child to diffuse situation, refer to core values • Restorative de-brief after incident. • Offer opportunity for other person to move away/distract • If behaviour continues, use social story/comic Strip scenarios to promote pro-social behaviours. • Use circle time to promote pro-social behaviours. • Consequences to be meaningful to incident. Adjust provision for protective consequences. • Adaptations put in place, provision for protective consequences. • Model conflict resolution and teach anger management skills
<p>Behaviour that has a detrimental impact on the class:</p> <ul style="list-style-type: none"> • Disrupting learning by shouting and calling out during whole-class sessions • Walking through the carpet, treading on children • Disrupting learning by damaging furniture or 	<ul style="list-style-type: none"> • Purposeful ignoring. • If behaviour continues adult to intervene using visual cues or non-verbal cues to encourage prosocial behaviour. • If behaviour continues, an adult will intervene and have a private conversation with child. • Consider position the child sits in, on the carpet. Give them a responsibility/purpose whilst on the carpet. • Adult to intervene and de-escalate situation. Consider safety of others (Do you need to evacuate classroom rather than remove the child?)

<p>resources Defacing/ripping displays/work</p> <ul style="list-style-type: none"> • Playing roughly with children on the playground • Inciting others to behave in an antisocial way • Physically hurting/harming a group of children 	<ul style="list-style-type: none"> • Offer opportunity to move to a space (either in the classroom or outside classroom) that will help them calm down. • Offer opportunity to put things back and tidy resources/furniture. • Child to help repair display/work. • Offer opportunity to talk through what’s happened – use comic strip conversation. • Social story in place to change behaviour to pro-social. Adult to support/remind child of pro-social behaviour and regular check-ins with social story
<p>Behaviour that has a detrimental impact on the school:</p> <ul style="list-style-type: none"> • Running off – leaving the classroom and running through communal areas • Difficult behaviour in assembly that disrupts • Mis-use of room/resources – damaging property 	<ul style="list-style-type: none"> • De-escalation strategies to calm child. Use ‘I wonder if...’ statements. (see deescalation script in appendices) • Private discussion with child to understand why they ran off • When the child is ready, return them to class • Whole-class discussions on safety. • Social story to promote prosocial ways to express themselves. • Adaptations made to help the child feel safe/less anxious about an activity or room • Sneak peek of a lesson/pre-teaching to ensure child is secure and not anxious about what the session will involve • Assemblies: Additional adults to support identified children in assembly. Private discussion to ascertain what they find difficult in assembly. Assembly club (in an alternative room) • Comic strip conversations when in de-brief with child. Consequences to repair damage/replace furniture & resources • Opportunity for child to say sorry in a way that is appropriate for them. • Include child in setting up areas to encourage respect for them • Using non confrontational post incident prompts including: “Tell me what happened when.....”/”How were you feeling when you.....?”/”How can I make things better for you when you feel like this?”/”So let’s practise what we’ve learnt so we can make good choices next time.”
<p>Behaviour that has a detrimental impact on the community:</p> <ul style="list-style-type: none"> • Being rude to passers-by • Road safety on a trip (running off) • Damaging the environment • Endangering self/others 	<ul style="list-style-type: none"> • Preparation for trips – social stories to promote pro-social behaviour • Privately speak to child about comments made • Risk assessments in place. • Parents invited to join trip. • Reduced time on trip (parent dropping child off/collecting from venue). • Higher ratio of adults – careful deployment of staff. Using role models. • Using stories to promote pro-social behaviour towards the environment. • De-escalate behaviour as safely as possible. • Call to school to inform Headteacher. Child maybe collected from trip by school staff and returned to school.

When and how will parents and carers be contacted?

If the class teacher or a senior member of staff feels that it is appropriate, then parents/carers will be informed as soon as is practical, and may be involved in reaching a solution. For example, if there is a pattern appearing to emerge, or if there has been an incident which could have been more serious. Parents will always be contacted if their child is involved in dangerous (not disruptive) behaviour.

If the class teacher is in PPA/leadership time/ECT time/training etc., they are expected to stop and gather the information needed so they can communicate with the parent/carer. Ideally this would happen on the same day before the child is collected (a phone call is ideal), so that a consistent message is shared, and the situation is handled sensitively by their teacher. We will try to ensure, whenever possible, that a parent/carer is aware before collection, of any serious incidents.

It is the class teacher's responsibility to ensure that all relevant staff are then informed of any monitoring or recording of future incidents, to include PPA/cover staff, LAs, LSAs, office staff etc... and to record this on CPOMs.

Trafalgar staff recognise that the safety of the school community is our priority. Because of the strong, carefully nurtured home-school links and the Home-School Agreement, parents/carers share in the responsibility for any instance of anti-social behaviour.

Individual Behaviour Plans

Trafalgar Community Infant School is an inclusive school. We recognise that some children have particular difficulties in consistently managing their behaviour, and that all children are on a learning journey. If needed, an Individual Support Plan, Individual Risk Assessment or a Behaviour Plan will be written which would include individual, clear and manageable expectations for that child and suggested strategies to ensure adults are consistent in their approach. All staff and parents will be made aware of these plans by the class teacher. These plans or programmes are then reviewed at least once per term by the teacher, in collaboration with the SENCO, child and their parents/carers, and amended copies shared with all relevant staff.

For children at risk of suspension or exclusion a PSP (Pastoral Support Programme) may be written by the SENCO, Deputy Headteacher or Headteacher, in collaboration with the teacher, child and their parents/carers. Once agreed, the SENCO/Deputy/Headteacher will then share this with all relevant members of staff so that this can be consistently applied. This plan or programme is then reviewed regularly (usually fortnightly) by the SENCO/Deputy/Headteacher, in collaboration with the teacher, child and their parents/carers, and amended copies shared with all relevant staff.

More guidance and current policy about suspensions and exclusions can be found on the DFE website: <https://www.gov.uk/government/publications/school-exclusion>

Risk Assessments

On very rare occasions a child may need an individual risk assessment in order to ensure that we are keeping the child as safe as possible. Staff carry out risk assessments, using their professional judgements, on a daily basis. Not all risk assessments are recorded. Sometimes however, where a child requires specific actions to be implemented over time by different adults, a written risk assessment may be required, this includes all strategies in place to support prosocial behaviours as well as how to respond at each stage of an incident escalating. This will be recorded on a risk assessment template, and shared with the parent/carers and relevant staff.

Physical Intervention

At Trafalgar we would only use positive handling (where an adult may touch or hold a child) in order to protect themselves or other children and staff, if there is a high risk of immediate danger. Our preferred approach is to move other children and staff away from the dangerous behaviour (staff keeping the child in sight, where possible), as restraining a child can be highly distressing for the child involved, and often escalates, rather than deescalates the situation. As a last resort, a physical restraint may need to be used, and the member/s of staff involved would use their professional judgement and make a dynamic risk assessment at the time to identify that this was needed. Where possible this will be managed by trained members of staff who have undertaken positive behaviour management training, although this is not always possible.

If a member of staff sees a colleague dealing with a child in a potentially difficult situation they will:

- say 'help is available'.
- if help is required, but the colleague is not in a position to offer support they will find help immediately
- if help is not required, the colleague will either check in a few minutes later or ask someone else to check in

Our school follows the guidance from the DfE, Use of Reasonable Force, July 2013. SLT will always be available to debrief with involved staff, following use of positive handling or a highly stressful situation. Any restraint or incident will be recorded on CPOMs. Parents will always be informed following an incident involving dangerous behaviour.

Further Information and Questions

If you have any further questions about our school approach to managing behaviour, please speak to the class teacher or a member of the senior leadership team.

**“A school’s culture and values are manifested through the behaviour of all its members.”
(DfE Behaviour in Schools, 2022)**

List of appendices

- Scripted Language
- Oops moments poster

Scripted language (with thanks to Angela Wadham, Therapeutic thinking approach)

Positive phrasing, limited choices, disempowering and de-escalation communications are more likely to contribute to the positive feelings associated with pro-social behaviour.

Positive phrasing examples: clear, uncomplicated, unambiguous instructions delivered with clarity. Need to be punctuated with take up time (an opportunity for the child to think, process and consider.)

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Walk with me to the library
- Stay seated in your chair

Limited choice examples: often follow directly from positive phrases and complements positive phrasing

- 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 with the group?
- Are you starting your work with the words or a picture?

Disempowering the behaviour: relies on managing the audience, including the adults; observe from a distance for safety reasons with no verbal communication.

We need a script for when we're starting to lose our feelings – anxious; irritated – this will stop us saying the wrong thing

De-escalation script: 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.

Menu – Primary example

Positive phrasing:

Come sit next to me for a story.

Limited choice:

Would you like to sit on the chair or bean bag?

Disempowering the behaviour:

You can listen to the story from there.

Consequence:

We will check you understand the story before going out for break time.

De-escalation script:

Child's name

I can see something has happened

I am here to help

It's OK, I've got you. It'll be OK ...	I remember the other day when you ... It was incredible.
I'm here for you.	How can we sort this out together?
It's OK to feel this way. Let's talk more about it and put a plan together.	I see you. You matter.
How about we go outside and talk for a bit?	You have so much to contribute. I really appreciate you being here.
I believe in you. You can turn this around.	What happened? I'm sorry you're upset. When you're ready, let me know what's going on and I will help you.
You're doing amazingly. I see your efforts.	I'm not going to say I know exactly how you feel. I will say that you are allowed to feel how you feel, and I'm here if you want to talk about it.
I care.	I'm listening.
Tell me your worries. Let me help you get to the other side.	Tears are OK. I'm comfortable with tears.
Let's break it down into small steps.	Regulate with a walk or practical activity, then come back to the situation when you're ready.

How's it going – fancy a walk?	Tell me more about what's going on. Help me to understand.
I've noticed you are struggling today. How can I help?	What can I do to help you right now?
You talk. I'll listen.	It's OK. Come and talk to me when you're ready.
Let's put the kettle on.	We're here when you're ready.
Take some time – I'm here when you're ready to talk.	Can you tell me a bit more? Then we can work it out together.
You're stronger than you know. You've got this.	I can tell you're not feeling it today. What can I do to help you?
I can see that you're struggling and I'm proud of you for pushing through this.	Whatever you're feeling right now, it's OK. Setbacks are temporary but you will remain. And you're capable of anything.
What would you like to see happen now?	How could we overcome this?
Take your time, take a breath and tell me one small thing that is bothering you.	[Touch on the shoulder] Are you OK?
What's been on your mind?	That sounds really hard. I'm here to listen if you want to talk about it.
I'm listening – what can I do to help?	How can we get through this?

Oops Moments



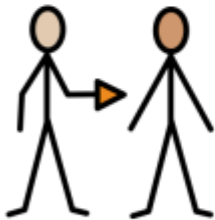
An adult will remind you.



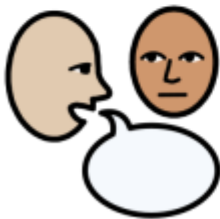
An adult will suggest a change to help you.



You will be given some calm thinking time.



You will be given some time to repair the situation.



Your teacher will talk to your grown up.



The adults will help you to be the best that you can be.