

# **Loxwood Primary School**

# **Therapeutic Behaviour Policy**

**(Including Suspensions & Permanent Exclusions)**



**Approved by:** Governing Body

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## Section 1: Visions and Values

Loxwood School is a collaborative community that holds a steadfast belief in inspiring every child to uncover their unique talents and recognise their own potential. We nurture curiosity and a love for lifelong learning, equipping our pupils to be resilient and prepared for the challenges of the world beyond our gates. The safety and happiness of every child in our care remain paramount, alongside instilling the significance of kindness in their actions. Inclusivity is integral to our educational philosophy, bolstering all aspects of learning and development. We take great pride in our exceptional outdoor learning environment, extensive sporting opportunities, innovative curriculum, and a committed focus on pastoral care and wellness for each individual.



Our therapeutic approach to managing behaviour comes from our belief that children learn best when they feel safe, calm, and happy and are able to self-regulate their emotions. Loxwood Primary School value pro-social behaviour and all adults work collaboratively in this approach.

Our policy is underpinned by the principles of Therapeutic Thinking which is endorsed by West Sussex County Council.

### What is Therapeutic Thinking?

An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic.

When we use a therapeutic approach;

- we analyse behaviour rather than moralise about it
- we look for the root causes from feelings and experiences rather than blanket behaviourist theory
- we model therapeutic practices with all children, adults in school and parents or visitors from outside
- our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive

**At Loxwood Primary School we firmly believe that; positive experiences create positive feelings. Positive feelings create positive behaviour.**

We believe that all children:

- have a right to an education
- have a right to be heard
- have the right to feel safe and protected
- have the right to feel respected
- are all responsible members of our community

At Loxwood, the rights of all pupils, staff and visitors to be healthy, safe, educated, listened to, and treated fairly are fundamental to our ethos. Our policies reflect our commitment to equal rights, mutual respect, and shared responsibility. In this context, we acknowledge the relevant articles from the UN Convention on the Rights of the Child.

I've noticed ... (for positive noticing and correction)

I need you to...

I understand and yet...

Remember our rule about...

This is how we do it here

Love that! (and walk away)



**WHEN  
THE ADULTS  
CHANGE**

## Section 2: Supporting All Learners

At Loxwood, we prioritise providing children with the necessary resources to thrive in their learning journey. We strive to foster a culture that ignites a passion for learning, emphasising emotional and social intelligence, self-discipline, and respect for others.

Individual achievements are celebrated in our assemblies, with Loxwood Superstar Certificates awarded in alignment with our core values.

We also recognise that some children may have specific needs that fall outside standard behaviour policy guidelines. Our approach centres on equity, ensuring every child receives the support needed to achieve their full potential.

**Equality is treating everybody the same.** Equality aims to promote a fairness, but it can only work if everyone starts from the same place and needs the same help.

**Equity is giving everyone what they need to achieve success.** At Loxwood, we advocate for each child to receive the resources, experiences, appropriateness and interventions and support in their learning to achieve their full potential.

**Equity = Equality**



There are common strategies used in every classroom.

### Loxwood Learners Code

We, the children, teachers, support staff and lunchtime supervisors, parents and Governors, aim to make our school a happy and safe place, by following the Loxwood Learners Code.

We must be aware of the importance of encouraging appropriate behaviour in school. In this school, we recognise that everyone is different and we value their contributions.

### Classroom Charter

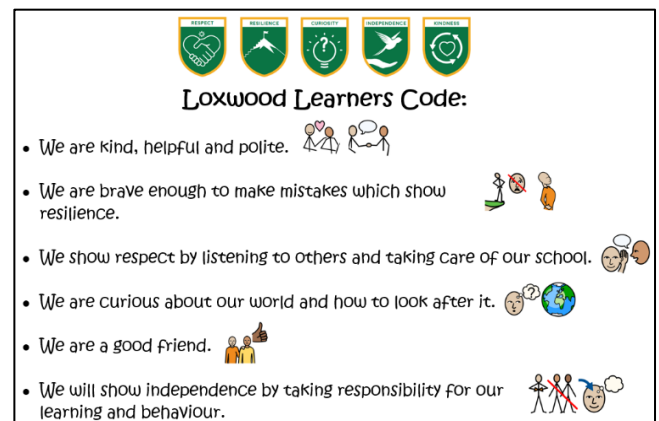
At the beginning of each school year, every class creates its own class charter through discussions between the children and the class teacher. This charter outlines essential rights agreed upon by the students for the effective operation of the classroom. Displayed prominently on the wall, it evolves throughout the year as necessary. Children are expected to be able to understand what is acceptable and unacceptable behaviours are and be able to follow the charter.

### Playtime

Playtimes are supervised by Teachers (T) and Assistant Teachers (AT) who encourage the children to play well together and form good relationships with their peers. The staff closely monitor the children and follow the procedures set out under the detrimental behaviour section when behaviour is causing a concern.

### Lunchtime

At lunchtimes, Midday Meal Supervisors (MMS) and Assistant Teachers (AT) are actively involved with the children, playing games and promoting positive behaviour through engaged interactions. They diligently monitor behaviour in both the playground and hall, reporting any concerns to the class teacher or Senior Leadership Team as necessary. The staff adhere to the school's 'Loxwood Learners Code' and follow established procedures for addressing behaviour that raises concern, ensuring a safe environment for all pupils.



### **Strategies for Promoting Self-Esteem and Encouraging, Recognising and Teaching Valued Behaviour**

At Loxwood, we prioritise the recognition of valued behaviour while fostering each child's confidence, self-esteem, and emotional literacy. It is essential for children to feel secure and valued, enabling them to treat others with respect. Our approach emphasises positive behaviour reinforcement; class teachers employ effective classroom management strategies that focus on the constructive aspects of behaviour. We uphold principles of respect and inclusivity, ensuring no discrimination occurs based on gender, race, faith, or disability.

### **Roles and Responsibilities**

The staff within our school exercise the following strategies to promote valued behaviour and positive attitudes:

- We are a positive role model by modelling the behaviours we are expecting – being warm and welcoming/positive in gestures and body language.
- We ensure all pupils are actively listening when speaking to the class – we wait until all are listening, using routine strategies to approach this, (a quieter voice encourages better listening). We may make adjustments for some.
- We are clear about our learning objectives and maintain pace during lessons, providing adaptations and support where necessary.
- We may use a sound-o-meter to make clear expectations of noise levels and promote a quiet, purposeful working atmosphere for all.
- We use non-verbal signals and gestures wherever possible to gain attention, praising good role-models.
- We are fair and consistent.
- We give private praise that is specific.
- We encourage children to be responsible for their own behaviour.
- We form good relationships with parents and carers so that children can see that the key adults in their lives share a common aim.
- We refer to the Loxwood Learners Code and school values.

Children are responsible for:

- Follow their class charter;
- Follow the Loxwood Learners code and school values;
- Taking responsibility for their own actions and know the consequences they will have
- Show respect for each other;
- Take pride in their learning;
- Valuing each other's opinions.

Parents are responsible for:

- Accepting, contributing and supporting the school's code of behaviour and therapeutic approach for staff and children.
- Accept responsibility for the conduct of their children and offer encouragement or consequences when appropriate.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

### **Section 3: Valued Behaviours**

Valued behaviours at Loxwood Primary School are helpful and value social acceptance. Valued (formally known as prosocial) behaviour is characterised by a concern for the rights, feelings and welfare of others. Prosocial behaviour benefits other people or society. For example:

- Positive relationships and interaction with peers and adults (tone of voice; body language);
- Acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I am finding this tricky'; 'I felt cross when I got that wrong');

- Identify, understand and accept mistakes as learning opportunities, and using a growth mind-set to persevere and challenge themselves to complete the task;
- Identify, reflect and repair anti-social behaviour choices;
- Respect the rights of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this.

### Our Behaviour Curriculum

At Loxwood Primary School, we teach behaviour as we would any other area of our curriculum. We have adopted private levels of praise and we have no public methods of tracking behaviour that risk creating negative feelings.

We have appropriate private levels of praise and we have no public methods of tracking behaviour that risk creating negative feelings.

We teach behaviour through:

- **Relationships**- By establishing and promoting strong relationships with children. When adults invest in positive relationships, pupils will want to behave because of the quality of their relationship with adults and the trust that has been built up. The more we know about the child, the more therapeutic we can be;
- **Role modelling** – we have to show them how to 'play nicely' alongside them;
- **Consistency** in approach (not equality);
- **Routines** – but with flexible thinking referring to the individual's needs;
- **Prioritising valued behaviour** – give attention to the behaviours you want to encourage;
- **Positive reinforcement**;
- **Feedback and recognition**, not just celebrating the things that are expected;
- **Comfort and forgiveness** – understanding and know that we will do it differently tomorrow;
- **Ignoring** (unsocial and low-level behaviours, giving time for these to stop)
- **Positive language** (tell children what you want to see)
- **Restorative practice** – follow up the behaviour, its impact and consequences at the appropriate time.

All staff are expected to acknowledge, promote and consolidate valued behaviours with the children. There are a number of ways in which staff can achieve this. One method of supporting, is using the 'How BIG is my problem?' poster (Appendix 2).

How BIG is my Problem?		
5	<b>Emergency</b> Fire, Earthquake, Danger, Tornado, Someone's hurting me	<b>I can:</b> Cry, scream, get an adult to help, call 999.
4	<b>Big Problem</b> Hurt, bleeding, parents are divorcing, grandparent is very sick, pet died, family member is moving away	<b>I can:</b> Cry, tell my teacher and assistant teacher, go to the medical room, or talk with someone I trust.
3	<b>Medium Problem</b> Working with someone I don't like, argued with a friend, forgot homework, feel sick, someone said / did something mean, work is too hard	<b>I can:</b> Feel irritated, feel frustrated, feel disappointed, take a deep breath, keep doing my work
2	<b>Small Problem</b> Someone pushed in the line, teacher told me to stop doing something, my timer ran out, the work looks hard	<b>I can:</b> Feel uncomfortable, feel frustrated, feel disappointed, take a deep breath, keep doing my work
1	<b>Glitch</b> Don't have my PE kit, teacher didn't choose me, I was given an instruction, someone tried to help me, class was given a direction	<b>I can:</b> Ignore, keep working, do my work

External discipline is controlling behaviour; internal discipline is teaching behaviour. To effect change, we must understand behaviour rather than merely suppress it. Our strategy involves fostering internal discipline to gradually replace external methods, emphasising self-direction and self-motivation over punitive measures. We avoid public tracking of behaviour to prevent negative feelings, favouring private praise.

### Oops Poster:

If children depart from valued behaviours, the adults will support them using the 'Oops Poster' (Appendix 1). This is a sequential list of steps that adults will work through with a child until valued behaviours are returned to.

Oops you have forgotten how to be the best you can be.	
	Your adult will quietly remind you.
	Your adult will suggest a change to help you.
	You will be given some quiet time.
	You will be given some time to repair the situation.
	Your teacher may talk to your grown up.
	Mrs Mellors or Miss Price will come and help you be the best you can be.

### **Section 4: Unsocial behaviour**

At Loxwood, unsocial behaviour is defined as where children are unwilling or unable to behave socially in the company of others, but not to the detriment of themselves or others. For example:

- Not seeking to associate with others but not to the detriment of self or others.
- Not choosing to behave sociably in the company of others, but not to the detriment of self or others
- Not doing as instructed but not to the detriment of self or others

It is imperative that we approach quiet unsocial behaviour with the same understanding as we do with loud, demanding behaviour. Children may express themselves through quiet non-compliance, a natural communication style often observed in introverted individuals. Staff should interpret such behaviour as an indication of negative feelings, thus necessitating tailored support to meet the pupils' needs. Addressing unsocial behaviour is a collective responsibility of staff, with escalation to senior leadership only warranted in cases of persistent disruption that is detrimental to the learning environment.

### Section 5: Detrimental Behaviour

At Loxwood Primary School, detrimental behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour like this is likely to cause injury, harassment, alarm or distress.

- **Difficult behaviour:** Behaviour that is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context (e.g. D continually shouting out is difficult within a group teaching activity).
- **Dangerous behaviour:** Behaviour which is detrimental 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. The behaviour described as dangerous 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 B's kicking. In the table below are some examples of difficult and dangerous behaviour.

Difficult detrimental behaviours	Dangerous detrimental behaviours
Distracting others from learning by: shouting, making noises, banging Invading personal space Disruptive behaviour in assemblies Ripping work or damaging displays	Not keeping themselves safe Physically harming another child / adult Damaging property and or resources Playing roughly Running off





All staff are responsible for addressing detrimental behaviour, with only frequent and persistent behaviours necessitating Senior Leadership Team (SLT) intervention. Responses to difficult and detrimental behaviours are clearly outlined through a series of steps that utilise scripted language to positively rephrase, limit choices, or disempower the behaviour to instigate change.

We use the Ordinarily Available Inclusive Practice to support staff. Recognising that behaviours often reflect unmet needs, we strive to address these; however, additional intervention may sometimes be necessary.

For any detrimental behaviour, follow the steps in the Behaviour Ladder (Appendix 3).

### Restorative Practice

Following any incident of detrimental behaviour, a thorough de-brief with the child will occur as soon as regulation has been restored. This process aims to understand the underlying reasons for the behaviour, utilising 'de-brief boards' for effective communication. Regulation time is implemented to allow children to reflect and restore their composure, while providing adults an opportunity to regroup and the class to re-establish a conducive learning environment. This practice underscores the significance of Article 28, highlighting children's right to education. However, for some children, particularly those with disruption to their attachment such time may be perceived as rejection.

4 Functions of Behavior			
Function	What it Does	When it Happens	What to Do
 Sensory	Provides stimulation to the pleasure zone in the brain	Anytime, especially when anxious or excited	Provide deceleration techniques and redirect to more appropriate behaviors
 Escape	Removes undesired activities, interactions, or situations	When task is too: understimulating, hard, easy, boring, or undesired	Provide a "first, then, when" prompt, offer choices, or alter then length of task
 Attention	Provides access or awareness to/from people or interactions	When social attention is desired	Provide positive reinforcement or attention before the behavior happens.
 Tangible	Provides preferred activities or items	When a preferred activity or item is wanted/desired	Provide a transition activity/object, increase accessibility, or provide DRA/DRO



Staff will then implement protective and educational consequences following any antisocial behaviour. This will be clearly explained to the child setting out expectations and what will happen next:

- **Protective consequences:** Removal of a freedom to manage harm e.g. staying in at lunchtime to keep others safe.
- **Educational consequences:** The learning, rehearsing or teaching so the freedom can be returned e.g. staying in at lunchtime with a teacher and small group to learn how to take turns.

Both protective and educational consequences are documented in our Behaviour Ladder (Appendix 3). Staff can also refer children to the 'Opps Poster' (Appendix 1) to help the child get back on track along with the 'How BIG is my problem?' (Appendix 2).

Appendix 5 sets out examples of behaviour and how staff may respond, including how they may phrase responses using scripts.

For individual children, there may be a bespoke Behaviour Plan and Risk assessment.

### **Our approach to physical intervention**

At Loxwood Primary School, we employ Therapeutic Behaviour Management strategies to respond to incidents of difficult or dangerous behaviour. Our approach focuses on understanding the underlying causes of behaviour and using de-escalation, co-regulation, and restorative practice to support pupils in developing self-regulation skills.

Where possible, all incidents are managed through calm, consistent, and proactive strategies designed to reduce anxiety and prevent escalation. However, there may be rare occasions when a pupil's behaviour presents an immediate risk of harm to themselves, to others, or to significant property. In such circumstances, physical intervention may be warranted only when:

- All appropriate de-escalation techniques have been thoroughly attempted and exhausted, and
- Significant risks remain to the safety or wellbeing of any individual.

Any physical intervention used will be a reasonable, proportionate, and necessary response to the situation, undertaken by appropriately trained staff and recorded in line with statutory guidance and school procedures. Parents and carers will be informed following any such incident.

### **Section 6: Unforeseeable Behaviour**

Unforeseeable behaviours are behaviours not covered by the policy, never previously experienced or so historic we believed they would not 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 the risk management.
- It may result in referring to the Emergency Plan or to use the Reasonable Force Policy.
- Initially, accountability lies with the member of staff dealing with situation. However, depending on the severity of the situation, accountability will move through the hierarchy of class teacher, Deputy, Headteacher, Governors.
- Staff will record behaviour on the school CPOMS system.
- A de-brief will be held and consideration given to whether the policy needs to be reviewed and amended in light of the behaviour.

### **Section 7: Recording, Reporting and Communication**

The following behaviours need to be reported on CPOMS, ensuring that Senior Leadership are alerted:

- Any difficult detrimental behaviour as documented in Section 5.
- Any dangerous detrimental behaviour as documented in Section 5.

What to communicate?

- The member of staff that witnessed the behaviour is responsible for recording the behaviour on CPOMS
- Be accurate in your description – Don't over or under describe the behaviour and remove the emotion.



- Include where the behaviour took place.
- Include how the situation was dealt with – e.g. comic strip conversation created, time reflect given, letter / card made to say sorry as part of the de-brief session,
- Ensure key members of staff, such as MMS & ATs are kept informed so that they can adjust provision / monitor / give feedback / be consistent, as appropriate.

### **Therapeutic Behaviour toolkit**

Staff rigorously monitor CPOMS, and when repeated incidents occur despite previous support, they commence the necessary documentation within the Therapeutic Behaviour Toolkit (Appendix 6). The toolkit's aim is to dissect and analyse detrimental behaviours, enabling the implementation of appropriate support measures to facilitate a child's development and promote prosocial behaviour.

1. Early Prognosis
2. Risk Calculator
3. Subconscious behaviour checklist / conscious behaviour checklist
4. Anxiety Analysis
5. Predict and Prevent Plans
6. Roots and Fruits
7. Risk Reduction Plan

The documents are sequential, and completion for all children exhibiting detrimental behaviour is not necessary. Assessment should consider danger levels, behaviour persistence, and intervention impact, as determined by the Behaviour Ladder (Appendix 3). This approach ensures a tailored response to individual circumstances.

## **Section 8: Communication with Parents**

Effective communication with parents is essential in fostering trust and understanding, particularly in supporting children's behaviour and attitudes. We encourage parents to support the school's policy and to help their children recognise appropriate behaviour, promoting independence and self-discipline. Collaborating closely with parents allows us to gain deeper insights into the children, enabling us to implement consistent strategies that encourage positive modifications in their behaviour and enhance their self-worth.

- Any detrimental behaviour that has been logged on CPOMS will be communicated with parents.
- Communication to home will be by the class teacher or AT (if deemed by class teacher to be more appropriate).
- If behaviour is persistent or dangerous a member of the Senior Leadership Team may communicate with parents/carers.
- Communication can be made by telephone or face-to-face at the end of the school day, appropriate to the nature of the incident being reported and the relationship with the family. This allows an opportunity for parents to ask questions.
- If necessary, emails or communication books can be used to record behaviour if the parent agrees and supports the child in a positive therapeutic way.
- Careful consideration will be given to how the incident is described, what consequences have been put in place and what follow-up will be put in place.

## **Section 9: Suspension & Exclusion**

### **Internal Suspension**

In most cases, where behaviour requires a significant consequence, the school will implement an *Internal Suspension* first. This involves a child being removed from their classroom and spending part or all of the day in another classroom to complete their learning under supervision. This approach allows time for reflection and restoration while minimising disruption to learning. In instances where a child's conduct significantly disrupts the learning environment or poses a risk to their own welfare or that of others, a formal suspension may be deemed necessary. Such actions will only be taken after all potential alternatives have been thoroughly explored, ensuring that suspension serves as a last resort in upholding the educational standards, safety, and wellbeing of the whole school community.

## **Suspensions**

A suspension is where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, we will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies (part time timetable, advice from external agencies, pastoral support plan, risk assessments, adaptations to breaktimes, ELSA) need to be put in place to address behaviour.

The suspension of a pupil from educational establishments in England is governed by precise protocols designed to uphold fairness and transparency. When a suspension is deemed necessary, the school is obliged to inform the child's parents or carers immediately, detailing the reasons for the suspension and its duration. We use the West Sussex coding system when categorising behaviours. This initial notification is supplemented by formal written documentation dispatched to parents, ensuring they fully comprehend the circumstances by the end of the first day of exclusion.

The authority to enact a suspension rests solely with the Head Teacher, who can impose a suspension for a maximum of 45 days within a single academic year. Parents and carers have the right to be informed regarding the suspension and the avenues available for them to challenge the decision. They are provided with pertinent contact details, enumerating the individuals to whom they can direct their concerns, as well as the Governing Body and Local Authority (LA).

Notably, the Head Teacher is tasked with promptly notifying the Chair of Governors upon finalising a suspension. It is imperative that the educational trajectory of the pupil is maintained throughout the suspension period. Consequently, the Head Teacher must inform the LA of all suspensions immediately. If the duration of the suspension surpasses five days, the Governing Body is empowered to mandate the Head Teacher to reinstate the pupil. Decisions regarding reinstatement made by the LA will follow discussions with the Governing Body.

Should parents wish to contest the suspension, the Governing Body is responsible for convening a meeting at the earliest opportunity. While pupils facing short fixed-term suspensions may return to school before the meeting transpires, this gathering serves as a crucial platform for the parents to articulate their concerns. The Governing Body must communicate its decision to all involved parties promptly following the meeting.

To ensure adequate oversight, a committee comprising a minimum of three members from the Governing Body, excluding the Head Teacher, will be established for this purpose. In instances where the Head Teacher opts to extend a suspension, parents will be notified immediately. Suspensions cannot be converted into a permanent exclusion.

For suspensions extending beyond five days, it is vital that suitable full-time educational provisions are arranged for the pupil. The school is responsible for providing assignments that the student can complete at home, which must be submitted upon their return. The Governing Body oversees these arrangements, and strategic support measures, such as a Pastoral Support Programme (PSP), may be integrated to facilitate the pupil's reintegration, particularly when emotional or behavioural challenges are identified. The Special Educational Needs Code of Practice establishes the framework for such essential support mechanisms.

## **Permanent Exclusion**

In accordance with the Department for Education (DfE) guidance dated August 2024 pertaining to suspension and permanent exclusions from maintained schools in England, the following outlines the procedures relevant to permanent exclusions. Upon deciding the necessity of a permanent exclusion, the Head teacher must promptly inform the pupil's parents or carers. This notification should clearly articulate the reasons for the exclusion, providing sufficient detail to ensure a thorough understanding of the decision's context.

The written notification must include information regarding any prior warnings, suspensions, or disciplinary actions that preceded the behaviour leading to the permanent exclusion. Timeliness is crucial; therefore, this information will be included in a follow-up letter. Additionally, parents will be made aware of their right to make

representations to both the Governing Body and the Local Authority (LA) within seven days of receiving the notification.

Parents and carers are entitled to access all relevant curricular and educational records concerning the pupil, obtainable from the Governing Body. The LA must also be notified of all permanent exclusions. The Governing Body is responsible for evaluating any reinstatement requests, necessitating a meeting within a maximum of 15 school days after the initial Head teacher notification. Should the Governing Body elect not to reinstate the pupil, the exclusion must be explicitly deemed permanent, and parents will be informed of their right to request a review by an Independent Review Panel (IRP), with grounds for appeal needed within 15 school days. During the appeals process, the pupil's name will remain on the school roll. Furthermore, the Head teacher should direct parents towards relevant sources of free and impartial information. This includes:

- a link to the statutory guidance on exclusions available at the government website <https://www.gov.uk/government/publications/school-exclusion>
- as well as contact details for organisations capable of providing impartial advice, such as the Coram Children's Legal Centre <https://childlawadvice.org.uk/information-pages/school-exclusion/> or ACE Education and their advice line service on 03000 115 142 on Monday and Tuesday from 10 am to 1pm during term time); and
- Where appropriate, the Head teacher may also suggest links to local services, including Traveller Education Services or the Information Advice & Support Services Network, to further assist parents and carers in navigating this challenging process <https://westsussexsendias.org/>.

**At Loxwood we take racist bullying seriously – please see our anti-bullying policy for further information.**

Under the [Equality Act 2010](#), schools have a duty to eliminate discrimination against pupils due to factors including race, which covers:




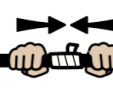

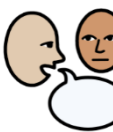
- Skin colour
- Nationality
- Ethnic or national origins

**Bullying Prevention:**




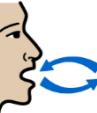

- **Curriculum Links:** We utilise subjects like RSE and computing to educate the children about bullying, including online. An annual 'Anti-bullying Week' is held to further raise awareness.
- **School Environment:** We foster an inclusive and safe environment both physically and emotionally. Staff build trusting relationships with the children at Loxwood. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.
- **Mental Health Support:** We have a mental health team who work together to support those involved in bullying incidents.

## Appendix 1: 'Oops' Poster

If children depart from valued behaviours, then adults in the class will support them using the 'Oops Poster'. This is a sequential list of steps that adults will work through with a child until valued behaviours are returned to.

	Your adult will discreetly nudge you - ready, respectful, safe. "I can see that it is tricky yet we need to be ..."
	Your adult will suggest a change to help you. "You can do [this] or you can do [that], thank you."
	You will be given regulation time.
	You will be given some time to repair the situation (de-brief boards).
	An adult will support you to be the best you can be. "I have noticed that you are struggling to be.... What do you need from me to improve this afternoon / next session?"
	Your teacher may talk to your grown up.

## How BIG is my Problem?

<b>5</b>	<b>Emergency</b> Fire, Earthquake, Danger, Tornado, Someone's hurting me	<b>I can:</b> Cry, scream, get an adult to help, call 999.	<b>999</b> 
<b>4</b>	<b>Big Problem</b> Hurt, bleeding, parents are divorcing, grandparent is very sick, pet died, family member is moving away	<b>I can:</b> Cry, tell my teacher and assistant teacher, go to the medical room, or talk with someone I trust.	
<b>3</b>	<b>Medium Problem</b> Working with someone I don't like, argued with a friend, forgot homework, feel sick, someone said / did something mean, work is too hard	<b>I can:</b> Feel irritated, feel frustrated, feel disappointed, take a deep break, keep doing my work	
<b>2</b>	<b>Small Problem</b> Someone pushed in the line, teacher told me to stop doing something, my timer ran out, the work looks hard	<b>I can:</b> Feel uncomfortable, feel frustrated, feel disappointed, take a deep breath, keep doing my work	
<b>1</b>	<b>Glitch</b> Don't have my PE kit, teacher didn't choose me, I was given an instruction, someone tried to help me, class was given a direction	<b>I can:</b> Ignore feeling, keep working, do my work	

### Appendix 3: Behaviour Ladder

Behaviour displayed	Steps for staff	Consequence
<b>Unsocial behaviour</b> Calling out, talking	Discreet reminder Adult suggest a change Refer to the oops poster	
<b>Difficult Behaviour</b> Refusal to engage in their learning or a task/listen to an adult	Discreet reminder Adult suggest a change Think about it Last Chance Educational consequence	Educational Consequence managed by classroom staff - having timed the amount of missed learning, this will be made back up during a break time.
<b>Incidents now need to be recorded onto CPOMs</b>		
<b>Difficult Behaviour</b> Verbal behaviour – inappropriate, rude, name calling, disrupting class, swearing	Discreet reminder Adult suggest a change Think about it Last Chance Educational consequence Record on CPOMs	Educational consequence managed by classroom staff using the 'De-brief Board'. 5 minutes off a break time plus missed learning.
<b>Incidences below must be communicated with parents</b>		
<b>Dangerous Behaviour</b> Physical behaviour – pushing into the line, playing roughly (age appropriate)	Reminder Adult suggest a change Educational consequence Record on CPOMS CT let parents know.	Educational consequence managed by classroom staff using the 'De-brief Board'. 5 minutes off a break time plus missed learning.
<b>Dangerous Behaviour</b> Running off	Use walkie-talkies / yellow card to communicate. Entice them back to a safe space Regulation Time Educational consequence Record on CPOMS CT let parents know.	Educational consequence managed by classroom staff using the 'De-brief Board'. 10 minutes off a break time plus missed learning.  If offsite – follow missing child procedure and inform head/deputy immediately.
<b>Dangerous Behaviour</b> Intentional physical behaviour (including hitting, kicking, punching, biting, throwing items at another child etc.)	Use walkie-talkies / yellow card to communicate. Regulation Time Educational consequence Record on CPOMS CT to inform Deputy head or head and let parents know.	Classroom staff manage regulation (if safe to do so). Full missed lunch time or internal exclusion, alongside the de-brief board. Managed by head or deputy head.
<b>Dangerous Behaviour</b> Repetition of dangerous behaviour	Use walkie-talkies / yellow card to communicate. Regulation Time SLT provide educational consequence Deputy head or head to speak to parents and record on CPOMS – staff involved to do a clear, factual handover.	Deputy head or head to investigate. Protective and Educational consequence using de-brief boards. Suspension considered following review of CPOMS. Consider involvement of external agencies. <b>Child at risk of permanent exclusion.</b>
<b>Dangerous Behaviour</b> Bullying Racism	Deputy head or head to investigate – follow anti-bullying policy. Consider referral to Learning Mentor/ELSA. Deputy head or head speak to parents and record on CPOMS Report to governors and county.	Protective and educational consequence using the 'De-brief Board'. Restorative work to be completed for victim. Fixed term exclusions where necessary.



## Appendix 4: Therapeutic Thinking Graduated Response



### Therapeutic Thinking Graduated Response

<b>Universal Behaviour Curriculum</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teach pro-social behaviour.</li> <li><input type="checkbox"/> Include within pupil induction.</li> <li><input type="checkbox"/> Establish routines.</li> <li><input type="checkbox"/> Staff role-model expectations.</li> <li><input type="checkbox"/> Create positive relationships.</li> <li><input type="checkbox"/> Use positive phrasing to communicate expectations.</li> </ul>
<b>Targeted Behaviour Policy</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority.</li> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Follow the policy.</li> <li><input type="checkbox"/> Record the impact of policy on pupil's behaviour.</li> <li><input type="checkbox"/> Analyse the dynamic using the inclusion circles.</li> <li><input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.</li> </ul>
<b>Targeted Plus Early Prognosis</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> <li>o Function of behaviour</li> <li>o Health and wellbeing</li> <li>o Context</li> <li>o Cultural expectations</li> </ul> </li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Where further intervention is needed, move to Predict &amp; Prevent.</li> </ul>
<b>Specialist Predict, Prevent &amp; Progress</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update Early Prognosis document.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify any protective consequences needed.</li> <li><input type="checkbox"/> Identify educational consequences needed.</li> <li><input type="checkbox"/> Complete Subconscious and Conscious checklists.</li> <li><input type="checkbox"/> Complete Anxiety Analysis over a period of time.</li> <li><input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without.</li> <li><input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Review the plan regularly.</li> <li><input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.</li> </ul>
<b>Specialist Plus Therapeutic Plan</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious &amp; Conscious checklists, Anxiety Analysis).</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours.</li> <li><input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents.</li> <li><input type="checkbox"/> Continue Assess, Plan, Do, Review cycles.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>

## Appendix 5: Scripts

Examples of Detrimental behaviour	Responses to behaviour	Possible scripts
<p><b><u>Behaviour that has a detrimental impact to themselves:</u></b></p> <ul style="list-style-type: none"> <li>Screaming / shouting</li> <li>Self-harm</li> <li>Ripping up work</li> <li>Hiding under tables</li> <li>Not keeping themselves safe – e.g. climbing on furniture</li> </ul>	<ul style="list-style-type: none"> <li>Using positive phrasing to de-escalate.</li> <li>Purposeful ignoring.</li> <li>If behaviour continues adult to remind child of expectations for prosocial behaviour –refer to the Loxwood Learners Code and class charter – restorative de-brief after incident.</li> <li>If behaviour continues, use social story to promote valued behaviours.</li> <li>Use circle time to promote valued behaviours.</li> <li>Consequences to be meaningful to incident.</li> <li>Adjust provision for protective consequences, e.g. changing the adult which might help re-direct the situation.</li> </ul>	<p>“I can see something has happened.....” Alternative: “I wonder if you might be.....” <b>Don’t assume how they are feeling</b> <i>How do we know a child is feeling this way? They may look angry but actually feel worried.</i> “When I feel ..... I’m sometimes not sure what to do” Use the more general word ‘upset’ ‘frustrated’, until you find out the more specific feeling. Use a visual to support the child to try and identify the feeling. But often a child will not know how they feel and will not be able to express this.</p> <p>When you have found out more specifically how the child is feeling: “It’s ok to feel.....” “When I feel .....I find this might help me (count to 10, take a deep breath, walk away to a quiet space, find some paper and draw how I am feeling etc.”) “I wonder if you need to ..... e.g. eat something, have some time in a quiet space with a blanket, have a story etc. so that you can feel better” “I am here to help. What can I do to help you?” “I’m here when you are ready” “I’m listening” “I feel worried that you aren’t safe.” “We all have the right to be safe” “I understand it is difficult to ..... at times but I remember when you ..... and I was so proud of you. “Is there something I can do to make things better?” “I can see you might not be ready to .....” “I will put it e.g. the learning .....somewhere safe.....” “I am going to wait over here until you are ready. I am going to move closer to you so that you know where I am. I am going to wait ..... so that I know you are safe.” “I remember the last time we tried ..... and you felt better” “If you are able to, can you tell me how you are feeling at the moment?”</p>
<p><b><u>Behaviour that has a detrimental impact to another child:</u></b></p> <ul style="list-style-type: none"> <li>Invading another child’s personal space</li> <li>Verbal abuse to another child, including shouting and screaming</li> <li>Defacing another child’s work</li> <li>Physically harming another child</li> <li>Leaving a child out</li> </ul>	<ul style="list-style-type: none"> <li>Private discussion with child about personal space – ‘An arm’s length away is a good place to stay’.</li> <li>Discussion with child to diffuse situation – restorative de-brief after incident.</li> <li>If behaviour continues, use social story to promote valued behaviours. Use circle time to promote valued behaviours. Consequences to be meaningful to incident. Adjust provision for protective consequences.</li> </ul>	<p>“An arm’s length away is a good place to stay” “I’m a bit worried about .....because.....” “I would love you to come and help me with .....” (have a helping job so that the child can feel useful/needed) “I remember when I was little and I was frustrated with a person in my class..... If I think back I remember I .....” (give a strategy that helped e.g. went off to a place where I could be on my own so that I had some space....etc.) <b>Restorative conversation when the child is in a place ready to do this:</b> “I can see you were very upset... and I think .....was upset too” “Can you remember what happened before ..... (the incident) happened?” (this gives the child a chance to say if there was possibly a trigger) “I wonder if you did that because .....” “What could we/you do to make things better again?” “Let’s look at e.g. the Wheel of Choice to help us” “I saw..... happening.....Is that because .....?”</p>

		<p>"This is why I needed to do that.... (e.g. remove the child from the space where the incident happened....) because I wanted to keep everybody safe"</p> <p>Use Playmobil figures as a way to represent the situation that happened so that the child has a chance to say what happened and so that the adult can model an alternative scenario.</p>
<p><b><u>Behaviour that has a detrimental impact on the class:</u></b></p> <ul style="list-style-type: none"> <li>Disrupting learning by shouting and calling out during whole-class sessions</li> <li>Walking through the carpet, treading on children</li> <li>Disrupting learning by damaging furniture or resources</li> <li>Defacing / ripping displays/ work</li> <li>Playing roughly with children on the playground</li> <li>Inciting others to behave in a detrimental way</li> <li>Physically hurting / harming a group of children</li> </ul>	<ul style="list-style-type: none"> <li>Purposeful ignoring. If behaviour continues adult to intervene using visual cues or non-verbal cues to encourage prosocial. If behaviour continues, an adult will intervene and have a private chat with child.</li> <li>Consider position the child sits in, on the carpet. Give them a responsibility / purpose whilst on the carpet.</li> <li>Adult to intervene and de-escalate situation. Consider safety of others (Do you need to evacuate classroom or remove child?). 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.</li> <li>Adult to intervene and de-escalate situation. Offer opportunity to move to a space (either in the classroom or outside classroom) that will help them calm down. Child to help repair display / work.</li> <li>Adult to intervene and de-escalate situation. Offer opportunity to talk through what's happened – use comic strip conversation. Social story in place to change behaviour to valued. Adult to support / remind child of valued behaviour and regular check-ins with social story.</li> </ul>	<p>"I can see you are finding this a bit tricky to....would it help if we sat/stood.....e.g. at the back or on the edge of the carpet? –(limit to 2 choices)</p> <p>"Let's take a walk ..... so that we can ..... " (get some fresh air, find a place to run and use up some energy etc.)</p> <p>"Let's all have a wiggle break ...".(put on something that gets the children up and moving so that the cycle of calling out is broken</p> <p>"I understand it is difficult to ..... at times but I remember when you..... and it made me so proud."</p> <p>"A safe class can be a happy class"</p> <p>"I know that if I walk around the edge of the carpet then I am keeping everybody in .....Class safe" (this phrase needs to be drip fed regularly in front of the class)</p> <p>"Will you help me to look after the ..." (pick a piece of furniture that can be cleaned/wiped down every day so that the child starts to have ownership of the classroom furniture. Then change to a new piece of furniture to 'look after) "Will you help me to put up this ..... " (as above, encourage the children to help put things up in the classroom so that they have ownership of their environment)</p> <p>"I can see you are feeling ?upset/frustrated?...{avoid using an emotions word until you know more specifically how they are feeling)</p> <p>"I would love to hear about your game?"</p> <p>"Tell me about the game you are playing. What are the rules?"</p> <p>"I wonder how the game is making everyone here feel?"</p> <p>"I wonder if we can improve the game and make it even better!"</p> <p>"I wonder if it is keeping everyone safe?"</p> <p>"If you are able to, can you tell me how you are feeling at the moment?"</p> <p>"Let's keep ourselves safe"</p> <p>"Together we could think of some ways to make the game safer"</p> <p><b>Restorative conversations:</b> "We all have the right to be educated...." Use playmobil (as above) to represent the situation that happened (if appropriate) and to model a positive scenario. "Someone worked really hard to make this. I think they would be really happy if together we made it better again" Use social story.</p>
<p><b><u>Behaviour that has a detrimental impact on the school:</u></b></p> <ul style="list-style-type: none"> <li>Running off – leaving the classroom and running through communal areas</li> <li>Difficult behaviour in assembly that disrupts</li> </ul>	<ul style="list-style-type: none"> <li>Use de-escalation / distraction strategies to engage child Private discussion with child to understand why they ran off. When ready to return them to class. Whole-class discussion on safety. Social story to promote valued ways to express themselves.</li> <li>Additional adults to support identified children in assembly. Private discussion to ascertain what they find difficult in assembly. Assembly club.</li> </ul>	<p>"You forgot to take me with you!"</p> <p>"I wonder if we can get to .....by counting but we have to reach .....by number 10, not before. Listen as I start to count"</p> <p>"A holding hand is a safe hand"</p> <p>"Let's walk to the hall. We can use up some energy (run) when we get there"</p> <p>"I wonder if I'm able to sit next to you .... I'm going to try really hard to focus on what .....is saying. I feel calm when I sit and listen to ....."</p> <p>"What can you see? You're doing really well. We've got .....mins left"</p>

<ul style="list-style-type: none"> <li>Misuse of group rooms – damaging property</li> </ul>	<ul style="list-style-type: none"> <li>De-escalation strategies to calm child. Use ‘I wonder if...’ statements. Comic strip conversations when in de-brief with child. Consequences to repair damage / replace furniture &amp; 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.</li> </ul>	<p>“Let’s move somewhere else so that you can see and hear better”          “We’ll take this equipment out to ..... because we need to keep safe”</p>
<p><b><u>Behaviour that has a detrimental impact on the community:</u></b></p> <ul style="list-style-type: none"> <li>Being rude to passers-by</li> <li>Road safety on a trip (running off)</li> <li>Damaging the environment</li> <li>Endangering self / others</li> </ul>	<ul style="list-style-type: none"> <li>Preparation for trips – social stories to promote valued behaviour</li> <li>Privately speak to child about comments made</li> <li>Risk assessments in place. Possible use of wrist restraints. Parents invited to join trip. Reduced time on trip (parent dropping child off/collecting from venue). Higher ratio of adults – careful deployment of staff.</li> <li>Using Eco-reps as good models. Using resources from the library</li> <li></li> </ul>	<p>“I have promised your grown up that I will keep you safe.”</p> <p>“Let’s talk to ... (the eco rep in the class) and find out about how we care for the environment. Maybe they can give us a job to do to help them (if appropriate).</p>

## Appendix 6: West Sussex Suspension Codes

The table below provides a full set of the descriptors of reasons for suspensions. This is to be used as a guide and is not intended to be used as a tick list for suspensions.

Suspension Code	Pupil Suspension Reason	Includes
OW	Use or threat of use of an offensive weapon or prohibited item	Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns. Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property (lighter) Use of an offensive weapon <b>Note: Weapon/prohibited item must be stated in Letter to Parent as reason for and the damage/threat incurred</b>
LG	Abuse against sexual orientation and gender identity	Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics
DS	Abuse relating to disability	Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment
MT	Inappropriate use of social media or online technology	Sharing of inappropriate images (of adult or pupil) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media
PH	Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
PP	Physical assault against a pupil	Fighting Violent behaviour Wounding Obstruction and jostling
PA	Physical assault against an adult	Violent behaviour Wounding Obstruction and jostling
VP	Verbal abuse / threatening behaviour against a pupil	Threatened violence Aggressive behaviour

		Swearing Verbal intimidation
VA	Verbal abuse / threatening behaviour against an adult	Threatened violence Aggressive behaviour Swearing Verbal intimidation
BU	Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, bi-phobic and transphobic bullying, bullying related to disability
RA	Racist abuse	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
SM	Sexual misconduct	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
DA	Drug and alcohol related	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking (including Vaping) Alcohol abuse Substance abuse
DM	Damage to property	Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
TH	Theft	Stealing school property Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely



## Appendix 7: Behaviour Toolkit

Early Prognosis		Date: _____ Staff member: _____
The behaviour	Unemotional, non-judgemental, factual description, including severity and frequency.	
Pupil voice		
Function	<div>Sensory</div> <div>Escape or Avoidance</div> <div>Attention</div> <div>Tangible gain</div>	
Health & wellbeing	Including diagnosis, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.	
Context	<div>Home</div> <div>School</div> <div>Community</div>	
Cultural relevance		

Risk Calculator				
Name	B			
Date of birth	09/12/2015			
Date of assessment				
Harm / Behaviour	Opinion or Evidenced O / E	Seriousness of harm (A) 1/2/3/4	Probability of harm (B) 1/2/3/4	Severity Risk Score A x B
Harm to self	E	2	3	6
Harm to peers	E	1	3	3
Harm to staff	E	2	2	4
Damage to property	E	1	3	3
Harm from disruption	E	1	3	3
Criminal Offence				
Harm from absconding	E	2	3	6
Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan				
Seriousness				
1	Evidence of upset or disruption			
2	Evidence of needing support internally from our school resources e.g. first aid, nurture, budget allocation			
3	Evidence of needing intervention from external agencies outside of school resources e.g. hospital, professional counselling or group work, insurance claim			
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson			
Probability				
1	Incidents were more than a year ago with no identified triggers remaining. There is evidence of historical risk and no evidence of current risk.			
2	Incidents occur approximately on a monthly basis. The risk remains relevant.			
3	Incidents occur approximately on a weekly basis. The risk is likely to occur again.			
4	Incidents are daily or constant. The risk is persistent.			

Subconscious behaviours checklist	
Child / Young Person Name: _____ Year Group: _____	
Question	Response
Medical factors?	
Habitual factors?	
What is causing the sadness? <i>What are the associated feelings? E.g. rejected, lonely, dependent</i>	
What is causing the anger? <i>What are the associated feelings? E.g. frustrated, embittered, undermined</i>	
What is causing the fear? <i>What are the associated feelings? E.g. worried, petrified, reluctant</i>	
What is causing the disgust? <i>What are the associated feelings? E.g. reluctant, avoidant, cautious</i>	
What is causing the surprise? <i>What are the associated feelings? E.g. confused, shocked, panicked</i>	
What is causing the happiness? <i>What are the associated feelings? E.g. excited, enthusiastic, engaged</i>	

Predict, Prevent and Progress Plan			
Child name: _____		Date of plan: _____	
Year group: _____		Date for review: _____	
Score	Predict Staff/Location/Activity/Peers/Time	Prevent Adaptations - protective consequence	Progress Adaptations - educational consequence
Increased Anxiety	Unable to cope with:	How will we manage the over-anxiety:	How will we enable the child to cope better in the future:
	+3	1.	1.
	-	2.	2.
	+5	3.	3.
	5.	5.	
Increased Dependency	Vulnerable to being unable to cope without:	Monitoring needed:	Adaptation or contingency needed:
	+2	1.	1.
	-	2.	2.
	0	3.	3.
	3.		
Increased Dependency	Vulnerable to being unable to cope without:	Monitoring needed:	Adaptation or contingency needed:
	-2	1.	1.
	-	2.	2.
	-3	3.	3.
	-5	4.	4.

Therapeutic Tree	
Name: _____ Year group: _____	
<b>Antisocial / Difficult / Dangerous behaviours</b> <b>Difficult</b>	<b>Pro-social behaviours</b> <i>What are the small, achievable targets the plan will direct staff to look out for and respond to?</i>
<b>Anti-social feelings</b>	<b>Pro-social feelings</b>
<b>Anti-social experiences</b> <i>(Risk factors)</i>	<b>Pro-social experiences</b> <i>(Protective factors)</i>

Therapeutic Plan (risk reduction plan)	
Name: _____	DOB: _____
Date: _____	Review Date: _____
Photo	Risk reduction measures and differentiated measures (to respond to triggers)
Prosocial / positive behaviours	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	
Signature of Plan Co-ordinator: _____ Date: _____	
Signature of Parent / Carer: _____ Date: _____	
Signature of Young Person: _____ Date: _____	