

## Jeavons Wood Primary School

### Relationships and Behaviour Procedure: A Therapeutic Approach

#### Overview

At Jeavons Wood we adopt a **therapeutic** approach to supporting prosocial relationships and behaviour. It prioritises **valued** feelings of everyone within the **dynamic**. This has been inspired by 'Cambridgeshire Therapeutic Thinking' previously known as Steps. This is the school's relationship and behaviour procedure. By adhering to this procedure, we can:

- Deliver a therapeutic approach to support children's **valued** behaviours
- Allow all children to achieve and access the school's curriculum
- Support the inclusion of those with detrimental (**inconvenient, difficult or dangerous**) behaviours
- Support, encourage and create pro-social feeling,
- Reduce exclusions
- Increase children's self-esteem and confidence
- Help staff understand the underlying reasons for the behaviours displayed
- Create supportive plans

It is critical that all adults in school are kind, caring, calm and consistent. All staff will utilise this procedure.

#### Types of Behaviour

We encourage all children and staff to display valued behaviours in school, but also whilst they are in the wider community.

Behavioural difficulties may signal a need for support, and it is essential to understand what the underlying causes are. For example, a child may exhibit such behaviours due to a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. Behavioural difficulties may also reflect the challenges of communication, or the frustrations faced by a child with learning disabilities, autistic spectrum disorders and mental health difficulties, who may have little choice and control over their lives. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome and we have a duty to explore this vulnerability and provide appropriate support.

Behaviour that escalates beyond inconvenient and then becomes difficult or dangerous, may result from the impact of external factors. These may include being exposed to challenging or overwhelming environments, which they do not understand, where positive social interactions are lacking, and personal choices are limited. Children exhibiting difficult or dangerous behaviours need support and adapted teaching to have their needs met.

We use behaviour analysis tools to support our understanding of a child's needs and why they might be displaying poor emotional wellbeing and behaviour.

By anticipating situations that may cause distress we can agree steps in a plan to address them.

We aim to reduce dangerous behaviours by the proactive use of **risk reduction plans**. Risk reduction plans aim to better understand the experiences of a child as well as agree the steps that should be taken to avoid escalation and promote emotional wellbeing.

### Rewards and consequences - Our Beliefs

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

At Jeavons Wood we aim to create internal discipline. We do this through building strong, trusting relationships, role-modelling, having a consistent approach, prioritising prosocial behaviours and praising them, planning alternatives to antisocial behaviour and exploring the impact of this. We will give feedback and recognition and we will give comfort and show forgiveness. For this reason, we do not give external motivators, such as stickers, certificates, whole class rewards, golden time. Instead, we believe 'thank you', 'well done', 'I'm proud of you for...' 'this is a brilliant piece of work because...' are reward enough. We do not want children to behave well in order to please an adult; we want them to behave well because it's the right thing to do.

*'The greatest sign of a teacher is to be able to say the children are now working as if I did not exist.'*

**Maria Montessori**

We will not use external discipline to control behaviour. Controlling behaviour does not change behaviour.

We do not believe in:

- Dominating and imposing (creating a culture of fear and oppression)
- Demanding obedience (making children comply through fear)
- Punishing (not logical consequences)
- **Bribery** (making children comply through reward)
- Taking opportunities and resources away (unless it's unsafe)
- Shouting, shaming, belittling, embarrassing, humiliating
- Exclusive or seclusive practice (sitting children outside of the classroom or an office alone)

When a child demonstrates detrimental behaviour, there will obviously be a consequence, which is logical and natural. A consequence is something we do **for** children, not **to** children. A consequence should always be a learning opportunity. We can test consequences by using the word 'obviously'. If it makes sense, then you have a consequence. If it lacks sense, it is probably a punishment. There are only two types of consequence; educational and protective.

### Educational Consequence

An educational consequence is where learning about their behaviour and its impact will support change. This includes:

- Learning the relevance of and completing tasks
- Rehearsing and practising behaviour expectations
- Assisting with or planning for repairs
- Opportunities to increase understanding
- Researching implications of behaviour
- Conversation and exploration

## Protective Consequence

A protective consequence is a necessary measure that manages the risk of harm to self or others. Protective consequences limit freedoms. This includes:

- Supervised social times at a different place or time to others
- Adult supervision in social situations
- Working outside of the classroom with adult support
- restricted off-site activities
- Adapted teaching space

When we use protective consequences, we need evidence of the educational consequences that are in place, to progress the child to a point where we can return any freedoms that have been limited. Educational consequences return freedoms.

## Promoting Valued Behaviour

The development, promotion and maintenance of 'helpful' feelings underpins everything we do at Jeavons Wood Primary School.

### Helpful feelings lead to valued behaviours

We encourage staff and children, to act in ways that enrich the lives of other people and society. Valued behaviours such as: helping; co-operating; sharing; donating; and volunteering are highly praised and valued here.

We understand that helpful feelings and behaviours have a significant positive impact on a child's sense of self-worth; belonging; connection; motivation for learning; and overall wellbeing. In addition, helpful feelings play a major role in promoting a climate of psychological safety within our school, which gives our children the foundation for a successful transition to adulthood.

We need our children to experience more prosocial feelings than antisocial ones. All staff must support them to achieve this by:

<u>Building trust and rapport</u>	By being consistent, interested, and present for all our interactions. Speaking with respect and never using sarcasm, humiliation or derogatory language in any context within school.
<u>Actively listening</u>	By being attentive, paraphrasing, attuned to feelings, and asking reflective questions
<u>Role-modelling prosocial behaviours</u>	By showing, not telling, what it is to be prosocial – for example, being considerate, patient, and polite. Also, seeking opportunities to role-model in the community.
<u>Establishing and Maintaining Routines</u>	By providing routine throughout the school day. For example: greetings; and classroom expectations.

<u>Communicating with kindness, calmness, consistency, and compassion</u>	By managing your own reactions and responses to prosocial and antisocial behaviour – and remembering that <i>all behaviour is a language</i> .
<u>Showing unconditional positive regard</u>	By communicating your belief in their ability to feel and be prosocial; and reassure that you will always support them (even when their behaviour can be inconvenient, difficult and/or dangerous)
<u>Use of Physical Intervention</u>	Providing comfort/reassurance/co-regulation using touch.
<u>Support Beyond the Classroom</u>	By proactively supporting children to return to learning. For example, joining them in a lesson and providing extra support.
<u>Being trauma informed and attachment aware</u>	By understanding and asking colleagues to develop working knowledge of how trauma and attachment can impact feelings, behaviours, and relationships.
<u>Signposting to and collaborating with internal and external therapeutic services</u>	By working with external agencies around our children to ensure there is consistency, appropriate support, and targeted provision.

There is no hierarchy when promoting helpful feelings and valued behaviours-  
it is everyone's responsibility.

We aim to teach our children internal discipline and to move from anti-social to prosocial feelings and behaviours. It is critical that we consistently acknowledge and praise valued behaviour and learner engagement.

- Examples of Valued Behaviours that should be acknowledged are acts of: kindness, helping others, co-operating, sharing, respect, and manners.
- Examples of Learner Engagement that should be acknowledged are acts of: meeting learning objectives; engaging in activities that provide suitable challenge; reflecting on progress; enjoying learning; persevering with new concepts; embracing opportunities to stretch knowledge; movement from dependent to independent learning; development of metacognition; and peer support.

All staff must use the following approaches to acknowledge and encourage prosocial behaviours and learner engagement:

*\*Please note that whilst we are consistent to our principles, we are also flexible in our approach – thus some responses may vary dependent on individual needs. These variations will be written into their **Predict and Prevent Plan** and shared as necessary.*

<u>Expression</u>	Smiling and nodding at a child, positive gestures, using a warm tone of voice.
-------------------	--

<u>Showing gratitude</u>	Saying 'thank-you', showing manners and respect when children demonstrate prosocial behaviours naturally (without being asked) e.g. holding a door open, picking up litter from the floor.
<u>Effective verbal praise</u>	Pitched at a level that they can receive, and always linked to process, action, event, that gives context.
<u>Healthy classroom environment</u>	Allow freedom to take risks without fear of 'being told off'. Opportunities to talk and engage with peers, not working in silence excessively. Movement breaks when needed, active learning throughout the day.
<u>Unconditional access to the whole curriculum</u>	All children have access to the whole curriculum regardless of inconvenient or difficult behaviours. (Missing another curriculum lesson as a consequence for inconvenient or difficult behaviour must never happen).  The only limitations include protective consequences to ensure safety. For example, accessing an activity onsite rather than offsite.
<u>Increased Responsibility</u>	Earning increased responsibility in school. For example, school council, library monitors, sports leaders, watering the plants and classroom jobs.
<u>Celebrating Success</u>	Via sharing and displaying progress within the school. For example, showing work to another adult, placing work on the wow walls, postcard home.

### Definitions of Detrimental Behaviour

Whilst we endeavour to promote helpful feelings, we are aware that children can often feel unhelpful feelings, leading to inconvenient, difficult and dangerous behaviours - Definitions below.

**Inconvenient behaviour:** Low level disruption which can escalate. For example, Keith continually shouting out is inconvenient within a group teaching activity.

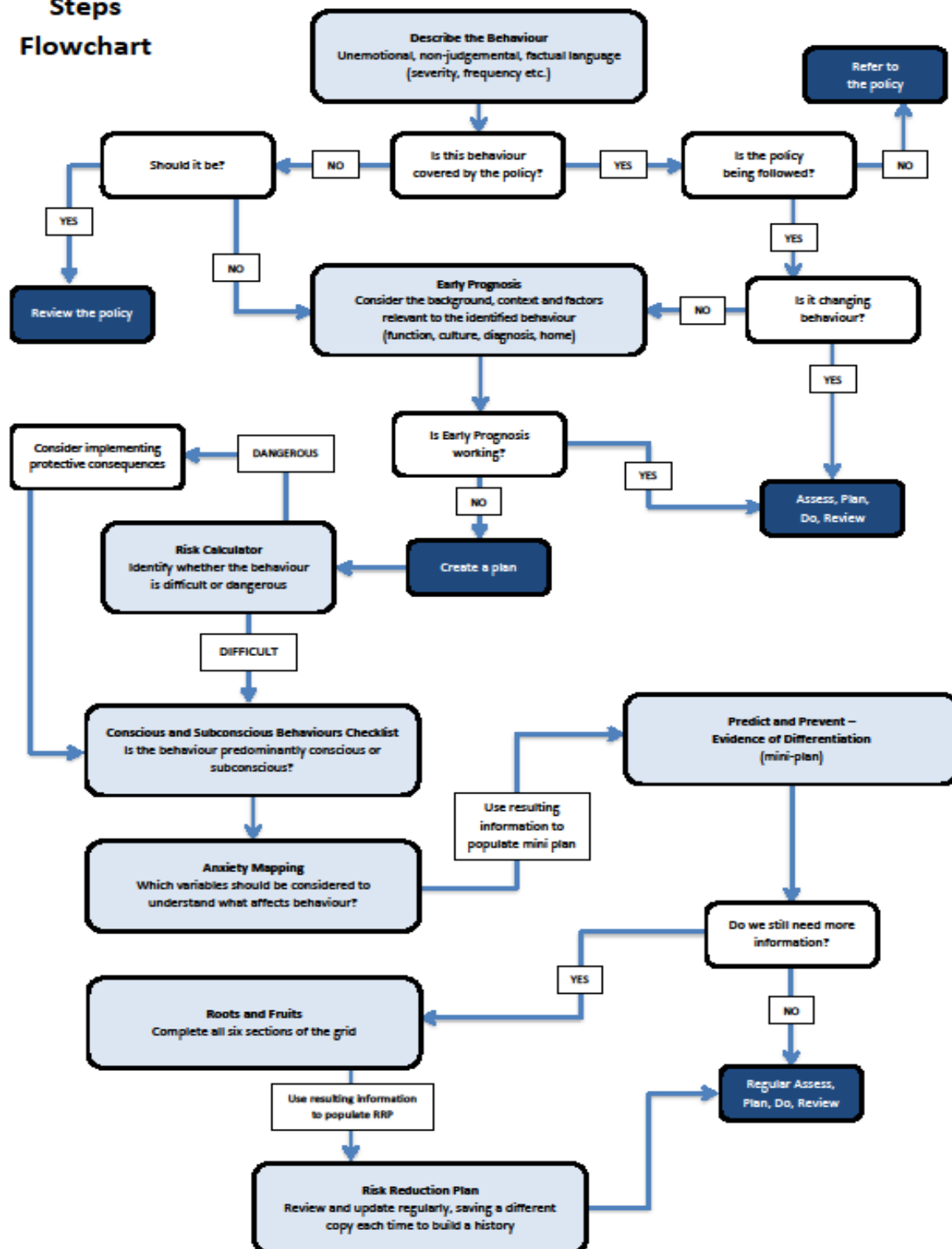
**Difficult behaviour:** That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: e.g. Keith running around the room shouting 'loser' at his peers.

**Dangerous behaviour:** That which is persistently anti-social and will predictably result in significant injury or harm. This includes harm to self or others, including bullying, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence. E.g. Jane has thrown a chair and broken a window as well as kicking two children, resulting in first aid. This is the fourth of seven incidents in the last two weeks.

## Relationship and Behaviour Management Flowchart

At Jeavons Wood all children have the right to a high quality of education where disruption of lessons is kept to a minimum. All staff will be trained to deescalate and disempower anti-social behaviour. The behaviour of most children will be covered by this policy. If the behaviour is not covered by policy, staff should refer to the 'Cambridgeshire Therapeutic Thinking' flow chart to identify if an individual plan is needed.

### Steps Flowchart



### Learning opportunities enable behaviour change

We use meaningful conversations and logical consequences to teach children about the impact of their behaviour and to develop their internal discipline. Discussing detrimental behaviours in a meaningful way, through restorative conversation, encourages them to become more self-aware. It informs children on how to make the correct decision, regarding their own anti-social behaviour.

Below is a table of planned responses to children who are showing inconvenient behaviour. All staff are responsible for this. SLT should only be called if the policy or plan has been followed but is no longer working and the dangerous behaviours continue.

Antisocial behaviour	Staff's appropriate response
<u>Swearing</u>	A meaningful conversation to be had about appropriate language use. Reminders to be used as necessary. Pass no judgement.
<u>Using unkind words and name calling</u>	Privately address the comments and their impact. Have a meaningful conversation and consider how they could put it right.
<u>Task refusal</u>	Set your expectations and withdraw to give processing time. Have a meaningful conversation and offer help. Clarify the task and adapt if needed. Sit the child with an adult and guide the task during the lesson time. Sit with the child and discuss the behaviour during part of play time or lunch time. Children should NEVER be left alone to complete the work without this input. Work will not be sent home.
<u>Running off/leaving the classroom</u>	Watch to check the child is safe (from a distance, if dysregulated) Limit language while the child is visibly dysregulated. Try saying: 'I can see something has happened. I am here to help when you are ready'. Wait quietly until the child is ready to engage. DO NOT CHASE, restrain or shout. Attempt to reconnect with the child when the child is visibly calm e.g. talk about what you had for lunch, your favourite TV show, the weather. Repeat above steps until reconnection has happened. Have a <b>restorative debrief</b> .  If a child leaves school site, alert a member of SLT.



<u>Persistent refusal to follow Instructions</u>	<p>Set your expectations in a calm voice using the child's name.          Allow processing time.          Repeat expectations and say 'thank you.' E.g. 'Lisa, come and sit on the carpet, thank you.'</p> <p><b>Consequence</b> - guided conversation to discover the underlying reasons.</p>
<u>Low level disruption to others and own learning</u>	<p>Set your expectations in a calm voice, using the child's name.          Allow processing time          Repeat expectations using <b>positive phrasing</b> and say, 'thank you.' E.g. 'Stanley, put the pen down on the table, thank you.'</p> <p>Consequence - guided conversation to discover the underlying reasons and establish how to put it right.</p> <p>'You've thrown the pencils on the floor so <b>obviously</b> you will need to tidy them up.'</p> <p>Instead of;  <i>'Simone, at swimming this morning you were hiding other people's clothes and running around the changing room, so obviously you need to miss art this afternoon'.</i></p> <p>Try this;  <i>'Simone, at swimming this morning you were hiding other people's clothes and running around the changing room, so obviously you will need to get changed in your own cubicle until I can trust you.'</i></p>

## Using Early Prognosis

In circumstances where a child repeatedly displays inconvenient, detrimental behaviour, small adaptations to their provision will be appropriate. For example, a child who refuses to come in from playtime to do their handwriting persistently, may need either a transition task or task rehearsal. e.g. come in 5 minutes earlier with an adult and sharpen the pencils or give out the books, to combat this or going outside at different times of the day and practise coming in when the whistle blows.

If difficult or dangerous anti-social behaviour increases in frequency and/or severity, then a planning meeting will take place with class teacher, LA, IFSW, SENDCo and SLT. During this meeting key staff supporting a child will need to consider the background, context, and factors relevant to the identified behaviour in the terms of:

- **Function** (sensory, escape/avoidance, attention, tangible)
- **Cultural expectations** (school and staff expectations and norms versus child's expectations and norms)
- **Diagnosis** (is this behaviour the norm for a particular diagnosis?)
- **Home** (parent/carer and other family dynamics, historical and more recent)



## Reflective Opportunities

We strongly believe that joint opportunities to reflect, supports our children to move from **external** to **internal** discipline. There are three possible relational outcomes when tackling antisocial feelings and behaviour:

1. Relationships stay the same;
2. Relationships are damaged;
3. Relationship improve.

The following opportunities exist to support the latter:

Restorative Approach: An approach used to reflect upon and overcome conflict. Questions are designed to link experiences, feelings, and behaviours; and to encourage a child to develop empathy and compassion towards others.

Meaningful guided conversation: Linked to a specific event or situation. A child is given time to explore what happened and why. This is guided by a member of staff.

Meetings with Parents: A collaborative approach between school and home ensures consistent opportunities to reflect. These meetings acknowledge the whole child and draw from the experiences and expertise of those within the home.

## Analysis and Planning Toolkit

### If we can predict it, we can seek to prevent it

When a child shows significant difficult and/or dangerous behaviours, further analysis is needed to support the child. We use the 'Analysis and Planning' Toolkit. It is a holistic and therapeutic approach to overcoming persistent difficult and dangerous behaviours.

## Risk calculator

If Early Prognosis has failed to support the child in becoming more prosocial then a Risk Calculator will be used. All key staff associated with that child must attend and contribute.

The Risk Calculator helps classify behaviours as difficult or dangerous. If the risk calculator identifies the behaviour as dangerous then SLT will consider implementing immediate **protective consequences**.

If the risk calculator demonstrates that the behaviour is difficult, move onto the conscious and subconscious behaviours checklist.

## Conscience and Subconscious Behaviour Checklist

Identifying whether a behaviour has a **conscious** or **subconscious** root is critical to understanding it. There is a checklist for each in the 'Analysis and Planning Toolkit.' Subconscious behaviours are those that choose us. Conscious behaviours are those that we choose.

## Anxiety Mapping

By tracking time of day, days of the week, supporting staff, location, activity, learning style, peers etc. against the child's anxiety we can manage the anxiety that creates difficult and dangerous behaviours.

Anxiety mapping is a tool used over time to collect information. The aim is to plan to avoid escalation through adaptation or support. Input from a number of sources, including the child's view where possible, will allow us to look for inconsistency in perception.

## Predict and Prevent Plan

A Predict and Prevent Plan uses information gathered during anxiety mapping to create a practical net of support, which encourages the development of resilience and independence. All staff must follow strategies within the plan. The desired outcome is that child feel supported and are empowered to take ownership of their relationships and behaviour.

## Therapeutic tree

The therapeutic tree is used in circumstances where the Predict and Prevent plan has failed to solve the root of antisocial feelings and behaviours. The therapeutic tree examines the link between experiences, feelings, and behaviours. Prosocial and antisocial feelings and behaviours are examined which incisively informs the Risk Reduction Plan.

## Risk Reduction Plan

A Risk Reduction Plan uses information from all previous reflections/documents and creates a 'job description' for working with a child outside of the whole-school policy. It examines measures that respond to dangerous behaviours; and supports the individual and the whole school community. All staff must follow the Risk Reduction Plan.

The plan focuses on a core question:

What are the differentiated experiences that we can give this child to help lower anxiety and create valued and helpful feelings and behaviours?

Other key questions revolve around protective consequences and safety:

- What limits to freedom are necessary for safety or wellbeing of all?
- How is harm removed?
- How long will these protective consequences need to be in place?
- What learning consequences can we put in place to help the child learn?
  - What do we need to teach them?
  - How are we going to teach them?
  - Is it possible to teach them with our experience and resources?

## Physical Intervention

At Jeavons Wood, we believe that appropriate touch is fundamental in supporting our children.

The term physical intervention is used to describe contact between staff and a child, where no force is involved. For example: for comfort, affirmation, and facilitation. Touch supports the development of social, behavioural, and attentional skills.

There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention with children; however, it is crucial that this is appropriate to their professional role and in relation to the child's individual needs.

Occasions where staff may have cause to have physical intervention with a child may include:

- To comfort a child in distress (so long as this is appropriate to their age).
- For affirmation/praise.
- To gently direct a child.
- For curricular reasons (for example in PE, Drama, etc).
- First aid and medical treatment.
- In an emergency to avert danger to the child.

## Unsafe Touch

Staff must never do any of the following:

- Restrict breathing. This could occur where adult arms, the child's arms or their clothing is held in a way that could restrict the free movement of the abdomen, diaphragm and chest. Factors such as height, weight, obesity, breathing difficulties and heart conditions could increase the risk.
- Pulling or dragging a child.

## Guides and Escorts

Some children may need escorting and/or guiding to protect and redirect them from situations that could cause themselves or others harm. Guides and Escorts are not Restrictive Physical Interventions; and all staff with Cambridgeshire Therapeutic Thinking training are able to use Guides and Escorts to support children.

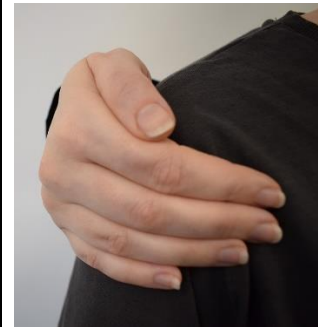
<u>Guides and Escorts</u>	<u>These are not restrictive.</u> They encourage a child to move away from a situation, and do not hold a child to a staff member.	<u>CTT Training</u> Covered within the policy. All staff responsible
<u>Emergency Intervention</u>	<u>These are restrictive.</u> They prevent a child or others from unforeseen harm. It should be reasonable, proportionate, and necessary.	<u>No Training Required</u> All staff are responsible to act in an emergency.

## Guide and Escort Techniques

### **Closed Mitten** - used to draw close

Fingers and thumb together

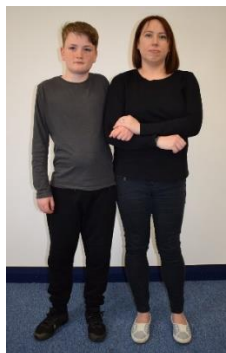
The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.



### **Offering a hand** - to support, guide, or escort

#### **CLOSED MITTEN**

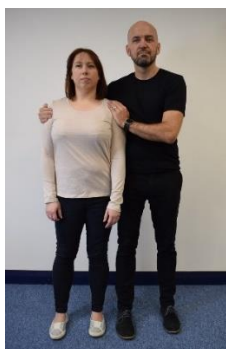
- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security



### **Supportive Hug** - to support, guide, or escort

#### **CLOSED MITTEN**

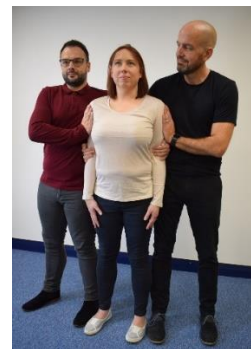
- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed



**Supportive Arm** - to support, guide, or escort

**CLOSED MITTEN**

- Hip in
- Head away
- Sideways stance
- Positioned behind the elbow
- Closed mittens used above the elbows to maintain safe shape (penguin shape)
- Communicate intention



**Open Mitten** - used to move away

- Fingers together
- Thumb away from fingers
- Palms parallel to floor

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice



**Open Mitten Guide** - to protect, turn and/or communicate

**OPEN MITTEN**

- Open mitten hand, placed on the arm above the elbow
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed

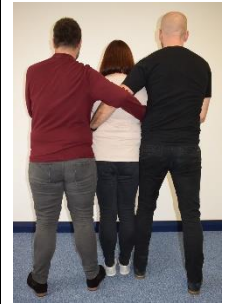


## Open Mitten Escort – to support, guide, or escort

### OPEN MITTEN

- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.



CHILDREN who are allowed to plant their feet may choose to drop or kick or spit at staff. Keeping the feet occupied with movement occupies the brain and reduces the disruptive options

Remember the desired outcome is:  
**SAFETY NOT DESTINATION**

## Restrictive Physical Intervention

If a child needed restricted physical intervention this would be reflected in the risk reduction plan for that child.

## Recording, Reporting and Communication antisocial behaviour

Recording and communicating behaviour is key to monitoring and supporting the children.

Behaviour which is significantly difficult or dangerous must be recorded on 'MyConcern' and communicated to parents privately.

Events should be recorded in a timely manner and always within 24 hours. They should contain key information and recounts of the events and responses to them. All must be written in factual non-judgemental language.

Celebrating prosocial behaviours is an integral part of changing behaviour. This should be shared with parents where appropriate, through a variety of means such as: a phone call, email, postcard home. This should be private not public.

## Temporary suspensions

Temporary suspensions are only used as a protective consequence: where reflection, time and conversation are needed to ensure that a child is able be reintegrated safely into the school community. Temporary suspensions are not an automatic response to an antisocial behaviour or event, neither should they be a response to a culmination of these. All staff must discuss behaviours and events with the best interest of the child in mind. Where a child is suspended from school a discussion and plan for return should take place so that a positive return can be successful.

### Temporary suspensions and Permanent exclusions

The Headteacher can suspend a child from school in extreme circumstances, to support the child's behaviour. A child may be suspended for one or more fixed periods, for up to 45 days in any one school year. A child may also be excluded permanently. It is also possible to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If a child is suspended/permanently excluded, the parents will be informed immediately, giving reasons for the suspension/permanent exclusion. At the same time, it will be made clear to the parents that they can appeal against the decision. The school informs the parents how to make any such appeal. All of this information will be put into a suspension/exclusion letter given to the parents.

The school informs the Local Authority, using the exclusion hotline and the LAB about any permanent exclusion, and about any fixed-term suspensions. The school would then follow all relevant national and local guidelines.

The LAB itself cannot either suspend/exclude a child or extend the suspension/exclusion period made by school.

School recognises the detrimental impact that even one suspension can have on a child's life chances. For that reason, suspension will only ever be a last resort to keep people safe.

### Accountability

All staff are expected to act in accordance with these procedures. Any member of staff not following the procedures, will be challenged by any member of staff in school, as to why. We have a collective responsibility to ensure our therapeutic approach is delivered by all and translates into everyday school life.

This will be communicated with all supply staff, new staff and volunteers as part of the introduction to Jeavons Wood.



## Glossary

**Behaviour:** Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

**Being therapeutic:** An approach to behaviour that prioritises the helpful feelings and valued behaviours of everyone within the dynamic.

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

**Conscious behaviours:** Those that are the result of thought and planning; a behaviour a child is unwilling to contain

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

**Dangerous behaviour:** That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

**Debrief:** The opportunity for the adult to talk through a dangerous incident.

**Detrimental behaviour :** Behaviour that causes harm to an individual, a group, to the community or to the environment.

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

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

**Educational Consequences:** Learning opportunity for a child displaying antisocial behaviours, to encourage motivational behaviour change.

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

**Equity:** The differentiated measures to provide equal opportunities.

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

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

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

**Inconvenient behaviour:** Behaviour that is irritating or annoying.

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

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

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

**Obviously:** to be used to check whether or not a consequence makes sense & is appropriate.

**Predict and prevent plan:** Individualised plan for the children that fall outside of the safe learning circle (difficult behaviours)

**Valued behaviour:** Relating to behaviour which is positive, helpful, and values social acceptance.

**Protective Consequence:** A consequence put in place to keep others or self, safe. There must always be an educational consequence alongside a protective consequence.

**Punishment:** The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

**Restorative debrief:** opportunity for the child to explore their thoughts, feelings and actions.

**Reward:** A desirable object or experience given to celebrate outcomes already achieved.

**Risk Reduction plan/Therapeutic plan:** Individualised response plan for a child's dangerous behaviour.

**Subconscious behaviour:** That which is present without any thought or planning; a behaviour a person is unable to contain.

**Unsociable behaviour:** Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

### Wrap around Care

Our Breakfast Club and After School Club staff will follow the same consistent, therapeutic approach to promote positive behaviour, as outlined in this procedure.

Although the WAC setting is less formal, we still expect positive behaviour from all children that attend.

If a child's behaviour causes concern, it will be logged on My concern just as it would be logged during the school day and the WAC staff will inform parents.

If a child's behaviour starts to impact on the enjoyment of other children in the setting, then the child's place at wrap around care can be revoked for a period of time or permanently. This decision will be made by the WAC Leader in consultation with the SLT of school on an individual basis. Parents have the right to appeal against the decision, through the LAB, if it is not mutually agreed.