

Westfield Arts College

Therapeutic Behaviour Policy

Reviewed by committee	07/06/2024	Policy type: Statutory
Adopted by Governing Body	24/06/2024	Review cycle: Two yearly
Date for next review	Spring 2026	Signed by Chair: 

Role of designated staff and leaders:

HEAD TEACHER: SEÁN KRETZ

DEPUTY HEAD TEACHER: KAREN BIDWELL

Named Therapeutic Behaviour Lead(s)

Designated Behaviour Lead	Therapeutic Thinking Tutors (s)	Chair of Personal Development Committee	Chair of Governors	Designated Teacher for CIC	DSL
Simon Davies	Simon Davies Amanda Evans Jen Griffin Kerry Stewart Jack Dickinson Angie Read	Mark Topp	Bruce Bonwell	Amanda Evans	Karen Bidwell

Therapeutic Behaviour Policy

1. Rationale:

Creating and maintaining a school environment in which all pupils and adults can be safe, happy and productive is of paramount importance to everyone at Westfield Arts College. As a school that has adopted a therapeutic approach, we work hard to ensure that all members of the school community are treated with respect and understanding. All adults subscribe to the notion that 'behaviour is the child's loudest voice' and that building relationships with our pupils is the best way of understanding this voice. We all recognise the strong link between behaviour, feelings and experiences and use this knowledge in all elements of school life. As pupils make their way through the school they are supported to understand what this means in practice and to recognise that how they conduct themselves has a significant impact on those around them. This is done through positive behaviour support strategies that seek to balance the desire for high expectations and clear boundaries, with the need to tailor strategies to the individual and complex needs of young people with special educational needs and disabilities (SEND), autistic spectrum condition (ASC), social, emotional and mental health (SEMH) needs. A high priority is given to working alongside parents and carers as partners in this work.

Dorset Therapeutic Thinking is the over-arching therapeutic approach to behaviour support that has now been embedded in all of the TADSS schools and is also being used in many different school settings across Dorset. This policy is written in line with the Dorset Therapeutic Thinking approach.

2. Encouraging Prosocial Behaviour:

- The emphasis throughout the school is on supporting pupils to behave in a prosocial way and to encourage pupils to develop internal controls rather than punishing them for getting this wrong.
- At Westfield, the definition of behaving in a prosocial way is behaviour that is positive, helpful, and intended to promote social acceptance. It can be characterised by a concern for the rights, feelings and welfare of other people, and behaviour that benefits other people or society.
- Prosocial behaviour is the utopia. Westfield's focus is on how to create prosocial experiences and feelings to achieve prosocial behaviours. Without this, we would be expecting pupils to develop prosocial behaviours without being shown how to or explicitly taught.
- Staff empathy and understanding of each pupil's perspective and experience of the world is seen as central when considering how best to support and encourage appropriate behaviours.
- The most commonly used form of encouragement to promote prosocial feelings and behaviour is the way we build relationships through our interactions. Staff should follow the PACE approach:

Playfulness brings fun, laughter and joy to relationships. It provides reciprocal enjoyment to overcome blocked trust. A playful attitude takes away some of the anxiety and fear of relationships with people in power, and is a safe way of building connections. Staff will stay open and socially engaged rather than defensive, and so promote this in the pupils. It provides opportunities to experience that s/he is valued and worthwhile, and to practise experiencing joy and happiness (including the practise of regulating positive emotions). Staff should engage in light, hopeful, open and spontaneous interactions. Nonverbal elements of communication, especially the tone of voice, body language and facial expressions are an essential part of conveying safety, interest, warmth and welcome. Staff should always endeavour to make themselves approachable to the pupils they are with.

Acceptance creates a feeling of psychological safety and belonging. Staff will promote feelings of trust and demonstrate that they understand the thoughts, feelings and wishes of the pupil. Pupils learn to feel safe with people, and therefore staff should show that they value the pupil. The focus is on the acceptance of the pupil's internal experiences – the thoughts, feelings, wishes, beliefs, desires and hopes that people carry inside themselves. There are obviously times when it is not appropriate for a member of staff to agree fully with something a pupil says. At these times, it is helpful to acknowledge the pupil's perspective and to actively listen and reflect on what they are sharing. Correction is carried out whilst maintaining connection (the relationship is stronger than the incident). Through interactions, staff should show that they have kept the pupil in mind and these interactions should provide acceptance not rejection:

- "I thought of you when... because it reminded me of the time when..."
- "How are you getting on with..."

Curiosity is directly connected to understanding and acceptance. Curiosity without judgement promotes wondering without shame. Curiosity within a trusting relationship, where the key adult has positive intentions to understand and help, encourages the pupil to start to be curious themselves. Staff should engage in interactions to get to know more about the pupil, and show an active interest in their experiences. When we direct non-judgemental curiosity towards a child or young person, then s/he is more likely to be receptive to understanding this experience, and it is likely that it will be less overwhelming. Staff will take an interest in the pupils experiences and should show that they want to resolve and understand any problem together. Staff will engage in finding out; What s/he likes and does not like? What's important in his/her life? What helps him/her and what doesn't? In addition, it is beneficial to promote being curious about things that are not problematic in the pupil's life and his/her successes. Staff will show being curious on behalf of him/her, gently wondering aloud exploring together and/or inviting them to talk

(depending on the developmental stage of the pupil). Some useful phrases to encourage curiosity are:

- "I'm guessing that maybe..."
- "What's that about?"
- "I'm wondering if..."

Empathy communicates understanding, and helps the pupils to be safe enough to feel vulnerable. Empathy provides experience of comfort. To learn to empathise with others, the pupil will first have to experience empathy from others. Staff should show they are able to see things from the pupil's point of view and communicate that. Staff will promote a pupil's need to feel safe enough to be sad and, therefore, to be open to comfort. Staff will stay with empathy rather than moving on to reassurance or to problem solving too quickly. Staff will show 'Empathy' for positive emotions too (i.e. shared delight in positive experience). Some useful phrases are:

- "Thank you so much for telling me."
- "That sounds really hard?"
- "How are you coping?"
- "Is there anything that helps?"
- "I'm so pleased ... happened, that makes me happy too!"
- "Well, let's figure it out together."

- All staff consistently model positive behaviour and language, including body language.
- Social stories and visual pathways are used to explain and help pupils to understand the expectations of social situations, and therefore support them to make prosocial choices.
- In line with our Rights Respecting School status, all classes and tutor groups work together to produce Class Charters that outline expected prosocial behaviours.
- Staff use positive and differential reinforcement as celebration of prosocial behaviours ('catch them getting it right').

- Staff use special interests and motivating activities to make tasks intrinsically motivating rather than 'dangling carrots' for pupils to work towards.
- Staff do not use sweets or any food as motivators for prosocial behaviour.
- At times pupils need space, time and areas that support their sensory needs. These places include:
 - Quiet rooms attached to classrooms
 - Screened areas within the classroom
 - Pop up tents
 - PAPS quiet room
 - Individualised agreed safe spaces (as recorded on therapeutic plans)
 - Green Gym or other outdoor spaces
 - In corridors where appropriate.
- Pupils using any of the above safe spaces will be monitored by staff from that lesson. Where this is not possible, alternative supervision can be sought via PAPS, staff from the pupil's tutor group or a member of SLT. Staff with the most competent understanding of the individual's needs will decide what is the best approach to supervision, based on their knowledge of the function of the behaviour. Positive phrasing and limited choice can be used to support and direct pupils to make positive choices. Staff members may disempower behaviour if they believe it serves an attention-seeking purpose by focusing entirely on prosocial behaviour when it is chosen or observed, while paying very little attention to antisocial behaviour.

3. Responses to and reduction of anti-social Behaviour:

- Westfield defines anti-social behaviour as behaviour that causes harm to an individual, the community or to the environment, behaviour that is likely to cause injury, harassment, alarm or distress and/or behaviour that violates the rights of others.
- We do not talk at Westfield in terms of punishments for behaviour, but we do recognise that children and young people need boundaries and to understand that there are consequences for anti-social behaviour.
- In order to be successful we have to tailor our strategies, including those for behaviour, to the individual needs of each pupil. Early Prognosis (Appendix 4), Roots and Fruits (Appendix 5), Anxiety maps and Predict & Prevent plans (Appendix 7), Conscious and Subconscious Checklists (Appendix 8), Individual risk management plans (Appendix 9), are created for those pupils who require a specific response that might be different to the majority.
- The order in which these analysis and planning tools are used for individuals can follow the Graduated Response (Appendix 3) as a guide. It may be more beneficial for a certain tool to be used for a particular individual and, if this is more helpful, staff can select the most appropriate. Therapeutic Thinking leads can direct or advise staff teams on this also.
- Individual approaches to support prosocial behaviour are as many and varied as the pupils themselves, but can include the following:
 - The use of break/pause cards allowing a pupil to take time out of class or away from an activity. These are set up as part of a planned response and the length of time out is agreed and an area or areas of the school are identified for a pupil to go.
 - The use of sensory breaks throughout the day are built into individual timetables.
 - Timetabled sessions with Pupil and Parent Support Workers.
 - Timetabled therapy sessions e.g. Talking and Drawing, Brick by Brick Therapy, Socially Speaking groups, Rebound Therapy.
- The 'Pathway for support in therapeutic behaviour' is a useful document to provide clarity to people with the responsibility for individual or class behaviour, both prosocial and antisocial. (Please see Appendix 1)

- Following any significant incident, staff refer to the Dorset Therapeutic Thinking section of the electronic ALPS file for that pupil (Roots and Fruits, early prognosis, conscious and subconscious checklists, anxiety mapping and therapeutic risk management plans) in order to clarify or update the actions and objectives.
- Consequences for difficult and dangerous behaviours are central to the Dorset Therapeutic Thinking approach. Educational consequences **will** be implemented. Protective consequences will be implemented where the behaviour may cause harm.
- Protective consequences are a removal of a freedom to manage harm. Protective consequences are necessary measures to manage the risk of harm and may limit freedoms. They should be specific to the behaviour and a logical removal of freedoms to protect all those within that dynamic. Protective consequences must remain in place until the educational consequence has taken place to make the reoccurrence of risk less likely. Protective consequences may not need to be implemented if the particular behaviour will not cause harm. Some examples are:
 - Limited access to outside space
 - Escorted in social situations
 - Restricted off site activities
 - Differentiated teaching space
 - Differentiated curriculum or resources
- Educational consequences support the essential learning, rehearsing or teaching to enable changes in behaviour. Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms. Educational consequences are the specific teaching following anti-social behaviour, designed to enable the young person when faced with the same situation to be equipped to react/respond differently They are designed to inspire a young person to moderate, and self-regulate their behaviour in future. Educational consequences require thought and using the phrase 'What do they need to learn and how will we teach them?'

helps us to make the consequence logical to the behaviour. Educational consequences will **always** need to be implemented for antisocial behaviour. Some examples of educational consequences are:

- Learning and understanding the relevance of a task
 - Rehearsing and practising behaviour
 - Understanding and assisting with repairs
 - Educational opportunities (chance to learn)
 - Researching the implications of behaviour
 - Conversation and exploration (developing empathy, tolerance and understanding)
- Antisocial behaviour such as swearing, derogatory language and threatening behaviour e.g. on the playground, is addressed by staff on the scene, with verbal reminders (or visual) stating what behaviours are acceptable. This should be done through the use of positive phrasing, limited choice, disempowering language and de-escalation scripts. Examples of these below. Staff verbally & visually direct others away from the scene using positive phrasing, body language and de-escalation scripts. This is then reported to class teams. A small percentage of pupils will have a different planned response. Staff writing these individual plans should ensure all relevant staff are informed.
 - **Positive phrases** are clear, uncomplicated, unambiguous instructions delivered with clarity. It is often beneficial to support a positive phrase with a 'please' or 'thank you'. Using 'please' will suggest an element of choice so should be reserved for low-level behaviours. Using 'thank you' suggests you expect the student to comply.

Neither please nor thank you would be used in a high level, dangerous situations. The positive phrase would be delivered assertively but without aggression. An example would be 'put the knife down on the table'. Repetition is really important because of processing. Staff who are inexperienced may interpret lack of response with not understanding, so they change the instruction, leading to more confusion and anxiety. Repetition gives the child more opportunity for the child to process the instruction. Also need to allow for take-up

time. All children need time to process. Children in a heightened state of anxiety or in crisis need even more time than they usually do. Examples:

Stand next to me

Put the pen on the table

Walk in the corridor

Switch the computer screen off

Walk with me to the library

Stay seated in your chair

- **Limited choices** often follow directly from positive phrases 'Peter we are going inside, do you want to walk on your own or with me? On your own or with me, Peter?' Positive phrases and limited choices should be punctuated with take up time (an opportunity for the child to think, process and consider.) Examples:

Where shall we talk, here or in the library?

Put the pen on the table or in the box

I am making a drink, orange or lemon?

Are you going to sit on your own or with the group?

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

- **Disempowering language.** Antisocial behaviour needs to receive as little interaction as possible, while waiting to empower (interact positively) with any prosocial behaviour as soon as it is evident. The message is that antisocial behaviour is pointless, prosocial behaviour is powerful. Disempowering relies on managing the audience, including the adults. Necessary observation for safety reasons should be from a distance, with no unnecessary verbal communication. It is an effective strategy to empower other prosocial behaviours in the dynamic, while disempowering antisocial behaviours in any individual.

Examples:

You can listen from there

Come and find me when you come back

Come back into the room when you are ready.

We will carry on when you are ready

- **De-escalation script** is designed to remove heat from a situation and create space and time. Any element can be chosen as an appropriate response to the aggression or challenge presented by the student. Example:

Child's name

I can see something has happened

I am here to help

Talk and I will listen

Come with me and.....

- Debriefing is carried out at an appropriate level for each pupil. Debriefing is used to explain the protective consequence (if it is necessary to remove a freedom to protect from harm) and to support understanding and future learning - educational consequence.
- Debriefing sessions will follow positive listening principles:
 - Take time to listen.
 - Listen to the pupil's perspective first (link with roots and fruits)
 - Try to understand how all those involved felt and why they did what they did.
 - Explain why staff took the actions that they took.
 - Try to connect feelings with behaviours.
 - Talk about future strategies, using visual prompts as appropriate, that the pupil can use when they are feeling anxious, angry or upset.
 - Talk about how staff will help the pupil to respond with more prosocial behaviour in the future.
- Some pupils may not have the expressive or receptive language skills to fully engage in a debriefing session. Where this is the case, staff will explore alternative strategies, such as social stories, in order to explain why certain actions are taken, and teach prosocial skills for the future.

- Any incidents of bullying, sexually harmful behaviour, online behaviour and racism are viewed as particularly significant and staff will:
 - Listen
 - Investigate (gather information from all parties and any witnesses)
 - Record (significant incident forms) and share with SLT
 - Set up opportunities for restoration, debriefing and follow-up work with individuals and groups
 - Refer to relevant policies, specifically Safeguarding and Child Protection Policy and Online Safety Policy (See Other policies appendix)
- Parents and carers, as well as other agencies if they are involved with the pupil, are informed the same day of all significant incidents and are kept informed of low level disruption or cause for concern at regular intervals (by class team)
- **Searching, and Confiscation-** The School and DFE identify prohibited items as:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, lighters and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including the pupil) or damage to property
- In order to balance the risks to themselves and other pupils posed by the possession of these items, with the wellbeing of pupils suspected of possessing prohibited items, the school's first goal is to protect the rights of all pupils. If a prohibited item is suspected in

any situation, pupils will be supported and encouraged to hand it to staff without having to conduct a search, using the principles and techniques of behaviour support outlined in this policy, including supporting each individual's communication needs. The staff member with the most secure relationship with the pupil should be called upon as a next step, if possible.

- If a pupil declines to give consent, a member of SLT will be contacted. They will ask staff for the foundation of the search and what reasonable grounds there are to permit a search. The member of SLT will then make a decision based on the probability of risk to self and others against the impact of a search to the pupil. These may include:
 - Loss of security if pupils believe they are being watched and searched without cause
 - Physical invasion of privacy when belongings, such as clothing, bags, or possessions, are searched
 - Damage to a pupil's dignity or reputation if they are suspected of having prohibited items
- If a search is authorised, the search will be conducted by 2 members of staff, one of whom is a member of SLT and one who has a secure relationship. One of these staff members must also be of the same sex as the pupil. This will be conducted in a private location away from other staff or pupils. The only exception to this is if there is a risk of significant harm if the search doesn't happen immediately. Staff conducting the search may search bags, possessions and pockets, but will not ask pupils to remove any items of clothing. During the search, staff will maintain the therapeutic principles outlined in this policy and support and reassure pupils as much as possible to minimise the negative impacts of the search.
- In all circumstances, parents/carers will be informed of the full details of the search, as well as the pupil's named social worker (if applicable). The police will only be called into school, as authorised by a member of SLT, as a last resort once all other approaches have been exhausted. Any searches', including those conducted by the police, full details will

be recorded on MyConcern and DSL informed (see Safeguarding and Child Protection policy).

- If a prohibited item is handed over or found as the result of a search, items will be retained, disposed of or given to the police, as per DfE guidance. If the item means that the incident becomes a safeguarding issue, the DSL will be informed, safeguarding policy will be followed and a record will be added to MyConcern.

4. Recording, Analysis and Monitoring of Behaviour:

- Serious behaviour incidents are recorded on Significant Incident Forms (Appendix 11) and the completed form should be logged and sent to Leader of Therapeutic Behaviour by attaching as a file to a new concern on MyConcern. The Therapeutic Behaviour leads should be selected as the notification group. Staff should upload the forms within 1 week of the incident. It may be that members of SLT will need to be informed about the incident more quickly however.
- A significant behaviour incident is one which has:
 - resulted in physical harm to anyone involved, or in significant damage to property or buildings
 - been of significant duration or included behaviour that is out of the ordinary for that pupil
 - a pupil leaves the school site without permission
- In the event of an accident or injury to a pupil or adult, an Accident/Incident Form is completed, normally in addition to a Significant Incident Form. Blank copies of these forms are available on the S/drive, and should be forwarded without delay to the Deputy Head teacher. A copy of the form is sent to the Local Authority.
- Incidents that have required restrictive physical intervention are logged in the Bound Book that is kept in the School Office and recorded on a significant incident form. When deciding whether an incident should be recorded in the Bound Book staff should seek advice from a Dorset Therapeutic Thinking tutor within the school.

- All forms are completed fully using precise, factual and non-judgemental language and include precise timings and duration of an incident. Full names of staff and pupils involved must be recorded on all documentation.
- Class tutors will inform parents of incidents through phone calls or emails when the facts have been established. The use of concise and non-judgemental language should be used, as well as discussing the protective and educational consequences that will follow.
- Analysis of behaviour is central to a positive therapeutic behaviour policy. Staff review behaviour daily and pupils are encouraged and supported to take responsibility for their actions.
- Staff teams are to use therapeutic paperwork provided by Dorset Therapeutic Thinking to help record, analyse and plan how to address antisocial or unsocial behaviour and promote prosocial behaviour. The order in which these analysis and planning tools are used for individuals can follow the graduated response as a guide. It may be more beneficial for a certain tool to be used for a particular individual and, if this is more helpful, staff can select the most appropriate. Therapeutic Thinking leads can direct or advise staff teams on this also.
- Paperwork includes Behaviour log/STAR analysis, RAG charts, Anxiety Mapping, Predict and Prevent, Early Prognosis Plan, Conscious/subconscious checklist, Roots & Fruits, or, for a limited number of pupils and in discussion with Therapeutic Thinking Tutors, Therapeutic Risk Management Plans.
- The use of safe spaces is monitored, recorded and regularly analysed by class teams as part of an on-going therapeutic plan (e.g. by use of a RAG chart or Anxiety Mapping).
- Regular solution-focussed meetings are built in to the full staff meeting calendar. This offers opportunities for the wider staff group who work with any one pupil, to discuss how best to support a pupil by looking at the pattern of behaviours and focusing on strategies to encourage prosocial behaviour and communication. These meetings can also be arranged between class teams, Therapeutic Thinking tutors and the Leader of Therapeutic Behaviour

and the Leader of Therapeutic Provision when teams would like more support with analysing and planning.

- Senior leaders collate and analyse termly behaviour outcomes for the following and adjust provision and approaches accordingly:
 - Behaviour Incidents
 - Bound Book

5. Physical Intervention:

- At Westfield we promote appropriate touch as part of a therapeutic approach (see appropriate touch policy). There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:
 - To comfort or reward a student
 - To direct or steer a student (supporting, guiding, escorting)
 - To protect individuals from harm
 - For activity reasons (for example in drama, physical games)
- Staff focus on the use of proactive strategies such as planning, structure and de-escalation skills in order to address behaviour concerns.
- Staff are trained in Therapeutic Thinking which includes physical intervention techniques which are non- restrictive. These techniques range from offering an arm to an open mitten escort (paired) and can be used by trained staff to support guide and escort pupils. These techniques do not need to be recorded in the Bound Book (RPI). The techniques used need to be recorded on the appropriate document (Significant incident form, Star Analysis etc.) and can be a planned response as part of an individual's therapeutic paperwork (Predict & Prevent, Therapeutic Risk Management Plan etc.).
- Where there has been an assessed need through an audit of need, and risk assessment documents where physical intervention techniques will not suffice, staff are trained in the

use of minimal restrictive physical interventions tailored to meet the presenting needs. It is understood that these are reactive strategies that are only to be used as a last resort.

- Where a pupil is restrained we are committed to analysing the crisis in order to learn from the experience and to develop skills and strategies that allow us to resolve issues before arriving at crisis point in the future.
- We use the Dorset Therapeutic Thinking approach to behaviour management including the use of restrictive physical intervention. All staff receive initial training and regular refreshers in positive behaviour support strategies (Therapeutic Thinking (Step On)). If behaviours are identified as dangerous, relevant staff may be trained in Principles of Restraint Reduction & Elimination (Step Up). This includes restrictive physical intervention.
- Dorset Therapeutic Thinking includes Personal Safety Responses which include responses to hair grabs and to bites. These can be taught by trained Therapeutic Thinking Tutors to relevant staff following an analysis of need. Only the relevant techniques will be taught, with the emphasis being on fixing and stabilising. Once fixed and stabilised the risk of injury is greatly reduced.
- Where there is a need for physical intervention or restraint, trained staff follow Therapeutic Thinking guidelines. Other than emergency situations restrictive physical intervention is only used following an Audit of Need (Appendix 10) and an individual risk management plan is then put in to place. Restrictive physical intervention is only used to respond to dangerous (rather than difficult) behaviours.
- In an emergency staff may need to physically intervene with the pupil in order to manage the crisis and make the situation safe. There are a number of factors that need to be considered when doing this.
 - Any restrictive physical intervention should be a last resort. Staff should be very clear that they do not have an alternative approach available to manage the situation.
 - Any intervention needs to be reasonable, proportionate and absolutely necessary.

- Any staff member physically intervening needs to be confident that they have the physical and emotional capacity to perform the technique i.e. undertake a personal risk assessment.
- Staff physically intervening need to ensure that they are approaching the situation objectively.
- Every intervention needs to be in the best interests of the pupil.
- In the event that staff do physically intervene, their intention should always be to reduce the risks associated with the behaviour for all concerned.
 - This may involve maintaining the pupil where they are and removing the rest of the class. If a pupil is being restrained staff and pupil should wherever possible remain standing and keep moving.
 - This may involve staff directing the pupil (using agreed Principles of Restraint Reduction & Elimination (Step up) techniques e.g. elbow tuck or figure of 4) to a safe place. Once there, staff either remain in a physical restraint or disengage and give the pupil space according to the risk management plan. This decision is informed by the following factors.
 - Where they disengage it should be either because they feel that the pupil is calm enough to manage themselves without being an ongoing danger or because they feel that remaining in a restraint is over arousing or not safe.
 - Where they choose to remain in a restraint it should only be because they believe that their restraint is safe and that the pupil is likely to calm in this position.
- When staff disengage from the pupil it is always the intention that they, or someone else, remains with the pupil.
 - Staff remain in the room unless the risk management plan indicates otherwise.
 - Staff follow the individual risk management plan for a pupil, in the event that there is no plan in place staff will remain in the room unless this is clearly making the situation unsafe. In this incident the member of staff will call for assistance and

request a change of face. Following the first incident a risk management plan will be set up.

- At all times a member of staff will monitor the pupil
- Any incident of restrictive physical intervention is recorded both on a significant incident form and in the bound book (held in the main office). Staff will inform a member of SLT as soon as possible (preferably the same day).
- Procedures are in place for supporting and debriefing the student after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times. A debrief for the other students involved, or who witnessed the incident, should also be considered at an appropriate level.
- Risk Assessment: Pupils who are known to present with dangerous behaviour will have a therapeutic risk management plan drawn up (forms for staff to use are available on the S drive) and this has a focus on risk assessment. In some cases it is necessary to carry out a more detailed risk assessment for an individual pupil (Local Authority forms for this purpose are available on the S drive).

6. Suspension:

b. Fixed Term/Temporary Suspension

- The school makes occasional use of short, fixed term external suspensions in response to significant incidents of difficult and or dangerous behavior.
- A suspension of this nature gives the pupil a short period of time to reflect upon the incident and to consider how to avoid such behaviors in the future. It also gives school staff time to consider the consequences of the incident and how best to support the pupil on their return (change of environment, update therapeutic risk management plans, differentiation etc.)
- Fixed term suspensions can be supported by advice from external professionals, such as the school's educational psychologist and the local authority. Every reasonable attempt will be made to involve parents and carers in discussion prior to the suspension.

- A return to school interview with the Head teacher or another SLT member provides an opportunity for all to reflect on the seriousness of the incident, to discuss how to prevent a recurrence in the future and to promote prosocial behaviors.

c. Permanent Exclusion

- Westfield Arts College aims to not permanently exclude its pupils. On rare occasions, where the needs of a pupil have been found to exceed the provision available, a managed move to another school or setting is negotiated with the local authority and parents.
- Managed moves are only contemplated when everything that can conceivably be done to provide adequately for the pupil, and to moderate his/her anti-social behavior has been tried and that a significant period of time has elapsed in which there has been no evidence to suggest that the situation can be made manageable.
- The school maintains records of any managed moves that take place – see ‘Mid-Year Leavers Data’.
- If negotiations with the local authority or parents do not result in an agreement of a managed move and school feel that continuing with the school placement is no longer appropriate, a Permanent Exclusion would be the last resort.
- Permanent Exclusion may also be necessary if the continuing of the pupil’s placement would put anyone within the school dynamic at risk of serious harm.
- DfE Guidance May 2023 on Suspension and Permanent Exclusion will be followed in this event.

7. Policy Development and Staff Training:

- Policy and practice around therapeutic positive behaviour support is developed through the Therapeutic Behaviour Group, which is made up of representative staff from across the school including the pupil and parents support team and Therapeutic Thinking tutors. This group meets each half term.

- The Vulnerable Children Group meets fortnightly and provides a useful forum for the discussion of therapeutic behaviour support strategies and provision for children who are exhibiting difficult or dangerous behaviours. These meetings are chaired by the Leader of Therapeutic Provision and attended by the Deputy Head, Leader of Therapeutic Behaviour, and the Pupil and Parent Support Team.
- New staff and supply staff are made aware of this Behaviour Policy as part of the school's comprehensive Induction Programme.
- All staff receive initial and ongoing training in the Dorset Therapeutic Thinking programme of de-escalation and intervention strategies and approaches (Therapeutic Thinking (Step On) training).
- Where a risk has been assessed and there is a potential need that a pupil will require restrictive physical intervention the core staff working with that pupil will receive Principles of Restraint Reduction & Elimination (Step Up) training and supervision.
- Regular updates to policy and practice are shared with staff through staff meetings detailed on the termly Staff Meetings and Training Calendar. Topics include all matters relating to therapeutic behaviour support, including the functional analysis of behaviour.

8. Resources:

- Therapeutic Thinking and Principles of Restraint Reduction & Elimination training PowerPoints (S Drive)
- Pathway for support in therapeutic behaviour document (Appendix 1)
- Therapeutic Language Glossary document (Appendix 2)
- Graduated Response (Appendix 3)
- Early Prognosis (Appendix 4)
- Roots and Fruits recordings (Appendix 5)
- STAR analysis (Appendix 6)
- Visual supports e.g. pathways
- Class Charters (Classrooms)
- Anxiety maps and Predict and Prevent (Appendix 7)
- Conscious & Subconscious Checklist (Appendix 8)
- Therapeutic Risk management plans (Appendix 9)
- Audit of need for restrictive physical intervention (Appendix 10)
- Significant Incident forms (Appendix 11)
- Solution-focussed meeting notes
- SIMs as of 2023
- Bound Books (office)

9. Other Policies and Documentation:

1. Safeguarding and Child Protection Policy
2. Appropriate Touch policy
3. Intimate Support policy
4. Behaviour Monitoring Analysis
5. Suspensions Data and Analysis
6. Mid-Year Leavers Data
7. Anti-bullying Policy

8. 'Understanding Peer on Peer Abuse' Policy and Risk Assessment
9. United Nations Charter on the Rights of the Child
10. *DFE (2024) Behaviour in Schools: Advice for headteachers and school staff*
11. *DFE (2011) Use of Reasonable Force Advice for head teachers, staff, governing bodies*
12. *DFE (2019) Reducing the need for restraint and restrictive intervention*
13. *DFE (2023) Suspension and Permanent Suspension from maintained schools, academies and pupil referral units in England, including pupil movement*
14. *OFSTED (2018) Positive environments where children can flourish*
15. *DFE (2022) Searching, Screening and Confiscation*

Pathway for support in therapeutic behaviour (Appendix 1)

This document is to provide clarity to people with responsibility for individual/class behaviour (prosocial and antisocial).

It should guide staff in areas of responsibility and support.

STUDENT

Internal discipline is the aspirational aim for all our students. Most will need our support through external discipline and the teaching of internal discipline.



CLASS TEAM

Daily work with students. Staff with best understanding and relationships with students are best placed to help promote prosocial behaviour and support analysing and planning for antisocial behaviour.

CLASS TUTOR

Overall responsibility for day to day class management. Lead the analysing and planning, promoting prosocial behaviours, liaising with all staff and agencies involved, managing difficult and dangerous behaviour.



THERAPEUTIC THINKING TUTOR & PAPS

Therapeutic Thinking tutor – Offering support with planning, analysing and possible therapeutic approaches. Input into whole school analysis, policy and training.

PAPS – Offering support with planning, communication with home, time for students to discuss feelings, input into whole school analysis, policy and training, meetings with agencies and parents. Can offer support to class teams if reacting to difficult or dangerous behaviour through agreed involvement and planning.



SLT (INCLUDING LEADER OF THERAPEUTIC BEHAVIOUR & LEADER OF THERAPEUTIC PROVISION)

Lead solution focussed meetings, policy, training, exclusions, timetable changes, staffing, and support in meetings.

Supporting member of staff can assist a class team in a situation, which is difficult or dangerous, and are happy to help. This would generally be covering the rest of the students in class while the class team support individuals, as they have the clearest understanding and closest relationship with them.

Therapeutic Language Glossary (Appendix 2)

Behaviour Definitions

- **Pro-social-**
 - Behaviour which is positive, helpful, and accepted by the majority
 - Behaviour characterised by a concern for the rights, feelings and welfare of others
 - Behaviour which benefits other people or society.

- **Anti-social-**
 - Behaviour that causes harm to an individual, the community or to the environment
 - Behaviour that is likely to cause injury, harassment, alarm or distress
 - Behaviour that violates the rights of others
 - Behaviour that could be described as difficult or dangerous.

- **Unsocial-**
 - 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 or dictated, but not to the detriment of self or others.

Examples of describing feelings-

Emotions (<i>generally associated as prosocial feelings</i>)		
Liked	Loved	Respected
Involved	Included	Comfortable
Motivated	Safe	Encouraged
Able	Brave	Curious
Capable	Valued	Secure
Relaxed	Hopeful	Optimistic
Calm	Trusting	Determined
Tolerant	Needed	Kind
Inquisitive	Happy	Absorbed
Playful	Proud	Enthusiastic
Supported	Wanted	Understood

Emotions (<i>generally associated as antisocial feelings</i>)		
Angry	Sad	Alone
Worried	Lonely	Misunderstood
Cautious	Anxious	Embattled
Shamed	Blamed	Criticised
Hopeless	Scared	Withdrawn
Depressed	Fearful	Panicked
Naughty	Hurt	Ashamed
Reluctant	Judged	Powerless
Hopeless	Useless	Humiliated
Defiant	Tearful	Aggressive
Excluded	Unsure	Frustrated

Functions of behaviour:

- **Subconscious behaviour**
 - Unable to moderate or self-regulate at that time.
- **Conscious behaviour**
 - Unwilling to moderate or self-regulate at that time.

1. Sensory (response to stimuli)

- Dissociation (Freeze)
- Aggression (Fight)
- Run and Climb (Flight)
- Hypervigilance (on alert)
- Overwhelmed (by sights, sounds, touch)

2. Escape & Avoidance

- Escaping or avoiding a demand (may be verbal, physical, or related to proximity or environment)
- Escape: When already in the situation and the behaviour is communicating the need or desire to leave. Escaping anti-social feelings
- Avoidance: Behaviour happens when being asked to do something and functions as a way of avoiding the situation or demand. Avoiding predicted anti-social feelings

3. Attention

- Interaction with or reaction from another
- Can be verbal, physical, social or related to proximity
- Can be positive or negative attention

4. Tangible Gain

- To obtain access to something or someone
- Behaviour occurs as a way of gaining access to a person, location, item or activity

Describing pupils in crisis

A description of the actual behaviours being displayed is generally best practice.

- Dysregulated
- Over aroused
- Distressed
- Worried
- Anxious
- Angry

Describing actions (towards pupil/adult/property)

Describe what actually happened using verbs. Some examples are:

- Hit
- Kick
- Spit
- Pulled
- Pushed
- Ripped
- Threw
- Grabbed

Ways we teach behaviour examples

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Limited choice
- Disempowering language
- Planning
- Reward, feedback and recognition
- Comfort and forgiveness

Graduated Response (Appendix 3)

Universal Behaviour Curriculum	☐ Teach pro-social behaviour. ☐ Include within pupil induction. ☐ Establish routines. ☐ Staff role-model expectations. ☐ Create positive relationships. ☐ Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	☐ Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. ☐ Check if the identified behaviour is covered in policy. ☐ Follow the policy. ☐ Record the impact of policy on pupil's behaviour. ☐ Analyse the dynamic using the inclusion circles. ☐ If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from relevant parties, including multi-agency colleagues, in respect of: ○ Function of behaviour ○ Health and wellbeing ○ Context ○ Cultural expectations ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	☐ Update Early Prognosis document. ☐ Complete Risk Calculator. ☐ Identify any protective consequences needed. ☐ Identify educational consequences needed. ☐ Complete Subconscious and Conscious checklists. ☐ Complete Anxiety Analysis over a period of time. ☐ Identify factors the child can't cope with and which they can't cope without. ☐ Use all preceding analysis to create a Predict, Prevent & Progress plan. ☐ Review the plan regularly. ☐ Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	☐ Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). ☐ 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. ☐ Complete a Therapeutic Plan as a result of the completed analysis documents. ☐ Continue Assess, Plan, Do, Review cycles. ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Early Prognosis (Appendix 4)

Date:

Staff member:

Context (home/school/community)

Diagnosis

- Complete if required

The behaviour

Function

Sensory		Action:	
Escape or avoidance		Action:	
Attention		Action:	
Tangible gain		Action:	

Cultural expectations

- Complete if required

Hypothesis:

Action:

Roots and Fruits (Appendix 5)

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous
Behaviours

Pro- social behaviours

Anti-social / negative feelings

DEFAULT

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences

Westfield Behaviour log and analysis (STAR Analysis) (Appendix 6)

Name:

Date:

ACTION What did the child actually do?
SETTING Environmental and personal for the pupil
TRIGGER What happened shortly before action?
RESULT What happened after, as a consequence of the action for the pupil?

Analysis of behaviours

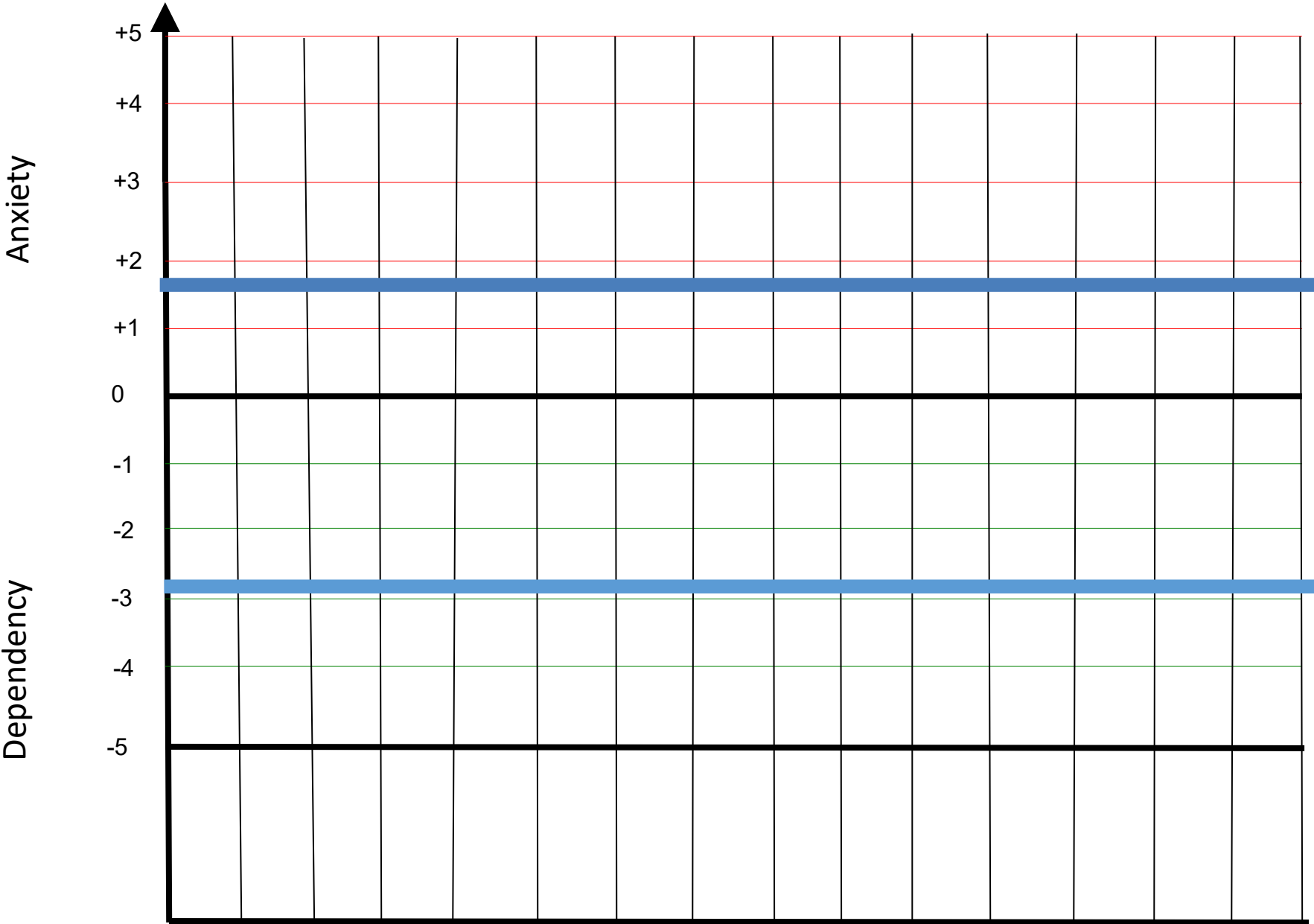
Likely function(s) of the behaviour (e.g. <i>Tangible reward; escape from demand; social attention; sensory consequence</i>)	
--	--

What might we change to reduce this behaviour?

Settings?	
Triggers?	
Results?	
What new skills does the pupil need to learn for appropriate behaviour?	

Form completed by:

Anxiety Mapping (Appendix 7)



Time / location / staff / activity etc

Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time <u>Predict it</u>	Evidence of action <u>Prevent it</u>
Raised Anxiety	+2 — + 5	These items overwhelm the pupil • • •	Planned Differentiation required to reduce anxiety • • •
	+ 2	These items run the risk of overwhelming the pupil • • •	Monitoring needed • • •
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant • • •	Monitoring needed • • •
	-2 — -5	These areas have developed an over reliance • • •	Differentiation needed to reduce this over reliance • • •

(Appendix 8)

Conscious behaviour checklist

Question	Response
What is their desired outcome from their behaviour?	
What is the motivation to behave anti socially?	
What is the motivation to behave pro socially?	
What are the expected consequences?	
How can I impact on the child's beliefs or values?	

Subconscious behaviour analysis checklist

Question	Response
Is the behaviour medical or habitual?	
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	
What is stimulating/overwhelming them?	

Therapeutic Plan (Appendix 9)

Name	DOB	Date	Review Date
Photo	Risk reduction measures and differentiated measures (to respond to triggers) The differentiated experiences we give this pupil to help lower anxiety and create pro-social experiences, feeling and behaviours		

Pro social / positive behaviour	Strategies to respond
Anxiety, antisocial difficult behaviours	Strategies to respond
Crisis, antisocial dangerous behaviours	Strategies to respond
Post incident recovery and therapeutic debrief	

Signature of Plan Co-ordinator..... **Date**

Signature of Headteacher.....**Date**.....

Signature of Parent / Carer..... **Date**

Signature of Young Person.....**Date**.....

Audited Need for Restrictive physical (Appendix 10)

Date:

Name:

DOB

Class group

Staff involved in audit:
Have you followed the flow chart? Evidence of: • Early Prognosis (including action plan) • Conscious/subconscious checklist (including differentiated planning) • Anxiety mapping with predict & prevent planning • Roots & Fruits • Risk assessment • Therapeutic Risk Reduction plan Ensure all the above have been reviewed and are up to date
Outcome of Roots & Fruits with specific regard to the use of RPI (antisocial experiences and emotions effecting the child as a direct result of RPI)
Additional risk factors (medical or emotional)
Communication differences (visual, hearing, adaptive communication)
Physical characteristics of child that might impact on the RPI
Evidence of serious incidents and injury caused by the child (serious incident logs, accident/injury forms)

Justification (what harm will be prevented?)
Environmental Risk assessment (necessary changes to ensure any RPI can be carried out safely)
How well equipped is the school to manage this inclusion (including any training needs)?
Unresolved risk factors (issues for management)
<u>Planning:</u>
Outline which RPI strategies have been agreed (e.g. lone worker, figure of 4, elbow tuck braced)
Attach up dated Risk Reduction Plan
Protective Consequences
Educational Consequences

Significant Incident Report (Appendix 11)

Name of Student:				Bound Book (RPI) number (where relevant):																						
Date of incident:				Tutor group:																						
Specific timing of Incident:				Staff involved in incident:																						
Location of incident:				Person completing form: Role:																						
Details of incident Context: <i>(what was going on for the student prior to the incident? Include emotional state, background information, environmental factors etc?)</i> Trigger: <i>(what happened immediately before the incident?)</i> Description of behaviours: <i>(describe concisely exactly what happened. Use simple & accurate language eg Hit, Kicked, Spat, Pulled, Pushed, Ripped, Threw, Grabbed)</i>																										
What strategies were used to de-escalate the situation? <i>(highlight as appropriate)</i> <table border="1"><tr><td>Visual support/ prompt</td><td>Verbal advice and support</td><td>Planned Ignoring</td><td>Change of face/swap adult</td><td>Limited choices</td><td>Distraction</td><td>Diversion</td><td>Reassurance</td><td>Firm clear directions</td></tr><tr><td>Contingent Touch</td><td>Calm Talking</td><td>Calm stance</td><td>Time to process</td><td>Withdrawal offered</td><td>Withdrawal directed</td><td>Negotiation</td><td>Reminder about consequences</td><td>Success reminders</td></tr></table> Details:									Visual support/ prompt	Verbal advice and support	Planned Ignoring	Change of face/swap adult	Limited choices	Distraction	Diversion	Reassurance	Firm clear directions	Contingent Touch	Calm Talking	Calm stance	Time to process	Withdrawal offered	Withdrawal directed	Negotiation	Reminder about consequences	Success reminders
Visual support/ prompt	Verbal advice and support	Planned Ignoring	Change of face/swap adult	Limited choices	Distraction	Diversion	Reassurance	Firm clear directions																		
Contingent Touch	Calm Talking	Calm stance	Time to process	Withdrawal offered	Withdrawal directed	Negotiation	Reminder about consequences	Success reminders																		

How was this in the best interests of the student?		
Protective consequences <i>(include strategies to be put in place to keep student and others safe)</i>		
Educational consequences <i>(what you are putting in to support the student to understand and to be able to respond in a more pro-social way next time?)</i>		
Views of young person: <i>(including how to make things better next time)</i>		
Follow up analysis documents to complete: <i>(Please highlight how you will analyse and plan. These documents can be found SDrive:\Steps- Dorset Steps\Dorset steps paperwork blanks & guidance and saved in students ALPS file)</i>		
STAR Analysis	Roots & Fruits (Therapeutic tree)	Conscious/subconscious checklist
Anxiety Mapping	RAG Chart	Therapeutic Risk Management Plan
Details:		

Return completed form to Leader of Therapeutic Behaviour by attaching as a file to a new concern on MyConcern. Please select the Therapeutic Behaviour leads as the notification group.

For any additional support, please contact the Therapeutic Thinking Tutor linked with the class. Advice and support can also be sought from the Leader of Therapeutic Behaviour & Leader of Therapeutic Provision.

Policy No: 15 (Spring 2024) to be reviewed (Spring 2026)