



Yeadon Junior School

‘Learning, Working and Achieving Together’

Behaviour Policy

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1. Our Vision

Learning; working; Achieving Together

At Yeading Junior School we keep children at the centre of everything we do. We are an inclusive, safe and happy school leading to strong wellbeing. Our aim is to unlock every child's potential academically, physically, emotionally and socially in order to build a strong foundation for the future.

At Yeading, we aim for our pupils to be well-rounded, responsible, aspirational citizens who are confident to express themselves.

Our pupils are supported to approach life as passionate learners who can solve problems by thinking independently.

Children at Yeading Junior are proud of their learning, progress, achievements and relationships with one another. We do this through:

- Recognising success in all its forms and celebrating this
- Creating a caring environment where pupils are valued and understood for who they are, not just for what they can do
- Effective teaching of the curriculum knowledge and skills which embed cultural capital
- Providing opportunities for development through our curriculum, our OPAL (Outside Learning and Play) offer, our Therapeutic Thinking behaviour approach, character based trips, visits and experiences alongside and our co-curricular offer
- Promoting togetherness, community and collaboration
- Fostering an appreciation of the importance of learning and development
- Embedding character education and values within our school life
- Working in partnership with parents, promoting the importance of our expectations around aspects of school life, including attendance and home learning. For further information, please refer to our [Attendance Policy](#) and our [Home-School Agreement](#)

Our Mission

Our priorities are:

- Keep everyone safe
- Create a culture and curriculum where learning thrives
- Make the children and their families know that we care
- Promote health in mind and body
- Provide experiences that drive development

Our Values

At Yeading Junior School, Character Education is at the heart of learning as well as the school culture and is a part of everyday school life.

At Yeading Junior School all staff members and children are Changemakers. All of us are true representatives of the five Character Virtues which are embedded in the life of our school. These Virtues are:

Resilience Integrity Teamwork Curiosity Reflection

Our Character Virtues enable children to develop as strong young citizens and future leaders who make a real difference to themselves, their community and beyond. They become reflective and curious learners who will continue to thrive in their next stage of education and future lives.

2. Behaviour Policy Rationale

At Yeading Junior School it is our primary aim that every member of our school community feels respected and appreciated, and that there is equality and fair treatment for all. We are a caring and nurturing school whose values are built on mutual trust and respect. Our School's Behaviour policy is therefore designed to outline the way in which all members of our school can live and work together in a supportive way. The aim of this behaviour policy is to promote a learning environment in which everybody feels happy, safe and secure. As a school, we follow the Therapeutic Thinking philosophy. It focuses on how all pupils are to be supported, particularly in terms of their emotional wellbeing and mental health. We follow a trauma-informed approach to behaviour.

Therapeutic Thinking is a relational approach to positive behaviour management. It provides a set of principles and an approach that is designed to better understand and meet young people's needs. We work in partnership with parents and carers. The underlying theory and a practical, graduated set of tools supports us at Yeading with our policy, culture and practice in relation to pupils behaviour. Our Therapeutic Thinking approach to behaviour is underpinned by promoting good relationships between the pupils and staff, so that we can work together with the common purpose of helping everyone to flourish and grow to their full potential. We believe that creating a positive environment will help our pupils to become responsible members of the school community, who will learn the ability to reflect and self-regulate within school and beyond. As a school we place an emphasis on rewarding good behaviour, as we believe that this will develop an ethos of mutual kindness and cooperation. The success of our policy will not be tested by the absence of problems, but by the way in which we all deal with them. It will also be judged by the positive feelings it creates in our pupils.

For further information in the Therapeutic Thinking philosophy, please refer to:
<https://therapeuticthinking.co.uk/>

3. Our Ethos for Behaviour

At Yeading Junior School we place a significant emphasis on mutual respect and kindness. This applies to the whole school community and adults play a major role in positive role modelling in their interactions with one another and the children alike.

At Yeading:

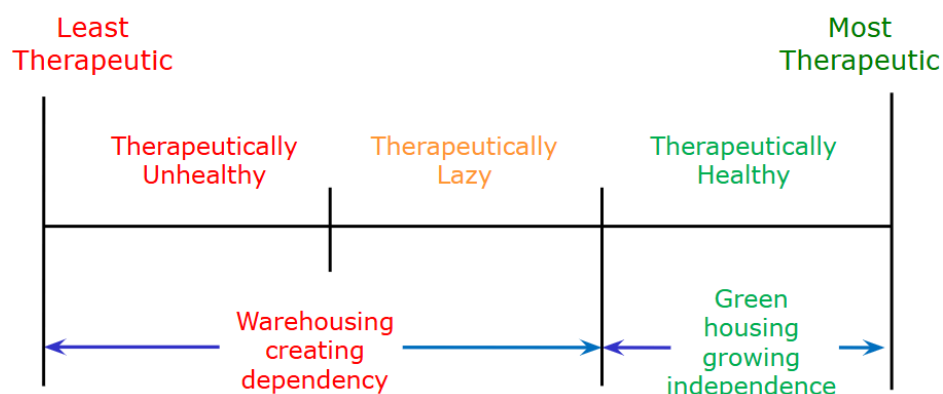
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

Staff are consistent when communicating our school rules with high expectations and will challenge unacceptable behaviour with a solution-focussed response: one that seeks to move forward, not simply apportion blame. On occasions where detrimental behaviour may have been displayed, staff are able to support children resolving conflict and restoring relationships. Our staff focus on a relationship-based approach to supporting behaviour, ensuring our pupils are understood as individuals. Reflection and restorative debrief (see Appendix 4) then take place so that an incident can be worked through to come to a conclusion of lessons learnt, understanding where it could have been prevented or dealt with differently to promote a positive outcome. In this way, our pupils are also supported to reflect on their thoughts and feelings and the reasons for the choices they have made. This approach also supports our staff in further understanding each pupil as an individual.

In line with the Therapeutic Thinking philosophy, at Yeading we view behaviour as communication and our response to it must foster an approach which better supports the pupil to be independent and develop their self-regulation skills. Just as the continuum below illustrates. The function of behaviour refers to all environmental factors or stimuli that help to understand why the behaviour is occurring. All behaviour has a function. This is explained in more detail at Appendix 1.

Therapeutic continuum

We use the continuum to analyse the impact of responses to valued and detrimental behaviour.



4. Our Behaviour Curriculum

At Yeading, actively teaching behaviour is interwoven throughout every aspect of school life. To help children and young people succeed, we believe that we must *teach* rather than *tell*. As a result, our 'Behaviour Curriculum' goes beyond this policy, it identifies the behaviour and skills we expect each child to master at each age and stage and is taught through many aspects of school life.

This can include:

- Teaching through curriculum subjects, including PSHE. See our [PSHE vision](#) for more information.
- Our prioritisation of outside play and learning (OPAL) for our pupils and the many developmental benefits of this. See our [OPAL Play Policy](#) for further information
- Positive, inclusive classroom management, including the use of the Zones of Regulation. See our [SEND Policy](#) for further information.
- Pastoral team support; working with parents/carers; or peer support.
- Facilitating role modelling, reflective and restorative discussion with children
- Facilitating assemblies, a wide-ranging co-curricular offer, outside speakers and careers workshops in order to empower our pupils and support them to gain wide-ranging experiences

We are overwhelmingly positive and specified praise is used by all staff in all areas of school life. When expectations are being met children know about it.

We are consistent, continuous and predictable in our behaviour support. This supports our children to see and understand that we are fair and just, that our expectations are the same - all the time - and that if x happens y will be the response. This supports the collective responsibility, personal responsibility and wellbeing of everyone in our community and forms a strong basis for our Therapeutic Thinking approach.

Our school rules

Be Ready

This may include:

- Being on time - not wasting time - using every moment you have
- Remaining focussed - on instructions and expectations and what you have to do to develop
- Home learning - knowing what you have to do and when
- Using Zones of Regulation and getting to green strategies to maximise time in the green zone
- Positive attitude/Mindset - focussed on the good and glass half full!

Be Respectful

- To value someone highly for what they say or do or to treat people politely and thoughtfully, to show we value them

Be Kind

- Kindness is a type of behavior marked by acts of generosity, consideration, providing assistance, or concern for others, without expecting praise or reward in return

[See the assembly here for more information on our school rules](#)

5. The core principles of our Therapeutic Thinking Approach

Understanding Behaviour as Communication:

Therapeutic thinking recognises that all behaviour, even challenging behavior, is a form of communication, often stemming from unmet needs or emotional distress.

Empathy and Validation:

Using language that acknowledges and validates a person's feelings, even if the behaviour is not acceptable, can help them feel seen and understood.

Focus on Needs:

Instead of simply labeling behavior as "good" or "bad," therapeutic language focuses on identifying and addressing the underlying needs that are driving the behaviour.

Solution-Oriented:

Therapeutic language helps individuals explore solutions and develop strategies for managing their emotions and behaviours in a more positive way.

Promoting Self-Awareness:

It encourages individuals to develop a deeper understanding of their own emotions, thoughts, and behaviors, fostering personal growth and resilience.

6. Therapeutic Language

Therapeutic Thinking has considered, alternative language.

As per the Therapeutic Thinking philosophy, we work on the basis that:

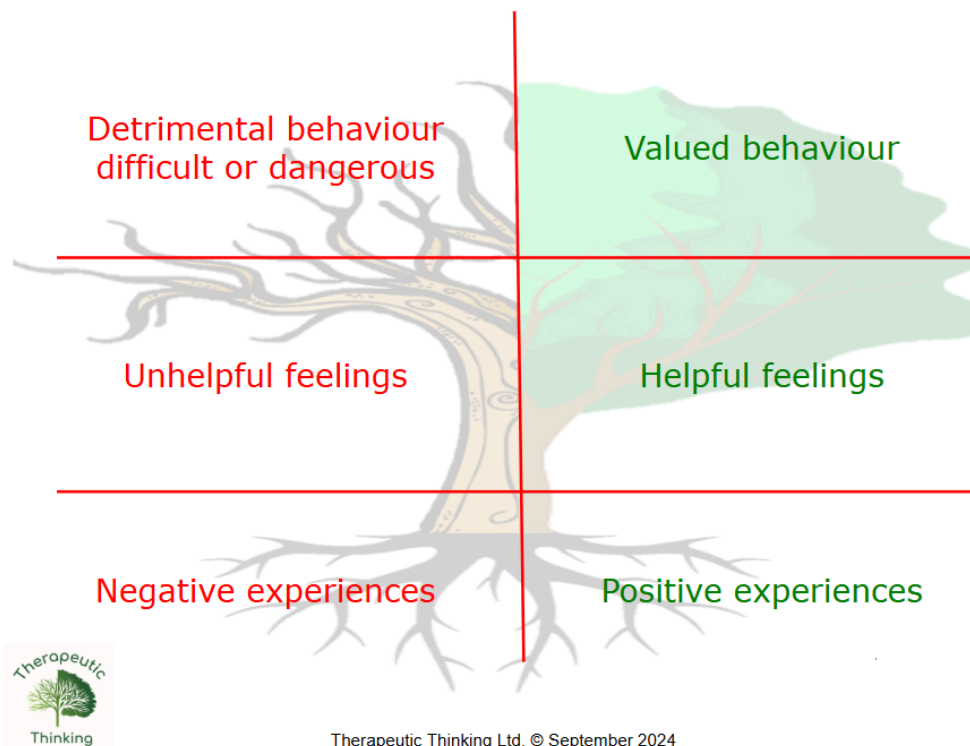
Negative experiences can create unhelpful feelings.

Unhelpful feelings can create detrimental behaviour.

Positive experiences can create helpful feelings.

Helpful feelings can create valued behaviour.

This belief is also supported and reinforced with the analogy of the Therapeutic Thinking Tree (below) and how negative and positive experiences can determine a pupils outlook and emotions. This is further explained within Appendix 2.



Therapeutic Thinking describes:

- Behaviours as valued or detrimental
- Feelings as helpful or unhelpful.
- Experiences as positive or negative

At Yeading, by describing behaviours as valued or detrimental, we increase the opportunities for teaching behaviour. In response to any behaviour, we can teach the pupil who a behaviour is valued by and why or why a behaviour is detrimental, to whom and why. This concept allows us to consider a behaviour being valued differently by different people. E.g. A behaviour that is valued by the child's peers but not by the class teacher.

Our Therapeutic Thinking approach means our staff use language that prioritises understanding the underlying needs and emotions driving behaviour, rather than solely focusing on the behaviour itself. It involves using language that is empathetic, validating, and solution-focused, aiming to create a safe and supportive environment for individuals to express themselves and develop positive coping mechanisms. See Appendix 3 for examples of this.

Detrimental Behaviour

In supporting our pupils to understand any negative behaviour they may display or experience, this behaviour is explained as 'detrimental'.

Detrimental behaviour is behaviour that hurts or hinders an individual, the community or the environment. In this way, it can:

- Create unhelpful feelings in self and others.
- Cause injury, harassment, alarm or distress.
- Violate the rights of others.

As per the Therapeutic Thinking approach, within this, we then differentiate between behaviour that is difficult or dangerous and those which are simply inconvenient. Please see Section 8 for examples of the behaviour we may recognise as detrimental at Yeading.

i) Difficult detrimental behaviour

- Behaviour that is detrimental, but not dangerous

ii) Dangerous detrimental behaviour

- Behaviour which will imminently result in injury 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.

7. Teaching and supporting positive behaviour

At Yeading, we support positive behaviour with the following:

- Relationships
- Restorative discussion / debrief
- Role modelling
- Consistency
- Routines
- Prioritising valued behaviour
- Planning alternatives to detrimental behaviour
- Reward and positive reinforcement
- Feedback and recognition
- Comfort and forgiveness

We also support children understanding our expectations for behaviour, with the following:

i) Pupil - Class Teacher Relationships

In considering the above and how this happens at Yeading, we especially acknowledge the pupil-class teacher relationships as being a crucial component of a successful learning environment, characterised by trust, respect, and open communication.

We believe these relationships extend beyond the traditional teacher-pupil dynamic and positively impact academic performance, social-emotional well-being, and behaviour. As the school year progresses, class teachers are expected to develop their relationships with their pupils. Taking proactive steps to ensure each child feels valued, understood and cared for.

The proactive steps a class teacher takes will include:

Building rapport:

Creating a welcoming and supportive classroom atmosphere where students feel comfortable interacting with their teacher.

Respect and trust:

Treating students with respect, valuing their perspectives, and fostering a sense of trust through open communication.

Empathy and understanding:

Recognising and responding to students' individual needs and emotions, creating a safe space for them to learn and grow.

Positive reinforcement:

Providing specific and genuine praise to encourage positive behaviours and effort.

Clear expectations:

Setting clear expectations for behaviour and academic work, while also providing support and guidance to help students meet those expectations.

Individualised attention:

Making an effort to connect with each student and understand their unique learning styles and needs.

ii) "Praise in public, correct in private"

Staff at Yeading also adhere to a principle of "Praise in public, correct in private" which emphasises positive feedback and recognition being shared openly, while constructive criticism or corrections should be delivered privately to avoid public embarrassment and promote a more receptive environment for improvement.

iii) Class Charter

At the beginning of the year each class creates a charter. This is a written agreement based on the rights and responsibilities of all members of the class. This

is displayed throughout the year and referred to within discussion with individuals, groups and the whole class regularly.

iv) Transitions

We want all of our children to have pride in themselves, their families, their classes, our school and our community. We therefore have high expectations of how we walk around our school. Whenever we walk around the school we walk proudly.

Proud Walking is walking with:

- Chins and eyes up
- Backs straight
- Hands by our sides
- A smile

When we move in a group we remind ourselves to walk proudly following the three S's to display pride in our school:

- Single file
- Straight
- Silent

v) Rewards

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. We praise and recognise children's efforts in a variety of ways:

- Stickers for affirmation of positive learning behaviours
- Dojos - awarded by teachers for positive behaviours and can then be converted to our school currency - Yeados x3 Dojos are given for star of the day in each PE session.
- Yeados given inside the classroom - our school currency which can be spent termly in our school shop
- House points - Given outside the classroom and contribute to House totals alongside intra-school competitions. The house with the highest total at the end of the term receives a celebration time with their house. Totals are tallied up every two weeks and presented to children in the end of week assembly. The house with the highest total at the end of the year receives the House Cup.
- Headteacher certificates - given weekly for displaying our school's Character Virtues
- PE, Music, Computing - Star of the week awards for specific subjects - Individuals recognised for an outstanding contribution to class life that week

8. Recorded Behaviour

We record incidents of detrimental behaviour electronically, in order to analyse patterns of behaviour. Where patterns are identified the senior leadership team (SLT) alongside staff will develop a response. Our initial, universal offer to address this behaviour could range from assemblies, adaptation of our PSHE curriculum, engaging with parents or external professionals, or completing training to emotionally support a child. We may also use specific resources available via the Therapeutic Thinking resource bank, such as the Inclusion Circles document to identify and gain a whole-class picture of pupil characteristics and needs (see Appendix 5).

At Yeading, difficult detrimental behaviour is recorded under these categories:

- Not Ready
- Disrespectful
- Unkind
- Theft

At Yeading, dangerous detrimental behaviour is recorded under this categories:

- Bullying
- Physical aggression / violence
- Physical abuse
- Vandalism
- Prejudice-based incident
- Racist incident

When deemed appropriate, our response to support specific children or detrimental behaviour will see us follow the graduated response model within Therapeutic Thinking in further detail (see Appendix 6).

For pupils who need this level of support within the Targeted, Targeted Plus or the Specialist stage of the graduated approach, individual analysis and planning is undertaken to support them.

At Yeading, this support in collaboration with class teachers and other staff is overseen by SLT (Senior Leadership Team) and the school Pastoral Team.

9. A Targeted Approach to Behaviour

At Yeading, pupils that require targeted provision for their behaviour are supported by an APDR cycle (Assess, Plan, Do, Review). This is in order for us to monitor progress and target any specific support to close the gap.

There is no limit to the number of cycles that may be required for a child.

This support will involve individual analysis and planning in line with the Therapeutic Thinking approach.

Once targeted provision for a specific pupil is agreed by the Headteacher, an APDR cycle will begin. This APDR may be a new approach to support or to address a newly identified need or be a continuation of previous support. Resources to support this, including the early prognosis of a pupils behavioural needs, may be accessed via the Therapeutic Thinking training package or created in-school if required. Examples of this can be found at Appendix 7.

10. Consequences

At Yeading, although rewards and positivity are central to the encouragement of positive behaviour, we also recognise that there is sometimes a need for consequences to address specific types of detrimental behaviour. And thus ensure the safety and wellbeing of the school community and provide time and space for reflection and therefore more effective restorative debrief (see checklist in Appendix 4) with the pupil.

In line with the Therapeutic Thinking approach, this policy does not endorse the use

of punitive measures such as bribes, punishments and sanctions. Instead, the use of consequences is preferred and in line with a behaviour curriculum approach based on teaching and learning. At Yeading, we see consequences as a learning experience for our pupils.

We are consistent, continuous and predictable in our behaviour support and that includes applying consequences when necessary. We use a child-centered approach to behaviour which can be adapted to meet the individual needs of the child whether they have a recognised additional need, specific key adult support or is already receiving therapeutic support for their behaviour. Our reflection-based approach to behaviour is further emphasised here, as when completing a restorative debrief with a pupil staff will use their judgement and the debrief checklist (Appendix 4) as a guide to help support them in reflecting on their behaviour.

Pupils are supported to treat each new school day, lesson or play session as a 'fresh start' or opportunity for 'reset', unless supported or directed otherwise by a staff member. This may also vary due to the specific support they receive if they are on a targeted behaviour support plan (see section 9).

The guidelines below outline our response to detrimental behaviour at Yeading.

Difficult Detrimental Behaviour (in class)

Step 1

- Pupil will be given a maximum of two reminders to self-correct their behaviour.
- In giving these reminders, the teacher will explain their reasoning in a private conversation with the pupil at an appropriate moment - relating their reasoning and feedback to our school rules / Character Virtues.

Step 2

- Pupil to engage in a regulation session using white card at (see Appendix 6) with a 5 minute timer. This is an appropriately positioned desk or area of the class, where they will be prompted to reflect on their behaviour with the sentence stems provided on the card or appropriate resources according to any identified need.
- Time spent in regulation will be in increments of 5 minutes as directed by the teacher.
- Pupil will also be expected to try and continue their work before returning at the end of the 5 minute timer to their seat / a different seat if needed.
- At the end of that lesson the pupil will be supported to engage in a restorative debrief using the sentence stems on the white card with the teacher before transitioning into the next lesson and a 'reset' of their behaviour.
- If multiple pupils require this step at once and there is not appropriate space in class, please move forward to Step 3 for the second pupil onwards.

Step 3

- Pupil to be directed to another class within their year group with their work and a

yellow card (see Appendix 6) and 5 minute timer.

- At the end of the 5 minute timer pupil returns and knocks on their classroom door and politely requests to return to class. If the teacher feels it appropriate, the pupil to return to class via the regulation station or theirs / an appropriate class seat.
- At the end of that lesson the pupil will be supported to engage in a restorative debrief using the sentence stems on the yellow card with the teacher before transitioning into the next lesson and a 'reset' of their behaviour.

Step 4

- A red card is given (see Appendix 6) and SLT support is to be requested by the teacher via the school office. The pupil will then be spoken to by the member of SLT outside of class.
- After this, the SLT member will then cover the teacher in class enabling the teacher to speak to the pupil outside of class and support them in self-correcting their behaviour using the sentence stems on the red card. If the teacher / staff member feels it appropriate, the pupil will then return to class via the regulation station to complete their work.
- At the end of that lesson the teacher will 'check-in' with the pupil before they transition into the next lesson and support a 'reset' of their behaviour.

N.B: Should the pupil then still be unable to return to class after SLT have supported, the member of SLT will then facilitate a more in-depth restorative debrief with the pupil in private, supporting the pupil to understand the impact of their behaviour and why they had to leave class.

The SLT member is to decide whether the pupil may return to class once the behaviour has been 'reset' or they require a separation space. Recorded on CPOMS / wider SLT to speak with parent / carer.

N.B: A lunchtime reflection and activity may be given by SLT to support the restorative approach here.

Difficult Detrimental Behaviour (playtime / lunchtime)

Step 1

- Pupil will be given a maximum of two reminders to self-correct their behaviour.
- In giving these reminders, the staff member will explain their reasoning in a private conversation with the pupil at an appropriate moment - relating their reasoning and feedback to our school rules / Character Virtues.

Step 2

- Pupil to relocate to the closest playground 'Chill Out Zone' with a 5 minute timer. The pupil will be expected to use this time to 'reset' their behaviour.
- The pupil will then seek out the specific staff member who gave them the time out and the staff member will explain their reasoning in a private conversation with the pupil at an appropriate moment - relating their reasoning and feedback to our school rules / Character Virtues. This can be repeated only once during that play session.

Step 3

- A member of SLT to be contacted. The SLT member to support the staff member in directing the pupil to play / stay in a different play area / zone in a further attempt to help them 'reset'.
- SLT / staff to further monitor the behaviour of the pupil if needed. Pupil returning to their preferred area / zone for the remainder of that session is at the discretion of the SLT / staff member supporting them.

Step 4

- Pupil to leave the playground with the member of SLT. The SLT member to facilitate a more in-depth debrief with the pupil in private, supporting the pupil to understand the impact of their behaviour and why they had to leave the playground. The pupil may return to a different play area / zone for the remainder of that session if the SLT member feels the child has reflected and 'reset' their behaviour. Recorded on CPOMS / wider SLT to speak with parent / carer.

N.B: A lunchtime reflection and activity for the following day will be given by SLT to support the restorative approach here.

Dangerous Detrimental Behaviour (in class)

Step 1

- Pupil to be directed to another class within their year group with their work and a yellow card and 5 minute timer.
- At the end of the 5 minute timer pupil returns and knocks on their classroom door and politely requests to return to class. If the teacher / staff member feels it appropriate, the pupil to return to class via theirs / an appropriate class seat.
- At the end of that lesson the pupil will be supported to engage in a restorative debrief using the sentence stems on the yellow card with the teacher before transitioning into the next lesson and a 'reset' of their behaviour. Recorded on CPOMS / wider SLT to speak with parent / carer.

Step 2

- A red card is given and SLT support is to be requested by the teacher via the school office. The pupil will then be spoken to by the member of SLT outside of class.
- After this, the SLT member will then cover the teacher in class enabling the teacher to speak to the pupil outside of class and support them in self-correcting their behaviour using the sentence stems on the red card. If the teacher / staff member feels it appropriate, the pupil will then return to class via the regulation station to complete their work.
- At the end of that lesson the teacher / staff member will 'check-in' with the pupil before they transition into the next lesson and support a 'reset' of their behaviour.

N.B: Should the pupil then still be unable to return to class after SLT have supported,

the member of SLT will then facilitate a more in-depth restorative debrief with the pupil in private, supporting the pupil to understand the impact of their behaviour and why they had to leave class.

The SLT member is to decide whether the pupil may return to class once the behaviour has been 'reset'. Recorded on CPOMS / wider SLT to speak with parent / carer.

N.B: A lunchtime reflection and activity will be given by SLT to support the restorative approach here.

Dangerous Detrimental Behaviour (at playtime / lunchtime)

Step 1

- A member of SLT to be contacted. The SLT member to support the staff member in directing the pupil to play / stay in a different area / zone in a further attempt to help them 'reset'.
- SLT / staff member to further monitor the behaviour of the pupil if needed. Pupil returning to their preferred area / zone for the remainder of that session is at the discretion of SLT / staff. Recorded on CPOMS / wider SLT to speak with parent / carer.

Step 2

- Pupil to leave the playground with the member of SLT for reflection. The SLT member to facilitate a more in-depth debrief with the pupil in private, supporting the pupil to understand the impact of their behaviour and why they had to leave the playground. The pupil may return to a different play zone for the remainder of that session if the SLT member feels the child has reflected and 'reset' their behaviour. Recorded on CPOMS / wider SLT to speak with parent / carer.

N.B: A lunchtime reflection and activity for the following day will be given by SLT to support the restorative approach here.

Within the categories of difficult and dangerous detrimental behaviours there is a wide spectrum of responses and levels of seriousness.

As well as following the steps above, staff teachers are able to use their judgement in response to detrimental behaviours and communicate with colleagues and leaders to ensure fairness and consistency in how we move forward. The needs of the individual child will be central to their decision-making, including whether the child has a recognised additional need, specific key adult support or is already receiving therapeutic support for their behaviour.

If a consequence is necessary we will always manage the behaviour not the individual and work to ensure that reflection and restorative discussion are used as tools to support individuals to learn from mistakes and make positive choices in future or further support the individual on their therapeutic journey. The consequence given will always relate or be inline with the behaviour it is addressing. When we facilitate reflective and restorative debrief we are consistent, continuous and predictable in our facilitation. Questions like the below may be used by staff to guide their discourse.

- What happened?
- What were you thinking/feeling?
- Who's been affected by this?
- What do you think needs to happen now, so that the harm can be repaired?

An example of the possible therapeutic journey of a pupil can be found at Appendix 2. Further examples of therapeutic language for support and debrief that can be used are found in Appendix 3.

At Yeading, reflective and restorative practices are all about forming, developing and maintaining positive relationships. The way adults interact with one another and pupils is crucial to this.

As a school all staff understand that this is how we do things at Yeading Junior School and that our approach to behaviour is child-centered, with the lived experiences of each of our pupils at the center of our behaviour support approach and decision-making.

Other consequences we use at Yeading, may include:

Internal Reflection –This might be used for serious incidents either individual or repeated. The pupil goes to another class for a period of time. The parent/carer is informed. The consequence is recorded. A meeting is arranged between the parent/carer and SLT. An internal reflection can only be issued by an SLT member. This could be within lesson time, break time or lunchtime.

Suspension and Exclusion – Either fixed-term or permanent. This is only considered in situations of extreme behaviour, for example: physical attack of staff or pupils, serious vandalism, stealing of school property, persistent disruptive behaviour, persistent challenging behaviours or persistent bullying where the measures outlined in the [Anti-Bullying Policy](#) have been unsuccessfully tried and the problem persists.

The Chair of Governors and Local authority are informed. The Governing Body will

review all permanent exclusions and certain suspensions.

As taken from section 91 of the Education and Inspections Act 2006, in determining whether a punishment is reasonable, it says that the penalty must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the school will consider whether a multi-agency assessment is necessary.

Pupils with SEND or special circumstances may have agreed altered consequences. These will be personalised to acknowledge their current level of need.

Recording Incidents

All internal and external exclusions are recorded on CPOMS to provide an ongoing record and provide information that can be used to support individuals and groups.

Communication

Parents and carers will be informed of positive behaviours through certificates and termly dojo reports in reading records and sharing of bank books during school visits. All initial communication about behaviour takes place between the class teacher and the parents and carers. If behaviour is unacceptable i.e lunchtime exclusion parents/carers will be contacted and invited to meet with the class teacher and member of the SLT. Serious behaviour issues i.e. those that lead to internal exclusion will lead to the parents being contacted by the SLT. Very serious behaviour issues which lead to suspension or permanent exclusion will be communicated in such a way as to comply with current Government Guidance.

Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Online Safety

All reports of cyberbullying are taken seriously. As per our online safety policy, pupils are regularly reminded about the impact of cyber bullying. Where cyber bullying has occurred outside of school, parents are informed and pupils are interviewed and

reminded of expectations.

Pupils and parents are offered support and advice via the Family Support Worker. Any pupil found to be using ICT inappropriately, might be denied access to it.

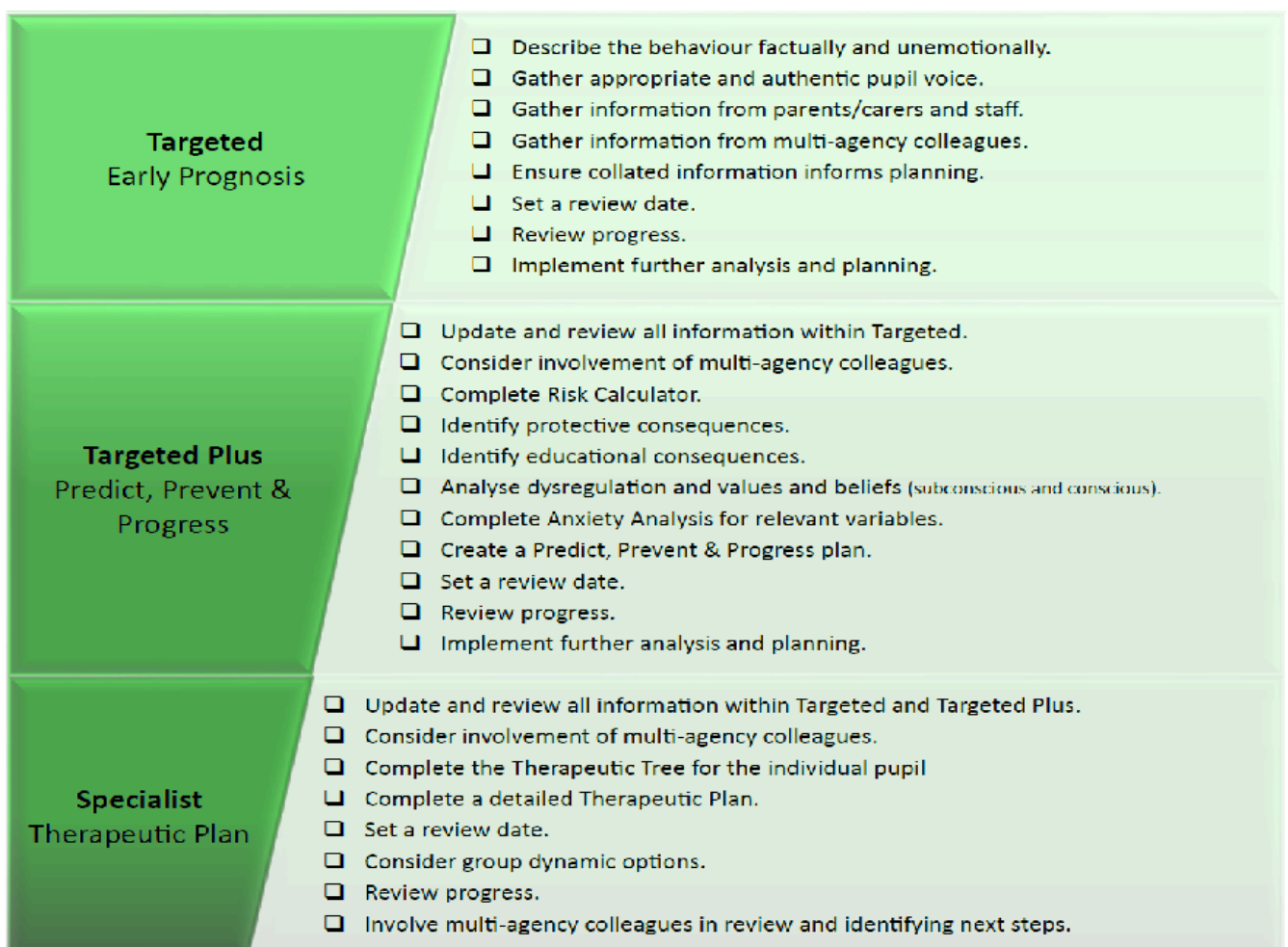
Use of reasonable force

School staff have the legal power to use reasonable force. This is used either to control or restrain. It must be no more than is needed in the circumstances to prevent a child from hurting themselves or others, from damaging property or from causing disorder.

11. Assessing risk and supporting the most challenging behaviour

At Yeading, dysregulation is regarded as:

- The child is overwhelmed by the experience
- They are unable to process or manage their feelings
- They have insufficient differentiated support



In line with the Therapeutic Thinking philosophy, pupils who demonstrate the most

challenging behaviour will be given targeted support. As outlined in the different stages of the graduated response model above, this support may take the form of a different analysis and planning plus the involvement and support offered by any other multi-agency colleagues. In line with the APDR cycle, the impact of targeted support will be reviewed at the end of each cycle and the necessary adjustments made to the support for a pupil.

Understanding dysregulation displayed by a pupil may be analysed by a dysregulation checklist (Appendix 8)

Any element of risk from a specific pupil behaviour may be analysed using a Risk Calculator (see Appendix 8).

Assessing this risk would also include a consideration of the below:

Protective consequences

(removal of a freedom to manage harm)

Protective consequences are necessary measures to manage the risk of harm. Protective consequences may limit freedoms.

Educational consequences

(the essential learning, rehearsing or teaching to enable behaviour change)

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.

The values and beliefs of specific pupils may also be considered here relative to the challenging behaviour they are displaying. A consideration may be given to any of the following:

- The child feels able to justify their behaviour.

- The child believes the detrimental behaviour will be successful and effective in meeting their needs, based on previous experience.

- The child has been unsuccessful in having their needs met through valued behaviour.

- The need for the behaviour outweighs the benefits of gaining from bribery or avoiding punishment.

Or analysed using questions like the below:

Question	Detail
What are the perceived gains of the detrimental behaviour?	
Why do they believe their detrimental behaviour will be successful?	
Why do they believe valued behaviour will not be successful?	
Is the expected adult response preferable to their current experience?	
Is the expected adult response motivating the behaviour?	

At Yeading, what dysregulation looks like in a pupil and the values and beliefs of a pupil are key parts of our targeted behaviour approach to support them therapeutically.

Within this, feelings of and behaviour caused by anxiety in a pupil is also given specific focus. An anxiety analysis proforma and example is shown in appendix 8. Staff may choose to then use this analysis to create a Predict, Prevent and Progress plan such as the below.

The following checklist may also be considered here:

- Have we been specific around adaptations, including timings, staffing, provision and resourcing etc?
- Have we ensured a planned response for all variables outside of the green section?
- Is there evidenced adaptations to mitigate a child/young person becoming overwhelmed/over-dependent?
- Is there evidence of planned progression in order to reduce adaptations and support inclusion?

From here, as per the graduated response model (Appendix 7), further targeted support for a pupil may include the creation of a prescriptive therapeutic plan with a specific scripted approach to support their behaviour. See below.



Therapeutic plan

Name	DOB	Date	Review Date
Photo	Differentiated measures.		
Valued behaviours	Strategies to respond		
Difficult behaviours	Strategies to respond		
Dangerous behaviours	Strategies to respond		
Debrief Notes (reflect, repair and restore)			

Detailed guidance on how this is completed can be accessed via the Therapeutic Thinking portal. However, the initial considerations would be made:

- Is the plan populated as a result of completed analysis? (early prognosis; dysregulation, values and beliefs; anxiety analysis; predict, prevent and progress; therapeutic tree)
- Has the dangerous behaviour box been left blank if there is no evidence of significant harm? (risk calculator)
- Have we created specificity around adaptations, including timings, staffing, provision and resourcing etc?
- Does the plan provide sufficient clarity for a member of staff who has no working knowledge of the child to implement?

Appendix 1: The function of behaviour

The function of behaviour refers to all environmental factors or stimuli that help to understand why the behaviour is occurring. All behaviour has a function.

Sensory

- Meeting a known or unknown sensory need
- May be blocking a sensory experience or seeking a sensory experience
- Responding to impact upon one or more of the senses (8 sensory systems)
- Olfactory (smell)
- Gustatory (taste)
- Auditory (sound)
- Visual (sight)
- Tactile (touch)
- Proprioceptive (body position)
- Vestibular (movement)
- Interoceptive (internal)
- Sensory behaviour likely to happen in a variety of situations, even if there is minimal interaction and engagement

Escape / Avoidance

Escape

- When experiencing unhelpful feelings there is a conscious or subconscious desire to leave. The behaviour relieves the unhelpful feelings.

Avoidance

- When predicting unhelpful feelings will be experienced there is a conscious or subconscious desire to avoid the experience. The behaviour protects the individual from perceived unhelpful feelings.

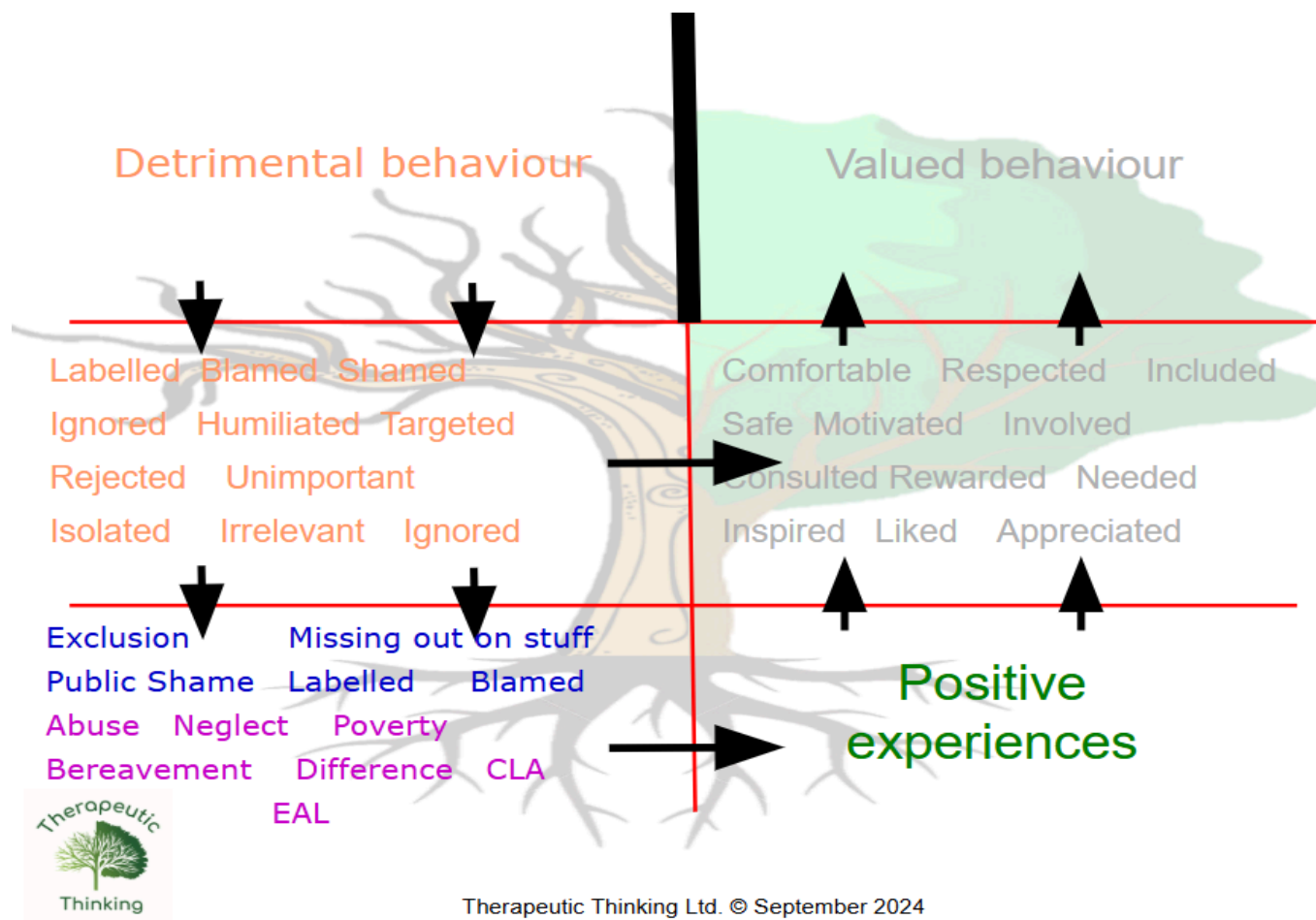
Attention

- Behaviour enables interaction with or reaction from another. The attention needed may be verbal, physical, social or related to proximity.
- Individuals may predict the desired attention from either their valued or detrimental behaviour.

Tangible

- Behaviour occurs as a way of gaining access to a person, location, item or activity.
- When behaviour enables access to someone or something desirable then it is an incentive to repeat that behaviour.

Appendix 2: A Therapeutic Thinking tree example detailing the possible therapeutic journey of a pupil



Appendix 3: Examples of Therapeutic Language

Instead of:

"Stop that!" Try: "I see you're feeling frustrated. Let's take a break and then try to figure out what's happening."

Instead of:

"You're being difficult." Try: "I notice you're having a hard time right now. Can you tell me what's going on?"

Instead of:

"You should know better." Try: "It looks like you're struggling with this. Let's talk about how we can work through it together."

Instead of:

"That's not okay." Try: "I understand you're upset, but hurting others is not okay. Let's find a better way to express your feelings."

Using "I" statements:

Instead of saying "You make me angry," try "I feel angry when..."

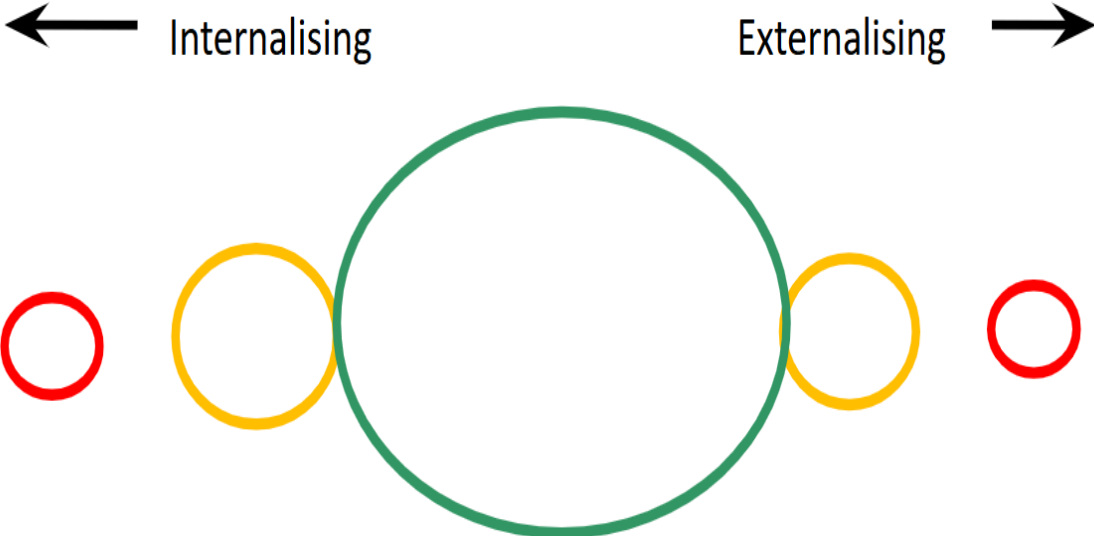
Using descriptive language:

Instead of "You're acting crazy," try "I'm seeing that your behavior is not typical for this situation. Can you explain what's happening for you?"


Appendix 4: Restorative Debrief Checklist

1. Has the child had sufficient time and support to normalise their feelings before the de-brief process starts?
2. Has the child had an opportunity to share their experience, including what happened before, during and after an incident?
3. Has restorative debrief explored the child's dysregulation and their values and beliefs?
4. Has the child been helped to identify their feelings before, during and after an incident?
5. Has the child been helped to empathise with the experience and feelings of others?
6. Has the child been helped to understand and accept the need for any protective consequences?
- 7.
8. Has the child been helped to engage in the need for educational consequences?
9. Has the child been helped to identify how relationships can be rebuilt?
10. Has the child been helped to develop strategies to respond differently when faced with the same situation? Have we completed the required recording?
11. Has everybody involved in the incident received support? (child witnesses, adult witnesses etc.)

Inclusion Circles



Appendix 6 - Regulation cards



Regulation Card

Be Ready Be Respectful Be Kind

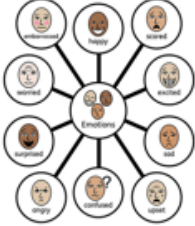
Which of our school rules are you finding challenging?

Reflect on your current behaviour, think about the following questions.

- What happened?
- What were you thinking/feeling?
- Who's been affected by this?
- What do you think needs to happen now, so that the situation can be repaired?

Be ready to share your answers with an adult.

Emotions





Regulation Card

Be Ready Be Respectful Be Kind

Which of our school rules are you finding challenging?

Reflect on your current behaviour, think about the following questions.

- What happened?
- What were you thinking/feeling?
- Who's been affected by this?
- What do you think needs to happen now, so that the situation can be repaired?

Be ready to share your answers with an adult when you return to your class.

Emotions





Regulation Card

Be Ready Be Respectful Be Kind

Which of our school rules are you finding challenging?

Reflect on your current behaviour, think about the following questions.

- What happened?
- What were you thinking/feeling?
- Who's been affected by this?
- What do you think needs to happen now, so that the situation can be repaired?

Be ready to share your answers with an adult when you return to your class.

Emotions



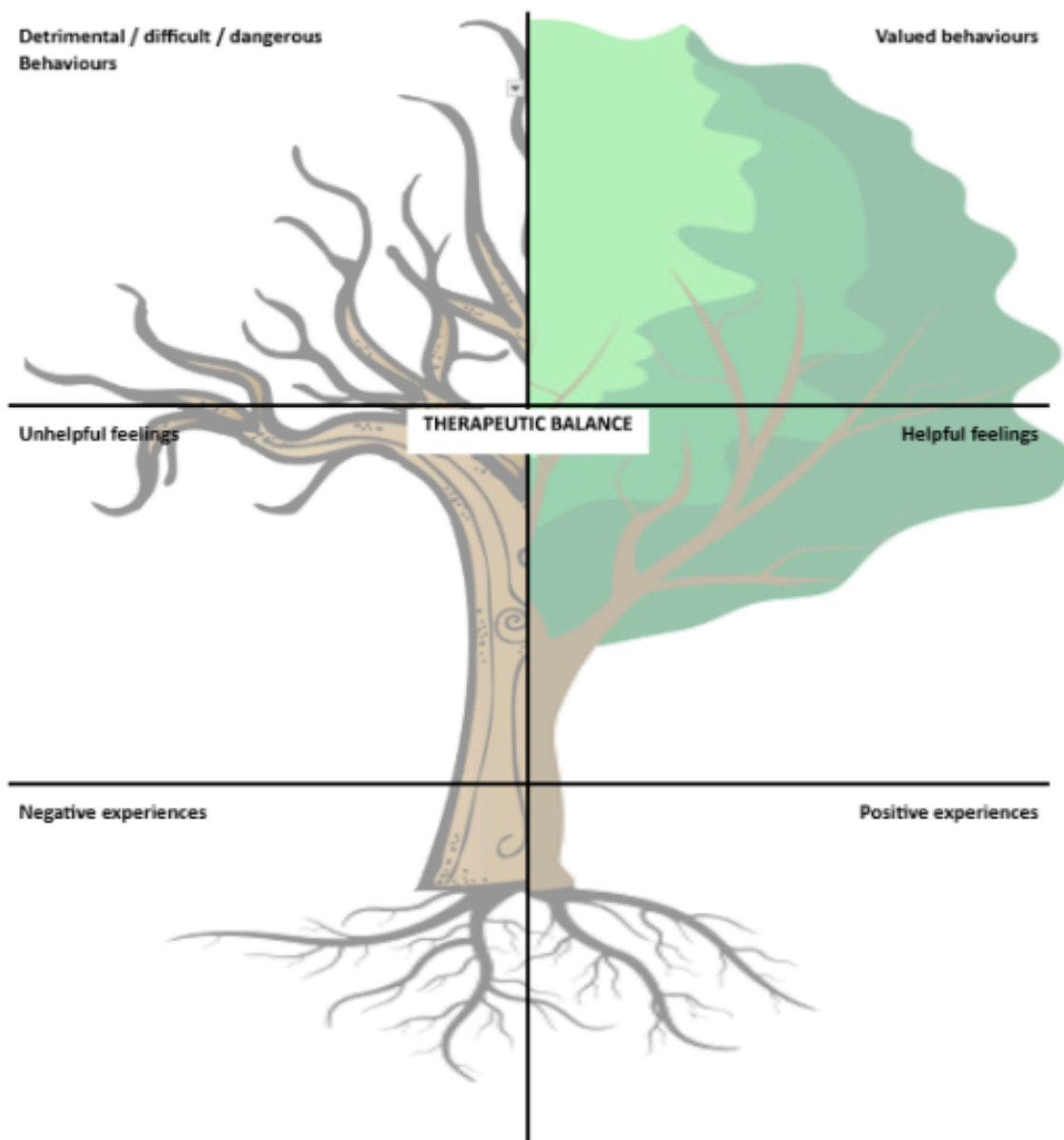
Appendix 7 - The Graduated Response Model

<p style="text-align: center;">Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check existing knowledge, skills and understanding. <input type="checkbox"/> Complete pupil induction (routines and valued behaviours). <input type="checkbox"/> Establish a realistic starting point. <input type="checkbox"/> Establish realistic next steps. <input type="checkbox"/> Identify opportunities for teaching and learning linked to real-world experiences. <input type="checkbox"/> Provide guided and supported practice of skills. <input type="checkbox"/> Review progress. <input type="checkbox"/> Refer to Behaviour Policy.
<p style="text-align: center;">Universal Plus Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Support the pupil in line with policy. <input type="checkbox"/> Monitor and record the impact of policy on progress. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Targeted Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from parents/carers and staff. <input type="checkbox"/> Gather information from multi-agency colleagues. <input type="checkbox"/> Ensure collated information informs planning. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Targeted Plus Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify protective consequences. <input type="checkbox"/> Identify educational consequences. <input type="checkbox"/> Analyse dysregulation and values and beliefs (subconscious and conscious). <input type="checkbox"/> Complete Anxiety Analysis for relevant variables. <input type="checkbox"/> Create a Predict, Prevent & Progress plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Specialist Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted and Targeted Plus. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil <input type="checkbox"/> Complete a detailed Therapeutic Plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Consider group dynamic options. <input type="checkbox"/> Review progress. <input type="checkbox"/> Involve multi-agency colleagues in review and identifying next steps.

Appendix 8 - APDR for targeted behaviour support - example resources

Therapeutic Tree

Name	
Supporting Staff	
Date	
Review Date	



Early Prognosis

Date:

Staff member:

The behaviour

Unemotional, non-judgemental, factual description, including severity and frequency.

•

Pupil voice

•

Do we still need more information? ↓

Function

Sensory

•

Escape / Avoidance

•

Attention

•

Tangible

•

Do we still need more information? ↓

Health & wellbeing

Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

•

Do we still need more information? ↓

Context

Home

•

School

•

Community

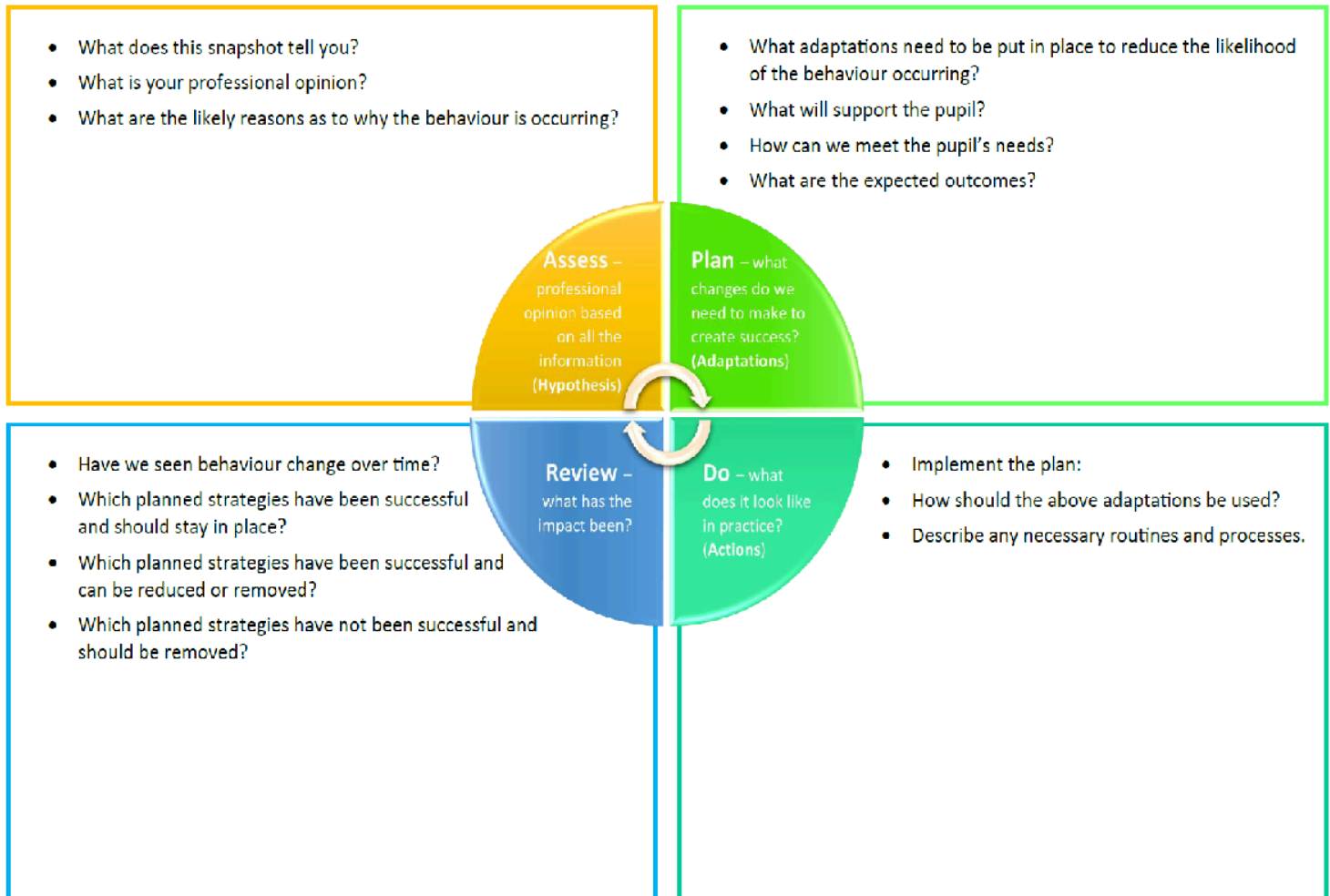
•

Do we still need more information? ↓

Cultural relevance

•

Early Prognosis



Appendix 8 - Dysregulation Checklist

Question	Detail
Medical factors?	
Habitual factors?	
What is causing the sadness? <i>What are the associated feelings? E.g., rejected, lonely, despondent</i>	
What is causing the anger? <i>What are the associated feelings? E.g., frustrated, embattled, 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>	

Risk Calculator

Harm/Behaviour	Opinion Evidenced	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	1/2/3/4	1/2/3/4	A x B
Harm to self				
Harm to peers				
Harm to staff				
Damage to property				
Harm from disruption				
Criminal offence				
Harm from absconding				

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

Checklist

Has the potential harm been identified? E.g. are staff safe, but peers at risk. Is property at risk but not people?

- Are staff completing required reporting and recording to build an evidence base for differentiation? (This could become extremely important if subject to legal challenge.)
- Have staff used recorded evidence to complete the severity and frequency?

If the risk calculator identifies the behaviour as dangerous, implement protective consequences before proceeding.

Anxiety Analysis proforma and example

