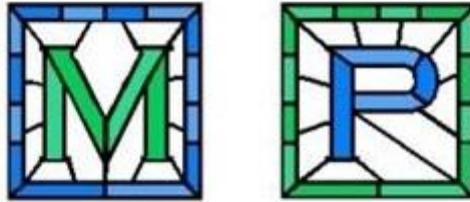


**Monkfield Park**



**Primary School and  
Care & Learning Centre**

# **Behaviour Policy**

**Including Cambridgeshire Therapeutic**

**Thinking**

**Autumn 2023**

### **Aims & Vision:**

Through the therapeutic approach, we help our children to develop the ability to take responsibility for their own actions, to regulate their emotions and to see the links between their own behaviour and the consequences of their actions. The Monkfield Way is key to promoting prosocial behaviours and provides a clear template for conversations. Where inappropriate behaviours occur, we have a clearly staged response.

The values of the Monkfield Way underpin this behaviour policy:

- We look after ourselves, each other and the environment
- We love learning together
- We try our best in everything we do
- We are confident and responsible people
- We are tolerant and respectful of others.

These expectations will be made explicit in the following ways:

- At the beginning of each term by the class teacher
- Through assemblies
- On display throughout the school and in the classrooms
- Through all interactions between adults and children
- In the prospectus for all families
- Through PSHE lessons
- On the website.

This policy is based on the current thinking and research of the Cambridgeshire Therapeutic Thinking (CTT) Approach to policy and behaviour management.

### **Equality & Inclusion Statement:**

We will ensure that our practices and procedures are adapted to suit children and families with all protected characteristics. This will involve adapting practices to be appropriate for children with different cultures and educational, physical or emotional needs. Such adaptations will be made on a case by case basis in consultation with families and external agencies where necessary, and in the interests of the safety and wellbeing of all children.

## **Praise & Rewards:**

At Monkfield Park, we celebrate all children through:

- Praise and positive feedback from all adults and peers
- Direct praise (e.g. 'Great listening Bob')
- Indirect praise (e.g. 'Mrs White, have you seen how well Bob is doing today?')
- Stickers, as appropriate
- Rewarding individuals with dojo points for following The Monkfield Way
- Rewarding individuals for good work and effort with Merits. These are collated and certificates are awarded in assembly (bronze – platinum)
- Sharing good work with other classes, teachers, Deputy Head teachers or Head teacher
- Giving positive feedback to parents/carers at the end of the day, or through an email, phone or SeeSaw.

## **Prosocial Behaviour (e.g. The Monkfield Way):**

Prosocial behaviour is behaviour which is positive, caring, helpful and values social acceptance. We believe that prosocial behaviour needs to be taught, modelled and greatly valued.

How will children learn prosocial behaviours?:

- Positive relationships with adults and peers
- Positive role models
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Empathy and forgiveness
- Providing children with the emotional language to discuss their feelings.

How will staff promote prosocial behaviours?:

- Focus on the positive
- Be proactive when dealing with behaviour

- Explore and acknowledge children's feelings
- Monitor children's interactions and model where needed
- Value pupil voice and guide a solution based approach through restorative questions
- Position themselves to ensure the safety of all children when outside

How will the classroom provision promote prosocial behaviours for all learners?:

- Classroom layout and organisation
- Adapting teaching styles to meet learning needs
- Use of differentiated resources and scaffolds
- Seating plans.

**Supporting all learners to display prosocial behaviour:**

Some children will require reasonable adjustments to enable them to maintain prosocial behaviour. These will be based on the needs of the children but may include:

- Arriving in class prior to the other children to have a quieter environment to enter
- Being met and greeted on arrival by a member of staff
- Sitting in a specific space of their own or in a different way
- Brain breaks
- Time to talk 1:1 with staff.

**Inappropriate behaviour:**

Inappropriate behaviour is behaviour that is a communication of heightened feelings and so requires differentiation or support.

**Dangerous behaviour:**

Dangerous behaviour is behaviour that is difficult or causes harm to an individual, a group, the community or the environment. In some circumstances, physical intervention may be necessary and staff training will be sought from Cambridgeshire Therapeutic Thinking trainers.

## Therapeutic Thinking Staged Approach

Dangerous behaviour that puts others or adults at immediate risk of physical harm, escalate straight to Stage 4.

Stage	Supportive strategies to consider	Key questions	Member of Staff Responsible	Reporting and Recording
<p><b>1</b></p>	<p>Reminders and redirection:</p> <ul style="list-style-type: none"> <li>- Proximity praise – praising children near to the child for pro-social behaviour which encourages the child to copy the behaviour.</li> <li>- Quiet, non-verbal reminders or signals e.g. finger to the lips to signal non-talking time.</li> <li>- Quiet verbal reminders using positive phrasing e.g. ‘Great sitting, thank you.’</li> <li>- Quiet verbal reminder of rule or routine e.g. ‘Remember our rule for the safe carrying of scissors, thank you.’</li> <li>- Quiet verbal reminder of a recent example of their pro-social behaviour e.g. ‘Remember you sat quietly in story time yesterday.’</li> <li>- Moving child to sit closer to an adult or an adult moving to sit closer to the child.</li> <li>- An adult engaging with the child about the current activity / piece of work and identifying positive features e.g. ‘Let’s look at what you’ve done so far.’</li> </ul>	<p>What can we do to make things better?</p> <p>What can we do to make things safer?</p> <p>How can I help you?</p> <p>Is there something that you’re finding tricky?</p>	<p>Member of staff who notices the behaviour.</p>	<p>Monitor by class teacher and teaching assistants.</p>
<p><b>2</b></p>	<ul style="list-style-type: none"> <li>- Continue with reminders and redirection as appropriate.</li> <li>- Circuit breaks with an identified adult working within class or partner class.</li> <li>- Restorative discussion with teacher or teaching assistant using restorative question prompts and therapeutic visual aid (see Appendix A).</li> <li>- Use of calming down area and resources including outdoor classroom.</li> </ul>		<p>Class teacher, teaching assistants &amp; MDS.</p>	<p>Monitor by class teacher and teaching assistants.</p>

	<ul style="list-style-type: none"> <li>- At lunchtimes, 1:1 conversation with midday supervisor then support child to either engage with a game with the adult or monitor them playing with the peers/play leaders.</li> </ul>			
<p><b>3</b></p>	<p>For persistent inappropriate behaviour across the day/week:</p> <ul style="list-style-type: none"> <li>- Restorative conversation to take place (between 2 children – class teacher to facilitate restorative meeting; individuals with Team Leader)</li> <li>- PROTECTIVE CONSEQUENCES e.g. increase staff ratios (increase supervision of an identified child/children), escorted in social situations e.g. transition times, differentiated teaching space, limiting access to activity or area of the school, limited access to lunchtime choices.</li> <li>- EDUCATIONAL CONSEQUENCES e.g. modelling of activities where the behaviour has occurred, restorative actions (see Appendix A), whole class/small group activities on specific topics, educational opportunities e.g. research into the rules of football, reflection time, de-escalation strategies specific to the individual child.</li> <li>- Remember to praise and reward if pro-social behaviours are displayed.</li> <li>- Work not completed to be sent home.</li> </ul>		<p>Class teacher Team Leader</p>	<p>Conversation with parents either in person or phone call.</p> <p>Log of concern to be submitted by Class teacher on My Concern with pupil view and identified actions detailed.</p>

<p><b>4</b></p>	<p>Where Stage 3 supportive strategies have not changed inappropriate behaviour, the Head Teacher, Deputy Head Teacher, or a member of SLT who is available at the time will be asked to support using the following:</p> <ul style="list-style-type: none"> <li>- Positive phrasing (e.g. stand next to me, walk beside me)</li> <li>- Limited choice (talk to me here or in the courtyard)</li> <li>- Disempowering the behaviour (e.g. I will be here when you are ready to get down)</li> <li>- De-escalation scripts (e.g. Bob, I can see something is wrong. I am here to help. Talk to me and I will listen)</li> <li>- Offer them a get out (e.g. come with me and...)</li> <li>- Arrange a meeting with class teacher, SLT and parent/carer.</li> <li>- Refer to Therapeutic thinking Graduated Response and tools (see Appendix B).</li> <li>- Risk Management Plan if behaviour displayed is persistent/dangerous.</li> <li>- Set review date at meeting to discuss progress made.</li> </ul>		<p>Class teacher</p> <p>SLT</p>	<p>Meet with parents.</p> <p>Log of concern to be submitted by SLT on My Concern with pupil view and identified actions detailed.</p>
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**Exclusion:**

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents/carers are informed of the decision and the reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school (refer to Exclusion Guidance).

**Bullying:**

Bullying is repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Incidents of bullying, or alleged bullying, will be dealt with according to the anti-bullying policy.

## **APPENDIX A: Restorative Questions and Visual Therapeutic Prompts**

- . What happened?
- . What were you thinking at the time?
- . What have you thought about since?
- . Who has been affected by what you have done? ...
- . What do you think you need to do to make things right?
- . If the same thing happens again, how could you behave differently?



worried



fidgety



confused



angry



excited



scared



What were you  
thinking or feeling?



distracted



silly



not okay



frustrated



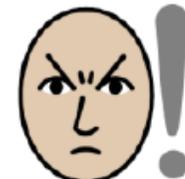
tired



giggly



fizzy



out of control



threw  
something



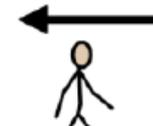
pushed  
someone



shouted at  
someone



rude to  
someone



walked off



scribbled on  
work



What happened?



ripped my  
work



spat at  
someone



broke  
something



something  
else



unkind to  
someone



kicked  
someone



hurt  
someone



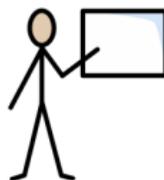
something  
else



me



my friend



my teacher



another child



my TA



my mum



my dad



my family



Who has been  
affected?



a group



midday  
supervisor



someone  
else



sad



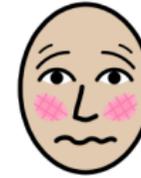
sorry



guilty



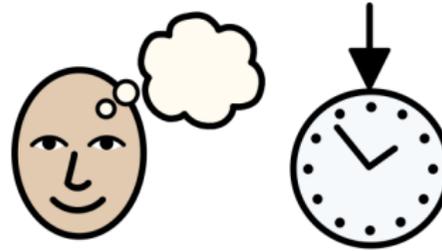
stressed



ashamed



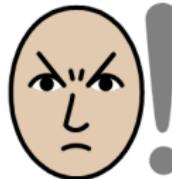
better



What are you thinking  
or feeling now?



not okay



mad



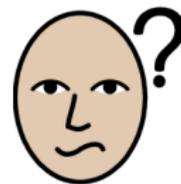
okay



calm



scared



unsure



fizzy



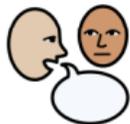
something  
else



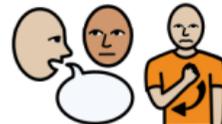
make a plan



write a letter



talk to  
someone



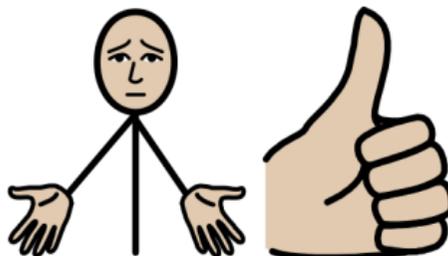
say sorry to  
someone



fix something



thinking time



What needs to  
happen to put it right?



tidy  
something



think about  
zones



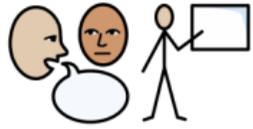
lost chances  
slip



quiet time



something  
else



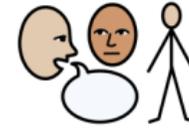
talk to a teacher



ask for quiet time



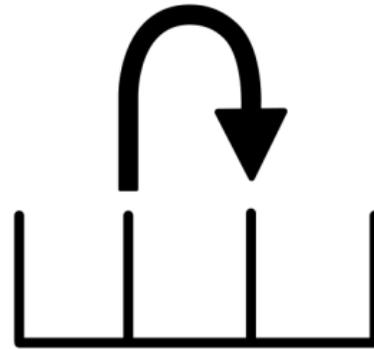
fiddle with something



talk to someone



walk away



Next time I could...



play with someone else



1 2 3  
count to 10



take deep breaths



sit near someone else



something else

# Appendix B: CTT Graduated Response



## Therapeutic Thinking Graduated Response

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