



## Positive Behaviour Support Policy

Version	Date	Description	Chair of Committee	Ratified (Y/N)	Next review
1	January 2024	Curriculum Committee	Hilary Crooks	Y	January 2026

## **Section 1 – Vision and Values Statement**

At Granta we follow the Therapeutic Thinking approach to behaviour support. This is a therapeutic approach to positive behaviour management. The Therapeutic Thinking approach is based on the following principles;

- Shared focus on inclusion of all pupils
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de escalation
- Shared risk management and risk reduction
- Shared reparation, reflection and restoration

This policy is a working document and as such it reflects both the practices that are in place and those which the school are striving to achieve. The implementation of this policy is the responsibility of all staff.

All staff at Granta receive training in Therapeutic Thinking annually from our 3 trained tutors. Our behaviour policy links to our safeguarding, appropriate touch policy and physical intervention guidance.

We believe that any individual's behaviour has a large effect on how well the individual is able to learn and on the quality of life they are able to enjoy. Understanding is the key to supporting a pupil to self-regulate and improve their behaviour – to understand the world as they see it, to be able to anticipate and predict their possible reactions and to understand that the behaviour we see is a method of communication.

At Granta through our 'All Aboard' curriculum (including the hidden curriculum) we support our pupils understanding of:

- Right and wrong
- Honesty, truth and fairness
- Respect others and themselves
- Importance of positive relationships
- Self-management and resilience, a sense of responsibility, acting in an appropriate manner
- Safe risk taking
- Autonomy

We recognise that all our pupils will need support and/or guidance and encouragement with the above in preparation for adulthood.

Our behaviour curriculum is embedded primarily within our PSHE curriculum across the school. It is underpinned by Granta's mission statement;

We aim to promote independence and life skills development for all students, personalising learning and taking into account their starting points, needs and abilities.

We aim to keep all our pupils and staff safe at all times. We educate our pupils on how to keep themselves safe in daily life and work with our parents to support this.

We ensure everyone within in our community feels a sense of belonging at school. We promote friendships, a sense of self and include everyone within class and school activities, taking into account their choices and feelings.

We provide our pupils with a wide range of fulfilling, fun experiences so that they can identify what makes them happy and what they like. We foster a sense of personal wellbeing, working closely with families.

And linking to our core values;

- Communication – Listening to every voice, encouraging choice making, respecting each other
- Care – Being kind and compassionate, supporting and looking after each other, understanding each other's strengths, limitations and needs, empathy, responding to individuals, having patience
- Innovate – Begin creative, taking risks, thinking outside the box, trying new things
- Achieve – Personalisation and progress, developing ourselves and others
- Collaborate – Working together

There is an expectation that we will not harm others or damage property in school. We expect the school environment and the people in it to keep each other safe so we are able to learn in the best way and best place we can.

## **Section 2 – Promotion of Pro-Social Behaviour**

Pro-social behaviour describes any voluntary behaviour with the intent to benefit others or society as a whole. We expect the school environment and people in it to keep each other safe so we are able to learn in the best way and best place we can. It is the responsibility of all staff, pupils, stakeholders and site visitors to promote pro-social behaviour towards everybody.

### **Shared Routines**

At Granta we recognise that establishing and maintaining simple routines is a positive way of helping our pupils create the right conditions for learning and for changing their negative responses.

Our routines are designed to help the pupils and focus on current behaviours and relationships. Staff explain their purpose and make sure they make sense to the pupil. We work to ensure that these routines help promote learning and engagement and improve relationships between pupils' and between pupils and adults. These routines are reviewed regularly.

### **Expectations for Promoting Pro-Social Behaviour**

Below outlines the pro-social behaviour we strive to develop in our pupils, the staff responses we expect and approaches that can be used day to day. We recognise this is not an exhaustive list.

Pro-social Behaviour	Staff Response	Suggested Resources/ Activities
Helping	Use quiet, specific praise Catch students helping Promote high expectations Model helpful acts Actively teach pupils behaviour for learning Encourage all pupils to have pride in their environment	Class random acts of kindness Class helping monitors Introduce daily helping habits e.g tidying the classroom
Sharing	Actively build trust and rapport Catch students sharing Model generosity in 1:1 scenarios or small groups Discuss how sharing makes pupils feel about themselves Respect personal objects and teach pupils acceptance when they do not want to share	Play games that involve turn-taking Provide opportunities for cooperative activities e.g puzzles Teamwork games Provide opportunities to share materials e.g. colouring pencils Access to Lego Club
Comforting	Invest in classroom relationships Listen respectfully and model appropriate responses Actively build trust and rapport Treat pupils with dignity and respect Apologise if we make a mistake Name and manage our own emotions Teach acceptance of uncomfortable emotions Follow the touch policy guidance such as a high five, handshake or contingent touch Recognise dangerous self-soothing behaviours and seek alternatives	Positive affirmations Provide fidget objects, soft toys, sensory stimulating opportunities Spending time outside Mindfulness/meditation Accessible modes of communication Well-being curriculum Access to Pat-Dog and laughter specialists
Co-operating	Use quiet, specific praise Have high expectations and demonstrate our belief in our pupils Identify pupils strengths and build on these Accurately assess and understand the pupils needs and plan to meet those needs Invest time to allow the pupils to practice and make mistakes Allow for choices within learning Offer to complete work together Offer suggestions, not commands Celebrate individual differences Build on what they can do, start small Establish clear boundaries and explain the reasons Support the pupils to develop resilience	Backward chaining 'I do, we do, you do approach' Visual choice cards 'Now and next' boards Breaking down tasks Visual timetables and instructions Activities to develop listening skills Using pair-share or small group work Practice routines Clear and realistic expectations The language of choice Interventions such as TEACCH

	Encourage pupils where appropriate, to be involved in self-assessment and target setting and give feedback on their progress	
Protecting	Listen respectfully and respond appropriately Treat pupils with dignity and respect Acknowledge all feelings Model self-advocacy and how to say 'no' See plans and promises through Be honest Model how to respond to friends and peers Work in close partnership with parents, carers and other professionals Remind pupils they can speak to a trusted adult if they feel unsafe	Social stories/ comic strip conversations to support friendships Feelings display e.g. zones of regulation Emotional literacy games Identify safe spaces in the classroom or school Restorative approach Access to ELSA trained staff
Volunteering	Take time to learn what motivates and engages students Personalise the pupils learning towards future goals Quiet specific praise Encourage curiosity Teach importance of volunteering Provide pupils with a breadth of experiences focused on life skills learning and community access	Charitable events/activities Enterprise Duke of Edinburgh

### Accountability

All staff within class teams are responsible for the implementation of the strategies and activities suggested above. Low-cost resources required should be purchased through class budgets.

If additional resources or training needs arise, these should be discussed with the pathway lead.

### Section 3 – Supporting All Learners

This section outlines our universal offer of response to all behaviour we consider to be low level (Level 1 on CPOMS pyramid). These behaviours cause minimal impact and can be resolved quickly by the class team. Staff are expected to consider and implement reasonable adjustments to a pupil's school offer.

### Expectations

This list is not exhaustive and the specifics of each adjustment will look different according to the individual pupil.

Staff must	Staff must not
Provide an alternative work space	Remove a pupil's voice

Offer sensory activities/breaks within the timetable Be engaging and actively listen Be reflective and ask questions Make reasonable adjustments to EHCPs Provide access to outside space Allow pupils to work with peers Give fair and predictable responses Action advice from SLT, tutors and external professionals Access school based interventions where appropriate	Remove an agreed activity from a timetable Use rewards as bribes Use consequences as threats Talk over pupils Talk about pupils in front of them, without involving the pupil themselves.
---	---

Some of our pupils may need additional support to learn to self-regulate and develop pro-social behaviours. They may need very specific and detailed planning which could include; involving multi-agency working, medical investigations, observations, additionally tailored resources/strategies, detailed routines, bespoke timetable.

If additional resources, shortened day, off site or home learning is required, and member of SLT will oversee this work and plan with parents/carers, multi-agency team and the local authority.

### **Accountability**

All staff within class teams are responsible for the implementation of the strategies and activities suggested above, or any others as directed by the senior leadership team.

Resources or training needs arise, these should be discussed with in-house CTT (Cambridgeshire Therapeutic Thinking) tutors.

### **Recording**

Level 1 behaviour is classed at Granta to be the following low level disruptions;

- Repetitive speech
- Stimming
- Interrupting/shouting out
- Refusal
- Generalized swearing e.g. not directed at another
- Moving around the classroom when not asked too
- Tearing paper/books
- Throwing objects not directed at another

These behaviours do not need to be recorded on CPOMS, however it is an expectation that known behaviours and strategies to support will be included on the pupil profile or individual health care plan.

### **Rewards**

At Granta we focus on developing our pupils intrinsic motivation (motivation from within) rather than extrinsic motivation such as rewards. We recognise however that some pupils will still need to receive external rewards, whilst they are supported through this transition. Achievements are celebrated with the individual rather than in a public forum to avoid causing distress to others.

Rewards we may use at Granta are; certificates, stickers, positive consequences. Once given rewards cannot be taken away and we avoid any use of tangible rewards e.g. food or technology.

### **Educational and protective consequences**

Punishment is where someone in authority enforces an undesirable or unpleasant response to behaviour. We do not use punishment of any sort at Granta. The law explicitly forbids staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation.

At Granta we use consequences to teach pro-social behaviour in pupils that can be transferred, whilst keeping the learning environment safe. Consequences are derived through logic and naturally follow an action of anti-social behaviour. Educational consequences are appropriate for those pupils who understand the impact of their actions. Protective consequences are strategies put in place to keep the pupils and others safe.

Consequences we may use at Granta are; finishing work at another time, increased adult supervision, deactivation of a pupil fob, putting something right by fixing or cleaning up, restricting choices, withholding participation in activities or withholding an extra-curricular activity such as an off site visits (only with prior agreement from SLT and following discussion with parent/carer)

### **Section 4 – Unsocial Behaviour**

Un-social behaviour can be observed as; not seeking to associate with others, not choosing to behave sociably in the company of others, not doing as instructed or dictated, but not to the detriment of self or others.

Pupils who are naturally more introverted are likely to display unsocial behaviour to communicate their needs.

### **Expectations**

Below outlines the un-social behaviour our pupils may demonstrate, the staff responses we expect and approaches that can be used day to day. We recognise this is not an exhaustive list and that it is an acceptable way for our pupils who are more introverted to communicate in this way.

Un-social Behaviour	Staff Response	Suggested Resources/ Activities
Not participating in class/group discussions Not answering questions	-Do not insist pupil contributes -Make sure you are using pupils preferred method of communication -Check pupils understanding -Do not single pupil out -Build relationships -Allow contribution at another time offering adult support and a quiet space	-Visual supports -ELSA support
Removing self from activity or room	-Allow pupil to leave -Check on pupil periodically or stay with them depending on individual	- OT advice -Visual supports -Table outside classroom

	<ul style="list-style-type: none"> <li>-Offer pupil time with trusted adult</li> <li>-Offer pupil task completion in a different space or at a different time.</li> <li>-Change work space</li> <li>-Adapt timetable</li> <li>-Build relationships</li> <li>-Build in additional breaks or time with trusted adult</li> </ul>	-Specialist rooms
Refusal to interact with adults and peers	<ul style="list-style-type: none"> <li>-Do not insist pupil interacts</li> <li>-Offer alternative adult/peers</li> <li>-Reduce number of people in a group</li> </ul>	<ul style="list-style-type: none"> <li>-Pupil motivators</li> <li>-ELSA support</li> <li>-Social skills activities</li> </ul>
School refusal	<ul style="list-style-type: none"> <li>-seek support/advice from SLT</li> <li>-class/timetable adjustments</li> <li>-adapted work</li> <li>-send work home</li> <li>-video calls</li> </ul>	-

### Recording

These behaviours do not ordinarily need to be recorded on CPOMS. If this is a new behaviour for the pupil or is a change in their typical presentation then it should be recorded as a level 2 incident to help staff build up a picture.

It is an expectation that known behaviours and strategies to support will be included on the pupil profile or individual health care plan.

### Accountability

All staff within class teams are responsible for the implementation of the strategies and activities suggested above. Low-cost resources required should be purchased through class budgets.

If additional resources or training needs arise, these should be discussed with CTT tutors or SLT.

## Section 5 – Anti-social Behaviour

Anti-social behaviour describes behaviour that causes harm to an individual, the community or to the environment, is likely to cause injury, harassment, alarm or distress, violates the rights of others and/or creates unhelpful feelings in self and others.

Anti-social behaviour can be broken down further into difficult and dangerous. Dangerous behaviour meaning that 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. It is important that all stakeholders understand the difference between the two.

### Expectations



Below outlines the anti-social behaviour our pupils may demonstrate, the staff responses we expect and approaches that can be used day to day. We recognise this is not an exhaustive list. Staff should follow strategies identified on an individual's plan.

Anti-social Behaviour (Difficult)	Staff Response	Suggested Resources/ Activities
<ul style="list-style-type: none"> <li>-physical action that causes minor injury to another person e.g. bump or graze that may require first aid</li> <li>-inappropriate touching</li> <li>-running off in school</li> <li>-hiding in school</li> <li>-physical assault such as push, hit, kick</li> <li>-shouting, screaming, swearing at another</li> <li>-throwing objects, not at others</li> <li>-breaking small items of school property</li> <li>-smearing</li> <li>-self-injurious behaviour</li> </ul>	<ul style="list-style-type: none"> <li>-Reduce language and demands</li> <li>-Remain calm in voice and body language</li> <li>-Listen</li> <li>-Change of face</li> <li>-Avoid personalising the situation</li> <li>-Offer controlled, consistent choices</li> <li>-Divert and distract</li> <li>-Make educational and/or protective consequences clear</li> <li>-Remind pupil of the progress they have made, what they are good at or what people like about them.</li> <li>-Remove pupils from situation</li> <li>-Use appropriate CTT guides/escorts (that are reasonable, proportionate and necessary) as shown in initial training and refreshers.</li> </ul>	<ul style="list-style-type: none"> <li>-Visual supports</li> <li>-Walk and talk</li> <li>-Individual motivators</li> <li>-Restorative work</li> </ul>
Anti-social Behaviour (Dangerous)	Staff Response	Suggested Resources/ Activities
<ul style="list-style-type: none"> <li>-physical assault e.g. bite, punch, hair pull that causes injury to another requiring medical attention</li> <li>-persistent verbal abuse directed at another</li> <li>-Using discriminatory language</li> <li>-Throwing and/or breaking large or multiple items of school property</li> <li>-Persistent self-injurious behaviour that cause injury</li> <li>-Eating inedible objects</li> <li>-Releasing doors</li> <li>-Physical fight with another</li> </ul>	<ul style="list-style-type: none"> <li>-Reduce language and demands</li> <li>-Remain calm in voice and body language</li> <li>-Listen</li> <li>-Change of face</li> <li>-Avoid personalising the situation</li> <li>-Offer controlled, consistent choices</li> <li>-Divert and distract</li> <li>-Make educational and/or protective consequences clear</li> <li>-Remind pupil of the progress they have made, what they are good at or what people like about them.</li> <li>-Remove pupils from situation</li> <li>-Wait</li> <li>-Use appropriate CTT guides/escorts/holds (that are reasonable, proportionate and necessary) as shown in initial training and refreshers,</li> </ul>	<ul style="list-style-type: none"> <li>-Visual supports</li> <li>-Walk and talk</li> <li>-Individual motivators</li> <li>-Restorative work</li> </ul>

	-Call for additional support	
--	------------------------------	--

### **Recording**

These behaviours should be recorded on CPOMS, following the pyramid chart in Appendix 1 , depending on the severity it will either be classed as a level 2 or 3 incident.

It is an expectation that known behaviours and strategies to support will be included on the relevant pupil paperwork. All pupils that exhibit dangerous behaviours should have a risk reduction plan in place.

Pupils may have any or all of the following supportive paperwork; early prognosis, subconscious/conscious checklist, anxiety analysis, roots & fruits. Paperwork is updated at least annually, under the guidance of our school CTT tutors.

### **Accountability**

School CTT tutors, alongside with the Head are responsible for ensuring that all pupils have the relevant paperwork in place and staff training is up to date. They also have the responsibility to report all serious incidents to the local authority health and safety team.

School will also engage the work of external professionals for advice and support...

Class teachers are responsible for ensuring that the relevant paperwork is written and updated with changes and that it is shared with the class team and parents. Resources/activities known to be used as effective strategies for a pupil are available at all times. Class staff should also share details of incidents with parents as well as consequences/follow up actions.

## **Section 6– Unforeseeable Behaviour**

Unforeseeable behaviour describes behaviours not covered by this policy, never previously seen or so historic we believed they would not happen again. This may include climbing the perimeter fence, escaping from the school building or running away during an off site visit, stealing, bringing unsafe items on to school site, using objects as weapons, barricading self and/or others in a room.

### **Recording**

Incidents of this nature would be classed as serious, needing support from SLT to manage the situation and follow up actions. They should be recorded on CPOMS as a Level 4 incident, and be reported to the LA H&S team.

Following an incident of this nature, it is expected that SLT, school CTT tutors and class teacher will complete a risk assessment to put measures in place to mitigate the risk of a reoccurrence. External agencies will also be contacted for additional support and advice

### **Accountability**

SLT are responsible for the management, and follow up of these incidents including, relevant professionals are informed, contacting the parent/carers, that the pupil has the relevant

paperwork in place and staff training is up to date. Measures are actioned in a timely manner to mitigate the risk in the future.

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

Staff record incidents on CPOMS (level 2 and above), using the guide in Appendix 2 This enables the school CTT tutors, leadership team to monitor, and analysis incidences more effectively.

If there has been an incident where a pupil has displayed dangerous behaviours and physical intervention has been required, all involved should be given the opportunity to reflect on and discuss in detail what has happened and what effect this has had on them and seek medical attention if required. Support for other pupils and staff witnessing an incident should be considered and a restorative approach is used if appropriate.

Where restrictive physical intervention has been used, it is recorded in the bound blue book kept in the school office.

All incidents involving a significant injury must also be recorded online on the Cambridgeshire form, which the school office completes.

### **Procedures**

#### **Behaviour that is difficult or concerning**

- Class team discuss, implement strategies
- Class team record behaviours that need support on CPOMS, following guidance in Appendix 2
- Class team document risks or strategies on relevant paperwork as guided by SLT e.g. class risk assessment, pupil profile or therapeutic thinking electronic toolkit.
- Paperwork updates are checked by SLT
- Class team discussion and planning meetings with CTT tutors as required
- Class teacher to discuss behaviours with parent/carer
- Parent/carer and other involved agencies (if appropriate) invited to discuss how to ensure strategies can be implemented and sustained across all settings.

#### **Behaviour that is dangerous**

In addition to the above;

- Outside agencies contacted for support e.g. Educational Psychologist, Occupational Therapist, Speech Therapist, CAMH, Social service, Cambridgeshire Therapeutic Thinking team.
- Parents/carers are invited to coproduce risk reduction plan
- Where appropriate a pupil contract can be drawn up that reflects the plan.
- Plan agreed and followed by all, updated as required
  
- CPOMS is checked daily by SLT and actions suggested which the class teacher is expected follow and share with the class team.
- Data from CPOMS is reviewed termly and reported to governors
- Pupil plans are reviewed when new behaviours/incidents occur or annually. Any amendments are shared with home.
- Pupils can be escalated or deescalated along the graduated response (see Appendix 3) as appropriate.

### **Best practice when restrictive physical intervention is required**

- Any initial response to dangerous behaviour will come from the staff directly involved. Initial intervention from staff is normally enough to resolve a situation.
- When an initial intervention is unsuccessful staff as required can seek support from school CTT tutors and/or SLT.
- Staff trained in the use of restrictive physical intervention techniques will use these techniques only as a last resort and in the best interest and safety of the pupil.
- Staff are trained in; open mitten guide/escort, closed mitten guide/escort, elbow tuck, figure of four)
- Incidents of restrictive physical intervention are recorded in the bound blue book in the office
- Staff involved in an incident should be given time away from the classroom and given the opportunity to debrief.
- Serious dangerous incidents or those involving restrictive physical intervention must be reported to parent/carer by phone at the end of the day and conversations recorded on CPOMS.

### **Section 8 – Suspension and Permanent Exclusion**

We always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In circumstances where we believe a serious incident has occurred, it may be necessary to suspend a pupil for a fixed period; these circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised.
- Incidents of significant deliberate damage to property.
- Discriminatory abuse when the pupils is aware of the consequences of actions.
- Repetitive situations, which cause other pupils to feel emotionally or physically unsafe.

The decision to suspend a pupil is made on an individual basis. It will be for a fixed period of time and the pupil will return to school following a reintegration meeting with a senior leader, parent/carer and pupil. This meeting is focused on changes to be made by all parties to avoid and future suspensions.

In the event that the school is not able to meet the needs of an individual pupil, we aim to work with the family and local authority to identify an alternative placement following suspension and/or permanent exclusion. In accordance with guidelines, parents/carers must be advised that their child's behaviour in school is escalating and the schools response may include the possibility of suspension and/or exclusion. A meeting with parents/carer, statutory assessment team, social care and other involved professionals will take place.

In exceptional circumstances it may be necessary to permanently exclude a pupil. The 2 criteria for this are;

- Response to a serious breach or persistent breaches of this policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

### **Section 9 – Role of the Governing body**

The governing body have overall responsibility for this policy and evaluation of its effectiveness. The chair of governors will, in accordance with DfE and Local Authority procedures for exclusion, require the head teacher to report all matters that are heading towards the possibility of exclusion at the time when the parents are advised of this possibility. The governing body will establish an appeals committee to hear any appeals against exclusion as laid down in DfE guidance.

Other policies & guidance to refer to are; appropriate touch policy, DfE and LA exclusion guidance, restrictive physical intervention policy, anti-bullying policy

## Appendix 1

### CPOMS behaviour incident level guide

Level	Example behaviours	Log on CPOMS
1	Un social behaviours -Not participating in class/group discussions -Not answering questions -Removing self from activity or room -Refusal to interact with adults and peers	No
2	Anti-social (DIFFICULT) behaviours -physical action that causes minor injury to another person e.g. bump or graze that may require first aid -inappropriate touching -running off in school -hiding in school -physical assault such as push, hit, kick -shouting, screaming, swearing at another -throwing objects, not at others -breaking small items of school property -smearing -self-injurious behaviour	Yes
3	Anti-social (DANGEROUS) behaviours -physical assault e.g. bite, punch, hair pull that causes injury to another requiring medical attention -persistent verbal abuse directed at another -Using discriminatory language -Throwing and/or breaking large or multiple items of school property -Persistent self-injurious behaviour that cause injury -Eating inedible objects -Releasing doors	Yes

	-Physical fight with another	
4	Unforeseen behaviours -climbing the perimeter fence, -escaping from the school building or running away during an off site visit, -stealing -brining unsafe items on to school site -using objects as weapons, -barricading self and/or others in a room.	Yes

## Appendix 2

### CPOMS Recording

For behavioural incidents that meet the criteria for Level 2 and above, staff are expected to record the incident on CPOMS. The record must give a clear and factual account of the incident and should follow the format of

- Antecedent (A)
- Behaviour (B)
- Function (F)
- Strategy in place to minimise further occurrences (S)

Antecedents involve looking at what was happening for that child immediately prior to the incident. They usually fit within the following categories:

- Being given or perceiving a demand/request
- They believe the task is going to be too difficult
- Transitions from large ones such as room changes or end of day to the transition between one activity to another
- Interruption being asked to finish a task before they have reached their logical end point, or enjoying something enough they do not want that activity/session to end
- Working or being alone with no attention from adults or others
- Seeing that another student has something they want e.g. a toy, attention
- A change to their usual routine

Functions of behaviour are similar to the natural consequence that follows the behaviour. This is where the student discovers if their behaviour is going to be a successful method. They usually fit within the following categories:

- To obtain attention
- To obtain a desired item/activity

- To obtain self-stimulation or sensory feedback
- To obtain a sense of control over their environment
- To escape/avoid a demand/request
- To escape/avoid a specific activity, object, location
- To escape/avoid a person

Other antecedents and functions can be possible and in some cases for students with increasingly complex needs, may be extremely specific.

Accurate and succinct CPOMS records are required for reference when students require support via the Electronic Toolkit.

Example CPOMS record:

*A – Student x was told it was time for the light room*

*B – Student X dropped to the floor, screaming and refusing to move, hitting out at others as they walked past*

*F – Student X did not go to the light room and stayed in the classroom with an adult*

*S – to use a now and next board and allow for a longer take up time to prepare them for the lightroom.*

CPOMS records are not to include personal opinion, comments, emotive language or to attempt to place blame on an individual or situational circumstances e.g. staff ratios. If staff feel they need to discuss a behavioural incident they should seek a member of SLT for a debrief.

### **Appendix 3**





### Therapeutic Thinking Graduated Response

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