

# Creswick School Therapeutic Behaviour Management Policy

## Our vision: Learning for Life

We want our children to become life long learners so we focus on 6 core values:

- **Kindness**
- **Be motivated**
- **Co-operation**
- **Perseverance**
- **Challenge yourself**
- **Independence**

These are at the core of what we do at Creswick as we focus on helping children develop a growth mindset. We expect all our members of the community to exemplify these values.

In developing children to have a growth mindset they will believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. We talk about our brains and synapses and how it is necessary to challenge ourselves. We know that it is ok to make mistakes with our learning and behaviour because our brains are then working hard and growing.

Many behaviour problems can be overcome or their effects reduced by the use of positive reinforcement for good behaviour. At Creswick we encourage good behaviour and a positive attitude through:

- Positive praise
- Value stickers (Persevering, Kindness, Challenging yourself, Independence, Cooperation and Motivation)
- Facial expressions
- Thumbs up
- Displays recognising achievement
- Personalised strategies
- Post card home
- Phone call home
- Compliment slips
- See another member of staff/class, HT, DHT, AHT

At Creswick we use a therapeutic approach to behaviour management, with an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. We use techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, we adopt techniques to reduce the risk of harm.

Our behaviour strategy is aimed at improving the educational outcomes for all pupils by promoting and supporting their engagement in education through:

- Teaching the children skills to become effective learners through developing a growth mindset, with pro-social behaviours and to be well adjusted members of the community
- Providing a therapeutic framework so that all members of our community work consistently to promote pro-social behaviour, manage difficult or dangerous behaviour and to have an understanding of what **behaviour might be communicating**
- Explaining the reasons for our 3 rules and ensuring that pro-social behaviour is encouraged and recognised at all times providing the children with appropriate models of behaviour
- Ensuring that all staff focus on de-escalation and preventative strategies e.g. anxiety mapping, rather than reactive
- Helping the whole school community to feel *safe* and *respected* and *ready* to learn

## We expect parents to engage in a Home/School partnership.

Through protective and educational consequences we aim to teach children to manage their own feelings and learn from their mistakes.

It is our aim that they will develop strategies to enable them to self-regulate. When progress is limited, we ensure Parents are informed and included through review meetings to monitor and track progress. This may include a pastoral support plan or a risk reduction management plan.

We know that through successful joint working between the home and school it will lead to much better outcomes for our children.

Children learn best from being surrounded by good role models. Adults in school will always model the desired behaviour by:

- Showing kindness
- Listening to children and valuing what they say
- Greeting all children in the morning and around the school
- Remaining calm and controlled



## Our School Rules: **Safe** **Respect** **Ready**

We expect our pupils and staff to stay:

**Safe** and keep others safe.

We empower our pupils and staff to

**Respect** themselves and others.

We enable our pupils and staff to be

**Ready** to learn and to be engaged in their learning journey for life.

We use Emotion Coaching when speaking to children:

### Step 1

Recognising, empathising, validating the feelings and labelling them

### Step 2

Setting limits on behaviour

### Step 3

Problem solving with the child

We say: I can see you are feeling angry...

It may be necessary to use **Restrictive Physical Interventions**, for example in a situation of clear danger and extreme urgency.

In the first instance safely remove all the other children from the situation.

- All staff will use the **'Steps'** approaches to safe restrictive physical intervention.
- Physical intervention may be used to comfort a pupil in distress, gently direct a person, for activity purposes or to avert danger.
- **Supportive hugs** are used to communicate and comfort.
- Remaining calm and controlled

Consequences for anti-social behaviours include protective consequences e.g. time away from the classroom, increased staff ratio, limited access to outside space, differentiated teaching space; and educational consequences e.g. educational opportunities, assisting with repairs, restorative meetings or completing tasks.

### Possible consequences

Quiet word from a member of staff to de-escalate

The child uses the time away space

The child works in another classroom

Key Stage Leader to help de-escalate

Long term support in house through

Individual Risk Management Plan

Early Help Module with the family support worker

Long term support with outside agencies

Fixed term exclusion

Permanent exclusion

### Systems at Playtime / Lunchtime

Quiet word from staff to de-escalate

Child is unable to play a game or with a group

Time out to de-escalate and talk to staff

Class teacher informed

SLT to be called to support if behaviour is unsafe

## Preventing Escalation using positive phrasing:

- Stand next to me thank you.
- Put the pen on the table thank you
- Remember we walk from assembly silently thank you

## Disempower the behaviour:

- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready

## De – Escalation script

- (Name) I can see you might be feeling annoyed/angry/upset.
  - I am here to help.
  - Talk and I will listen.
  - Come with me and .....

## Emotional Recovery:

- Different children need varying lengths of "cool down" times
- Cool down can be offered in a variety of locations within the school and will be personalised depending on need

## Reflect, Repair, Restore

After the incident, once the child is calm, relaxed and ready to reflect the child will be supported to revisit the incidents and to explain their account of what happened and why?

### Questions:

- What happened?
- How were you/others thinking/feeling?
- Who has been affected and how?
- How can we repair relationships?
- What have we learn and how can we respond differently next time?
- What protective and educational consequences need to be put in place?