

## Behaviour Policy Guide

Supported by Therapeutic Thinking

### The aims of this Guidance:

The intention of this guide is to facilitate the production of a behaviour policy, providing structure and supporting documentation to complete a policy. This guidance is suitable for all settings including early years, primary schools, secondary schools and SEND settings. We hope to develop example statements within each section as schools embrace the policy framework.

“You can’t teach children to behave better by making them feel worse.  
When children feel better, they behave better.”

*Pam Leo*

### Key Principles

- Practice should match policy and policy should match practice. Policy should aspire to encourage the next steps of development for the setting.
- No method of managing behaviour should be visible within school that is not evident within policy. No method of managing behaviour should be visible within policy that is not evident within school.
- Policies should be individual to each school, as it should reflect the current practice that takes place.
- A policy should create a ‘job description’ that clearly identifies what a member of staff must, must not and may do. Language and terms used should be unambiguous, and where key words used, definitions should be provided.
- A good policy should build staff confidence in all responses to pro-social and anti-social behaviour, as it should include clear detail of what the expectations of them are.
- It acts as a communication tool for clarity for children, staff, parents and governors, including the methodology for teaching behaviour that results in pro-social outcomes.
- This creates a planned response for children who are not catered for through ‘predict and prevent’ or individual risk reduction plans. Where a child’s plan contradicts a policy, individual planning takes precedence.

**It is statutory for all schools to have a behaviour policy.**

### Statutory Elements for Maintained Schools:

Government guidance is created using language open to broad interpretation. Policy needs to define the methodology that achieves the stated ambition

The DFE statutory requirements are:

- Publicise governing body's statement of behaviour principles.
- Promote good behaviour, self-discipline and respect.
- Prevent bullying.
- Ensure pupils complete assigned work.
- Regulate pupils conduct.

Statutory requirements can be met by signposting to other documentation and policies for example:

- Curriculum policy.
- PHSE policy.
- Mental health and wellbeing policy.
- Restrictive physical intervention policy.
- Exclusion policy.
- Governing body statement of behaviour principles.

### Influential DfE Guidance for Therapeutic Behaviour Policies:

[Mental Health and Behaviour in Schools](#) (March 2016) (Revised November 2018)

[Transforming Children and Young Mental Health Provision Green Paper](#) (December 2017)

### Key Definitions for Policy Writing:

**Anti-social Behaviour:** Behaviour that causes harm to an individual, a group, to the community or to the environment.

**Behaviour:** Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

**Being Therapeutic:** An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

**Bribery:** The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

**Conscious behaviours:** Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

**Consequence:** A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached

via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

**Dangerous behaviour:** That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm 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. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as ‘three children required first aid for minor bruising as a result of Jane’s kicking’.

**Difficult behaviour:** That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: ‘Daniel continually shouting out is difficult within a group teaching activity’.

**Dynamic:** Any group of people brought together through choice, circumstance or obligation.

**Equality:** Affording people the same equal status, rights, and opportunities.

**Equity:** The differentiated measures to provide equal opportunities.

**External discipline:** Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

**Externalising:** When a person’s natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

**Extrovert:** A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

**Internal discipline:** Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual’s motivation.

**Internalising:** When a person’s natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

**Introvert:** A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

**Pro-social Behaviour:** Relating to behaviour which is positive, helpful, and values social acceptance.

**Punishment:** The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

**Reward:** A desirable object or experience given to celebrate outcomes already achieved.

**Subconscious behaviour:** That which is present without any thought or planning; a behaviour a person is unable to contain.

**Unsocial Behaviour:** Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

## Policy Structure:

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

How do therapeutic approaches to behaviour and inclusion thread through the vision?

### **Section 2: Prosocial behaviour**

What does prosocial behaviour in your setting look like? How do staff respond? What must staff say and do? Always include actions staff must not do. How is it recorded?

### **Section 3: Supporting all learners**

Clarify what is meant by low-level behaviour then how staff are to respond. Actions staff must and must not do. When and where is it recorded?

### **Section 4: Unsocial behaviour**

Clarify what is meant by unsocial behaviour and how staff should respond. Actions staff must and must not do. When and where is it recorded?

### **Section 5: Antisocial behaviour**

List behaviours that may be seen. Clarify actions staff must take and they must say if they observe any of the behaviours, including praise and relationship reinforcers. These behaviours may be difficult to manage and dangerous. Include educational or protective consequences, scripts and touch/physical responses. Ensure to be clear on actions staff must not take. When and where is the behaviour recorded?

Introduce or review behaviour plan following analysis.

### **Section 6: Unforeseeable behaviour**

Include a clear expectation in these circumstances and complete a risk assessment to determine if plan is needed for the future to prevent re-occurrence.

### **Section 7: Communication and recording within school**

Include information which must be communicated and what must not be said. Where is it recorded?

### **Section 8: Communication with parents and carers**

Include information which must be communicated and how.

### **Section 9: Exclusions**

Reflect on the role this plays in the therapeutic behaviour approach.

## Section 1: Vision and Values Statement

This section needs to be brief and summarises what you aspire to achieve through the policy, incorporating the school vision and values.

### Consider:

- Is the statement clear and concise?
- Does it reflect the shared language of your school?
- Is it jargon- and acronym-free and accessible for the wider school community?

### Example statement:

*Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Steps in the academic year 2017-2018. This policy outlines the purpose, nature and management of behaviour in our school in line with Steps. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.*

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## Section 2: Pro-social behaviour

This section comprises how prosocial behaviour is understood, motivated and valued within the school/setting. Include a list of behaviours promoted and valued within the school, alongside expected staff responses to acknowledge, promote and consolidate the listed pro-social behaviours.

### Consider:

- Have you defined pro-social behaviour?
- Have you grouped pro-social behaviours into graduated levels and identified staff responses at each level?
- Do your staff understand expected responses to all your stated and valued pro-social behaviours?
- Have you communicated that these responses are essential to motivate pro-social behaviours?
- Have you defined accountability; who is responsible for each action (all adults, class teachers, middle managers etc.)?

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### Section 3: Supporting all Learners

This section should outline the consistent approaches across the setting which support all children to have behaviours for learning and pro-social behaviours that benefit the dynamic. Include common strategies used in every classroom or specific dynamics (break time dynamic, intervention group dynamic etc.).

#### Consider:

- Have you defined how you support all learners?
- Have you defined normal boundaries of differentiation (e.g. children are allowed to sit in a chair or on the floor for group work)?
- Have you clearly communicated expectations of all staff in ensuring agreed universal reasonable adjustments?
- Have you communicated agreed responses outside reasonable adjustments?
- Have you defined accountability? Who is responsible for each action (all adults, class teacher, middle manager etc.)?

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### Section 4: Unsocial Behaviour

This section explains that behaviours are not anti-social as they are not to the detriment of others. Generally, unsocial is quiet non-compliance that does not negatively impact on other pupils' learning. Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance. Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support.

#### Consider:

- Have you defined unsocial behaviour?
- Have you grouped unsocial behaviours into graduated levels and identified staff responses at each level?
- Do your staff understand expected responses to all anticipated unsocial behaviours?
- Have you clearly communicated expectations of all staff in ensuring agreed universal support and responses are in place?
- Have you communicated that these responses are essential to allowing introverts and internalisers to communicate their anti-social feelings?
- Have you defined accountability, who is responsible for each action (all adults, class teachers, middle managers etc.)?

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## Section 5: Antisocial Behaviour

This section summarises anti-social behaviour as difficult or dangerous that causes harm to an individual, a group, the community, or the environment. Define difficult and dangerous behaviours and the differences between them. State the actions and scripts staff must use when anti-social behaviours are displayed. Define the protective and educational consequences staff must implement following anti-social behaviour. Outline the use of a risk reduction plan and the school's approach to physical intervention.

### Consider:

- Have you defined anti-social behaviour?
- Have you grouped anti-social behaviours into graduated levels and identified staff responses at each level (including, where necessary, identifying specific levels of risk where restrictive physical intervention would be justified)?
- Do your staff understand expected responses to all anticipated anti-social behaviours?
- Have you clearly communicated expectations of all staff in ensuring agreed universal support and responses are in place?
- Have you communicated the responses that are essential for managing risk and developing pro-social behaviour?
- Have you defined accountability, who is responsible for each action (all adults, class teachers, middle managers etc.)?

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## Section 6: Unforeseeable Behaviour

This section should outline the clear expectation of what staff must and must not do when unforeseeable behaviour occurs. Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur. This should include how this behaviour is recorded, what risk assessment will take place to decide if a policy or plan is required to prevent this behaviour or respond to it if the behaviour occurs again. It should include details on how debrief with staff and pupils will occur after unforeseeable behaviour has occurred.

### Consider:

- Have you defined unforeseeable behaviour?
- Have you grouped unforeseeable behaviours into graduated levels of risk and identified staff responses at each risk level (including where necessary identifying specific levels of risk where restrictive physical intervention would be justified)?
- Have you clearly stated when high end emergency responses are authorised (calling the police, ambulance, evacuating the building etc.)?
- Have you clearly communicated expectations of all staff in ensuring agreed universal support and responses are in place?
- Have you communicated the responses that are essential for managing risk and harm?
- Have you defined accountability, who is responsible for each action (all adults, class teachers, middle managers etc.)?

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## Section 7: Communication and Recording within School

This section should include details on when and why staff would record and share information, and how this communication would be made. Include what must and must not be said. Include information on how this communication is recorded and in what circumstance this would be followed up.

### Consider:

- Who communicates what to whom?
- When is it communicated (timescales, contexts, with/without pupil present)?
- How do they communicate (conversation in person, email or letter)?
- Who records what, where?

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## Section 8: Communication with Parents and Carers

This section should provide details on when and why school would contact parents/ carers, and how this contact should be made. Who in school should make the contact and what must and must not be said? Include information on how this communication is recorded and in what circumstance this would be followed up.

### Consider:

- Who communicates what to whom (accountability)?
- When is it communicated (timescales, contexts, with/without pupil present)?
- How do they communicate (conversation in person, phone, email or letter)?
- Who records what, where?

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## Section 9: Exclusions

This section should include local and government definitions underpinning fixed-term and permanent exclusion.

### Consider:

- Have you created equality by clearly defining the severity and frequency of anti-social behaviours which would result in a fixed or permanent exclusion?
- Have you clearly stated only the Head teacher can make the decision to exclude? Have you clearly stated who makes the decision in the absence of the Head teacher?
- How is the exclusion process communicated to parents or carers? Who carries out the communication? Have you shared the rights of parents and carers following an exclusion?
- Have you defined the process by which individual needs are assessed and plans are differentiated prior to return following a fixed term exclusion?

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## 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>