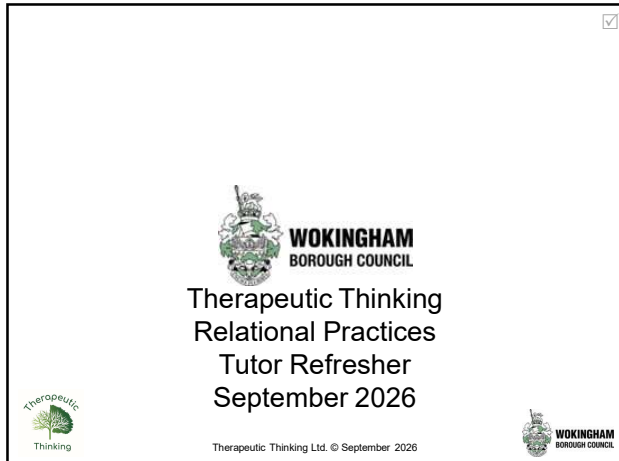
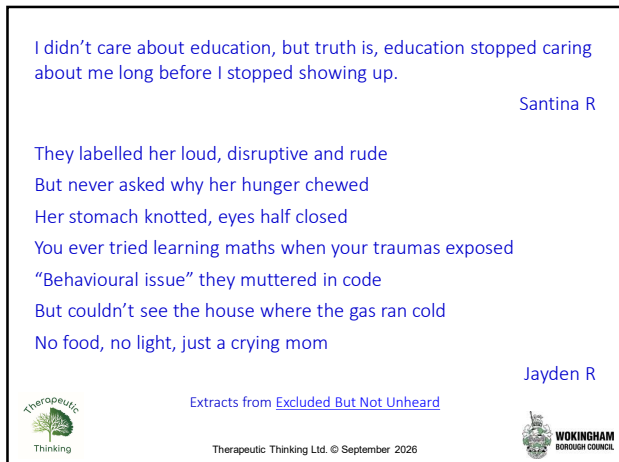




1



2



3

Introductions - online

- Please join us with cameras on for the introductions.
- Once we are sharing the PowerPoint, please turn off mics.
- Please join with your cameras for activities and closing thoughts.
- Please return from breaks in good time.
- Contribute to the chat. Add comments, questions, stories, asides, requests, feedback etc.

Where possible we will maintain confidentiality but, where obliged under safeguarding frameworks, it may be necessary to pass on concerns.



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4

Introduction - Live

- Mobile phones
- Toilets and fire drills
- Refreshments and breaks
- Signing-in and acknowledgement

Where possible we will maintain confidentiality but, where obliged under safeguarding frameworks, it may be necessary to pass on concerns.



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5



Edurio Pupil Experience Report 2025



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Edurio Pupil Experience Report 2025

231,259 pupils

The differences explored in this report, along with key topics identified as vital indicators of pupil thriving are:

- Pupil happiness at school
- Pupil wellbeing
- Inclusion
- Engagement with learning
- Support from teachers
- Safety

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- The percentage of primary pupils reporting being happy at school in Year 3 is 81%, falling to 71% by Year 6.
- In secondary education, 57% of Year 7 pupils report being happy at school falling to 42% by Year 8 and remaining at this level throughout most of secondary education. Only at KS5 is improvement evidenced.
- 50% of boys in schools report feeling very or quite well compared to 30% of girls and 22% of pupils with another gender identity.
- Two-thirds of primary pupils find their lessons interesting, only a quarter of secondary pupils says the same. Students in post-16 education are significantly more positive with three in five pupils in Years 12 and 13 find their lessons interesting.

8

- 87% of primary pupils feel that their teachers explain what they need to work on clearly, but only 48% of secondary pupils agree.
- 48% of primary pupils report rarely or never feeling worried with only 40% of secondary pupils report feeling very or quite well.
- 84% of secondary pupils report rarely or never learning about people like them in class (similar backgrounds or identities).



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- 29% of staff say they do not feel respected by pupils.
- 41% of staff regularly consider resignation.

Pupils highlight supportive and kind teachers, enjoyable lessons, and extracurricular clubs as the best aspects of school life.

At the same time, they advocate for less rigid rules, better food, more practical and collaborative approaches to learning, greater sensitivity to individual needs, and more opportunities for enrichment through trips and real-world experiences.



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Conclusion

The transition from primary to secondary school can be a particularly challenging milestone, with major adjustments, new routines and social pressures. Although there is currently no recognised framework to help schools support students during this time, evidence suggests approaches that emphasise belonging, relationships and agency can support wellbeing.

We also know that some young people are more likely to struggle, including marginalised groups or those with additional needs.



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National picture

- Staff recruitment, absence and retention
- Pupil, staff and parental wellbeing
- Societal and global issues
- Impact of social media
- Concern regarding new initiatives, funding and resourcing
- Attendance concerns (exclusions, suspension, part time timetables, disengagement, EBSNA)
- Challenge of continued professional development
- Provision and placement

12

Chameleon of School Behaviour

If a clear goal is established, and sufficient time is given for implementation, then Therapeutic Thinking can be used to achieve that goal.

Reduce EBSA

Increase attendance (of both staff and CYP)

Increase staff wellbeing

Increase LA capacity

Improve mental health (of both staff and CYP)

Increase professional self-esteem

Reduce difficult (and dangerous) behaviours

Reduce the need for alternative provision

Increase an LA's financial stability

Increase sense of belonging

Reduce suspensions and exclusions



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Introductions

1. Name
2. Setting
3. What have been the successes over the past year?
4. What are your goals, linked to this training, for your school or service in the next 12 months?



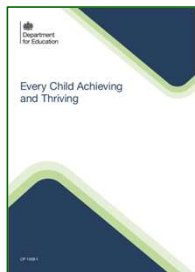
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Every Child Achieving and Thriving



The document focuses on creating an inclusive education system where all children, especially those with SEND, can succeed in mainstream schools.

It aims to improve early identification of needs, provide consistent support across the country, and ensure teachers are better trained in inclusion.



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Every Child Achieving and Thriving

A strong focus on improving outcomes, wellbeing, and opportunities for every child through:

1. Inclusive mainstream education
2. Early identification & support
3. A consistent national system
4. A skilled workforce
5. Joined-up services
6. Focusing on outcomes
7. Support for families



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Every Child Achieving and Thriving

Therapeutic Thinking enables the following operational outcomes:

- Children with SEND are supported in mainstream schools
- Reduced need for specialist placements where appropriate
- Children and young people's needs identified earlier
- Embedded approaches to reduce escalation
- Consistent approaches across MATs, LAs and individual schools
- Ensuring inclusion and SEND training available for all staff



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Every Child Achieving and Thriving

- Ensuring inclusion becomes part of everyday teaching
- Improved analysis and planning to support children and families
- Educational experience that goes beyond academic results
- Maximised wellbeing, independence, and life skills
- Consistent policy, practice and processes
- Improved transparency and communication



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Local Context



Local context slide
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Contents

- [Introduction](#)
- [A Graduated Approach](#)
- [Underpinning principles](#)
- [Underpinning theory](#)
- [Exclusion](#)
- [Understanding discipline](#)
- [Restorative practice](#)
- [Understanding analysis and planning](#)
- [Optional modules](#)
- [Implementation](#)
- [Summary](#)



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Introduction



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☑

Relational practices and belonging



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Relational practices

Relational Practice is a way of working where establishing and maintaining a helpful interpersonal relationship is the priority.

Haigh & Benefield, 2020



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Understanding Relational Practices

Relationships
When children feel understood and connected, they are more likely to thrive and participate fully in school life.

Responding and regulating
When adults respond with empathy, it helps pupils feel secure and supported, enabling de-escalation and reconnection.

Repairing and restoring
Restorative practice focuses on rebuilding trust and developing understanding. It supports pupils to reflect, repair and grow from their experiences.

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Relational practices

Children need relationships which enable them to feel safe and secure and develop a sense of belonging.

A successful dynamic needs to have a shared understanding of rights, roles and responsibilities and how these manifest themselves through expectations.

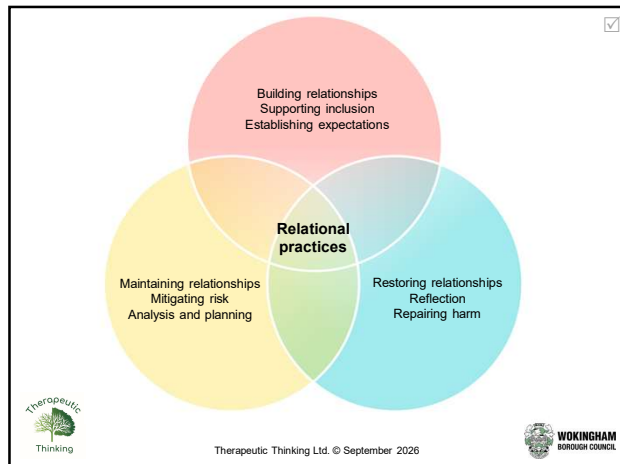
Relational practices ensure responses to detrimental behaviour are addressed through restorative approaches.



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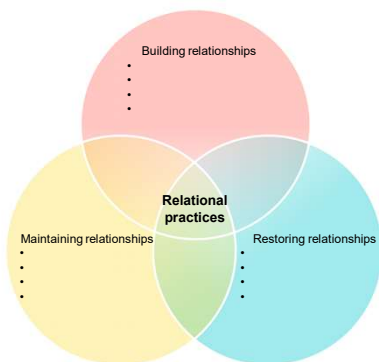


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What do we do? What could we do?



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A sense of belonging

All children and young people have a fundamental need to belong and schools and settings can offer a common and predictable avenue of belonging for most.

Roy Baumeister



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Belonging



School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults.

DfE, Mental health and behaviour in schools 2018, p. 13



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Belonging Schools



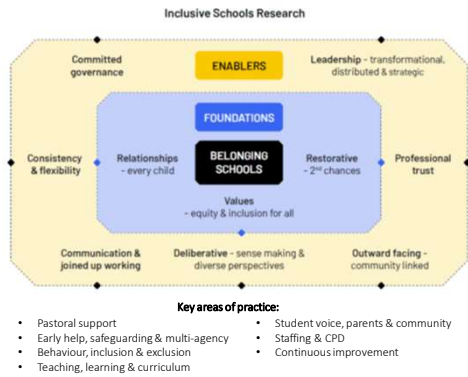
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Belonging Schools



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How can schools measure 'belonging'?

There's a growing focus on increasing pupils' sense of 'belonging' in schools, but to succeed we need to find ways to 'operationalise' the concept, writes Jean Gross

2nd Feb 2026

Jean Gross



"Belonging" is the word of the moment in education, not least since it became one of the core principles underpinning the new Ofsted inspection framework. Inspectors are told to consider the extent to which pupils "achieve", "belong" and "thrive".



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<https://www.tes.com/magazine/teaching-learning/general/how-can-schools-measure-pupils-sense-of-belonging>

Some survey tools:

- [Belonging Index \(PISA\)](#)
- [Students' Sense of School Belonging \(TIMSS\)](#)
- [Goodenow Psychological Sense of School Membership Scale](#)

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Anxiety and stress

Anxiety is often described as a feeling of fear or unease. It's something everyone experiences at times. Feeling anxious is a perfectly natural reaction to some situations.

Anxiety can help us to focus or take extra care when needed, but if it gets too much or becomes persistent, it can affect our daily life.

It is when our anxiety feels too intense or overwhelming and it starts to interfere with our daily life and relationships that it becomes a negative experience.



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A Graduated Approach



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Graduated approach

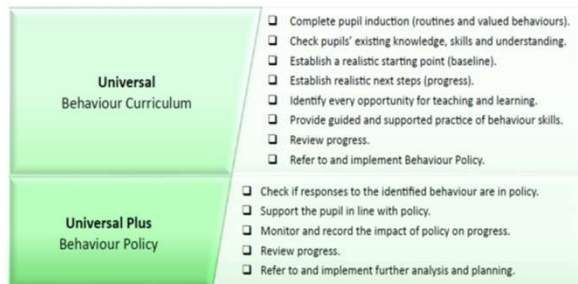


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Universal provision



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Guidance and direction of travel

Behaviour in Schools (DfE, February 2024)

Pupils should be taught explicitly what good (valued) behaviour looks like.

Mental Health and Behaviour in Schools (DfE, November 2018)

Prevention [includes] equipping pupils to be resilient so that they can manage the normal stress of life effectively.

The trainee teacher behavioural toolkit: a summary (DfE, January 2024)

Behaviour management should be seen as a process, not of merely reacting to behaviour, but actively supporting pupils by teaching them.



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A Therapeutic Thinking Approach ☒

- With a Therapeutic Thinking approach the priority is to build self-regulation, values and beliefs.
- Other behaviour methodology often follows a deficit model, concerned only with how to respond to detrimental behaviours. Detrimental behaviour is recorded but evidence of the growth of valued behaviour remains absent.



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Purpose of a behaviour curriculum ☒

- To identify the behaviour skills expected at each age and stage.
- To define each skill and the sequence of learning.
- To monitor progress.
- To identify individuals unable to achieve the expected outcomes and analyse and plan to close the gap.



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☑

The Universal Offer (Ordinarily Available Provision)



The universal offer is the methodology and activities we use to teach all children self-regulation and the values and beliefs needed to develop agreed valued behaviours.



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☑

Reasons for detrimental behaviour

1. **Dysregulation (emotional vocabulary and literacy)**
 There are many reasons why a child or young person may be dysregulated: SEND, sensory needs, attachment experiences, ACEs, trauma, mental health, gaps in emotional literacy etc.
2. **Established values or beliefs**
 There are many reasons that explain a child's established values and beliefs, such as the influence of social media, family, faith, education, political influences, previous life experience etc.



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☑

Emotional literacy

Sometimes referred to as emotional intelligence.

1. **Dysregulation (emotional vocabulary and literacy)**
 There are many reasons why a child or young person may be dysregulated: SEND, sensory needs, attachment experiences, ACEs, trauma, mental health, gaps in emotional literacy etc.



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✓

Emotional vocabulary (essential knowledge for emotional literacy)

The language necessary to describe your own feelings and to understand the feelings of others.

Emotional literacy (Essential for empathy & self-regulation)

The ability to read or recognise your own emotions and feelings and to read or recognise the emotions and feelings of others. The ability to understand and predict the impact of these feelings on actions and behaviours.

Emotional agency (Essential for resilience)

The ability to predict how you will feel as a result of experiences in the future.



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Why Emotional Vocabulary Matters

Emotional language supports:

- Self-regulation development
- Executive function skills

Executive function describes a group of mental processes which work together to help someone to plan, focus and shift attention, be aware of time, remember instructions and juggle multiple mental tasks successfully.
- Social understanding and empathy
- Long-term mental health outcomes

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Executive Functioning

The core executive function skills are:

- Working memory
- Organisation
- Monitoring and self-evaluation
- Planning to do a task
- Thinking and focusing
- Cognitive flexibility

These predict academic success, behaviour outcomes and emotional wellbeing.

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Principles of Emotional Literacy CPD



Principles of Emotional Literacy (Oct 2026)

Fri, 2 Oct, 9am - 4pm BST

Add to calendar

Online Event

Therapeutic Thinking Ltd
7 followers · Contact host

Book a place



<https://events.humanitix.com/therapeutic-thinking-principles-of-emotional-literacy>

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Values and beliefs

2. Established values or beliefs

There are many reasons that explain a child's established values and beliefs, such as the influence of social media, family, faith, education, political influences, previous life experience etc.



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Teaching valued behaviours

To develop a universal behaviour curriculum, we need to state:

- Our agreed **valued** behaviours
- Specific learning tasks or activities (lesson plans)
- The resources to support teaching
- Who, what, where, and when



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Behaviour curriculum considerations

How do we teach:

- Participating, contributing and collaborating
- Compromise
- Inclusion and tolerance
- Conflict resolution (non-physical)
- Interacting with staff and peers
- The benefit of community and participation
- Respecting and valuing the contribution of others.
- Etc.



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Beliefs



A belief is a feeling of certainty that something is true.

Our vision, values and policy must clearly communicate what we as a school value in terms of:

- Beliefs about our own rights and responsibilities.
- Beliefs about the rights and responsibilities of those we interact with day to day.
- Beliefs about rights and responsibilities in the wider world.



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Values



- A value is a long-lasting commitment derived from beliefs that motivates behaviour.
- The commitment to our values will grow based on the balance of challenge and reinforcement.
- Values motivate people to act one way or another.
- Generally, people are predisposed to adopt the values that they are exposed to. Historically, this was predominantly parents/carers, schools, and faith communities. The influence of social media may be shifting this.



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Literacy and the curriculum

Literacy is not just skills in English language.

Literacy is competence or knowledge in any specific area.

Literacy helps children to understand concepts, develop values and beliefs and communicate with others.

For example, emotional literacy teaches skills in understanding emotions and feelings and developing knowledge, skills and understanding in other areas can develop literacy of values and beliefs.



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Respect

Belief: "Everyone deserves to be treated kindly."

Value statement: "We treat others with dignity and consideration."

Behaviour: Listening attentively to classmates, following school expectations, and addressing conflicts calmly.

Empathy

Belief: "Understanding how others feel helps build positive relationships."

Value statement: "We care about and understand the feelings of others."

Behaviour: Supporting classmates in need, listening without judgment, resolving conflicts respectfully.

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Activity

Choose a value statement from the list below.

- Treating others with dignity and consideration
- Accountability for my learning and my actions
- Honesty
- Persistence to overcome challenge

1. Consider the **beliefs** that are essential to accepting and committing to the value statement.
2. Consider the behaviours that will be evidence of the developing value.



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Behaviour Curriculum Framework



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Principles of a Behaviour Curriculum CPD



<https://events.humanitix.com/principles-of-a-behaviour-curriculum-oct-2026>

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Underpinning principles



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Agreed definitions

Therapeutic Thinking has considered alternative language.

Therapeutic Thinking describes:

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



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Behaviours

Feelings

Experiences

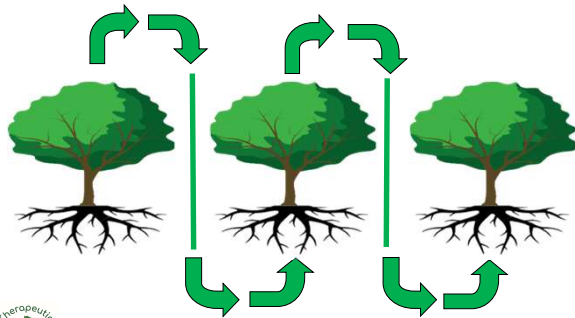


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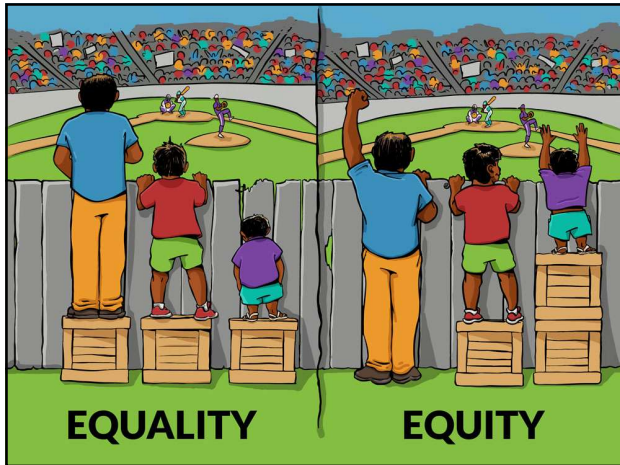
Therapeutic growth



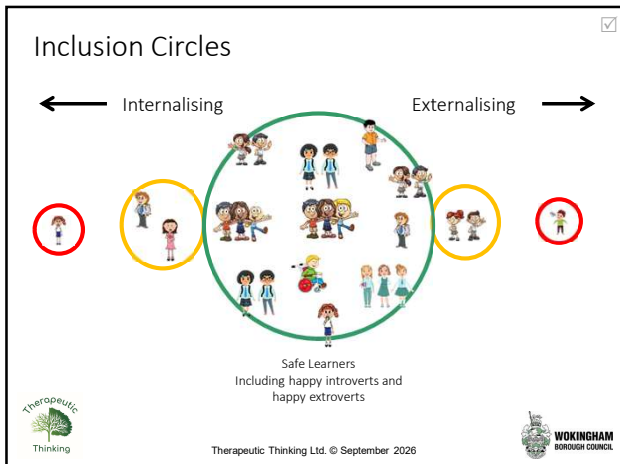
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Externalising and internalising

- Externalising behaviour – behaviour that is detrimental to others.
Externalising behaviour is directed outwardly, affecting others or the environment.
- Internalising behaviour – behaviour that is detrimental to self.
Internalising behaviour is often mistaken for compliance and obedience. Feelings and behaviours are directed inwardly and therefore may not be visible to others.

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Introverted and Extroverted personalities

- Extrovert – energised by social interaction and the company of others.
- Introvert – energised by their own company.

Introversions is often mistakenly correlated with shyness. The word shy implies being frighten or intimidated in social settings. Introverts can be hugely skilled in social situations and as powerful observers they can be effective empathetic listeners.



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Unsocial Behaviour

- Not desiring or benefitting from close association but not to the detriment of self or others.
- Not choosing to behave sociably in the company of others, but not to the detriment of self or others
- Not doing as instructed or dictated, but not to the detriment of self or others

Its okay for children to communicate with quiet non-compliance. It's a natural communication style of naturally quiet people



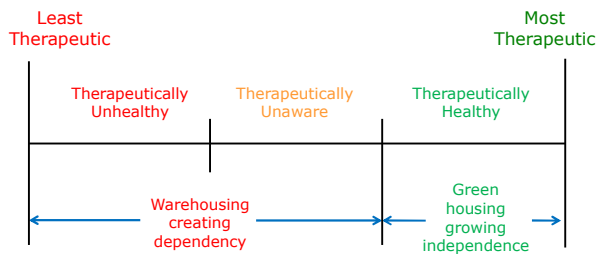
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Therapeutic continuum

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



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Therapeutic continuum		
Least Therapeutic		Most Therapeutic
Therapeutically Unhealthy	Therapeutically Unaware	Therapeutically Healthy
blamed shamed humiliated rejected targeted powerless unsupported burdened disillusioned embattled	Feelings have not been analysed or considered	educated informed engaged supported safe equipped optimistic determined inspired resourced

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Underpinning theory


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Child development, especially in relation to attachment, adverse childhood experiences and trauma, requires deep immersion to develop the necessary understanding to fully meet children's needs.

Within this PowerPoint, we introduce the topic and encourage practitioners to prioritise further reading or training to develop sufficient knowledge to fully support our children.



As a recognised trainer with the Attachment Research Community (ARC), we recommend visiting their [website](#) for further signposting.




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Patricia Crittenden

Dynamic-Maturational Model (DMM) of Attachment

Faced with perceived danger, we seek **safety**.

This is a basic survival system. Danger can be physical or psychological. The brain activates protection strategies:

- Move toward someone (attachment)
- Move away (avoidance)
- Freeze or control the situation.

Faced with perceived distress, we seek **comfort**.

Distress is experienced as emotional pain. Ideally, we go to a caregiver or trusted person. If that wasn't reliable growing up, we adapt:

- Suppress distress (avoidant strategies)
- Amplify distress to get attention (ambivalent strategies)

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Patricia Crittenden

Dynamic-Maturational Model (DMM) of Attachment

Faced with perceived isolation, we seek **proximity to our attachment figure(s)**.

- We move toward people who feel like "home".
- We seek familiar attachment figures, even if they're not safe

This explains why people:

- Stay in unhealthy relationships
- Return to emotionally unavailable partners
- Because familiarity means predicted safety, even when it's objectively harmful.

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Patricia Crittenden

Dynamic-Maturational Model (DMM) of Attachment

Faced with perceived chaos – including internal chaos – we seek **predictability**, that is, what is familiar to us.

"Chaos" can be external (unstable home, inconsistent caregiving) or internal (overwhelming emotions, confusion).

When chaos rises the brain prefers predictable patterns, even negative ones.

For example, a person raised in criticism may later choose critical partners, not because they like it but because it's predictable.

People don't choose what is "healthy." They choose what feels safe, familiar, and predictable based on past learning.

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Childhood Trauma and the Brain



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Exclusion



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Exclusion data



Exclusion data is produced from historic census information. Although small changes are apparent the general picture remains unchanged.

- Three quarters of permanent exclusions are boys
- Almost half of all permanent exclusions are for Year 9 and 10
- Children with special educational needs are excluded at almost 6 times the rate of those without
- Children on free school meals are excluded at almost 4 times the rate of those with more financial security
- Looked after children are excluded at almost 10 times the rate of those not affected by this experience.



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 Fairness in School Exclusions



coram
CHILDREN'S LEGAL CENTRE

Fairness in school exclusions:
A roadmap for change

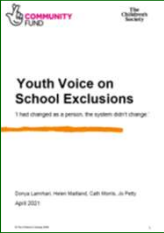
Authors: Mariana Leguiz and
Rachael O'Brien, Coram
Children's Legal Centre

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Further publications


Click each image to access the report

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**Suspension and permanent
exclusion from maintained
schools, academies and
pupil referral units in
England, including pupil
movement**

Statutory guidance for maintained
schools, academies and pupil referral
units in England

July 2026

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Key points

2026 UPDATE

DFE EXCLUSIONS GUIDANCE

WHAT SCHOOL LEADERS NEED TO KNOW

STRONGER

FAIRER

MORE INCLUSIVE

The July 2026 statutory guidance doesn't change the law.

It raises expectations around intervention, inclusion and proportionality.

WHAT'S CHANGED (2023 → 2026)	WHAT THIS MEANS FOR SCHOOLS
1 Stronger expectation that exclusion is part of a graduated response The "last resort" principle remains, but the guidance places greater emphasis on schools evidencing earlier intervention and support. WORDING SHIFT 2023: "other strategies can manage behaviour" 2026: "Where approaches to behaviour management have been exhausted..."	Permanent exclusion decisions are likely to face greater scrutiny around: - interventions attempted - SEND adaptations - AP / off-site consideration - proportionality of escalation The threshold hasn't changed – the evidential expectation has.
2 Internal suspension is becoming more formalised Earlier guidance referenced internal isolation briefly. The 2026 guidance places significantly greater weight on internal suspension as part of mainstream behaviour systems.	Schools using isolation rooms, reflection spaces or internal exclusion will increasingly need these systems to operate as: - structured interventions - time-bound - with educational oversight and reintegration planning

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Key points

3 Alternative Provision is framed more as intervention than placement The updated guidance strengthens language around planned intervention, reintegration, time-limited support and oversight of off-site direction. KEY WORDING RETAINED / EMPHASISED "off-site direction should be used to arrange time-limited placements..."	AP decisions are likely to require clearer evidence of: - intended outcomes - review points - reintegration planning - why mainstream strategies alone were insufficient
4 SEND considerations are more foregrounded throughout The legal duties aren't new – but the guidance places stronger emphasis on unmet need, reasonable adjustments, vulnerability and proportionality.	Greater likelihood of challenge where schools cannot demonstrate: - consistent implementation of support - consideration of underlying need - rationale for why exclusion remained proportionate
5 The guidance is more procedurally defensive overall The 2026 update consistently strengthens wording around oversight, rationale, review, communication and reintegration.	The practical shift is less about changing sanctions and more about: schools evidencing the decision-making process behind them.
WHAT HAS NOT CHANGED - Permanent exclusion remains a last resort - Only the headteacher can exclude - Exclusions must be lawful, reasonable and proportionate	OVERALL DIRECTION OF TRAVEL The 2026 guidance is best understood as: lighter scrutiny of inclusion, intervention and proportionality rather than a major rewrite of exclusion law.

REVIEW NOW

Update behaviour and exclusions policies, internal suspension systems and intervention evidence before September 2026.

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Individual analysis and planning module

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Graduated approach



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☑

Describe the behaviour

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Non-judgemental accurate descriptions ☒

In order to create accurate behaviour plans we need to start by accurately describing the behaviour, including severity and frequency.

'Jenny was seen putting another child's phone into her bag. When asked, she claimed it was her own. This is the first time we have experienced this.'

'Peter, you stood in front of Jason and punched him in the stomach, leaving a red mark. This is the third time this week you have punched another child.'



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Describe the behaviour

Describe the behaviour(s) Therapeutic Thinking: Accurate descriptions, including severity and frequency	Estimated percentage disregard	Estimated percentage values and beliefs



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Dysregulation and Values and Beliefs



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Targeted
Early Prognosis

- ☐ Describe the behaviour factually and unemotionally.
- ☐ Analyse the balance of dysregulation and values and beliefs
- ☐ Gather appropriate and authentic pupil voice.
- ☐ Gather information from parents/carers.
- ☐ Gather information from staff and engaged multi-agency colleagues.
- ☐ Ensure collated information informs planning.
- ☐ Set a review date.
- ☐ Review progress.
- ☐ Refer to and implement further analysis and planning.



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Dysregulation (reacting to the world)

Behaviour is present without any thought or planning triggered by overwhelming feelings; a behaviour a person is unable to contain - (unable to moderate or self-regulate)

Values and beliefs (acting on the world)

Behaviour is a result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need - (unwilling to moderate or self-regulate)

Behaviour can be influenced by a combination of dysregulation and values and beliefs.



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Dysregulation		
Question	Detail	Evidence of support and next steps
Medical factors?		
Habitual factors?		
What is causing the sadness? What are the associated feelings? E.g., rejected, lonely, despondent		
What is causing the anger? What are the associated feelings? E.g., frustrated, embattled, undermined		
What is causing the fear? What are the associated feelings? E.g., worried, petrified, reluctant		
What is causing the disgust? What are the associated feelings? E.g., reluctant, avoidant, cautious		
What is causing the surprise? What are the associated feelings? E.g., confused, shocked, panicked		
What is causing the happiness? What are the associated feelings? E.g., excited, enthusiastic, engaged		

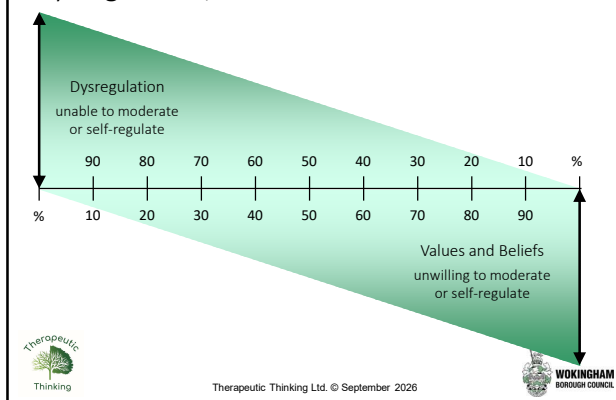
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Values and beliefs

Question	Detail	Evidence of support and next steps
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?		

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Dysregulation, values and beliefs



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Activity

Describe a behaviour of a child in your setting.
Using the checklists, explore your thinking around to what extent the behaviour is rooted in dysregulation and values & beliefs.

E.g.

A child in flight response who runs off the school site and into the road.

A child in flight response who runs from the classroom to their dark den.

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Consider the function of the behaviour



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The functions of behaviour ☒

Sensory

meeting a known or unknown sensory need

Escape / Avoidance

behaviours used to leave or bypass an experience to protect the individual from unhelpful feelings

Attention needing

behaviour that enables a reaction or interaction from another

Tangible gain

behaviour occurs as a way of gaining access to a person, location, item, or activity



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In the moment analysis

Before reacting with instinct, could it be:

Sensory

Escape / avoidance

Attention needing

Tangible gain

How could this guide our understanding and response?



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Principles of Sensory Processing CPD



<https://events.humanitix.com/therapeutic-thinking-principles-of-sensory-processing>

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Early Prognosis

Formalising available information relevant to the behaviour



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Targeted Early Prognosis

- ☐ Describe the behaviour factually and unemotionally.
- ☐ Analyse the balance of dysregulation and values and beliefs
- ☐ Gather appropriate and authentic pupil voice.
- ☐ Gather information from parents/carers.
- ☐ Gather information from staff and engaged multi-agency colleagues.
- ☐ Ensure collated information informs planning.
- ☐ Set a review date.
- ☐ Review progress.
- ☐ Refer to and implement further analysis and planning.



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Early Prognosis Date: _____
Leaf number: _____

The behaviour Describe, using positive and negative words, what the child does.

Parent voice Do we still need more information?

Function Why does the child do this?

Escape / Avoidance

Attention seeking

Tangible gain Do we still need more information?

Health & wellbeing Check for any physical health issues that might affect the child's behaviour.

Context Do we still need more information?

In the child and in the home

In the school

In the community

Cultural relevance Do we still need more information?

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Assess

Attendance % Exclusions Suspensions Suspended days

Plan

Do

Review

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Risk Calculator

Analysing if the behaviour is difficult or dangerous within the context

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




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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

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan




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Legal obligations

As an employer, you are required by law to protect your employees and others from harm. Under the Management of Health and Safety at Work regulations (1999) the minimum you must do is:

- Identify hazards (who or what could cause harm).
- Assess risks (likelihood and severity).
- Control risks (eliminate or reduce them).




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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.
Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan	
Protective consequences required:	
Educational consequences required:	

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Protective and educational consequences



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Ambition for Preparing for Adulthood

The root word of 'discipline' is 'disciple', meaning pupil or student.

The journey from childhood to adulthood is an important time for all children and young people.

It is vital that children receive the right support and guidance at the earliest opportunity to prepare them for becoming an adult, and to help them reach their full potential and lead a fulfilling life.

Therapeutic Thinking constantly focuses on how behaviour skills can be developed in a way that means the child is independent of the need for external control.



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✓

Punishment (what we do to children)

Punishment hardens and numbs, produces obstinacy and sharpens the sense of alienation. Punishment is the enforcement of an undesirable or unpleasant experience to suppress and control behaviour

Consequence (what we do for children)

A logical response to a behaviour. Logical responses to detrimental behaviour increase understanding and help children learn and develop transferable behaviour skills.



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Children's interest in what they are learning declines throughout their education experience, only rising with more agency in Year 12.

- 67% of pupils in primary find their lessons interesting.
- 26% of pupils in secondary find their lessons interesting (by Year 11, only 21%).

EduRio Pupil Experience Report 2025

You do not need a carrot or a stick if the donkey is engaged in the task

Angela Wadham



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✓

Protective consequences
(removal of a freedom to mitigate risk)

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 ensure behaviour progression)

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.



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Activity

1. Use the consequence reflection sheet to consider James's behaviour and what could be our planned response.



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Anxiety analysis

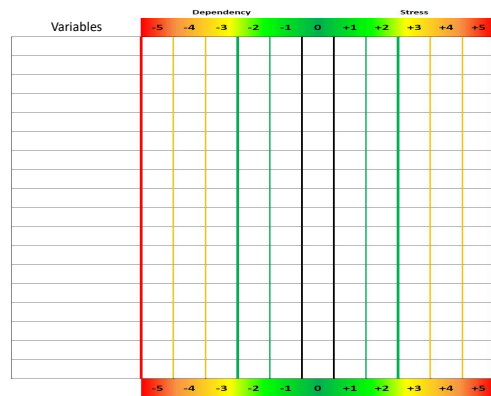
To formalise through observation the variables the child cannot cope with, or the variables the child cannot cope without



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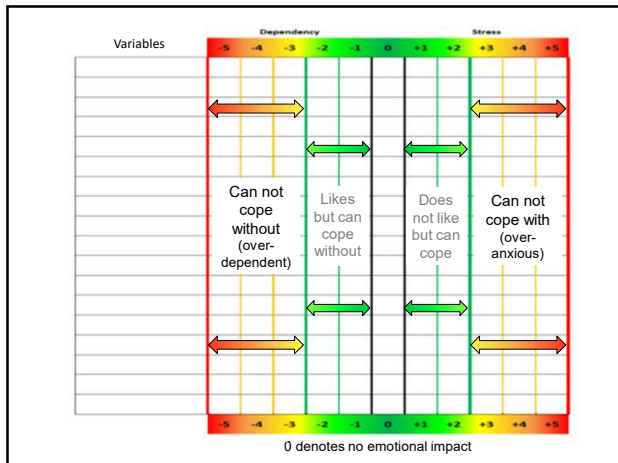


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Examples of variables: Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

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Predict, prevent and progress
plan

To formalise differentiation to protect the child from what they
can't cope with or what they can't cope without

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Predict, prevent and progress

		Predict Staff/location/activity/when/where	Prevent Adaptations (including protective consequences) What will manage the care-expectancy dependency?	Progress Adaptations (including educational consequences) How will we teach and monitor the management of care-expectancy dependency?
Increased anxiety	+5	1. 2. 3.	1. 2. 3.	1. 2. 3.
	+4	1. 2. 3.	1. 2. 3.	1. 2. 3.
	+3	1. 2. 3.	1. 2. 3.	1. 2. 3.
	+2	1. 2. 3.	1. 2. 3.	1. 2. 3.
	-2	1. 2. 3.	1. 2. 3.	1. 2. 3.
Increased dependency	-3	1. 2. 3.	1. 2. 3.	1. 2. 3.
	-4	1. 2. 3.	1. 2. 3.	1. 2. 3.
	-5	1. 2. 3.	1. 2. 3.	1. 2. 3.

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Therapeutic Tree

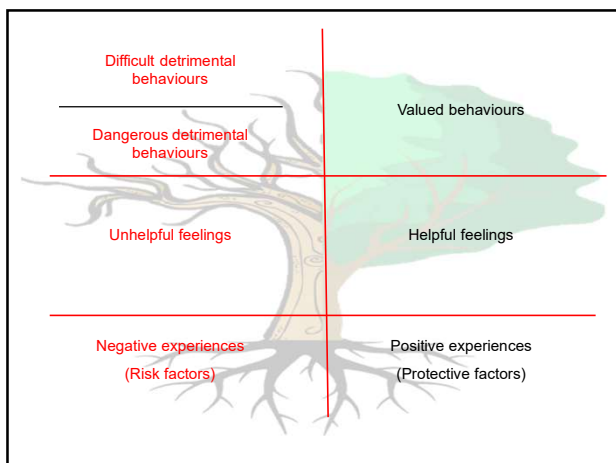
To analyse the experience and feelings responsible for behaviour.



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Therapeutic Plan

To formalise all elements of differentiated experience to establish consistent practice.



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Therapeutic plan

Name:
DOB:
Date of plan:

Plan co-ordinator:
Review date:

Risk reduction measures and differentiated measures (to respond to triggers)	
Valued behaviours	Strategies to respond
DIFFICULT detrimental behaviours	Strategies to respond
DANGEROUS detrimental behaviours	Strategies to respond
Post incident recovery and debrief measures	

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Implementation



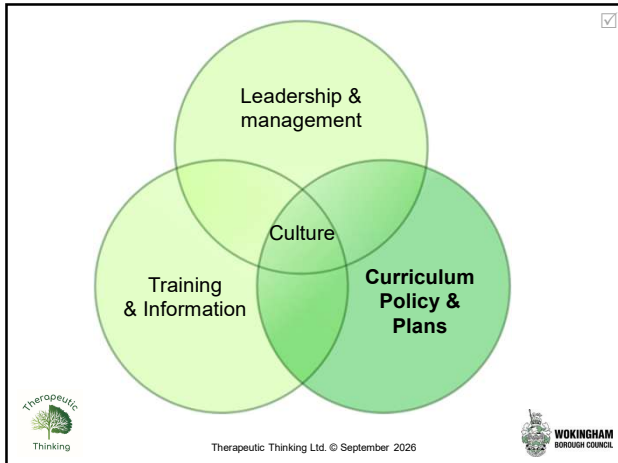
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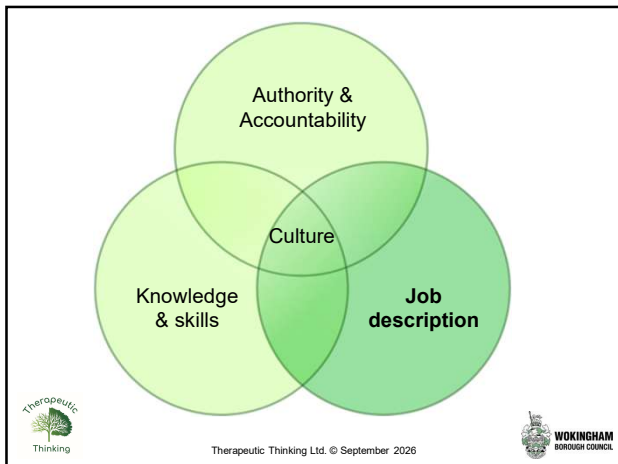
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EEF – A School's Guide to Implementation

- [Guidance Report](#)
- [Implementation Process](#)
- [Master Checklist](#)
- [Implementation Plan Template \(editable\)](#)
- [Implementation in Schools framework](#)
- [Explore tool for making evidence-informed implementation decisions](#)
- [Summary of recommendations](#)

The cover of the 'A School's Guide to Implementation' Guidance Report features a green background with a stylized illustration of a school building and people. The title 'A School's Guide to Implementation' and subtitle 'Guidance Report' are visible.

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Behaviour Policy Guide

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4. Staff training and development	3
a. Induction	3
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c. A culture of learning and support	4
d. Targeted support	4
5. Roles and responsibilities	5
a. Governors/Trustees	5
b. Headteacher	5
c. School leaders	5
d. All members of staff	6
e. Parents	6
f. Pupils	6

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Behaviour Policy Guide

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b. Behaviour Curriculum - Implementation	8
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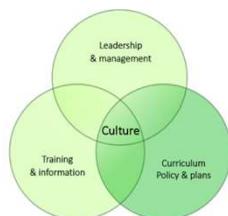
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Culture and Ethos Self-Assessment



Therapeutic Thinking Culture and Ethos Self-Assessment

The culture and ethos of a school or setting can be difficult to measure. As you continue your journey, this document will help you identify where in your processes you have embedded Therapeutic Thinking and how you can further embed principles in your practice.



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Culture and Ethos Self-Assessment

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We analyse data and use observations of everyday practice to consider priorities for change based on the perceived therapeutic benefit to all stakeholders.			
Impact			Actions
We have created a behaviour policy (relationships policy, emotional wellbeing policy, positive behaviour policy, etc) aligned with the principles of Therapeutic Thinking.			
Impact			Actions
We have developed a glossary which clearly defines all the language used with our curriculum, policy and plans to ensure consistent use and understanding.			
Impact			Actions

Thinking

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Activity

In your breakouts discuss

1. Where are the quick wins
2. How can you overcome barriers or doubters
3. What will your priority be following today's training?



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Summary



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Summary

Therapeutic approaches are not permissive - they provide adaptive teaching, differentiation and scaffolds so children can meet expectation rather than lowering expectations.

Effective schools take a zero-indifference approach instead of a zero-tolerance approach.

Alice Boon

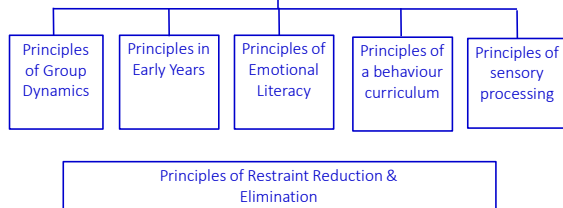


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Therapeutic Thinking Relational Practices



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Consultancy

Consultancy available from Therapeutic Thinking Ltd includes:

- Behaviour/Environment reviews
- Group Dynamic analysis
- Early Career Teacher support
- Governance information session
- Individual school pupils' consultation
- Planning portal support
- SENCo advice and guidance
- Strategic support to LA/MAT
- Leadership Supervision
- Document reviews
- Policy development
- Pupil-focused visits
- Conference speaking
- Bespoke support through consultation



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Therapeutic Thinking Linktree

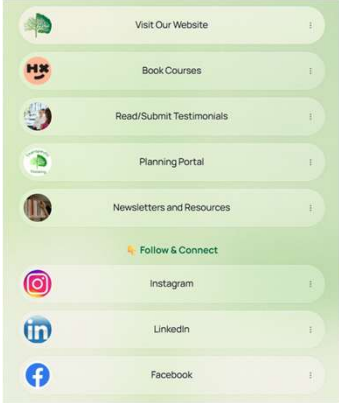


<https://linktr.ee/TherapeuticThinkingLtd>

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Closing Thoughts
Evaluation

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