



## Winterbourne Valley CE VA First School

### Therapeutic Behaviour Policy 2025-2026

**Approved by:** Teaching and Learning Sub-Committee of the Governing Board & Headteacher

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## 1. Aims

This policy aims to:

- **Understand** behaviours and meet children's needs with a positive approach to mitigating anti-social behaviours.
- Provide a **consistent approach** to promoting positive mental health and wellbeing as well as behaviour management.
- **Define** what we consider to be anti-social, difficult and dangerous behaviour, including bullying.
- Outline **pro-social behaviour expected from children**.
- **Exemplify** our therapeutic approach to behaviour.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and consequences**.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools - Guidance for governing bodies - GOV.UK](#)
- [The Equality Act 2010](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#).
- [Education \(Independent School Standards\) Regulations 2014](#); Schedule 1 paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [Mental health and behaviour in schools - GOV.UK](#)
- The Education and Inspections Act 2006. [Education and Inspections Act 2006, Section 89](#)

## 3. Definitions

At Winterbourne Valley, we believe that relationships are at the core of everything we do. We follow the '**Reflect, Repair, Restore**' therapeutic approach. We want to teach pro-social behaviour through everything we do in school.

**Pro-social behaviour** is defined as:

- Engaging in learning.
- Exhibiting our core school values of Kindness, Respect and Courage and our Christian values.
- Interacting in a socially acceptable manner.
- Cooperating with and helping others.
- Following our Children's Code of Conduct.

**Anti-social, difficult and/or dangerous behaviour** is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes.
- Non-completion of classwork.

- Disengagement with learning.
- Poor language choices.
- Behaviour that is contrary to our school and Christian values.
- Repeated breaches of the Children’s Code of Conduct.
- Any form of bullying, aggressive behaviour or intimidation.
- Behaviour that violates the rights of others.
- Behaviour that causes harm to an individual, school community or to the environment.
- Racist, sexist, homophobic or discriminatory behaviour.
- Behaviour that is likely to cause injury, harassment, alarm or distress.

#### 4. Bullying

The school's anti-bullying policy defines bullying as any action taken by one or more children repeatedly with the deliberate intention of hurting another child either physically, verbally or emotionally.

Bullying is, therefore an action that is:

- Deliberately hurtful
- Repeated, often over a period of time: Several Times On Purpose (STOP)
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We do not tolerate bullying in our school. Incidents of bullying will be dealt with as specified in our STOP Bullying Policy.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for monitoring the Behaviour Policy's effectiveness and holding the Head Teacher to account for its implementation.

### **5.2 The Head Teacher**

The Head Teacher is responsible for reviewing and approving the Behaviour Policy.

The Head Teacher will ensure that the school environment encourages pro-social behaviour and that staff effectively address anti-social, difficult or dangerous behaviour. The Head Teacher monitors how staff implement this policy.

### **5.3 Staff**

Staff are responsible for:

- Implementing the Behaviour Policy consistently.
- Using therapeutic behaviour management strategies.
- Using the school behaviour log to record constant antisocial, difficult or dangerous behaviours, sharing this with the SEND co, Head Teacher and parents when necessary.
- Modelling pro-social behaviour at all times.
- Providing a personalised approach to the specific behavioural needs of particular children.

### **5.4 Parents**

Parents are expected to:

- Support their child in exhibiting pro-social behaviours and adhering to the Children's code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

## **6. Children's code of conduct**

Our students are expected to be ready to learn, respectful and safe. This means that students are expected to:-

- Come to class ready to learn
- Respect everyone in the classroom and school
- Keep our school clean and tidy
- Listen carefully and raise a hand if wishing to contribute to a discussion
- Stay on task and work quietly to complete my learning
- Follow our core values of Respect, Kindness and Courage as well as our Christian Values

Our PSHE Curriculum is relationships-led and our core school Christian values of Respect, Kindness and Courage serve to promote and secure our children's sense of wellbeing and give them the ability to thrive.

## **7. Rewards and Consequences**

In order to develop positive relationships that are centred on pro-social behaviours, we will focus on positive reinforcement of pro-social behaviour for learning and protective and/or educational consequences when there has been a problem.

### **7.1 List of rewards and consequences**

Pro-social behaviour will be rewarded with:

- Praise (public or private as appropriate for the student).
- Certificates – Head Teacher awards for learning and value certificates for displaying behaviour that supports our Christian and school values.
- Use of house points within each class to promote pro-social behaviour and to encourage engagement in learning.
- Annual citizen awards voted for by the children.

### **7.2 Off-site behaviour**

Protective or educational consequences may be applied where a child has displayed anti-social, difficult or dangerous behaviour off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **7.3 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will use educational or protective consequences with the child in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour Management**

We operate a calm and positive approach to promote pro-social behaviour at all times within the school day, on or off site. This is the responsibility of all staff. Children are expected to be ready to learn in every classroom.

Simple and firm instructions will be given in a few words. Wait time will be given. e.g. 'Go to your classroom now', 'You need to ...'. Staff will use de-escalation phrases in their response e.g. 'I am here to help you...' 'I can see something has happened. (See de-escalation script – Appendix 2).

Protective or educational consequences for anti-social or dangerous behaviour will be relative to the wider picture for that child and their needs. There will be a personalised response.

Class teachers will lead on individual children, collating the wider picture of behaviour and behavioural needs, liaison with home and individual support strategies. Class Teachers are the first port of call to settle a child daily and to build the anchor relationship of a significant adult for all children. Teachers will record on the Arbor behaviour log persistent anti-social behaviour or in the case of dangerous behaviour they will notify the Head Teacher and log

it on 'My Concern' and parents will be informed. Teachers may also inform the SENDCo of any concerns about the bigger picture. Professional judgement will be used at all times to determine the most supportive and effective action. These children will have a differentiated response to their behaviour with therapeutic intervention to address their behavioural needs. This could include the use of an Individual Behaviour Plan (IBP).

The SENDCo and Head Teacher will support with any more difficult, dangerous and ongoing behavioural issues. Stages of behaviour will be communicated to parents as set out in 8.2. (See Appendix 4)

## **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for pro-social behaviour within the classroom. This will be monitored and supported by the SEND co and the Head Teacher.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the Children's Code of Conduct.
- Develop a positive relationship with children, including:
  - Greeting children in the morning
  - Establishing clear routines including being ready to learn
  - Communicating expectations of pro-social behaviour in ways other than verbally
  - Highlighting and rewarding pro-social behaviour
  - De-escalation of any heightened situations
  - Addressing the primary behaviour and ignoring the secondary behaviour (eye-rolling, tutting etc.)
  - Deploying tactical ignoring
  - Concluding the day positively and starting the next day afresh
  - Address incidences of anti-social behaviour in a therapeutic manner using the Reflect, Repair, Restore model of conversations (Appendix 3)
  - Always talking to and about children in a positive and professional manner
  - Recognising a differentiated approach to some children's behaviour
  - Supporting every child to be ready to learn with whatever it takes
  - Being the role model for behaviour at all times
  - Follow an Individual Behaviour Plan (IBP) for individual students where necessary

## **8.2 Behaviour Stages**

The school will use appropriate and proportional consequences in response to anti-social, difficult or dangerous behaviour and will exercise professional judgement in all cases. The school will avoid the use of whole class sanctions. In response to a single act of anti-social behaviour or if a child shows repetitive anti-social behaviour a Behaviour Stage might be considered. A Behaviour Stage can be used before or after a single incident, depending on the level of concern. Each Behaviour Stage is targeted to support the individual child in differing degrees to remedy their anti-social behaviour. If a child is placed on a Behaviour Stage, the ambition is always for the child's behaviour to improve in order

for the child to step down/off their Behaviour Stage when it is reviewed. If a child displays highly anti-social and/or dangerous behaviour the Head Teacher reserves the right to place a student directly onto Behaviour Stage 5. Parents will always be kept informed.

The Head Teacher holds overall responsibility for behaviour, closely supported by SEND co and Class Teachers. All teaching assistants, and lunchtime supervisors also exercise ownership and responsibility for behaviour through the school.

We recognise that families have an active and important part to play in supporting behaviour in school and specific issues will be communicated home. We will log professional but clear and detailed accounts of any issues on our school behaviour log or on 'My Concern'.

### **Stage 1 – Classroom Management**

Whole class therapeutic approach to behaviour management as outlined above in 8.1 Classroom Management. Always using the Reflect, Repair, Restore model of conversation when necessary. (Appendix 3)

### **Stage 2 - Monitoring by Class Teacher**

Use the school behaviour log to record any anti-social difficult or dangerous behaviours. E.g. defiant behaviour, pushing or hitting another child, refusing to engage in the classroom, disrupting lessons by calling out or refusing to sit down etc. The Class Teacher or Teaching Assistants will speak to the child to remind them of expectations of pro-social behaviour within our school and give them the opportunity to discuss any of their own concerns or worries that might be affecting their behaviour. This will follow the Reflect, Repair, Restore model. The Class Teacher will contact the parent to discuss concerns either by telephone or requesting a meeting. During this conversation the Class Teacher will sensitively ask if there may be any factors outside of school that may be affecting the child's behaviour. The child's progress will be reviewed after six weeks in a meeting between the Class Teacher and the SEND co. Escalation to the next stage would proceed if e.g. there were more than 3 instances being logged each week. This needs to be discretionary based on professional judgement, as dangerous behaviour would need highlighting earlier and some early years behaviour may develop over the year. If improvements are satisfactory the child will return to Stage 1, if not they will move up to Stage 3.

### **Stage 3 – SENDCo Involvement**

If the anti-social, difficult or dangerous behaviours continue a meeting will be arranged with the SEND co-ordinator to discuss next steps. This will involve drawing up an Individual Behaviour Plan (IBP) to closely monitor and work with the child on changing their anti-social behaviours to pro-social behaviours. The child will be involved in creating their targets so they know what areas they need to work on, who will be helping them and how they can become successful pro-social learners. A letter will be sent to the family from the SEND co to request their attendance at a formal meeting to discuss the IBP. Also at this meeting the SEND co will signpost them to external parental support agencies if deemed necessary. The IBP will be reviewed by the Class teacher and SEND co after six weeks. If improvements are satisfactory the child will return to Stage 2, if not they will move up to Stage 4.

### **Stage 4 – Head Teacher Involvement**

If a child moves on to Stage 4, there will be a planning meeting held between the Head Teacher, SEND co-ordinator, Class Teacher and family to evaluate the support currently in place and discuss suitable external support. This may lead to further involvement from specialist teachers, an education psychologist and other services. Parents will be included in all relevant meetings.

## **Stage 5 – At risk of exclusion**

The school will only exclude a child where it is absolutely necessary and where all other possible (and appropriate) consequences, as detailed in the schools Behaviour Policy have failed to be successful. Please refer to our Exclusion Policy.

### **8.2 Physical Intervention (Touch Policy)**

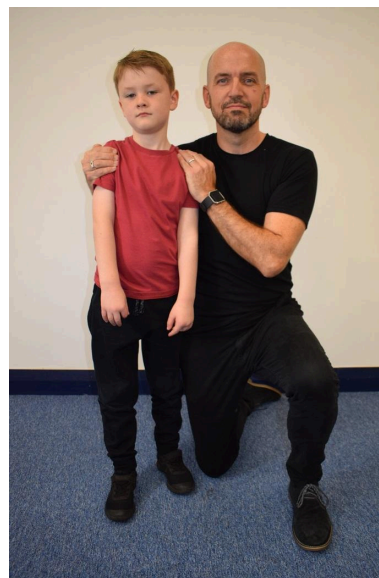
***Placing hands on a student is always to be avoided.*** However, if physical contact will help to guide a student out of a situation, we operate a sideways body, open L-shaped hand approach to gently guide, ideally with palms facing down/away from the child.

If required, it is acceptable for members of staff to make physical contact with a student when it is required to:

- Physically separate a child from their parent with parental permission.
- Carry a child to protect them or place them in a safer environment.
- Physically comfort a child in times of distress – ‘supportive hug’ (see picture).

Supportive hug:

- Sideways stance
- Hip in turn head away
- Closed mittens (hands) on each shoulder
- Clear verbal intent/reasoning



### **8.3 Confiscation**

We will confiscate any item which is harmful or detrimental to pro-social behaviour. These items will be returned to children after discussion with the class teacher and parents, if appropriate.

### **8:4 Children's support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to anti-social, difficult and dangerous behaviour may be differentiated to cater to the needs of the child. We will always make reasonable adjustments.

The school's SEND co will evaluate a student who exhibits anti-social and/or dangerous behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the Individual Behaviour Plan and review it on a regular basis for any child.

## **9. Children's transition**

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to children's behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those students transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour according to the Dorset STEPs programme.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Head Teacher, SEND co and the Full Governing Body every year. At each review, the policy will be approved by the Head Teacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection Policy
- Wellbeing and Mental Health Policy
- Stop Bullying Policy

## Appendix 1: Written statement of behaviour principles

Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All children, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to children at all times

Reward and educational and preventative consequences are used consistently by staff, in line with the Behaviour Policy

The Behaviour Policy is understood by children, parents and staff

The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

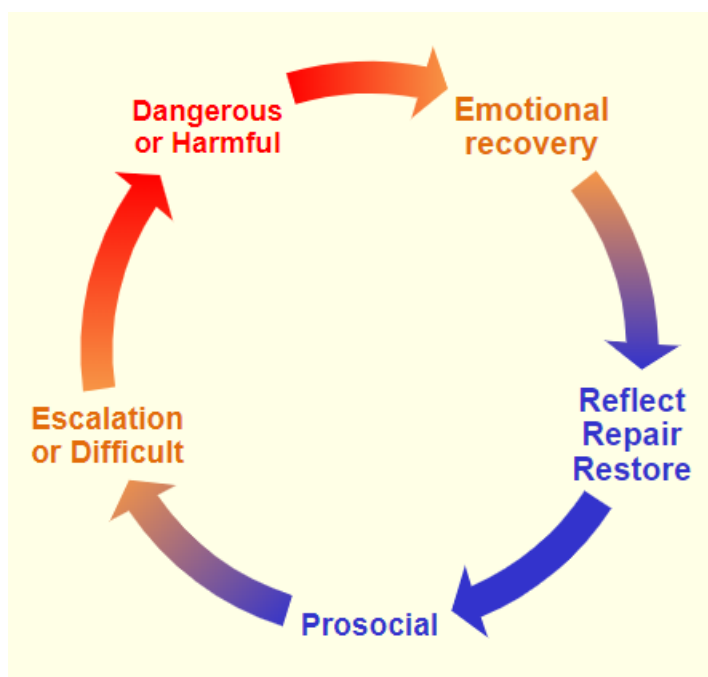
Children are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and children's home life

## Appendix 2: De-escalation Script

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

## Appendix 3: Reflect, Repair, Restore Model



## Appendix 4: Letters to parents about student behaviour – templates

GOING ON to stage 3

Date:

Dear XXXXXXXX

### **Re: Increasing your child's behaviour support**

I am writing to inform you that your child's behaviour is continuing to cause us concern despite the support we have put in place over the last XXX weeks when we contacted you with our initial concerns. From monitoring xxx's behaviour our biggest concern in their behaviour is xxx.

Our next step is to create an Individual Behaviour Plan for XXX to support them in consistently displaying pro social behaviour. We would like to invite you in for a meeting on XXX to discuss this with you so we can share our proposed plan and strengthen our links between home and school to ensure your child is fully supported and we are working together.

Please confirm your availability to attend this meeting either by telephone or email.

Yours faithfully

Emma Sleightholme

SENDCo

[esleightholme@winterbournevalley.dorset.sch.uk](mailto:esleightholme@winterbournevalley.dorset.sch.uk)

01305 889297

GOING ON to stage 4

Date:

Dear XXXXXXXXXX,

**Re: Further increasing your child's behaviour support**

I am writing to inform you that your child's behaviour is continuing to cause us concern despite the implementation of the Individual Behaviour Plan that we have put in place over the last XXX weeks since your meeting with our SEND co Mrs Austin.

We would like to invite you to a Joint Action Planning meeting on XXX to discuss our continued concerns with you. The next steps may include seeking advice from external support agencies including specialist teachers, an education psychologist and the Early Help Hub.

Please confirm your availability to attend this meeting either by telephone or email.

Yours faithfully

[Insert Headteacher's name]

Headteacher

[Insert headteacher's e-mail]

01305 889297