



## **Therapeutic Behaviour Policy** **(including Suspensions & Permanent Exclusions)**

**THIS POLICY IS TO BE REVIEWED ANNUALLY**

**Chair of Governors, Paul Willetts**

**Signed**

This Policy has been shared with and reviewed by the School Council



## • Values and Vision

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Our therapeutic approach to managing behaviour comes from our belief that children learn best when they feel safe, calm, happy and are able to self-regulate their emotions. East Preston Infant School value pro-social behaviour and all adults work collaboratively in this approach.

East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 19 – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28 – Every child has the right to an education. Discipline in schools must respect children's dignity.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 36 – Governments must protect children from all other forms of bad treatment.

## • Pro-social Behaviour

Pro-social behaviour at East Preston Infant School is defined as behaviour, which is positive, helpful and values social acceptance.

All staff are expected to acknowledge, promote and consolidate the listed pro-social behaviours below

Examples of Pro-social behaviours	Example of adult Response to behaviour
<b>Behaviours that benefit self</b> <ul style="list-style-type: none"> <li>• Be the Best that You can Be</li> <li>• Good listening</li> <li>• Managing &amp; looking after their own resources – book bag, water bottle, pencil case</li> <li>• Being ready to learn – displaying Learning Crew traits</li> <li>• Being able to self-regulate – or ask for help when they need it.</li> </ul>	<ul style="list-style-type: none"> <li>• Private praise that is specific referring to Class Charter/Learning Crew</li> <li>• Marvellous Me badges</li> <li>• Saying thank you</li> </ul>
<b>Behaviours that benefit another child</b> <ul style="list-style-type: none"> <li>• Helping another child</li> <li>• Sharing resources</li> <li>• Good listening</li> <li>• Giving reminders of golden rules</li> <li>• Being a good role-model</li> <li>• Being polite and using good manners</li> <li>• Inspiring &amp; engaging others with interests in learning</li> <li>• Teaching another child a skill</li> <li>• Inviting another child to play</li> <li>• Looking after others belongings</li> </ul>	<ul style="list-style-type: none"> <li>• All the above</li> <li>• Adjust provision to facilitate learning</li> </ul>
<b>Behaviours that would benefit the class</b> <ul style="list-style-type: none"> <li>• Good listening, putting hands up</li> <li>• Choose it, use it, put it away – looking after resources</li> <li>• Contributing to class discussions</li> <li>• Turn-taking</li> <li>• Respecting personal space</li> <li>• Being able to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative Goal – filling a jar with pasta or marbles to reach a goal</li> <li>• Praise for all class referring to Class Charter/Learning Crew</li> <li>• Adjusting provision to facilitate prosocial behaviours</li> <li>• Modelling using the emotion corner/area</li> <li>• Circle times to promote/teach prosocial behaviour</li> </ul>
<b>Behaviours that benefit the school</b> <ul style="list-style-type: none"> <li>• Respecting property</li> <li>• Looking after school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Praise for all referring to Golden Rules/ Class Charter/Learning Crew</li> </ul>

<ul style="list-style-type: none"> <li>• Being able to self-regulate</li> <li>• Being an ambassador for the school</li> <li>• Confidence to have a voice and express an opinion/idea</li> <li>• Working hard to move forward with learning</li> <li>• Having a positive attitude towards school and learning</li> </ul>	
<p><b>Behaviours that benefit the community</b></p> <ul style="list-style-type: none"> <li>• Respecting the environment</li> <li>• Growing into being a good citizen – celebrating diversity, respecting different viewpoints and beliefs.</li> <li>• Helping others – supporting charities</li> <li>• Being aspirational</li> </ul>	<ul style="list-style-type: none"> <li>• Share success in community newsletter “All About East Preston”</li> </ul>

Section 3

## • Supporting All Learners

*At East Preston Infant School we apply a consistent approach which supports all children to have behaviours for learning and pro-social behaviours that benefit the dynamic. There are common strategies used in every classroom*

### Our Golden Rules

We, the children, teachers, support staff, lunchtime supervisors, parents and Governors, aim to make our school a happy and safe place, by following these golden rules:

- We are kind and helpful – we don't hurt anybody's feelings.
- We are gentle – we don't hurt others.
- We listen – we don't interrupt.
- We work hard – we don't waste our own or others' time.
- We are honest – we don't cover up the truth.
- We look after property – we don't waste or damage things.

We must be aware of the importance of encouraging appropriate behaviour in school. In this school, we recognise that everyone is different and we value their contributions.

### Classroom Charter

Each class devises its own class charter at the beginning of the school year. The children, along with the class teacher discuss, through Circle time, the rights that the children agree are essential for the smooth running of their class. These form the class charter, which is then displayed on the wall throughout the year and is added to if necessary. Children are expected to be able to understand what acceptable and unacceptable behaviours are and be able to follow the charter.

### Learning Crew

There are 7 characters which identify the learning attributes needed to be a successful learner. They help the children understand how they learn and make the attributes tangible. Children are expected to work to the best of their ability and allow others to do the same.

### Playtime

Playtimes are supervised by teachers and classroom assistants who encourage the children to play well together and form good relationships with their peers. The staff closely monitor the children and follow the procedures set out under the Anti-social behaviour section when behaviour is causing concern.

### Lunchtime

At dinner times, supervising staff interact fully with the children, and are actively engaged in playing games with them and encouraging pro-social behaviour through positive play. They monitor behaviour on the playground and in the hall and report, any concerns about behaviour to the class teacher or Head teacher if relevant. The supervising staff abide by the schools 'Golden Rules' and follow the procedures set out under the Anti-social behaviour section when behaviour is causing concern.

### Strategies for Promoting Self-esteem and Encouraging, Recognising and Teaching Pro-social Behaviour

At East Preston Infant School, we believe in recognising good behaviour and developing every child's confidence and self-esteem. Children need to feel secure and good about themselves in order to help them treat others with consideration and respect. We make every attempt to focus on the positive rather than the negative behaviour and class teachers use positive classroom management strategies. We treat every child with respect and encourage children to do likewise. We do not discriminate against any child on the grounds of gender, race, faith or disability.

The adults within our school exercise the following strategies to promote pro-social behaviour and positive attitudes:

- Be a positive role model by modelling the behaviours you are expecting – being warm and welcoming/positive in gestures and body language
- Ensure all pupils are actively listening when speaking to the class – wait until all are listening, using routine strategies to approach this, (a quieter voice encourages better listening). You may make adjustments for some.
- Be clear about your learning objectives and keep your lessons pacy
- Use a sound-o-meter to make clear expectations of noise levels and promote a quiet, purposeful working atmosphere for all.
- Use non-verbal signals and gestures wherever possible to gain attention, praising good role-models
- Be fair and consistent
- Give private praise that is specific
- Award Marvellous Me badges
- Encourage children to be responsible for their own behaviour
- Form good relationships with parents and carers so that children can see that the key adults in their lives share a common aim
- Refer to the Learning Crew/the 'High 5' Rights/Class Charter

# • Unsocial Behaviour

At East Preston Infant School unsocial behaviour is defined as where children are unwilling or unable to behave socially in the company of others, but not to the detriment of themselves or others. This could include:

Examples of Unsocial Behaviour	Responses to behaviour
<ul style="list-style-type: none"> <li>• Isolated play in the classroom or playground</li> <li>• Refusal to join in with an activity either in the classroom or outside on the playground</li> <li>• Refusal to join in with PE, music, drama sessions</li> <li>• Not participating in discussions or with a talk partner.</li> <li>• Not engaging/non-compliance with learning activities</li> <li>• Reluctance to enter the classroom in the mornings at dropping off time</li> <li>• Selective Mutism</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage participation, verbal &amp; non-verbal praise, personalise play to include child's interests. Allocate a chosen friend to play with. Interventions to support social communication</li> <li>• Encourage participation, organise play to include child's interests. Offer help to understand activity. Allocate a chosen friend to play with. Interventions to boost self-esteem/confidence</li> <li>• Sneaky peek of the lesson before it starts. Child to help set up for the lesson. Modelling of activities/skill</li> <li>• Pair with a chosen friend. Place in a group of 3</li> <li>• Differentiate activities based on interests, support with modelling. Having achievable goals. Reminding them it's ok to make mistakes. Regular check-ins with child to build confidence/give reassurance. Using a visual timetable. Consider the timings of a task.</li> <li>• Give parent space/time to get them into class. Give them a responsibility/job to do each morning (class pet). Adult to meet &amp; greet. Praising behaviour when pro-social</li> <li>• Time &amp; patience. Conversations with parents to ascertain interests. Use sliding in techniques. Private praise</li> </ul>

## • Anti-social Behaviour

At East Preston Infant School anti-social behaviour is defined as behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour like this is likely to cause injury, harassment, alarm or distress.

**Difficult behaviour:** Behaviour that is antisocial, but not dangerous. Difficult behaviour should be acknowledged in terms of context (e.g. D continually shouting out is difficult within a group teaching activity).

**Dangerous behaviour:** Behaviour which is antisocial and will predictably result in imminent injury or harm. 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. The behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes e.g. 3 children required first aid for minor bruising as a result of J's kicking, (except for a first instance that was not predicted).

Staff will implement protective and educational consequences following antisocial behaviour:

**Protective consequences:** Removal of a freedom to manage harm e.g. staying in at lunchtime to keep others safe.

**Educational consequences:** The learning, rehearsing or teaching so the freedom can be returned e.g. staying in at lunchtime with a teacher and small group to learn how to take turns.

Staff will refer children to the 'Oops' Poster (see appendix 1) to help get the child back on track.

### Risk management plan

Staff will follow the Behaviour Management Flow Chart (see appendix 2) to manage the risks of anti-social behaviour. If anti-social behaviours are regularly repeated by a child, a Risk Reduction Plan, using the Therapeutic Thinking Toolkit (see appendix 3), may be put in place to support staff in managing risks and support the child in changing their behaviour. This will advise staff on how to predict and prevent behaviours, use appropriate strategies to calm and regulate the child, helping them to recognise better prosocial ways to deal with uncomfortable situations.

### Approach to physical intervention

At East Preston Infant School therapeutic behaviour management strategies are used and are set out in the table below to respond to difficult and dangerous behaviour. However, there may be justification where physical intervention is necessary in order to manage risks. Staff will only intervene when de-escalation strategies have been exhausted and risks are still high to the safety of either the child who is behaving in a difficult or dangerous way or to others around them. In exceptional circumstances staff may need to use reasonable force when managing difficult or dangerous behaviour. Please refer to the Use of Reasonable Force Policy for further information.



Under Section 89 of the Education and Inspections Act 2006 the school also has the power to discipline beyond the school gate.

Examples of Anti-social behaviour	Responses to behaviour
<p><b>Behaviour that has a detrimental impact to themselves:</b></p> <ul style="list-style-type: none"> <li>• Screaming/shouting</li> <li>• Self-harm</li> <li>• Ripping up work</li> <li>• Hiding under tables</li> <li>• Not keeping themselves safe – e.g. climbing on furniture</li> </ul>	<ul style="list-style-type: none"> <li>• Using positive phrasing to de-escalate</li> <li>• Purposeful ignoring. If behaviour continues adult to remind child of expectations for prosocial behaviour – refer to RRS, class charter, zones of regulation – restorative de-brief after incident. If behaviour continues, use social story to promote pro-social behaviours. Use circle time to promote pro-social behaviours. Consequences to be meaningful to incident. Adjust provision for protective consequences.</li> </ul>
<p><b>Behaviour that has a detrimental impact to another child:</b></p> <ul style="list-style-type: none"> <li>• Invading another child’s personal space</li> <li>• Verbal abuse to another child, including shouting and screaming</li> <li>• Defacing another child’s work</li> <li>• Physically harming another child</li> <li>• Leaving a child out</li> </ul>	<ul style="list-style-type: none"> <li>• Private discussion with child about personal space – ‘An arm’s length away is a good place to stay’</li> <li>• Discussion with child to diffuse situation, refer to RRS and Zones of regulation – restorative de-brief after incident. If behaviour continues, use social story to promote pro-social behaviours. Use circle time to promote pro-social behaviours. Consequences to be meaningful to incident. Adjust provision for protective consequences.</li> </ul>
<p><b>Behaviour that has a detrimental impact on the class:</b></p> <ul style="list-style-type: none"> <li>• Disrupting learning by shouting and calling out during whole-class sessions</li> <li>• Walking through the carpet, treading on children</li> <li>• Disrupting learning by damaging furniture or resources</li> </ul>	<ul style="list-style-type: none"> <li>• Purposeful ignoring. If behaviour continues adult to intervene using visual cues or non-verbal cues to encourage prosocial behaviour. If behaviour continues, an adult will intervene and have a private conversation with child.</li> <li>• Consider position the child sits in, on the carpet. Give them a responsibility/purpose whilst on the carpet.</li> <li>• Adult to intervene and de-escalate situation. Consider safety of others (Do you need to evacuate classroom or remove child?). Offer opportunity to move to a space (either in the classroom or outside classroom) that</li> </ul>

<ul style="list-style-type: none"> <li>• Defacing/ripping displays/work</li> <li>• Playing roughly with children on the playground</li> <li>• Inciting others to behave in an antisocial way</li> <li>• Physically hurting/harming a group of children</li> </ul>	<p>will help them calm down. Offer opportunity to put things back and tidy resources/furniture.</p> <ul style="list-style-type: none"> <li>• Adult to intervene and de-escalate situation. Offer opportunity to move to a space (either in the classroom or outside classroom) that will help them calm down. Child to help repair display/work.</li> <li>• Adult to intervene and de-escalate situation. Offer opportunity to talk through what's happened – use comic strip conversation. Social story in place to change behaviour to pro-social. Adult to support/remind child of pro-social behaviour and regular check-ins with social story.</li> </ul>
<p><b>Behaviour that has a detrimental impact on the school:</b></p> <ul style="list-style-type: none"> <li>• Running off – leaving the classroom and running through communal areas</li> <li>• Difficult behaviour in assembly that disrupts</li> <li>• Mis-use of group rooms – damaging property</li> </ul>	<ul style="list-style-type: none"> <li>• Use de-escalation/ distraction strategies to engage child. Private discussion with child to understand why they ran off. When ready to return them to class. Whole-class discussions on safety. Social story to promote pro-social ways to express themselves.</li> <li>• Additional adults to support identified children in assembly. Private discussion to ascertain what they find difficult in assembly. Assembly club</li> <li>• De-escalation strategies to calm child. Use 'I wonder if...' statements. Comic strip conversations when in de-brief with child. Consequences to repair damage/replace furniture &amp; resources. Opportunity for child to say sorry in a way that is appropriate for them. Include child in setting up areas to encourage respect for them.</li> </ul>
<p><b>Behaviour that has a detrimental impact on the community:</b></p> <ul style="list-style-type: none"> <li>• Being rude to passers-by</li> <li>• Road safety on a trip (running off)</li> <li>• Damaging the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for trips – social stories to promote pro-social behaviour</li> <li>• Privately speak to child about comments made</li> <li>• Risk assessments in place. Possible use of wrist restraints. Parents invited to join trip. Reduced time on trip (parent dropping child off/collecting from venue). Higher ratio of adults – careful deployment of staff.</li> <li>• Using Eco-reps as good models. Using resources from the library to promote</li> </ul>

<ul style="list-style-type: none"> <li>• Endangering self/others</li> </ul>	<p>pro-social behaviour towards the environment.</p> <ul style="list-style-type: none"> <li>• Risk assessment in place. Possible use of wrist restraints. Parents invited to join trip. Higher ratio of adults – careful deployment of staff. De-escalate behaviour as safely as possible. Call to school to inform Headteacher. Child maybe collected from trip by school staff and returned to school.</li> </ul>
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## • Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by the policy, never previously experienced or so historic we believed they would not re-occur.

- Staff will consider the safety of the child and danger to others, and make a dynamic risk assessment of the situation. The safety of everyone is paramount.
- This may include alerting others, such as school staff or emergency services to help with risk management.
- It may result in referring to the Emergency Plan or the Use of Reasonable Force policy
- Initially, accountability lies with the member of staff dealing with the situation. However, depending on the severity of the situation, accountability will move through the hierarchy of class teacher, Year leader, SLT, Deputy, Headteacher, Governors.
- Staff will record behaviour on the School CPOMs system.
- A de-brief will be held and consideration will be given to whether the policy needs to be reviewed and amended in light of the behaviour.

## • Recording, Reporting and Communication

The following behaviours need to be reported on CPOMs, ensuring that Senior Leadership are alerted:

- Any difficult anti-social behaviour as documented in Section 5
- Any dangerous anti-social behaviour as documented in Section 5

What to communicate?

- The member of staff that witnessed the behaviour is responsible for recording the behaviour on CPOMs
- Be accurate in your description – Don't over or under describe the behaviour.
- Include where the behaviour took place by ticking the correct box.
- Include how the situation was dealt with – e.g. comic strip conversation created, time to reflect given, letter/card made to say sorry as part of de-brief session
- Ensure key members of staff, such as MMS, TLAs are kept informed so that they can adjust provision/monitor/give feedback/be consistent, as appropriate.

## • Communication with Parents

Communication with parents is vital in helping us build trust and understanding with families in supporting children with their behaviour and attitudes. We ask that parents support the school in the implementation of this policy and make their children aware of appropriate behaviour in all situations, encouraging independence and self-discipline. Working closely with parents helps us understand the children better, so that we can put consistent strategies in place, which support the child to make modifications to being more pro-social.

- Positive prosocial behaviour is recorded on Marvellous Me and shared with parents.
- Any anti-social behaviour that has been logged on CPOMs will be communicated with parents.
- Communication to home will be by the class teacher or 1:1 TLA (if deemed by class teacher to be more appropriate).
- If behaviour is persistent or dangerous a member of the Senior Leadership team may communicate
- Communication can be made by telephone or face-to-face at the end of the school day, appropriate to the nature of the incident being reported and the relationship with the family. This allows an opportunities for parents to ask questions.
- If necessary, emails or communication books can be used to record behaviour if the parent is in agreement and supports the child in a positive therapeutic way.
- Careful consideration will be given to how the incident is described, what consequences have been put in place and what follow-up will be put in place.
- These discussions will be logged on CPOMS as an 'action taken'

## • Suspension & Exclusion

If there are occasions where discipline and good conduct cannot be maintained by a particular child, or if by allowing that child to remain in school it would be seriously detrimental to the education or welfare of the child or others in the school, there may be no other option but to suspend. This will only be considered after all possible avenues have been explored and will be a last resort.

### **Suspensions**

If it is deemed necessary to suspend a child for a fixed period, the pupil's parents/carers will be notified without delay, of the specific reason and length of the suspension. This will be followed by written information without delay, no later than the end of the afternoon session of the first day on which the pupil is excluded. Only the Head teacher can suspend for one or more fixed term periods – up to a maximum of 45 days. The parents/carers will also be notified that they have the right to make representations to the Governing body and the LA and how any such representations should be made. They will be given the name and address of the appropriate people to contact and be invited to inform the Governing body and LA in writing of their intention to make representations. The Head teacher will inform the Chair of Governors at this stage, without delay. The Head teacher must notify parents in writing of the reasons and the period of fixed period suspension.

The Head teacher will inform the LA of all suspensions without delay. If a pupil has a social worker, or if a pupil is looked after, the Head teacher will also notify them without delay.

The Governing body has the power to direct the Head teacher to reinstate a pupil who has been suspended for a period in excess of five days. The LA may also direct reinstatement, however they must consult the Governing body first.

If parents give notice to the Governors or LA that they wish to make representations, the Governing body will arrange and convene a meeting to discuss the suspension as soon as practicable. Where there is a legal requirement for the governing body to consider the suspension, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. In the case of a short fixed period suspension the pupil will usually be back before the meeting is arranged, however the meeting may nevertheless serve the purpose of enabling the parents to be satisfied that their views have been heard. Governing bodies are required to notify all parties of their decision following consideration of an suspension, without delay.

The committee convened for the purpose of considering suspension requires at least three members of the Governing body, none of whom should be the Head teacher.

If the Head teacher decides to extend the fixed period suspension for a further period not exceeding 15 days in total in any one term, or in very exceptional circumstances to replace a fixed period suspension with one which is permanent, the parent will be informed without delay.

If the fixed suspension period is for 5 days or more, the Governing Body must arrange suitable full time education for the child.

The suspended pupil will receive school work to do at home, which should be returned to school for marking until he or she returns to school. The Governing body will keep these arrangements under review.

Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately. To support a child's successful reintegration to school after a fixed term suspension the school may consider starting a PSP (Pastoral Support Programme) with the child. The Special Educational Needs Code of Practice will be used to support children, if emotional or behavioural difficulties are identified.

### **Permanent Exclusion**

The Head teacher will inform the pupil's parents/carers of the exclusion and the specific reason for it without delay. The notification will provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification will be without delay and in writing. The notification will also document for reference, any relevant previous warnings, fixed period exclusions or other disciplinary measures taken prior to the excluded behaviour being committed. Rather than delaying notification of exclusion, this information will be contained in a prompt follow-up letter.

The Head teacher will notify the parents of their right to make representations to the Governing body and the LA and how any such representations should be made. This will be done within seven days of notification. The parents/carers have right of access to all curricula records of the pupil and to other educational records through a request to the Governing body.

The LA will be notified of all permanent exclusions.

The LA are under a duty to consider whether permanent exclusions should stand. They have the power to direct the Head teacher to reinstate the excluded pupil.

The Governing body has the power, but is not under any duty, to direct the Head teacher to reinstate a permanently excluded pupil. The Governors will convene a meeting to consider the exclusion and any representations made by the parents/carers, within a maximum of 15 school days of the notification by the Head teacher. Where there is a legal requirement for the governing body to consider the exclusion, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. The Governing body will then make their view known to the LA as the LA consider their response to the exclusion.

If the Governing body and the LA decline to reinstate the excluded pupil they must notify the parents of their decision. The LA must do this within 20 school days from the day the Head teacher informed them of the exclusion. Parents must be informed of their right to appeal to an Independent appeals committee. The notification will make it clear that parents should set out their grounds for appeal within 15 school days of notice from the LA of their right to appeal.

A direction by the LA is binding unless the Governing body appeals against the direction. This must be done within 5 school days of the date of the direction.

The pupils name should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged, or earlier if the parents/carers give notice in writing that they do not intend to appeal.

The above procedures have been taken from the DFE circular 09/17 EXCLUSIONS FROM MAINTAINED SCHOOLS, ACADEMIES AND PUPIL REFERRAL UNITS IN ENGLAND. In the event of exclusion reference should be made to this circular for more in depth details.

[https://consult.education.gov.uk/school-absence-and-exclusions-team/statutory-exclusion-guidance/supporting\\_documents/Draft%20statutory%20guidance%202017.pdf](https://consult.education.gov.uk/school-absence-and-exclusions-team/statutory-exclusion-guidance/supporting_documents/Draft%20statutory%20guidance%202017.pdf)



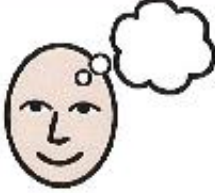

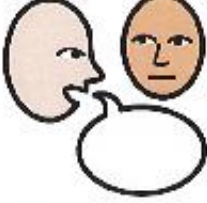

Where a pupil has SEN, the LA must ensure that appropriate full time placement in identified school is provided. Parents still retain the right to express the preference for the school.

When notifying parents about an exclusion, the head teacher should draw attention to relevant sources of free and impartial information. This information should include:

- a link to this statutory guidance on exclusions  
(<https://www.gov.uk/government/publications/school-exclusion>);
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre ([www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)) or ACE Education (<http://www.aceed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1pm during term time); and
- where considered relevant by the head teacher, links to local services, such as Traveller Education Services or the Information Advice & Support Services Network (formerly known as the local parent partnership - <http://www.iassnetwork.org.uk/>)

## Appendix 1

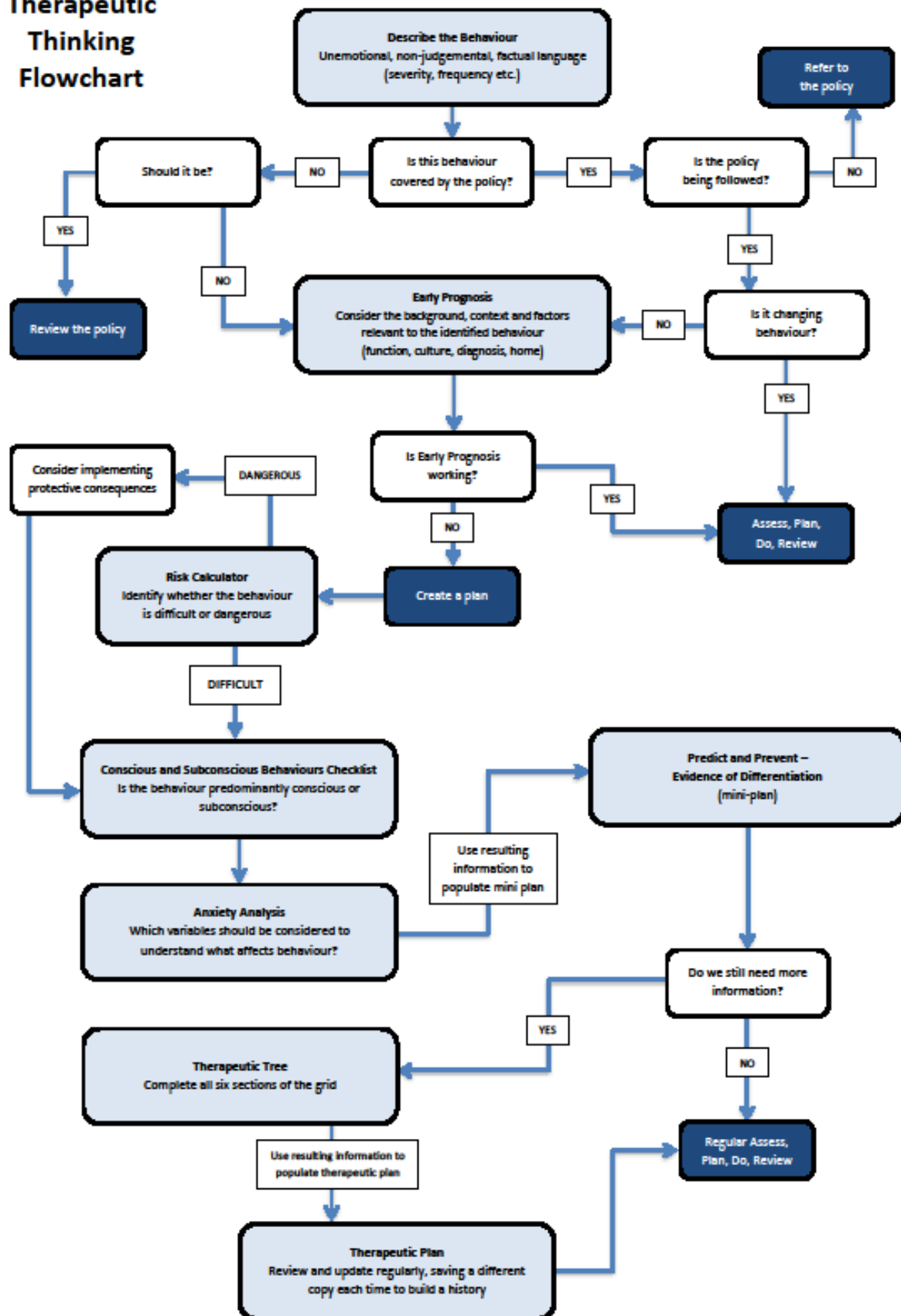
**Oops...if you have forgotten how to be the best that you can be.**

<p><b>Your adult will quietly remind you</b></p>	
<p><b>Your adult will suggest a change to help you.</b></p>	
<p><b>You will be given some thinking time to get back to the Green zone.</b></p>	
<p><b>You will be given some time to repair the situation.</b></p>	
<p><b>Your teacher will talk to your grown-up.</b></p>	
<p><b>Mrs New or Mrs Owens will come and help you to be the best that you can be.</b></p>	



## Appendix 2

### Therapeutic Thinking Flowchart



# Appendix 3

## Therapeutic Plan (Doc 2)

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Review Date:</b>
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
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<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
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<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
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<b>Post incident recovery and debrief measures</b>
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Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....

Signature of Young Person..... Date.....

