



# Relational and Therapeutic Behaviour Policy

Aligned with the Therapeutic Thinking Framework (April 2025)

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**Chair of Governors:**

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**Headteacher:**

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## 1.Relevant Legislation and Guidance

This policy has been developed with reference to national and local statutory guidance, including:

- [Keeping Children Safe in Education](#) (DfE, updated annually)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and PRUs in England (DfE, August 2024)
- Searching, Screening and Confiscation: Advice for Schools (DfE, July 2022)
- Equality Act 2010, Part 6: Education
- Education and Inspections Act 2006, Section 89
- SEND Code of Practice (DfE, January 2015)

## 2. Ethos of The Orchard School

At The Orchard School, **Everyone Matters, Everyone Cares**. Our ethos is rooted in the belief that every child has the potential to grow, thrive, and succeed when provided with the right environment, relationships, and support. **The Orchard Way** guides everything we do, ensuring that our approach is therapeutic, inclusive, and centred on understanding behaviour as communication. We are committed to nurturing the social, emotional, and mental health (SEMH) needs of our pupils, recognising their unique challenges while celebrating their individuality. Through strong relationships and a culture of care, we create a school where every pupil feels safe, valued, and empowered to reach their full potential.

## 3. Aims of the Policy

This policy aims to:

- Create positive experiences for all pupils.
- Protect wellbeing of everyone in the community.
- Maintain a calm, safe environment that enables learning.
- Teach and reinforce valued behaviour through The Orchard Way and Therapeutic Thinking.
- Ensure that behaviour is always understood as communication linked to feelings and experiences.

## 4. Principles of Our Ethos:

1. Respect for the Individual: Every pupil deserves respect, dignity, and the opportunity to be heard.

2. Relationships at the Heart of Learning: Positive, trusting relationships form the foundation of our work.
3. Equity and Inclusion: We ensure all pupils have access to the support they need to succeed.
4. Therapeutic and Nurturing Approaches: We integrate Therapeutic Thinking informed strategies to promote resilience.
5. High Expectations with Compassion: Balancing aspirations with understanding and personalisation.
6. Collaboration with Stakeholders: Families, carers, and agencies work together to support pupils.
7. A Safe and Predictable Environment: Structure and boundaries foster trust and confidence.
8. Restorative Practices: Addressing conflicts through understanding, accountability, and growth.

All staff use Therapeutic Thinking strategies and reflective practice to promote prosocial experiences and reduce detrimental behaviour.

## 5. Introduction

This Relational and Therapeutic Behaviour Policy outlines the principles and procedures for fostering a safe, inclusive, and nurturing environment that supports the SEMH needs of all pupils at The Orchard School. This policy aligns with the Equality Act 2010, ensuring that all practices at The Orchard School promote equality and inclusivity while eliminating discrimination, harassment, and victimisation.

## 6. Policy Vision

The Relational and Therapeutic Behaviour Policy aims to foster a respectful and nurturing environment grounded in relational and therapeutic principles. The policy promotes equitable, inclusive, and accessible practices for pupils, staff, families, and the wider school community. The policy is underpinned by the principles of the Equality Act 2010, ensuring that all pupils, staff, and stakeholders are treated fairly and with respect, regardless of their characteristics.

## 7. Key Objectives

1. Build and sustain positive, trusting relationships among all stakeholders.
2. Promote emotional regulation and resilience through therapeutic approaches.
3. Ensure all behaviour strategies are equitable and sensitive to individual needs.
4. Use restorative practices to address challenges and repair relationships.

5. Provide clear, consistent, and predictable boundaries for all.
6. Ensure compliance with the Equality Act 2010 by embedding equitable practices throughout the school's policies and procedures.

## 8.Principles of the Policy

1. Relational Focus: Relationships are central to everything we do. Positive relationships between staff, pupils, and families form the foundation of our behaviour management approach.
  - Every interaction is an opportunity to model empathy, patience, and respect.
  - Staff are trained to use Therapeutic Thinking-informed and attachment-aware strategies to build trust and reduce conflict.
  
2. Therapeutic Approaches: Daily practices include sensory breaks, mindfulness activities, and zones of regulation. Personalised plans are created for pupils with complex SEMH needs, with input from external therapists and specialists where necessary.
  - Staff adopt a “relationship repair” mindset, focusing on helping pupils understand their behaviour and develop healthier responses.
  
3. Equity and Accessibility:  
Strategies and interventions are consistent with the Equality Act 2010, ensuring that no pupil or stakeholder is disadvantaged due to race, disability, gender, sexual orientation, or any other protected characteristic.
  - All stakeholders are supported to engage with the policy, including accessible communication for families and carers who may face language, literacy, or technological barriers.
  - The policy acknowledges systemic inequalities and seeks to eliminate any disproportionate impact of behaviour management practices.
  
4. Consistency and Predictability:
  - Clear expectations and responses align with the school's legal duty under the Equality Act 2010.
  - Visual aids, social stories, and scaffolding techniques are used to support understanding.
  - Staff remain consistent in their responses, creating a predictable and safe environment for pupils.
  
5. Restorative and Relational Practices:
  - Restorative approaches are used to address conflicts and repair relationships, focusing on accountability and growth.

- Circle discussions and restorative conversations help pupils reflect on their actions and their impact on others.
- Restorative measures replace punitive sanctions wherever possible.

## 9. Roles and Responsibilities

- **Governors:** Approve and monitor the policy, holding leaders accountable for implementation.
- **Headteacher:** Ensures all staff are trained, supported, and emotionally available to pupils.
- **School Leaders:** Model and coach relational practice; analyse data and oversee training.
- **All Staff:** Model valued behaviour, apply The Orchard Way consistently, and engage in supervision and reflection.
- **Parents and Carers:** Work in partnership with the school, supporting therapeutic strategies at home.
- **Pupils:** Learn about valued behaviour, express their voice, and participate in restorative practice.

## 10. Implementation of the Policy

1. **Staff Training**
  - All staff are trained in trauma-informed, relational, and therapeutic approaches.
  - Ongoing professional development is provided to ensure staff are equipped to manage complex behaviour effectively and compassionately.
2. **Proactive Strategies**
  - Emphasis is placed on proactive measures, such as setting clear expectations, using praise, and creating structured routines.
  - Staff use de-escalation techniques, such as active listening, calming activities, and physical movement breaks, to prevent behaviours from escalating.
3. **Personalised Support Plans**
  - Pupils with additional SEMH needs have individualised support plans co-created with families, staff, and external professionals.
  - Plans include triggers, calming strategies, and agreed responses for challenging behaviours.
4. **Partnership with Families**
  - Families are key partners in the behaviour management process. Regular communication ensures alignment between home and school approaches.
  - Workshops and resources are offered to help families understand and adopt relational strategies at home.
5. **Pupil Voice**

- Pupils are actively involved in setting class expectations and discussing behaviour strategies.
  - Their voice is central in restorative conversations, ensuring they feel heard and understood.
6. Accessibility for All Stakeholders
- Visual tools and accessible language are used to communicate the policy to pupils and families.
  - Translations and adaptations are provided where necessary to ensure inclusivity.

## 11. Behaviour Curriculum – The Orchard Way

At The Orchard School, our Behaviour Curriculum explicitly teaches and celebrates The Orchard Way values – Trust, Belonging, Aspiration, Voice, Pride and Curiosity. These are taught, modelled, and practised daily so that pupils learn what being Ready, Respectful and Safe looks and feels like.

Intent: To help pupils understand and rehearse valued behaviours that promote safety, belonging, and success.

Implementation:

- Adults model prosocial behaviour and reinforce it through predictable routines.
- Visuals, social stories, and therapeutic language make expectations explicit.
- Specific praise and recognition (postcards, phone calls, assemblies) celebrate success.
- All staff use Therapeutic Thinking language to support reflection.

Impact:

- Improved regulation and relationships.
- Reduced detrimental incidents recorded on CPOMs.
- Evidence of trust, belonging, curiosity, and pride across the day.

## 12. Therapeutic Thinking and Behaviour Analysis

At The Orchard School, we adopt a Therapeutic Thinking approach to understanding and responding to behaviour. This method provides a supportive framework for analysing the function of behaviour, enabling staff to implement informed and tailored interventions that support the social, emotional, and mental health (SEMH) needs of pupils.

- **Valued Behaviour:** Behaviour that supports wellbeing and aligns with The Orchard Way values.
- **Detrimental Behaviour:** Behaviour that harms or hinders self, others, or the environment.

- **Dangerous Behaviour:** Behaviour that presents imminent risk to safety and may require protective consequences.

### Protective and Educational Consequences:

Protective consequences are temporary safety measures used to reduce immediate risk. Educational consequences are teaching responses that follow to help the pupil learn, reflect, and restore relationships. Both are logged and reviewed through Therapeutic Thinking systems to ensure consistency and fairness.

The Therapeutic Thinking framework incorporates principles of the Equality Act 2010, ensuring that behaviour interventions respect and protect the rights of all pupils.

### Key Elements of Therapeutic Thinking

1. **Behaviour as Communication:**
  - All behaviour is seen as a way pupils communicate their needs, feelings, or responses to their environment.
  - By identifying the function of behaviour, we can better understand and address underlying needs.
2. **Analysing Behaviour:**
  - A structured framework is used to assess behaviour in context, considering triggers, patterns, and outcomes.
  - This analysis allows staff to make proactive adjustments to support pupils more effectively.
3. **Trained Tutors in Leadership:**
  - Members of the Senior Leadership Team are trained as **Therapeutic Thinking Tutors**.
  - These tutors provide guidance, support, and professional development for staff, ensuring therapeutic principles are embedded across the school.
4. **Collaborative Problem-Solving:**
  - Behaviour analysis is not a solitary task. Staff collaborate with trained tutors, parents/carers, and external professionals to ensure a comprehensive understanding of each pupil's needs.
5. **Supportive Interventions:**
  - Following the analysis, staff implement strategies aligned with the pupil's individual needs, such as sensory breaks, alternative communication methods, or adjustments to the environment.

### Benefits of the Therapeutic Thinking Approach

- **Prevention:** Early identification and intervention reduce the likelihood of escalation.

- **Consistency:** Staff are equipped with a shared language and understanding of behaviour management.
- **Empowerment:** Pupils are supported to develop self-regulation skills in a nurturing and predictable environment.
- **Inclusivity:** Every pupil's unique needs are understood and met with dignity and respect.

### 13. Physical Interventions and PROACT-SCIPr-UK®

At The Orchard School, physical interventions are used only as a last resort to ensure safety. Our approach is guided by the **PROACT-SCIPr-UK®** framework, which prioritises prevention, de-escalation, and minimal intervention.

#### Key Principles of Physical Intervention:

1. **Preventative Focus:**
  - Recognising early signs of distress and using de-escalation strategies to prevent escalation.
  - Emphasis on relational strategies to reduce the need for physical intervention.
2. **Last Resort:**
  - Physical interventions are only used when all other methods fail and safety is at risk.
  - Interventions are proportional, reasonable, and in line with legal and ethical standards.
3. **Training and Accountability:**
  - All staff involved in physical interventions are trained in PROACT-SCIPr-UK® techniques.
  - Incidents are thoroughly recorded and reviewed to ensure transparency and learning.
4. **Post-Incident Support:**
  - Pupils are given time to reflect and recover after an incident.
  - Restorative conversations help repair relationships and plan for future success.

### 14. Addressing Challenging Behaviour

When challenges arise, the following steps guide our response:

1. Understand the Root Cause
  - Staff focus on understanding what lies behind the behaviour, recognising it as communication.
  - Considerations include sensory sensitivities, trauma history, and emotional triggers.
2. De-escalation
  - Use of calm, non-confrontational approaches to de-escalate situations.
  - Pupils are given space and time to regulate before discussing their behaviour.

### 3. Restorative Conversations

- Focus on rebuilding relationships and understanding the impact of behaviour.
- Questions such as “What happened?” and “How can we make this right?” are used to guide discussions.

### 4. Therapeutic Interventions

- Where appropriate, therapeutic strategies (e.g., drawing therapy, sensory rooms) are employed to support pupils in regulating their emotions.
- Referrals to external therapists or agencies are made for more intensive support if needed.

## 15. Managing Dangerous Behaviour: Positive Handling and Use of Force

At The Orchard School, we prioritise the safety, dignity, and well-being of all pupils and staff. Dangerous behaviours, defined as actions that pose a significant risk to the safety of individuals or the school environment, require a carefully managed response. This section outlines our approach to positive handling and the use of force, incorporating the principles of relational and therapeutic behaviour management. All protective interventions are followed by educational consequences as outlined in our Behaviour Curriculum.

### 1. Purpose

This section defines the procedures for managing dangerous behaviours in line with:

- Section 93 of the Education and Inspections Act 2006 (on the use of reasonable force).
- Guidance from the Department for Education (DfE).
- Recommendations from BILD, ProACT-SCIPr-UK, Team Teach, Loddon Training, and the National Education Union (NEU).

### 2. Principles

1. **Safety First:** The primary focus is to ensure the immediate safety of all pupils and staff.
2. **Last Resort:** Physical interventions are used only when necessary and when other strategies have failed.
3. **Proportionality:** Interventions must be reasonable, proportionate, and in the child’s best interests.
4. **Positive and Therapeutic Approaches:** Staff use positive behaviour support and de-escalation strategies as the first line of response.
5. **Accountability:** All incidents involving physical intervention are recorded, reviewed, and followed by debriefing for all involved parties.

### 3. Key Definitions

- **Reasonable Force:** The minimum physical intervention required to prevent harm, without causing unnecessary pain or humiliation.
- **Positive Handling:** A planned, skilled, and therapeutic use of physical interventions within a behaviour management framework.

#### 4. Preventative Measures

Staff aim to minimise the need for physical interventions through:

- 1. Building Positive Relationships: Understanding pupil needs, triggers, and preferred de-escalation strategies.
- 2. Preventative Strategies: Using calming techniques, redirecting behaviours, and adjusting environments to reduce distress.
- 3. Planning Ahead: Developing Individual Behaviour Plans (IBPs) and Risk Assessments for pupils with known behaviours of concern.

#### 5. Responding to Dangerous Behaviours

When a pupil exhibits dangerous behaviour, such as punching, kicking, or biting:

Initial Response:

1. Prioritise Safety: Move other pupils and vulnerable staff members to a safe area.
2. De-Escalation Techniques:
  - Speak calmly and use non-threatening body language.
  - Offer space or a calming activity.
3. Call for Assistance: Follow school protocols to summon additional staff if needed.

Acceptable Physical Interventions:

If de-escalation is unsuccessful and the pupil poses an imminent risk of harm:

1. Guide Away: Use a supportive hold to move the pupil to a safer area.
2. Protective Blocking: Position yourself to shield others from harm without engaging aggressively.
3. Approved Techniques (ProACT-SCIPr-UK®):
  - Two-Person Escort: Safely guide a pupil to a safe location.

Prohibited Actions:

Staff must never:

- Strike or retaliate against a pupil.
- Use holds that restrict breathing or circulation.
- Apply force as punishment or in anger.

#### 6. Post-Incident Protocols

1. Immediate Action: Ensure all individuals are safe and administer first aid if needed.
2. Reporting and Recording:
  - Complete an incident report detailing:
  - Triggers, behaviours, interventions used, and outcomes.
  - Statements from witnesses where appropriate.
3. Debriefing:

- Conduct a pupil debrief in a supportive environment to help them reflect and restore relationships.
  - Offer staff a debrief to ensure emotional well-being and evaluate the intervention.
4. Parental/Guardian Notification:
- Inform parents or guardians on the same day, providing a clear account of the incident and the steps taken.

## 7. Training and Support

All staff involved in behaviour management and physical interventions receive regular training in:

- Positive behaviour support frameworks (e.g., ProACT-SCIPr-UK®).
- Recognising triggers and early warning signs.
- De-escalation techniques.
- Safe, legal, and ethical physical intervention methods.

New staff are trained during their induction period to ensure consistency in practice.

## 8. Monitoring and Review

- Incident Monitoring: The Senior Leadership Team (SLT) regularly reviews incident reports to identify patterns and inform school-wide behaviour strategies.

## 9. Legal Framework and References

- Equality Act 2010: Ensures that physical interventions and behaviour management strategies comply with statutory duties related to equality and non-discrimination.
- Education and Inspections Act 2006
- DfE Guidance: Use of Reasonable Force (2013)
- BILD Code of Practice
- ProACT-SCIPr-UK® Guidelines
- Team Teach Guidance
- NEU Advice on Positive Handling

**All protective interventions are followed by educational consequences as outlined in the Behaviour Curriculum.**

## 16. Suspensions and Permanent Exclusions

At The Orchard School, suspensions and permanent exclusions sit within our wider Therapeutic Thinking and relational framework. They are used only when absolutely necessary to protect the safety and education of pupils and staff, and never as a substitute for meeting a child's SEMH or SEND needs.

## Purpose

This section describes how The Orchard School manages suspensions and permanent exclusions in line with statutory guidance. The aim is to ensure decisions are fair, lawful, proportionate, and used only when necessary to maintain the safety, education and welfare of pupils and staff.

## Statutory Framework

This section is based on:

- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE, August 2024)
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- SEND Code of Practice
- Local authority duties for exclusions

The Headteacher is the only person who can suspend or permanently exclude a pupil.

## Principles

- Exclusion is always a last resort, after protective and educational consequences and other reasonable adjustments have been considered.
- All decisions must be lawful, reasonable and fair.
- The school considers the individual needs of pupils, especially those with SEMH needs or SEND.
- Exclusion must never be used simply because a pupil's additional needs are not being met.
- Reasonable adjustments will be made where appropriate.
- The school works with parents, carers and external agencies to reduce the need for exclusion.

## Types of Exclusion

### Suspension (Fixed Term Exclusion)

A suspension:

- Is for a fixed number of days.
- Requires the pupil to remain off-site for the agreed period.
- Must not exceed 45 days in an academic year.

### Permanent Exclusion

Permanent exclusion is used only:

- For a serious breach or persistent breaches of the Behaviour Policy.
- When allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## Decision Making

Before deciding to suspend or permanently exclude, the Headteacher will:

- Establish the facts on the balance of probabilities.
- Consider the pupil's age, SEND, SEMH profile and safeguarding context.
- Consider whether reasonable adjustments or early interventions could be used instead.
- Consult relevant staff and review previous Therapeutic Thinking analysis and plans.
- Consider proportionality, including the likely impact on the pupil.
- Check whether the incident meets the threshold set out in DfE statutory guidance.

Where possible, the pupil will be given the chance to express their views, and these will be taken into account.

## Notifying Parents and Carers

Parents must be informed without delay, ideally by phone and always in writing, including:

- The reason for the exclusion.
- The length of suspension (or that the exclusion is permanent).
- Whether the incident meets the threshold for permanent exclusion or if this is under consideration.
- The right to make representations to governors and how to do so.
- Arrangements for remote education or work to be completed at home.
- Arrangements for a reintegration meeting following a suspension.

## Notifying the Local Authority

The school must notify the local authority:

- Immediately for permanent exclusions.
- Immediately for suspensions over 5 days or if the pupil misses an exam.
- Within statutory timelines for all suspensions, including cumulative totals.

## Work and Remote Education

During the first 5 school days of a suspension or permanent exclusion, the school will set work for the pupil to complete at home.

After day 6 of a permanent exclusion, the local authority is responsible for arranging suitable full-time education.

For suspensions exceeding 5 days, the school will provide suitable full-time education from day 6 of the suspension, either on-site or in an agreed alternative setting.

## Reintegration Meetings

After any suspension, the school will hold a reintegration meeting involving:

- The pupil.
- Parents or carers.
- Pastoral staff.
- Relevant safeguarding or SEND staff, where appropriate.

The aim is to:

- Review what happened using Therapeutic Thinking tools and language.
- Restore relationships and re-establish a sense of belonging.
- Plan support and adjustments.
- Agree behaviour targets and protective/educational consequences where needed.
- Reduce the likelihood of repeat behaviours.

A reintegration plan may include:

- SEMH interventions.
- Updated support plans or referral to external services.
- Behaviour targets or mentoring.
- Temporary adjustments to timetable, curriculum or environment.

## Pupils with SEND or SEMH Needs

The school recognises that pupils with SEMH or SEND may have behaviour linked to their needs.

Before any exclusion, the school will consider:

- Whether triggers relate to unmet needs or environmental factors.
- Whether additional reasonable adjustments or support should be implemented.
- Whether an early or emergency review of the EHCP or support plan is needed.

Permanent exclusion will not be used for:

- Behaviour arising directly from an unmet SEND need, unless all reasonable steps have been taken to address that need.

- Lack of school SEND provision.

## Governing Board Responsibilities

Governors must:

- Review certain exclusions by law.
- Consider parental representations.
- Uphold or overturn permanent exclusions.
- Ensure exclusion processes are fair, compliant and consistent with the school's ethos and statutory guidance.

The governing body will review:

- Any permanent exclusion.
- Suspensions totalling more than 15 days in a term.
- Suspensions that result in the pupil missing an examination.

## Equality and Safeguarding Considerations

The school will ensure:

- Decisions do not discriminate against pupils with protected characteristics.
- Safeguarding concerns are considered, including contextual safeguarding and risk outside school.
- Looked After and Previously Looked After Children receive additional vulnerability checks and consideration of corporate parenting duties.
- Reasonable adjustments are applied consistently and recorded.

## Managed Moves

A managed move may be considered as an alternative to permanent exclusion, only with parental agreement and in consultation with the local authority and the receiving school. Any managed move will be planned, time-limited and regularly reviewed to ensure it is in the best interests of the pupil.

## Off-Site Direction

Where appropriate, the school may direct a pupil to off-site provision to improve behaviour. This is not an exclusion. Any off-site direction will:

- Have a clear purpose and timescale.
- Be reviewed regularly.
- Be communicated clearly with parents, carers and the pupil.

## Recording and Monitoring

The school keeps a record of:

- All suspensions and permanent exclusions.
- The reason, duration, and pupil profile.
- Reintegration meetings and plans.
- Interventions offered before exclusion.

Data is monitored termly by SLT and governors to identify patterns and prevent unfair or disproportionate exclusion, including by SEND, gender, ethnicity, care status and other protected characteristics.

## Review

This section will be reviewed annually as part of the Relational and Therapeutic Behaviour Policy, or sooner if statutory guidance changes.

## 17. Training, Support and Supervision

All staff receive:

- Annual Therapeutic Thinking and PROACT-SCIPr-UK® refresher training.
- Regular reflective mentoring, caching or co-coaching sessions.
- Opportunities for joint planning, co-reflection, and peer learning.
- Staff are supported to seek peer or leader assistance when they feel emotionally unavailable to pupils.

## 18. Racism, Discrimination and Prejudice-Related Behaviour

At The Orchard School, we have zero tolerance for racism, discrimination, and prejudice-related incidents. Any behaviour that targets or disadvantages a person on the basis of race, colour, nationality, ethnic or national origin, religion or belief, or any other protected characteristic will be treated as dangerous and discriminatory behaviour under this policy.

All such incidents are recorded and investigated through ARBOR (MIS) and if targeted, recorded on our safeguarding systems and reported to senior leaders for review. Responses are guided by our Therapeutic Thinking Framework-addressing harm, supporting reflection, and restoring relationships wherever possible-but the school will take decisive action where behaviour is serious, repeated, or malicious.

In line with the Equality Act 2010, Keeping Children Safe in Education (DfE, updated annually), and Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024), racist incidents that cause significant harm or intimidation may result in suspension or permanent exclusion, following the DfE's statutory guidance on suspensions and exclusions.

We are committed to ensuring that all pupils and staff feel safe, respected, and valued. Racism and prejudice have no place in our community, and every incident is treated as a serious breach of our values-Trust, Belonging, Voice, Pride, Aspiration, and Curiosity.

## Consequences Framework

Sanctions are proportionate, escalate with repetition or severity, and always include education and repair. The focus remains on teaching, reflection, and relationship repair rather than punishment alone.

### 1. Targeted Racist Language (directed at a person/s present)

Severity	Typical Response
First incident – low harm (example: using a derogatory accent)	<ul style="list-style-type: none"> <li>• Immediate de-escalation and removal from the situation.</li> <li>• Restorative conversation when appropriate and agreed by the harmed pupil.</li> <li>• Individual reflection or learning activity on racism and impact.</li> <li>• Parents informed the same day.</li> <li>• Logged on our safeguarding systems.</li> </ul>
Moderate harm or repetition (example: using a derogatory term)	<ul style="list-style-type: none"> <li>• Short fixed-period home suspension (usually 1–2 days) with reintegration meeting before return.</li> <li>• Compulsory reflection and education tasks completed at home or on reintegration.</li> <li>• Parent meeting to agree next steps.</li> <li>• Logged on our safeguarding systems</li> </ul>
High harm, threats, harassment, or persistent pattern (example: physical injury)	<ul style="list-style-type: none"> <li>• Longer fixed-period home suspension (normally up to 5 days) while investigation and planning take place.</li> <li>• Logged on our safeguarding systems</li> <li>• Reintegration meeting chaired by senior leader with clear behaviour plan.</li> <li>• Consider referral to LA, police, or Prevent where hate-crime threshold is met.</li> <li>• Permanent exclusion considered only as a last resort and in line with statutory DfE guidance.</li> </ul>

### 2. General or Untargeted Racist Language

Severity	Typical Response
First instance – low awareness	<ul style="list-style-type: none"> <li>• Clear feedback that language is unacceptable.</li> <li>• Reflective conversation or task explaining why.</li> <li>• Parents informed.</li> </ul>
Repetition or moderate impact	<ul style="list-style-type: none"> <li>• Short fixed-period home suspension (usually 1 day) to allow a structured response and parent meeting on return.</li> <li>• Completion of an anti-racism learning pack before reintegration.</li> <li>• Review of social-media or peer influences if relevant.</li> </ul>
Serious content or persistent pattern	<ul style="list-style-type: none"> <li>• Longer fixed-period home suspension (up to 5 days).</li> <li>• Full review of risk, curriculum placement, and multi-agency support.</li> </ul>

	<ul style="list-style-type: none"><li>• Prevent referral considered if extremist narratives are repeated or promoted.</li></ul>
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## 19. Monitoring and Evaluation

- Behavioural data and safeguarding records are reviewed termly by SLT to identify patterns by phase, need, or protected characteristic.
- Stakeholder feedback is gathered through surveys, forums, and meetings to inform policy revisions.
- Success is measured not only by reduced incidents of challenging behaviour but also by improved relationships, emotional well-being, and pupil engagement.
- Findings inform staff training, curriculum review, and therapeutic support planning.
- Behavioural and safeguarding records are maintained using our safeguarding systems and reviewed in line with Keeping Children Safe in Education.

## 20. Conclusion

The Orchard School's Relational and Therapeutic Behaviour Policy reflects our commitment to a therapeutic, inclusive and relational approach. By aligning with the Therapeutic Thinking Framework while retaining our Orchard identity, we ensure that every pupil feels safe, valued and ready to thrive.

## Appendices

- Appendix 1: Understanding and Reframing Behaviour
- Appendix 2: STAR Analysis Template
- Appendix 3: Adult Response Plan
- Appendix 4: Environmental Checklist for SEMH Needs
- Appendix 5: Risk Assessment Guidance

### Appendix 1: Understanding and Reframing Behaviour

This appendix provides a framework for understanding and reframing behaviour in a therapeutic and relational way. It might include:

- Tools for describing behaviour.
- Questions to reframe behaviour as communication (e.g., “What unmet need is this behaviour expressing?”).
- Reflection prompts for staff to consider barriers and strategies for support.
- Guidance on using therapeutic language and approaches.

#### [A Tool for Understanding and Reframing Behaviour](#)

(please click on the link to access the form)

This tool helps staff interpret behaviour as communication, understand its underlying causes, and respond therapeutically to meet the pupil’s needs.

#### Step 1: Describe the Behaviour

- Provide a factual, objective description of what occurred.
- Avoid assumptions or emotional language.

Example:

- “The pupil pushed a chair over and refused to sit down when asked.”

Describe the behaviour:

#### Step 2: Review and Be Curious

- Explore the possible reasons for the behaviour.
- Consider the context, environment, and recent events that might have contributed.
- Reflect on factors such as unmet needs, emotional triggers, or sensory sensitivities.

### Reflection Prompts:

- What was happening before the behaviour occurred?
- Are there patterns or recurring triggers?
- What might the pupil have been feeling or trying to communicate?

### Notes on potential causes:

#### Step 3: Reframe the Behaviour

- Shift the perspective to see the behaviour as a form of communication rather than defiance or “bad behaviour.”
- Use therapeutic, strengths-based language.

#### Examples of Reframing:

- From “The pupil is being lazy” → “The pupil may be overwhelmed or unsure how to start the task.”
- From “They’re just attention-seeking” → “The pupil is seeking connection and reassurance.”

### Reframed understanding of the behaviour:

#### Step 4: Identify Barriers and Needs

- What barriers might be preventing the pupil from regulating their emotions or engaging positively?
- Identify any unmet needs, such as sensory regulation, understanding of expectations, or feelings of safety.

### Barriers and unmet needs:

#### Step 5: Adult Response

- Plan intentional teaching and supportive interventions to address the behaviour therapeutically.
- Focus on removing barriers and teaching new skills.

### Questions for Planning Response:

- What can we do to reduce or remove triggers?
- How can we co-regulate with the pupil in the moment?
- What skills does the pupil need to develop, and how can we teach these?

Planned Response:

Step 6: Adjust the Environment

- Consider how the physical and social environment can be adapted to support the pupil.
- Ensure routines, sensory needs, and relational strategies are in place.

Environmental Adjustments:

Step 7: Reflection and Next Steps

- What did we learn from this behaviour and response?
- What changes will we make to better support the pupil in the future?

Reflections and Next Steps:

Key Prompts for Staff

- What is the pupil's behaviour trying to tell us?
- How can we meet their needs through connection, not correction?
- What changes in our approach or environment might reduce the stress response in the future?

This tool supports therapeutic responses to behaviour and encourages reflection to continually improve support for pupils.

## Appendix 2: STAR Analysis

The STAR (Setting, Trigger, Action, Response) analysis is a tool for understanding the context of incidents. This appendix should provide:

- Templates for staff to analyse challenging situations.
- Guidance on identifying stressors (triggers) and patterns of behaviour.
- Prompts to reflect on adult responses and consider alternative therapeutic approaches.

### STAR Analysis Template

The STAR Analysis is a tool to help understand challenging situations by analysing the Setting, Trigger, Action, and Response. Use this template to guide reflection and plan future strategies.

#### 1. Setting

- Time: When did the behaviour occur? (e.g., morning, after lunch, end of day)
- Environment: Where did the incident take place? (e.g., classroom, playground, corridor)
- People Present: Who else was involved or nearby? (e.g., peers, staff, other adults)
- Contextual Factors: Were there any external factors? (e.g., loud noises, transitions, changes in routine, sensory overload)

Notes on the Setting:

#### 2. Trigger

- Immediate Trigger: What happened just before the behaviour?
- Underlying Stressors: Were there unmet needs, worries, or stress that might have contributed?
- Patterns: Does this trigger relate to previous incidents?

Notes on Triggers:

#### 3. Action

- Behaviour: What exactly did the child/young person do? Be specific and objective. (e.g., verbal outburst, refusal, physical aggression)
- Duration and Intensity: How long did the behaviour last, and how severe was it?

Notes on the Behaviour:

#### 4. Response

- Adult Response: How did staff initially respond? (e.g., verbal prompts, de-escalation strategies, ignoring)
- Outcome: What was the result of this response? Did the behaviour escalate or de-escalate?
- Reflection: Could the response have been different? What worked well, and what could be improved?

Notes on the Response:

#### 5. Learning and Next Steps

- What have we learned about the child's needs and triggers?
- What strategies can we use to support the child in similar situations?
- How can we adjust the environment to reduce triggers?
- What support might the child or staff need moving forward?

#### STAR Summary

This section summarises key insights:

- Key Trigger: \_\_\_\_\_
- Effective Strategy: \_\_\_\_\_
- Next Steps: \_\_\_\_\_

## Appendix 3: Adult Response Plan

This section outlines strategies for adults to support pupils therapeutically. It should include:

- A blank template for creating personalised response plans.
- Guidance on identifying signs of dysregulation (e.g., hyperarousal or hypoarousal).
- Strategies for co-regulation and calming pupils.
- A focus on maintaining relationships during and after incidents.

### Adult Response Plan Template

The Adult Response Plan helps staff respond consistently and therapeutically to support pupils during times of dysregulation. It focuses on recognising early signs of distress, co-regulating with the pupil, and guiding them back to a regulated state.

#### Adult Response Plan

Pupil Name: \_\_\_\_\_

Date Created: \_\_\_\_\_

Plan Review Date: \_\_\_\_\_

#### 1. Understanding Regulation

What is the pupil like when regulated, calm, and engaged?

(Describe the pupil's typical behaviours, emotions, and interactions when they are in a calm state.)

Strategies to maintain this state:

(e.g., praise, predictable routines, calming sensory tools)

#### 2. Early Signs of Dysregulation

What are the first signs the pupil is becoming stressed or dysregulated?

(Include physical, emotional, or behavioural cues such as pacing, withdrawal, fidgeting, changes in tone of voice.)

Proactive strategies to support early signs of dysregulation:

(e.g., offer choices, provide a sensory break, redirect to preferred activity, reduce demands.)

### 3. During Dysregulation

What behaviours indicate the pupil is dysregulated?

(e.g., shouting, crying, refusing tasks, physical aggression.)

Interventions to co-regulate and support during dysregulation:

- Verbal Strategies: (e.g., calm tone, validating feelings, offering simple choices)
- Non-Verbal Strategies: (e.g., providing space, using visual aids, reducing sensory input)
- Environmental Adjustments: (e.g., moving to a quiet area, adjusting lighting, providing sensory tools)

### 4. After Dysregulation (Repair and Restore)

What is the best way to help the pupil recover and return to regulation?

(e.g., quiet time, preferred activity, restorative conversation.)

Restorative questions to guide reflection (if appropriate):

- What happened?
- What were you feeling at the time?
- Who has been affected?
- What can we do to make things right?

Reconnection strategies:

(e.g., check-ins with a trusted adult, rejoining peers with support, verbal encouragement.)

### 5. Practical Considerations

Preferred adult to support pupil during dysregulation:

Preferred calming strategies/tools:

(e.g., sensory toys, music, quiet corner.)

Known triggers to avoid where possible:

Safe spaces for the pupil to use when overwhelmed:

Follow-up actions for staff:

(e.g., record the incident, communicate with parents/carers, update risk assessments.)

## 6. Communication Plan

Who needs to know about this plan?

- Staff: \_\_\_\_\_
- Family: \_\_\_\_\_
- External Professionals: \_\_\_\_\_

How will this plan be shared and reviewed?

(e.g., team meetings, one-to-one discussions, termly reviews.)

Prepared By: \_\_\_\_\_

Role: \_\_\_\_\_

Reviewed By: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 4: Environmental Checklists for SEMH Needs

This appendix ensures the school environment supports pupils therapeutically. It might include:

- Checklists for different settings (e.g., classroom, playground, transitions).
- Prompts to evaluate sensory needs, structure, and predictability.
- Tools for identifying barriers in the environment and adjusting.

### [Appendix 4: Environmental Checklist for SEMH Needs](#)

(link to document click title)

This checklist ensures the environment is therapeutic, predictable, and conducive to learning and emotional regulation.

#### Environmental Checklist for SEMH Needs

Pupil Name (if applicable): \_\_\_\_\_

Date Completed: \_\_\_\_\_

#### 1. General Environment

Criteria	Yes	No	Action Required
Is the classroom environment calm and free from unnecessary clutter?			
Are sensory distractions minimised (e.g., noise, bright lights)?			
Are visual supports (e.g., timetables, social stories) clearly displayed?			
Is there a designated quiet or calming area for pupils to use?			
Are transitions (e.g., between lessons, activities) predictable and supported?			
Are rules and expectations visually displayed and reinforced?			

#### 2. Sensory Environment

Criteria	Yes	No	Action Required
Has the pupil's sensory profile been assessed (e.g., sensitivities to sound, touch, or light)?			
Are sensory tools or resources (e.g., ear defenders, fidget toys) readily available if needed?			
Are movement breaks or opportunities for physical activity incorporated into the day?			

Is the seating arrangement tailored to reduce sensory distractions?			
Are sensory overload triggers (e.g., assemblies, crowded spaces) addressed proactively?			

### 3. Emotional Regulation Supports

Criteria	Yes	No	Action Required
Are emotional regulation tools (e.g., Zones of Regulation charts) used effectively?			
Do staff consistently model calm and regulated behaviour?			
Are co-regulation strategies implemented when pupils become dysregulated?			
Are opportunities provided for pupils to discuss and reflect on their emotions?			
Are restorative practices used to repair relationships after incidents?			

### 4. Social Interaction Supports

Criteria	Yes	No	Action Required
Are structured opportunities for positive peer interaction available (e.g., group work, playtime activities)?			
Is there a system in place to support pupils during unstructured times (e.g., break and lunch)?			
Are pupils provided with clear guidance and visual supports for social rules?			
Are peer mentors or buddies used to support social development?			
Are alternative, structured activities available for pupils who struggle with free play?			

## 5. Curriculum and Learning Environment

Criteria	Yes	No	Action Required
Is work differentiated to meet the pupil's academic and emotional needs?			
Are calming activities integrated into the curriculum (e.g., mindfulness, sensory tasks)?			
Are pupils given clear, achievable steps for completing tasks?			
Are positive reinforcement and recognition systems in place?			
Are alternative learning spaces available for pupils who need them?			

## 6. Safety and Predictability

Criteria	Yes	No	Action Required
Are risk assessments in place for known challenges or behaviours?			
Is the pupil aware of and able to access trusted adults?			
Are clear routines and schedules consistently followed?			
Are pupils given advanced warning of changes to routine or environment?			
Is the pupil's safety plan up to date and understood by staff?			

### Summary of Actions

1. Immediate Priorities:

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2. Long-Term Adjustments:

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3. Resources Needed:

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Completed By: \_\_\_\_\_

Role: \_\_\_\_\_

Reviewed By: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5: Risk Assessment Guidance

A detailed framework for assessing and managing risks related to dysregulated behaviour.

This appendix should provide:

- Key questions to guide risk assessments.
- Templates for developing action plans and strategies.
- Guidance on involving pupils and families in the risk assessment process.
- A process for monitoring and reviewing risk assessments.

# The Orchard School



## Pupil Behaviour Risk Assessment

RISK MATRIX

		LIKELIHOOD			
		Highly Likely	Possible	Unlikely	
		3	2	1	
SEVERITY	Major Injury	3	9	6	3
	Minor Injury	2	6	4	2
	Trivial	1	3	2	1

Pupil:		Year Group:		Date of assessment:	
Completed by:		Review:		Other staff involved:	

Hazard/risk/behaviours <i>Describe the hazard in detail including potential triggers</i>	Risk Level			Control measures required: <b>(ACTION)</b> <i>Describe the actions taken to reduce the risk</i>
	Severity	Likelihood	Score	

HISTORIC RISKS				
Hazard/risk/behaviours <i>Describe the hazard in detail including potential triggers</i>	Risk Level			Control measures required: <b>(ACTION)</b> <i>Describe the actions taken to reduce the risk</i>
	Severity	Likelihood	Score	

Signed by:

Date:

# Appendix 6: Response to Dangerous Behaviour Process

Response to Dangerous Behaviour

