

Our core purpose and values at BCPS.

Cultivating Joy and Wonder.
Empowering Learners.
Improving Lives.



Bassingbourn
Community Primary School



Be a Learner. Be Together as a School Family.

Be Respectful to Ourselves, Others and the Planet.

Cambridgeshire Therapeutic Thinking



Therapeutic approach

- A Therapeutic approach that focuses on **understanding the behaviour and providing appropriate differentiation** may be sufficient to resolve areas of concern.
- Despite using a therapeutic approach, where areas of concern are unresolved, the **graduated response can provide a framework for staff**.
- This approach finds **quick simple solutions** and **provides in-depth analysis** where the needs are more complex.
- Using assess plan do review and all available multiple agency input we should be able to **evidence that all available adaptations have been considered before resorting to requests for suspension, exclusion or change of placement**.



Cambridgeshire anecdotal feedback

- Increased attendance – children understood, engagement, predictability
- Increased academic attainment – children’s needs understood, adaptations
- Reduced exclusions
- Reduced suspensions
- Reduced behaviour incidents
- Reduced use of restrictive physical intervention (RPI)

*Please note: Where TTL materials refer to ‘therapeutic plan’,
Cambridgeshire will maintain use of the wording ‘risk reduction plan’*

Graduated response



<p>Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations.
<p>Targeted Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
<p>Targeted Plus Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> o Function of behaviour o Health and wellbeing o Context o Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent.
<p>Specialist Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.
<p>Specialist Plus Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.

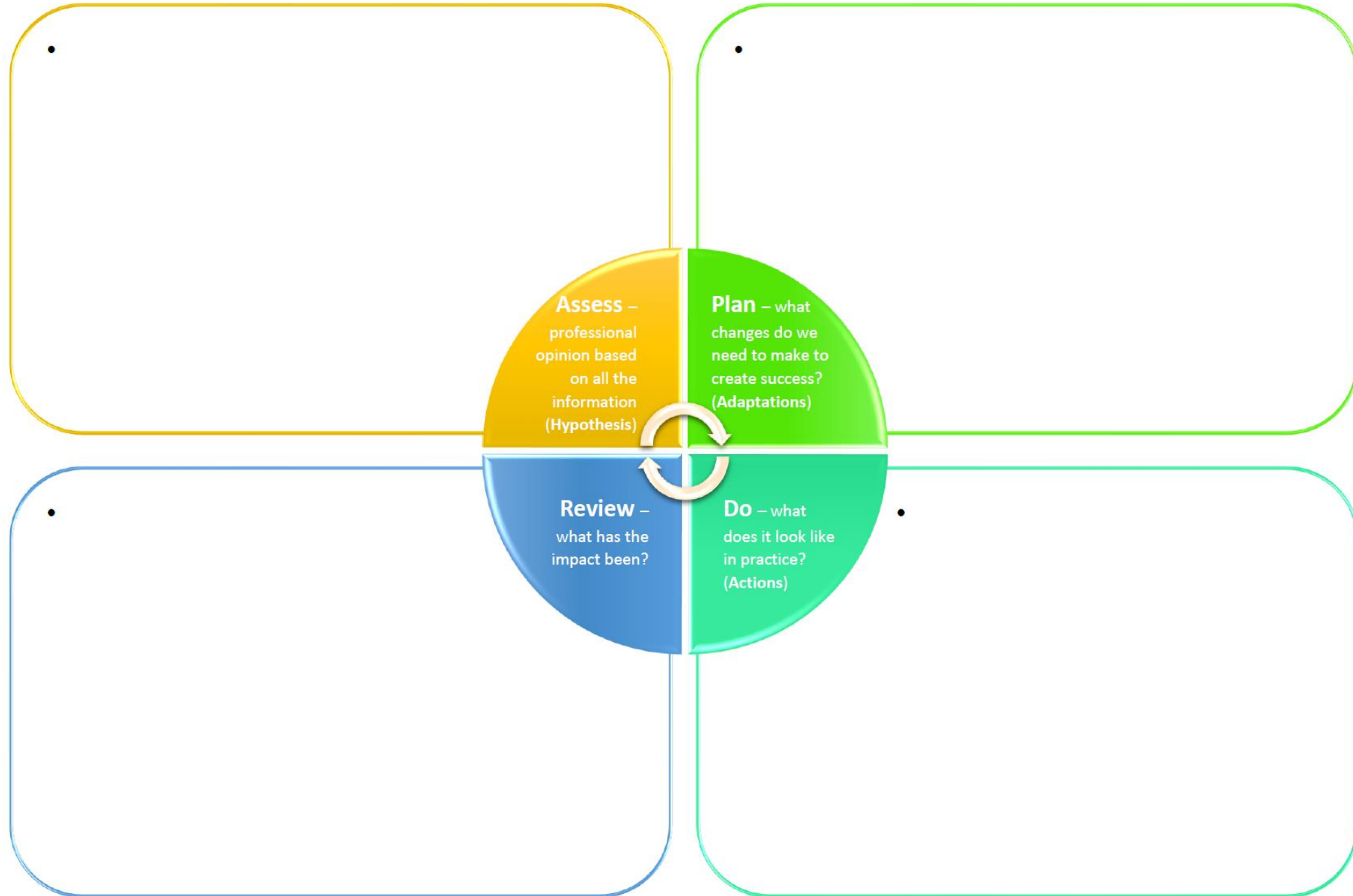
Targeted Plus Early Prognosis

- Describe the behaviour factually and unemotionally.
- Gather appropriate and authentic pupil voice.
- Gather information from relevant parties, including multi-agency colleagues, in respect of:
 - Function of behaviour
 - Health and wellbeing
 - Context
 - Cultural expectations
- Use the collated information to Assess, Plan, Do, Review.
- Where further intervention is needed, move to Predict & Prevent.

Early prognosis is used to ensure...

- We have not missed an opportunity to differentiate and maintain the current classroom norms/set up/groupings (dynamic).
- If we differentiate the dynamic, we will have a plan linked to analysis of the behaviour (completed by class teachers), child's experience, cultural expectations and any diagnosis.
- We have engaged all relevant parties who can help us identify need e.g. SENDCO, Behaviour Lead etc.

Early Prognosis



Specialist
Predict, Prevent &
Progress

- Update Early Prognosis document.
- Complete Risk Calculator.
- Identify any protective consequences needed.
- Identify educational consequences needed.
- Complete Subconscious and Conscious checklists.
- Complete Anxiety Analysis over a period of time.
- Identify factors the child can't cope with and which they can't cope without.
- Use all preceding analysis to create a Predict, Prevent & Progress plan.
- Review the plan regularly.
- Where further intervention is needed move to Therapeutic Plan.

Risk calculator is used to ensure...

- To stimulate conversation about perceptions of risk to ensure equitable responses – are we responding appropriately and proportionately to the behaviour?
- To ensure separation between factual risk presented (evidence) against perceived risk (opinion).
- To explore the necessity of protective consequence to minimise harm.
- To identify the need for differentiated educational consequences (not punitive punishments).

Risk Calculator

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

Seriousness	
1	Evidence of upset or disruption
2	Evidence of needing support internally from our school resources – e.g. first aid, nurture, budget allocation
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim
4	Evidence of harm that cannot be resolved – e.g. disability, sectioned mental health, loss through arson
Probability	
1	Incidents were more than a year ago with no identified triggers remaining. There is evidence of historical risk and no evidence of current risk.
2	Incidents occur approximately on a monthly basis. The risk remains relevant.
3	Incidents occur approximately on a weekly basis. The risk is likely to occur again
4	Incidents are daily or constant. The risk is persistent

Specialist
Predict, Prevent &
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Protective consequences

(removal of a freedom to manage harm)

Protective consequences are necessary measures to manage the risk of harm. Protective consequences may limit freedoms.

Educational consequences

(the essential learning, rehearsing or teaching to enable behaviour change)

Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms.

Specialist
Predict, Prevent &
Progress

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Anxiety analysis is used to ensure...

- We are aware of what the child can not cope with, and what they can not cope without.
- We target intervention where the child needs to feel more engaged with an activity, staff member, peer, learning expectation etc.
- We plan reduced reliance on activities, staff, peers, learning expectations etc.

Dangerous behaviours

Difficult behaviour
(affecting others, externalising)

Difficult behaviour
(affecting self, internalising)

Limit of self-management

Comfortable self-management

Neutral

Comfortable self-management

Limit of self-management

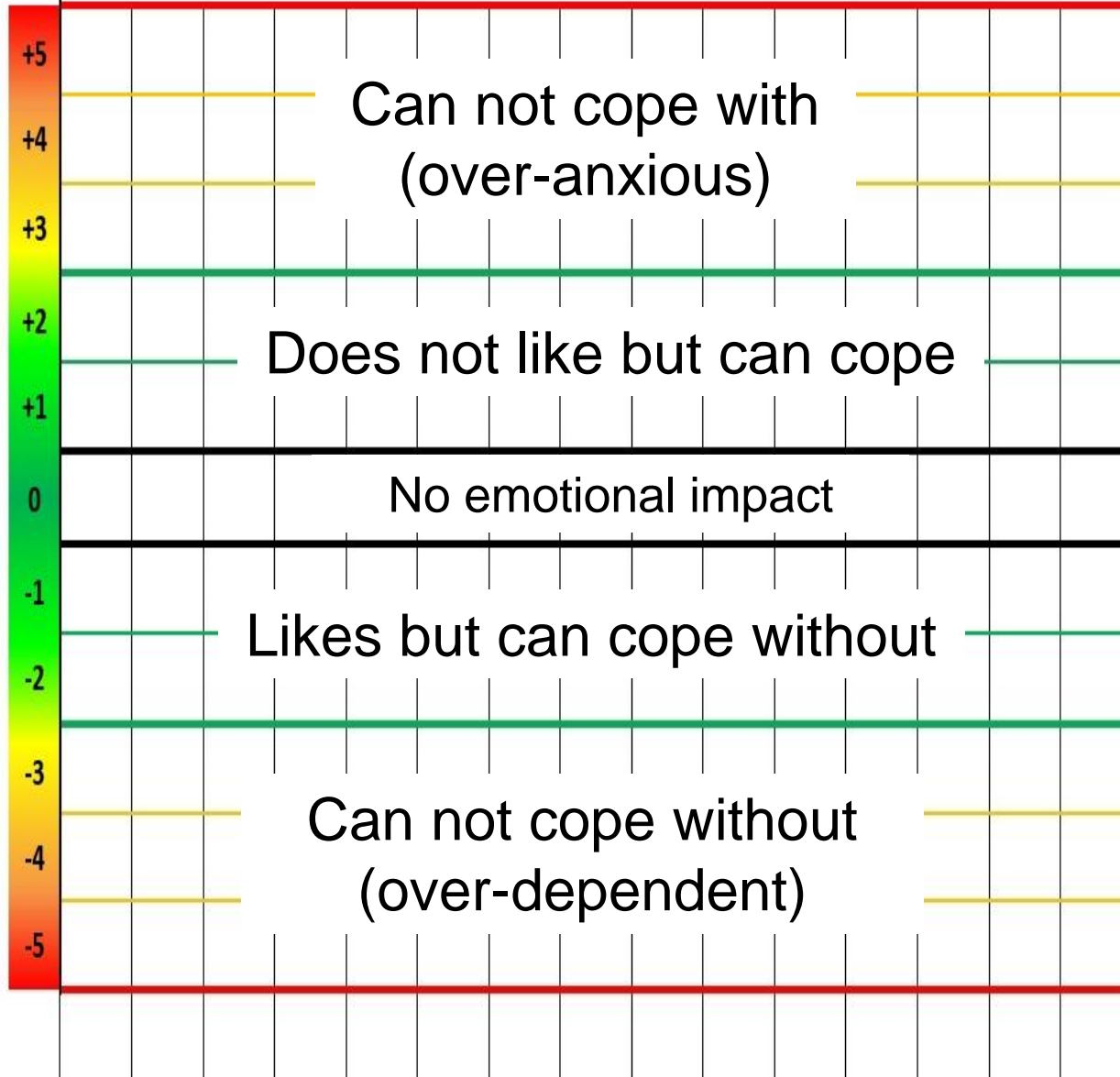
Difficult behaviour
(affecting self, internalising)

Difficult behaviour
(affecting others, externalising)

Dangerous behaviours

Anxiety

Dependency

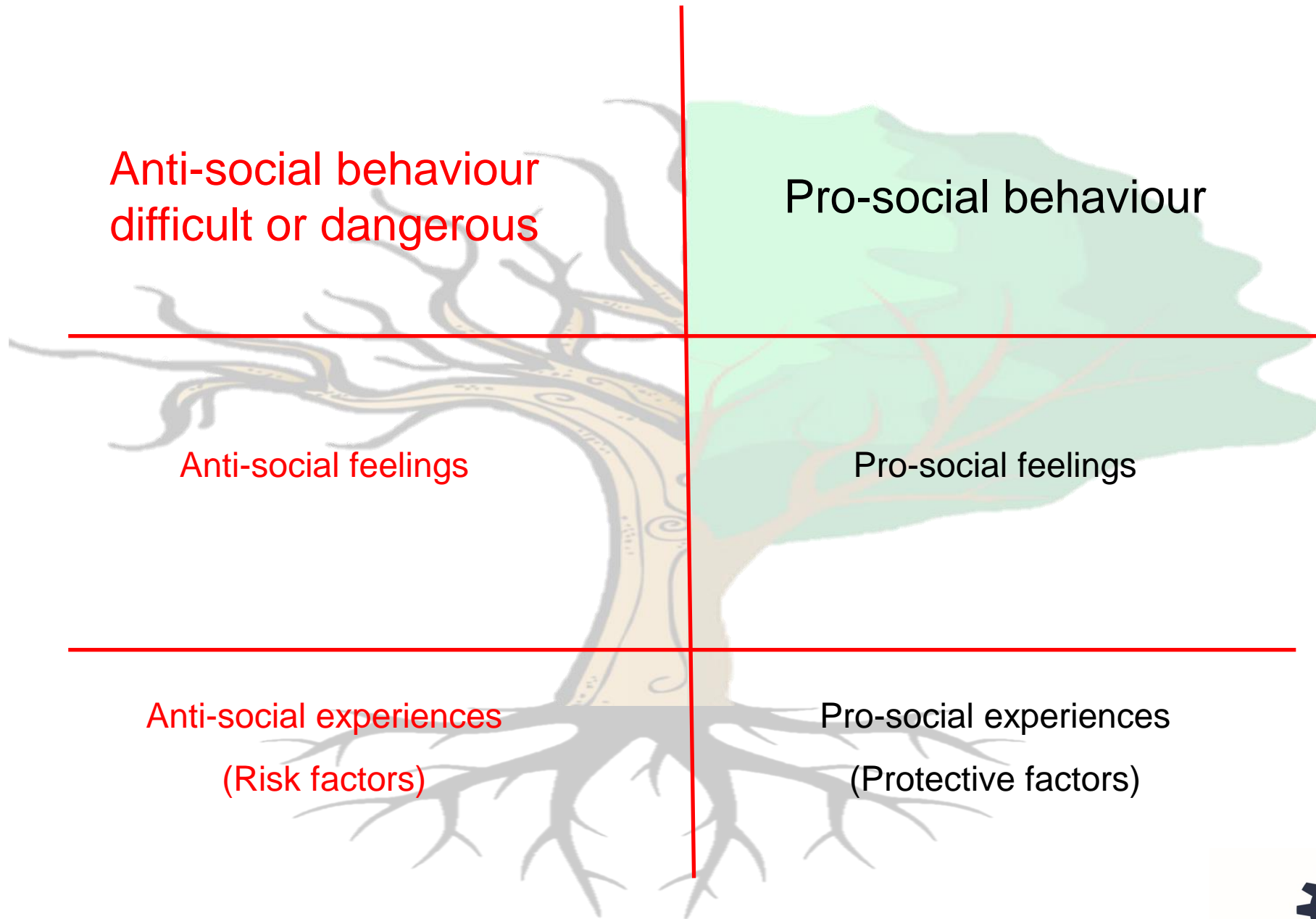


Specialist Plus Therapeutic Plan

- Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis).
- Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours.
- Complete a Therapeutic Plan as a result of the completed analysis documents.
- Continue Assess, Plan, Do, Review cycles.
- Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Therapeutic tree is used to ensure...

- We understand experiences where the child will need support.
- We understand pro-social experiences (positive experiences that impact self identity) the child needs.
- We acknowledge the therapeutic component of the child's needs. What the individual needs to feel before they can progress.



An example of part of our everyday CTT practise (universal behaviour policy)

Debriefs (restorative conversations) are used to ensure...

- The child has an opportunity to share their experience, including what happened before, during and after an incident
- The child and staff have an opportunity to reflect on an incident with a changed set of feeling
- The child has strategies to respond differently when faced with the same or similar situation

broke something	scribbled on something	hurt an adult	hurt a child	was unsafe	worried	fidgety	confused	angry	sad
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took my clothes off

What happened?

wasn't respectful

anxious

What were you thinking or feeling?

excited

swore at someone

wasn't ready

giggly

distracted

didn't listen to instructions

threw something

ran off

tore my work

something different

silly

fizzy

anxious

scared

something different

me

a friend

a teacher

an MDS

my class

write it down

write a letter

talk with someone

say sorry to someone

fix something

my mum

Who has been affected?

other children

have thinking time

What needs to happen to put it right?

tidy up

my dad

group

make a change

clean something

my family

people in the community

animals

my carer

someone else

make a plan

practice

finish my work

get dressed

something different

Debrief checklist

- Has the child been helped to engage in the need for educational consequences?
- Has the child been helped to identify how relationships can be rebuilt?
- Has the child been helped to rebuild those relationships?
- Has the child been helped to develop strategies to respond differently when faced with the same situation?
- Have we documented, actioned and reviewed outcomes and next steps?
- Has everybody involved in the incident received support?

What else are we doing in school?

- Timetabled sensory, movement and/or brain breaks for key children.
- Regular CPD for staff e.g. logical, educational consequences.
- Tracking and analysing behaviour via CPOMS.
- Playground zoning – providing children with choice, keeping them engaged.
- Classroom flow chart of behaviour procedures.
- Behaviour wigits centred around ‘respect’ – BCPS cultural values.

Prosocial Behaviours (Individuals)

Explicit verbal feedback of positive behaviour:

- award house points
- celebrate work with a chosen adult (celebrate attribute demonstrated rather than outcome e.g. effort)
- work printed to send home (celebrate attribute demonstrated rather than outcome e.g. resilience)
- whole class trophy awarded by peers

Prosocial behaviour (class)

Explicit verbal feedback of positive behaviour:

- Additional playtime
- Chosen activity e.g. lego, board games,
- Free art/crafts/coding lesson lesson
- Mystery Reader

If all steps have been followed and behaviours escalate to dangerous behaviours (e.g. kicking, hitting, throwing large items) call **SLT immediately using red triangle**, ensure child is safe, and evacuate class if necessary.



Antisocial / Difficult Behaviours

Ignore first sign of antisocial behaviour and praise prosocial behaviours demonstrated by others.



Non-verbal prompt e.g. a look.



Discrete verbal prompt and reminder of expectations.



Check in e.g. 'Are we ready to learn?' 'What do you need to help you?'



Adjustments made for the child.



E.g. relocation to an appropriate room/working space, provide movement break etc.

Restorative conversation and/or logical consequence.



Respect

These phrases with corresponding icons will be **displayed in each classroom and around the school** to be referred to by **all members of staff**.

To begin, our whole school focus will be to 'Be respectful to ourselves, others and the planet.'

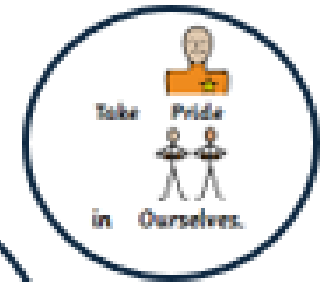
We have considered what we expect from our children and what our current targets are. These are our current priorities.

The Widgits (icons) help KS1 children, children who speak English as a second language, dyslexia etc, as they can be used to support communication for routines, behaviour and new vocabulary.

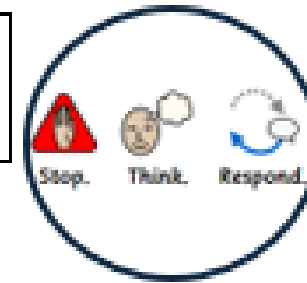
"Manners matter, so we use our please and thank yous."
"Remember, manners matter, so we use kind words."



"Do you think we need to rewrite our data and LO because we take pride in ourselves?"
"Does this reflect the best we can do? It's important that we take pride in ourselves."



"Is running calm walking?"
"Should we be talking when moving through the school?"



"Talking Powers: we always look at the person who is talking, so that they know that we are listening."

"Stop. Think. Respond. Give yourself time to think about what you're going to say. You don't need to rush."
"Shrugging isn't polite as it can convey that we don't care. Instead, I want you to stop, then think, then respond."

Any questions?