



Woodfield School
Supporting Behaviour Policy

Approved by: Full Governing Board

Last reviewed on: September 2025

Next review by: September 2026

Introduction - Our Approach to Behaviour Support

At Woodfield School, we believe that positive behaviour comes from feeling safe, understood, and supported. Our whole-school approach focuses on building an inclusive, calm, and emotionally aware environment where every pupil can grow and succeed. We aim to create a school culture where emotional wellbeing, strong relationships, mutual respect and purposeful learning are at the heart of daily life.

We work towards this through reflection, teamwork, and a shared belief that every individual can thrive with the right support. Our approach is shaped by Therapeutic Thinking—a model that sees behaviour as a form of communication. It highlights the importance of understanding emotions, showing empathy, and using proactive strategies to help pupils stay calm and regulated. Staff are supported by the Behaviour Support Team (BST). The BST have received additional training as Therapeutic Thinking Tutors and lead training across the school and coach and support staff in a therapeutic approach to behaviour support.

We believe in having high expectations for all pupils, alongside personalised goals that build independence, engagement, and self-esteem. These goals are supported by our school values: **Share, Care and Achieve Together**. Staff use emotionally aware responses and, where appropriate, restorative conversations to help pupils understand and manage their behaviour. We know that behaviour is often linked to how a person is feeling, so we respond with kindness, curiosity, and a focus on protecting dignity. We strive to ensure each pupil gets the care, consistency, and encouragement they need to succeed—socially, emotionally, and academically.

Working partnerships with families are essential to promote successful outcomes for all our pupils. We value these relationships, and the expert knowledge parents and carers have. We work to foster positive working relationships with the families of all our young people, to enable the best possible outcomes for every pupil.

1. Policy Statement

At Woodfield school, we believe that all behaviour is a form of communication. We are committed to creating a safe, inclusive, and nurturing environment that supports the social, emotional, and educational development of our pupils. Our approach is grounded in *Therapeutic Thinking*, placing relationships, safety, and emotional wellbeing at the heart of everything we do.

Glossary of terms

Staff - all adults who work in the school, whether as employees, in a voluntary capacity, or when here for work experience

Families- all parents and carers and adults in the home environment who care for the child/young person

CPOMS - Child Protection Online Management System

DfE - Department for Education

Behaviour - defined as anything a person does, or says, everything we see and hear.

Valued behaviour - voluntary behaviour intended to benefit another person

Detrimental behaviour - behaviour causing or likely to cause distress, harassment or alarm

Dangerous behaviour - is defined as antisocial behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in jeopardy

Crisis – when a young person is dysregulated to the point where they are no longer in full control of their actions

Protective consequences - strategies put in place to keep everyone safe

2. Our Behaviour Support Policy Aims

- **To support all pupils to feel safe, valued, and understood.**
We strive to create an environment where every pupil is respected and nurtured, with their emotional, physical, and social needs recognised and responded to appropriately. Strong, trusting relationships built through emotional attunement are at the heart of how we make pupils feel safe.
- **To respond to behaviour through a therapeutic and relational approach.**
We understand that all behaviour is a form of communication. Our responses are rooted in empathy, connection, and consistent relationships, rather than control or punishment. Staff are supported to remain attuned to pupils' emotional states and respond in a calm, co-regulating manner.
- **To reduce distress by identifying and addressing unmet needs.**
By understanding the underlying causes of behaviour, we can reduce anxiety and dysregulation, and proactively support pupils to remain calm, engaged, and ready to learn. Recognising emotional triggers and supporting early signs of dysregulation builds secure attachments and trust over time.
- **To work collaboratively with families and external professionals.**
We value open, respectful partnerships with parents, carers, and specialists to ensure a joined-up approach that puts the pupil's needs at the centre of all decisions. These relationships strengthen the circle of support around each pupil and ensure consistency beyond the school setting.
- **To ensure all interventions are legal, necessary, and proportionate.**
All actions taken in response to behaviour are guided by national guidance, safeguarding principles, and a commitment to dignity, safety, and rights-based practice. We take care to ensure our responses protect the emotional wellbeing and long-term trust between pupils and staff.

3. Guiding Principles of Therapeutic Thinking

Proactive, not reactive – preventing anxiety before it arises.

We focus on anticipating and reducing potential triggers through planning, structure, and tailored support. A proactive approach helps pupils feel secure and reduces the likelihood of crisis moments.

Informed by need – recognising the communication behind behaviour.

All behaviour tells us something. We aim to understand what a pupil is trying to express—whether it's anxiety, discomfort, sensory needs, or a desire for connection—and respond to that underlying need rather than the behaviour itself.

Relational practice – building strong, safe adult-pupil relationships.

Positive relationships are the foundation of emotional safety. We invest time and care in building trust, offering calm and consistent adult presence to help pupils feel secure and supported.

Restorative, not punitive – supporting reflection and growth.

Instead of punishment, we create space for pupils to reflect (when ready), repair relationships, and learn from experiences in a supportive, shame-free way that builds emotional resilience.

Consistency with flexibility – consistent values with individualised responses.

We uphold shared expectations and values across the setting, while tailoring our responses to meet individual needs, backgrounds, and contexts. This creates fairness without enforcing identical reactions for every child.

4. Understanding Behaviour in the Context of an SLD School

Significant cognitive and communication barriers - expressive and receptive

Pupils may find it difficult to process information, retain instructions, or understand abstract concepts. Many also have limited or delayed verbal language, requiring alternative communication methods such as symbols, Makaton, or communication aids. This can impact their ability to understand expectations and express their needs clearly.

Sensory processing differences

Pupils may be either over-responsive or under-responsive to sensory input (visual, sound, smell, taste, touch, movement). This can result in sensory-seeking or sensory-avoidant behaviours that may be misunderstood unless viewed through a therapeutic lens. Sensory regulation is often essential to support attention, engagement, and emotional wellbeing.

Medical and physical health needs

Many pupils with SLD also have co-occurring physical or medical conditions, such as epilepsy, mobility challenges, or complex health needs. These conditions can contribute to fatigue, pain, or discomfort—factors that can influence behaviour and emotional regulation on a cycle throughout the day.

Limited ability to express emotions verbally

Pupils may struggle to communicate when they feel anxious, frustrated, unwell, or overwhelmed. Without accessible communication strategies in place, these feelings can present as behaviour that challenges, such as withdrawal, physical expression, or increased agitation.

We recognise that behaviour can reflect:

Unmet needs

A pupil may be hungry, thirsty, tired, overstimulated, or seeking attention or comfort. When basic physical, emotional, or sensory needs aren't fully met—or go unrecognised—the pupil may communicate this through changes in behaviour.

Emotional dysregulation

Many pupils with SLD struggle to recognise, understand, or manage strong emotions such as frustration, excitement, sadness, or fear. Without support, these emotions can quickly overwhelm them, leading to behaviours like shouting, crying, running away, shutting down or, in extreme cases, periods of crisis where dangerous behaviours can be exhibited.

Sensory overload

Busy environments, loud noises, sudden changes, or too much visual or verbal input can quickly overwhelm a pupil's sensory system. This may result in withdrawal, self-soothing behaviours, covering ears, or physically trying to leave the space. Conversely, sensory-seeking behaviours may increase as a coping mechanism.

Anxiety, pain, or discomfort

Pupils may experience underlying anxiety about transitions, unfamiliar people, upcoming events, unexpected changes, unmet needs/requests or the ending of favourite activities. Physical discomfort (such as toothache, illness, or constipation) can be especially difficult for non-verbal or pre-verbal pupils to communicate. These feelings often manifest in behaviour changes such as restlessness, irritability, or distress.

5. A Whole School Approach

The inseparable links between teaching, learning, communication, relationships and behaviour are understood and promoted at Woodfield School. We endeavour to ensure every pupil is given the opportunity to develop socially, emotionally, physically and academically, learning the functional skills that will best prepare them for their adult life. Positive approaches are fundamental in addressing the communication needs and engagement of our pupils.

In all our classes, we would expect to see:

- Mutual respect and high standards of behaviour from pupils and adults.
- Pupils being encouraged to learn to make choices that are valued.
- Adults recognising and celebrating individual effort and achievement.
- Relationships free from bullying or harassment which demonstrate respect and consideration for others and their property.
- A school free of social, ethnic, religious, or sexual discrimination.
- A flexible, adapted curriculum that provides positive learning experiences.
- Personalising learning in recognition of individual learning needs and styles.
- A climate where all pupils and staff feel safe, free from physical or emotional abuse.
- Attention to group dynamics and care taken to form class groups that optimise both the learning and the social and emotional needs of pupils.
- Pupils' positive self-image and self-esteem developing by enabling them to be successful in their learning and relationships.
- A creative, engaging curriculum accessible to individual needs where activities are motivating and appropriate to the pupils age and ability.
- Pupils being taught positive and effective ways of communicating needs and feelings (using Zones of Regulation and augmentative communication where necessary), supporting the development of emotional literacy.
- Adults responding thoughtfully to pupil communication acknowledging feelings, for example "It is ok to feel cross and angry, but it is not ok to kick or bite".
- Adults ensuring pupils have a voice, individually and collectively via the school council.
- An understanding of the importance of sensory regulation.
- Where appropriate, support for pupils to understand the risks online and internet safety.
- Kindness and care.

Guidance for all staff:

- All staff are expected to maintain therapeutic and attuned responses to behaviour, focus on building consistent trusting relationships, and engage in regular reflection and professional development to understand the 'why' behind behaviours. Every interaction is an opportunity to model safety, connection and emotional regulation. A strong relationship based on trust and respect is the most effective preventive measure, enabling pupils to feel safe and secure.
- There is a clear and consistent expectation that staff will not make moral judgments about the behaviours they witness. Our process is to analyse and attempt to understand the underlying need that is being communicated.
- It is the responsibility of all staff to be aware of their own emotional state, to respond to the best of their ability in a way that defuses and de-escalates a situation and seek assistance from colleagues if they are starting to feel overwhelmed.
- Staff need to be aware of how their communication is being received by the pupil – tone of voice and body language are very influential factors.

- Provide positive role models and relationships based on respect and dignity: All adults are role models in the relationships they develop with pupils as well as each other.
- Consistent responses from staff form the basis of how we teach valued behaviours.
- Behaviour support documentation should be followed as it is described in plans by all staff.
- Be non-confrontational and provide choices and opportunities for pupils to take responsibility for what they do.
- Give quality time to listen and understand individual pupils' interests and motivation.
- Work closely and collaboratively with families to understand their situation and the pupils needs as they present in the home environment.
- Work in partnership with therapists and colleagues in social care.
- Manage change such that the environment, as much as is feasible, is secure and predictable (class timetables, individual schedules).

Parents and Carers

We work in collaboration with families, recognising their insight into the child's needs. Parents and carers are invited to contribute to plans, share what works at home, and take part in regular reviews. We work to facilitate a situation where open, respectful communication between home and school builds consistency across settings and trusting relationships between home and school support a collaborative approach.

Leadership

Leaders are responsible for modelling best practice, embedding Therapeutic Thinking and the Behaviour Support Policy across the school and ensuring all staff are trained, confident, and supported. They create a culture of calm, high expectation and compassion where staff wellbeing as well as pupil wellbeing is protected, and proactive support is prioritised.

Governors

A member of the School Governing Body is assigned to behaviour and has responsibility, with the Headteacher, to oversee the implementation and monitoring of the schools Behaviour Support Policy.

Environmental Factors that Support Valued Behaviours

The spaces in which we learn and play are adapted to support positive communication and interactions. Spaces and strategies are created in partnership with pupils, staff and therapists to support sensory and emotional regulation including:

- Whole class visual timetables and individual schedules with structured predictable familiar routines using objects photos or symbols.
- Structured classroom environments with clearly defined areas- to learn, move, and relax in.
- Access to spaces to support sensory regulation such as the hall, soft play and break out rooms.
- Personal targets accessible for pupils in the classroom, where appropriate.
- Safe quiet spaces that support sensory regulation such as the small world room and sensory integration spaces.
- Access to outside spaces such as trampolines, hammocks, swings, the Dell, playgrounds, outdoor gym, music corridor, horticulture, outdoor swing, astro turf.
- Access to blocks of music and art therapy and sensory swims in the hydrotherapy pool to support emotional well-being.

How the curriculum supports behaviour and well-being

Pupils are supported through a curriculum that enables them to make progress with their engagement and interaction as well as encouraging self-regulation and well-being. The curriculum enables pupils to make progress with:

- Attention skills
- Sensory regulation
- Communication skills
- Engagement with adult directed activities
- Participation and co-operation
- Tolerance and compromise
- Conflict resolution that promotes positive social interaction

The curriculum supports spiritual, moral, social and cultural development that will enable pupils to meet the expectations placed on them in society. We promote British Values in a developmentally appropriate manner. British Values are about:

- Enabling pupils to develop their self-knowledge, self-esteem, self-confidence and emotional literacy.
- Respecting and valuing the contributions of others.
- Tolerance of others and their cultural beliefs.
- Encouraging pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those around them.
- Respect for boundaries and rules leading to respect for laws and public institutions for their well-being and safety

6. The Behaviour Support Team (BST) and Responses to Changing Behaviours

The BST is a team of staff who have had additional instructor training in Therapeutic Thinking. Currently, 3 staff are full time out of class working for the BST. An additional 2 staff are in date with their Specialist Tutor Training. All tutors attend an annual day's refresher. All staff receive a full day's training initially, then a half day annual refresher. In addition, trauma-informed practice and safeguarding training are embedded in continued professional development opportunities for all staff across the year.

Most pupils behavioural support needs will be met by what is considered usual classroom practice, as described in the previous section.

Any incidents that are classified as Difficult or Dangerous are recorded CPOMS, as are any changes in behaviour that could be a cause for concern. The BST are alerted to all behaviour related CPOMS entries and have access to the incident record to review it. Staff receive training on how to complete a CPOMS record. Categories such as time, date, location, possible triggers, severity, people involved and a brief, factual description of the incident are recorded. If there is a pattern of incidents or a rise in frequency and/or severity, the BST will discuss the incidents with the class team. Strategies to support valued behaviours will be looked at on an individual basis, taking onto account factors such as the wider picture of that pupil's developmental level, age, diagnosis, communication stage, home life, sensory needs etc. Should the incidents continue, then a further level of analysis is required.

The BST will use CPOMS data, Anxiety Mapping, Predict Prevent and Progress, Anxiety Support Plans (AMP) and Therapeutic Plans as appropriate, depending on the level of risk presented by the behaviour. In a small number of plans, a restrictive physical intervention (RPI) is required. This is only included if it is in the best interests of the pupil. If a planned RPI is required, a full Therapeutic Plan will need to be produced. For further information about restrictive physical interventions, please see our Reducing the Need for Restrictive Physical Interventions in Schools Policy.

Typical strategies could include:

- Individual timetables
- Sensory regulation plans
- Increased access to outside spaces
- Clarity as to communication strategies

- Work-leisure rotation
- Staffing rotas
- Distraction
- Limited access to some resources/environments
- Increased supervision
- Limited choices
- Reduced demands

All strategies are designed to firstly keep a situation safe, and then to encourage and support independent self-regulation and valued behaviours. Plans will:

- Identify triggers and high-risk contexts
- Outline preventive and regulating strategies
- Define how staff will respond to escalating situations safely and therapeutically
- Support emotional recovery for the pupil after incidents

Support plans such as ASP's and Therapeutic Plans are completed by the BST, with input from class teams, and shared with parents and carers for their input. The plans effectively become a job description for how to support that pupil and all staff working with that pupil are expected to follow the strategies detailed on the plan. They are reviewed periodically by the BST and discussed at Annual Reviews with parents and carers. Staff supporting a pupil with a planned RPI will receive additional training from Specialist Tutors in appropriate methods.

Where behaviour continues to be dangerous and a serious cause for concern, the school contacts relevant external professionals to support the pupil and family. This may include Educational Psychologist, Occupational Therapist, Speech and Language Therapist, CAMHS or Clinical Psychologist, Specialist Advisory Service, Mental Health Support Team and Social Care.

The BST support classes to produce a one-page risk assessment that highlights a snapshot of the concerns across each class. This helps to inform newer staff as to how to support a consistent approach.

7. Guidance for Supporting Crisis Behaviours

All staff have a duty of care to keep themselves, their colleagues the pupils in their care and the environment they are in safe from significant harm. The duty of care to oneself should be taken into account in some situations, whereby a member of staff should not put themselves at an undue level of risk.

Strategies used by adults to support a pupil in crisis will depend on the pupil and their documented individual risk assessment. No one strategy guarantees success. An understanding of the individual's cognitive level and communication style is paramount. The person with the best relationship with that individual should take the lead role. Other colleagues should take a supporting role. The following strategies guide our actions:

- Assess the environment and the pupil's situation for safety.
- Reduce verbal language and demands.
- Remain calm and positive in what we say and do; avoid shouting and making threats.
- Move purposefully using a calm stance and drop to the pupils' level. Sudden movements can escalate a situation.
- Listen quietly and respond purposefully with a presupposed positive outcome.
- Acknowledge the experiences and emotions that have triggered the situation.
- Use body language that is nonconfrontational and seeks to keep everyone safe.
- One leading voice engages the pupil, offering support.

- Support a pupil to contain their emotion by seeing beyond the behaviour to the possible meaning or message they are expressing.
- Avoid personalising a situation.
- Offer choices, supported with visuals and make clear the educational and protective consequences to their actions as appropriate.
- Use diversion and distraction, either objects or activity based on motivation
- Offer a change of face to diffuse an interpersonal dynamic.
- Work as a staff team and seek help.
- Remove pupils from a situation to keep them safe.
- Promote physical safety and do all we can to prevent anyone getting hurt.
- Physically intervene to prevent pupils self-injuring, staying alert and aware of pupil's personal space.

Where reasonable, proportionate and necessary, restrictive physical intervention (RPI) is an option of last resort when behaviour is dangerous and it is considered to be in the best interest of the pupil. It is only used when absolutely necessary, in line with legal guidance and best practice. Wherever possible, staff should use proactive, preventative, and de-escalation strategies to avoid the need for physical intervention.

Staff have the legal right to use reasonable force in situations where a pupil:

- Poses a danger to themselves
- Poses a danger to others (including staff, pupils, or members of the public)
- Presents a significant risk to property

Any use of RPI must be:

- Proportionate to the level of risk presented
- Necessary in that moment to prevent serious harm or disruption
- Time-limited and ended as soon as the risk is reduced
- Legally compliant, as outlined in the Department for Education guidance

All staff authorised to use RPI receive appropriate training and refreshers from the BST Specialist Tutors, with ongoing monitoring and reflection to ensure any interventions are safe, ethical, and pupil centred.

See our Reducing the Need for Restrictive Physical Interventions in Schools Policy for further guidance.

8. Post Incident Procedures

Following a dangerous or very difficult incident, whether an RPI has been used or not, staff will be offered to attend a debrief. This will be an opportunity for staff to raise any ongoing concerns and review practice so that future incidents can be managed in the most effective way. Staff may need to take some time away from the classroom to compose themselves immediately after an incident

Any incident of RPI is recorded in the RPI book, as well as on CPOMS. This is a legal document, kept in the school office. All incidents of significant injury are recorded online via SOLERO. The Headteacher or Deputy Headteacher should be informed as soon as is practicably possible once an RPI has taken place. Parents/carers should be informed by phone at the end of day.

9. Physical Intervention Overview

At Woodfield school, physical interaction may form a regular part of daily support. Many pupils require physical assistance to access learning opportunities, maintain safety, and participate in school life.

For example, staff may need to:

- Escort a pupil safely along a corridor
- Provide reassurance or comfort during moments of distress or dysregulation

All such contact is intentional, considered, and proportionate to the pupil's needs. Interactions of this nature are never forceful and always serve a clear educational, therapeutic, or regulatory purpose.

Staff are trained in the use of appropriate and professional touch, including:

- Understanding the distinction between therapeutic contact and familial affection
- Maintaining clear professional boundaries
- Recognising pupil cues and seeking consent wherever possible

Physical contact is always part of a broader, planned support strategy and reflects the principles of attunement, trust, and dignity. It is underpinned by safeguarding practices and designed to build connection—not control.

10. Suspensions and Exclusions

Guidance from the DfE and Local Authority must be followed when exercising the schools' behavioural procedures, which may include the use of suspensions and exclusions. The school and supporting agencies will always try to adapt and personalise the provision for pupils to ensure they are able to access education.

In exceptional circumstances it may be necessary to suspend a pupil for a fixed period. These circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised.
- Incidents of significant deliberate damage to property.
- Discriminatory abuse when the pupil is aware of the consequence of their actions.
- Repetitive situations which cause pupils to feel emotionally or physically unsafe.

As our pupils have severe learning difficulties they will rarely learn from suspension or exclusion. As a school, we do not use suspension or exclusion as a punishment. Short periods of suspension may, however, be necessary in order for us as a school to reflect on and review our practices. Staff are likely to need time to discuss, review risk assessments and implement any identified changes in procedures and methods of support needed to keep everyone safe. This may require the redeployment of staff or a need for further training. It is important for us to take the time that is needed to ensure, as much as is possible, that we are able to deploy our resources in a way that provides the level of support that the young people in our care need at all times.

In some circumstances it can be important for other pupils to see that some behaviours have consequences that mean a pupil is not allowed on site for a period of time. This can help other pupils to feel reassured that the adults around them will keep them safe. It is important for us as a school to take into account the well-being of all the members of our school community.

Following a suspension there will be a reintegration meeting held in school with the parents/carers of the young person. At this meeting, the following points will be discussed:

- the reason for the suspension and background issues
- the agreed period of phased return
- how the phased return will be monitored and reviewed
- review of current levels of support and any additional support requirements
- any wider concerns.

A phased return would mean the young person attending school with a reduced timetable that increases incrementally. This would start the day after the reintegration meeting. Typically, and assuming there were no further incidents of concern, the young person would return to attending full time after a two week period of reduced timetable. The phased return is an important element as it allows the school to ensure that any adaptations that have been put in place are effective.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to permanently exclude a pupil is made on an individual basis and always as a last resort. The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

There is an expectation that, in a situation where a pupil presents extreme challenging behaviour, the school should pursue all possible avenues in order to help that child before a decision to permanently exclude is taken. This includes providing that pupil with a Therapeutic Plan or Anxiety Support Plan which is subsequently continually reviewed; regular monitoring of that pupil's behaviour; frequent liaising with parents; involving other professionals such as the Educational Psychologist and/or the school Doctor; seeking assistance from the Local Authority. However, in exceptional circumstances, the severity of a single incident may mean that a permanent exclusion is utilised before the above have been fully explored.

Examples that indicate the severity of an offence that might in of themselves lead to a permanent exclusion could include:

- serious actual or threatened violence towards another pupil or member of staff
- sexual abuse or assault
- carrying an offensive weapon

This list is illustrative, not exhaustive.

If, in the event that the school is not able to meet the needs of an individual pupil, we aim to work with the pupils' family and the Local Authority to identify an alternative placement following the exclusion. In accordance with guidelines, parents/carers must be advised that their child's behaviour in school is escalating, and the schools' response may include the possibility of exclusion. Liaison with the pupil and their family, local authority education representatives, Chair of Governors and Social Care will also take place at each stage.

An early review meeting of the Education, Health and Care Plan would be necessary to ensure that the pupils ECHP is accurate and up to date so that the next placement is able to fully meet the young person's needs. It will also then be possible to consider whether amendments to the plan are needed, as an alternative to the pupil being excluded.

An extensive list of useful organisations is included in the letter that parents/carers receive following a suspension or exclusion.

11. Role of the Governing Body

The Governing Body have overall responsibility for the Supporting Behaviour Policy and evaluation of its effectiveness.

The Chair of Governors will, in accordance with DfE and Local Authority procedures for exclusion, require the Head Teacher to report all matters that are heading towards the possibility of exclusion at the time when the parents are advised of this possibility.

The Governing Body will establish an appeals committee to hear any appeals against suspensions and exclusions as laid down in the current DfE policy.

12. Review and Evaluation

This policy will be reviewed annually and in light of:

- Changes in pupil need
- Updated legislation
- Feedback from stakeholders

Appendices

- Appendix A: Therapeutic Plan and Anxiety Support Plan Templates
- Appendix B: Class one page snapshot risk assessment - anonymised
- Appendix C: Guidance and Legislation

Appendix A:

Therapeutic Plan

Name:		DOB:		Date of Plan:		Review Date:	
PHOTO	Risk reduction measures and differentiated measures (to respond to triggers)						
Pro social / Valued behaviour - What we want to see				Strategies to maintain			
Low Anxiety / DIFFICULT behaviours - First signs that things are not going well				Strategies to support			
High Anxiety Behaviours - Where this behaviour leads next				Strategies to respond			
Crisis / DANGEROUS behaviours - What we are trying to avoid				Strategies to respond/ Interventions necessary			
Post incident recovery and debrief measures							
Signature of Plan Co-ordinator		Date		Signature of Parent / Carer		Date	
Signatures of Support Staff:							
		Date				Date	
		Date				Date	
		Date				Date	

This plan should be assessed on a termly basis and reviewed annually

Anxiety Support Plan

Name:		DOB:		Date of Plan:		Review Date:	
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Pro social / valued behaviour - What we want to see	Strategies to maintain
Low Anxiety / DIFFICULT behaviours - First signs that things are not going well	Strategies to support
High Anxiety Behaviours - Where this behaviour leads next	Strategies to respond (including strategies to support recovery)

Appendix B

Snapshot of Support: Class

<p>Name:</p> <div style="border: 1px solid black; width: 100px; height: 80px; margin: 10px auto; text-align: center; line-height: 80px;">PHOTO</div> <p>ASP? Y/N Therapeutic plan? Y/N</p>	<p>You can help me to stay regulated by:</p> <ul style="list-style-type: none"> • • • • • 	<p>My communication:</p> <ul style="list-style-type: none"> • • • • •
<p>Name:</p> <div style="border: 1px solid black; width: 100px; height: 80px; margin: 10px auto; text-align: center; line-height: 80px;">PHOTO</div> <p>ASP? Y/N Therapeutic plan? Y/N</p>	<p>You can help me to stay regulated by:</p> <ul style="list-style-type: none"> • • • • • 	<p>My communication:</p> <ul style="list-style-type: none"> • • • • •
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Appendix C

DfE - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England -August 2024

[Suspension and permanent exclusion guidance](#)

DfE - Behaviour in Schools, Advice for headteachers and school staff - February 2024

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

DfE - Mental health and behaviour in schools - November 2018

https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf

HCC Children Services - Exclusion Guidance Supplement - August 2024

<https://thegrid.org.uk/assets/exclusion-guidance-hcc-august-2024.pdf>

Children and Young People's Mental Health Coalition - Behaviour and mental health in schools – June 2023

<https://cypmhc.org.uk/wp-content/uploads/2023/06/Behaviour-and-Mental-Health-in-Schools-Full-Report.pdf>