



## Behaviour Policy

Responsible Committee	Full Governing Body
Date reviewed	February 2026
Next Review date	February 2027

*“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” – Pam Leo*

This is a statutory policy.

This policy applies to all Chambersbury pupils whenever they are at school. This policy also applies to any pupil in school uniform even outside of school, and also where behaviour could reasonably reflect upon the school whether in uniform or not (i.e. on school trips or when representing Chambersbury outside of school premises or hours).

School is not responsible for the behaviour of pupils when they are under the care of their parents/carers. However, the Headteacher can use their discretion (and in accordance with Safeguarding and Child Protection requirements) to apply the behaviour policy in respect of non-criminal behaviour and bullying in any circumstances where they consider it is justified in the best interests of the child or another pupil, of a member of staff or of the school community.

The Headteacher may use their discretion (again in accordance with Safeguarding and Child Protection requirements) to inform the police, as appropriate, if there is evidence of a criminal act or if they fear that one may take place (e.g. if illegal drugs or a weapon are discovered, cyber bullying, criminal damage or harassment)

### Links

This policy should be read in accordance with these key documents:  
Keeping Children Safe in Education (current edition)  
SEN Code of Practice  
Hertfordshire Therapeutic Thinking information

And these school policies:

Safeguarding Policy

Equality Policy

SEND Policy

Anti-bullying Policy

Suspension and permanent exclusion policy

Relationships and Sex Education Policy

## **Introduction**

At Chambersbury Primary School, our approach to behaviour for learning is rooted in a shared set of values and principles. We believe that every member of our school community should have a clear understanding of what constitutes 'valued' and 'detrimental' behaviour, along with the consequences of those behaviours. We consistently encourage valued behaviour and aim for all pupils to develop self-discipline and integrity, supported by a firm yet positive framework. Our approach integrates a therapeutic methodology, ensuring discipline complements our nurturing environment.

Valued behaviours, which benefit both the individual and those around them, are central to our school ethos. Examples of such behaviours include:

- Building positive relationships with both peers and adults, conveyed through respectful body language and tone of voice.
- Acknowledging one's own emotions and expressing needs constructively (e.g., "I need help," "I'm struggling with this," "I felt upset when I made a mistake").
- Viewing mistakes as opportunities for growth, adopting a mindset that fosters perseverance and resilience in overcoming challenges.
- Recognising and addressing detrimental behaviour by reflecting on choices and working to repair them.
- Upholding the right of all pupils to learn and taking responsibility for ensuring behaviour does not hinder this.

At Chambersbury, we strive to create a supportive and inclusive learning environment where every pupil is inspired to become a 'change-maker'. We expect all pupils to contribute positively to this vision.

## **Core Principles and Values**

Good discipline and behaviour are integral to our school's success, fostering a sense of security and well-being for both pupils and staff, while also enabling effective teaching and learning. We believe that pupils achieve their best when they feel valued, respected, and cared for. Each pupil is entitled to learning experiences that offer the maximum opportunity for development. Our balanced curriculum promotes the well-being of all pupils and equips them with the knowledge, skills, and values needed for adult life. We understand that positive learning behaviour extends beyond mere compliance; it encompasses high levels of engagement, independence, and cooperation, all of which align with our school values.

Our school values are encapsulated in the words:

- TOGETHER
- HONESTY
- PATIENCE
- FORGIVENESS
- KINDNESS
- CARING

The **Governing Board, Headteacher, and staff** uphold the belief that:

- Valued behaviour is crucial for effective learning and teaching.
- The school offers a supportive and conducive environment for learning.
- The school fosters a culture where individuals feel welcomed, safe, and respected.
- The school promotes self-discipline and integrity among all pupils.

### **Our Objectives**

We aim to:

- Cultivate relationships based on care, understanding, and sensitivity to the needs of others.
- Help pupils develop self-worth, respect, and tolerance for others, fostering a culture of mutual respect.
- Promote a moral framework that encourages responsibility and acceptance of all individuals.
- Provide an environment where pupils feel safe, secure, and valued.
- Implement consistent behaviour management strategies throughout the school.
- Encourage independence, self-discipline, and integrity, helping pupils take responsibility for their own behaviour.

### **Behaviour Expectations at Chambersbury**

Our expectations for behaviour are guided by five key principles (known as Hi5):

1. We respect people and property.
2. We work hard together.
3. We listen to each other.
4. We keep each other safe.
5. We are always honest.

These principles are based on respect, rights, and responsibilities. Behavioural expectations are revisited and agreed upon each academic year, ensuring that pupils and staff maintain consistency in expressing, modelling, and reinforcing positive behaviour. By adhering to these values, we uphold the reputation of Chambersbury as a safe, inclusive, and supportive school community.

As a diverse school, we celebrate and value the variety of backgrounds that make our community unique. All members of the school are expected to demonstrate respect, awareness, and adherence to social customs and rules. Courteous and respectful behaviour

is expected from everyone, with pupils addressing all adults by their title and surname, fostering positive and professional relationships.

### **Valued Behaviour and School Culture**

At Chambersbury Primary, valued behaviour means that everyone shares a common set of principles. By demonstrating kindness, respect, and responsibility, pupils and staff alike contribute to a positive school environment. The following principles guide us in maintaining these high standards:

- Make this a happy school for everyone.
- Wear our school uniform with pride: white shirt, grey/black skirt or trousers, red sweatshirt, and sensible black shoes.
- Be kind and avoid hurting others' feelings.
- Share with others and include everyone—be a buddy.
- Listen attentively and speak politely without interrupting.
- Ask for help when needed and be ready to assist others when asked.
- Look after our school and its resources.
- Work hard and respect others' time and efforts.
- Recognise that making mistakes is part of learning and never mock someone for theirs.
- Move quietly and sensibly around the school, respecting others' learning.

### **Supporting Pupils with Additional Needs**

For pupils with additional or complex social, emotional, and mental health needs, our clear expectations and systems offer a supportive framework. However, some pupils may require extra help to manage their behaviour. As an inclusive school, we make "reasonable adjustments" in line with the Equalities Act (2010) to ensure these pupils are fully supported. Adjustments may include changes to the curriculum, modified attendance patterns, additional adult support, and specific interventions. Such measures are usually temporary, with the aim of gradually reducing support as the pupil progresses.

Our SEND Coordinator is responsible for ensuring that all staff are aware of the individualised strategies in place for pupils with additional needs. This may involve a multiagency approach and therapeutic plans tailored to the pupil's unique challenges.

Where SEND need is identified and being met, we would expect pupils to adhere to school behaviour expectations. Adaptions and reasonable adjustments will be discussed with parents and the wider professional network to support pupils.

### **Promoting Valued Behaviour**

At Chambersbury, we encourage valued behaviour through:

- Highlighting and praising positive behaviour.
- Ensuring pupils are regularly recognised for their good behaviour.
- Addressing negative behaviour in a therapeutic and constructive manner.
- Encouraging pupils to take ownership of their behaviour and its impact on others.

Pupils are expected to treat the school and its community with care and respect, maintaining calm and controlled movement around the school. Our 'Hi5' principles are complemented by a range of incentives designed to motivate and reward positive behaviour.

## **Recognition of Valued behaviour**

### **Daily Recognition:**

- Gold coins
- Verbal praise and positive comments
- Special responsibilities
- Sharing achievements during class discussions
- Displaying work
- Sharing successes with parents at the end of the day

### **Weekly Recognition:**

- Participation in Celebration Assembly
- "Well Done" certificates

### **Termly Recognition:**

- Headteacher's award
- Special responsibilities

## **Addressing detrimental Behaviour**

We believe in empowering pupils to manage conflicts themselves using a three-step strategy:

1. Politely ask the person to stop the behaviour.
2. Warn them that an adult will be told if it continues.
3. Inform an adult if the behaviour persists.

Most incidents can be resolved with a simple reminder of our shared values. However, when a pupil continues to behave inappropriately, consistent sanctions will be applied.

## **Educational and Protective consequence**

Both educational and protective consequences work together – an educational consequence teaches the skills and knowledge needed for valued behaviour to occur and helps pupils understand the impact of their behaviour. Protective consequences are used to protect the pupil, other pupils and staff from the detrimental behaviour and reduce the opportunities of detrimental behaviour from taking place.

*Example:*

*Pupils demonstrating detrimental behaviours whilst playing football. Protective consequence: pupil isn't to play football or increased supervision.*

*Educational consequence: Pupil is taught rules for playing football.*

In cases where behaviour is particularly challenging, parents will be involved in developing strategies to support the pupil. External agencies, such as educational psychologists, may also be consulted if necessary.

### **Suspension & Exclusion**

In rare cases, the Headteacher may exclude a pupil from school, following advice from the Department for Education (DfE) and Hertfordshire County Council (HCC), this will be done in accordance with the Suspension and Permanent Exclusion policy.

Refer to Suspension and Permanent Exclusion policy for further information.

### **Working with Parents and the Wider Community**

We recognise the vital role parents play in promoting positive behaviour at school. We expect parents to support the school's behaviour policy and work closely with us when addressing their child's behaviour. Parents are encouraged to keep us informed about any challenges their child may face, whether at home or school.

### **External Support**

Chambersbury School maintains close links with external agencies, including the Dacorum Education Support Centre, educational psychologists, and social services, to provide additional support when needed.



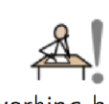







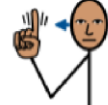




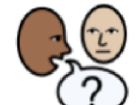






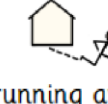

This policy is regularly reviewed and updated in line with government guidance to ensure it continues to meet the needs of our school community.

### **Mobile Phones (and other smart technology)**

Pupils in Year 5 and Year 6 may bring mobile phones to school, these are not to be used on the school site. On arrival to class, pupils must hand the phone to their teacher for it to be locked away until home time. Pupils will not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. Pupils found with mobile phones (or other smart technology), will have in confiscated by the headteacher and it will need to be collected by a parent/carer. Repeated breaches will be dealt with under consequence level 5 for 'refusal to co-operate with adults, and therefore stay safe.'

### **Searching Pupils**

The headteacher, or staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item as set out in legislation or any item identified in the school rules as an item that may be searched for – this includes, mobile phones (and smart technology), suspected stolen property, an offensive weapon, alcohol or a controlled drug.

Safe and valued behaviour	Detrimental behaviour
<div data-bbox="204 450 392 622">  <p>good sitting</p> </div> <div data-bbox="408 450 596 622">  <p>good listening</p> </div> <div data-bbox="612 450 783 622">  <p>working hard</p> </div> <div data-bbox="204 636 392 808">  <p>kind hands</p> </div> <div data-bbox="408 636 596 808">  <p>kind words</p> </div> <div data-bbox="612 636 783 808">  <p>helping others</p> </div>	<div data-bbox="799 405 1402 450" style="background-color: yellow; text-align: center;">Distracting and disruptive</div> <div data-bbox="799 465 987 638">  <p>distracting others</p> </div> <div data-bbox="1003 465 1192 638">  <p>calling out</p> </div> <div data-bbox="1208 465 1396 638">  <p>not listening</p> </div> <div data-bbox="799 651 987 824">  <p>unkind words</p> </div> <div data-bbox="1003 651 1192 824">  <p>refusing</p> </div> <div data-bbox="1208 651 1396 824">  <p>not following instructions</p> </div>
<div data-bbox="204 891 392 1064">  <p>respecting each other</p> </div> <div data-bbox="408 891 596 1064">  <p>respecting resources</p> </div> <div data-bbox="612 891 783 1064">  <p>tidying up</p> </div> <div data-bbox="204 1077 392 1249">  <p>hand up</p> </div> <div data-bbox="408 1077 596 1249">  <p>good manners</p> </div> <div data-bbox="612 1077 783 1249">  <p>walking around scho</p> </div>	<div data-bbox="799 846 1402 891" style="background-color: yellow; text-align: center;">Dangerous and unsafe</div> <div data-bbox="799 907 987 1079">  <p>biting</p> </div> <div data-bbox="1003 907 1192 1079">  <p>unkind hands</p> </div> <div data-bbox="1208 907 1396 1079">  <p>throwing things</p> </div> <div data-bbox="799 1093 987 1265">  <p>hitting</p> </div> <div data-bbox="1003 1093 1192 1265">  <p>running away from adults</p> </div> <div data-bbox="1208 1093 1396 1265">  <p>damaging property</p> </div>
Recognition	Consequences



The consequence links to the behaviour.

<p>time away from the class</p>	<p>suspension</p>	<p>tidying up</p>
<p>reflection time</p>	<p>write sorry note</p>	<p>thinking time</p>

It might be one of the following:

At our school, everyone has the right to feel safe and learn every day.  
 At our school, everyone has the right to feel safe and learn every day.

Safe and valued behaviours	Detrimental behaviours
<ul style="list-style-type: none"> <li>• Focused learning</li> <li>• Following instructions</li> <li>• Listening to others</li> <li>• Respecting other points of view</li> <li>• Challenging themselves in lessons</li> <li>• Being a kind friend</li> <li>• Being open-minded and accepting of others</li> <li>• Keeping the school clean and tidy</li> <li>• Being calm and sensible at all times</li> </ul>	<p>Disruptive</p> <ul style="list-style-type: none"> <li>• Speaking when others are talking</li> <li>• Distracting others</li> <li>• Littering</li> <li>• Refusing to complete work</li> <li>• Disrespecting school equipment</li> </ul> <p>Difficult</p> <ul style="list-style-type: none"> <li>• Swearing</li> <li>• Leaving the classroom without asking</li> <li>• Refusing to follow instructions or being disrespectful to adults</li> </ul> <p>Dangerous</p> <ul style="list-style-type: none"> <li>• Physically hurting another learner or member of staff</li> <li>• Leaving the school site without permission</li> <li>• Homophobic, transphobic or racist language</li> <li>• Bullying (repeated incidents towards a learner over a period of time)</li> </ul>
<p><b>Recognition</b></p>	<p><b>Consequences</b></p>

- Gold coins
- Phone call home
- Certificate in assembly
- praise

#### Disruptive & Difficult

- Conversation with an adult
- Reflection time
- Completing unfinished work at break time/lunch time
- Writing a letter of apology

□

#### Dangerous

- Time away from the classroom.
- Possible suspensions/permanent exclusion (time away from the school site)
- Writing a letter of apology

Level	Behaviour	Recognition/Consequence	Script Examples	Staff responsible
Recognition level 5	Exceptional work & values shown consistently	<p>Message home</p> <p>Lunch with the Headteacher</p> <p>Gold coin</p>	<p>Focus on what valued behaviours have been demonstrated, linking back to school rules.</p> <p>Appreciation shown for effort.</p>	Headteacher
Recognition level 4	Exceptional work completed or values shown	<p>Work to be shared with Headteacher</p> <p>Extra responsibilities around class/school</p> <p>Gold coin</p>		SLT
Recognition level 3	<p>Work completed consistently well/effort above and beyond in learning</p> <p>Consistent values shown</p>	<p>Work shown or behaviour shared with SLT</p> <p>Celebration certificate in Friday Assembly</p> <p>Recognition opportunities for group/whole class.</p> <p>Gold coin</p>	<p>“Brilliant effort in maths”</p> <p>“Excellent listening enabling you to produce artwork in the style of X”</p> <p>“Because we have worked hard in maths and completed our work quickly, we can now start break 5 minutes early”</p>	All Staff

Recognition level 2	Repeated examples of level 1 Helping others in class/outside	Phone call home  Gold coin	<p>“Fantastic listening” “Excellent explanation”</p> <p>Specific to valued <u>behaviours</u> Aim to create a positive, ‘Bandwagon Effect’</p>	All Staff
Recognition level 1	<p>Good classwork</p> <p>Respect shown to other children</p> <p>Thoughtful/engaging answers to questions</p> <p>OPAL equipment/environment being looked after</p>	<p>Verbal praise</p> <p>Non-verbal praise (thumbs up etc.)</p> <p>Sticker awarded</p> <p>Gold coin</p> <p>Gold coin – leading to House Trophy</p> <p>Golden Welly (award to the class)</p> <p>Run Together Trophy</p>		All Staff

Expected behaviour	<p style="text-align: center;">Respect other people and property          Work hard TOGETHER          Listen to each other          Keep each other safe          Always be honest</p>					
Consequence level 1	<p style="text-align: center;">Distracting learning          Ignoring instructions          Inappropriately talking over staff          or peers          Lack of effort</p>	Non-verbal warning	Consideration of exclusion	Hand signal, look, tap on desk, point...	<p style="text-align: center;">“I’m waiting for two people...”          “I can hear someone talking...”</p>	All staff
		Private individual warning	Public named warning	<p style="text-align: center;">Discrete conversation at desk/to one side          “I’ve asked you to X. Do you understand?”</p>	<p style="text-align: center;">“CHILD X, listening thank you”          “CHILD X, pen down thank you”</p>	

<p>Consequence level 2</p>	<p>Answering back, Refusal to co-operate, Leaving the learning area without permission, Repeated showing of level 1 behaviour</p>	<p>Time out of class - work missed to be completed during break or lunch</p> <p>Consideration of suspension/exclusion</p>	<p>In the moment: "I am here to help when you are ready" "We can talk about it now or later" Clear choice - "You can do your work at your desk or at the group table".</p> <p>Afterwards: "Your choices have consequences. If you choose to (VALUED BEHAVIOUR), you will (INTRINSIC RECOGNITION). If you choose to (DETRIMENTAL BEHAVIOUR) then this will happen (CONSEQUENCE). "What could we do to improve the situation going forward?"</p>	<p>All staff</p>
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<p>Consequence level 3</p>	<p>Deliberately hurting another child, Swearing, Inappropriate gestures, Being verbally abusive or unkind to others, Threatening behaviour, Unwanted touch of another person, Not telling the truth, Spitting on/ at another child/ equipment, Stealing, Repeated incidents of any of level 2 behaviours</p>	<p>Restorative conversation</p> <p>Educational/Protective consequence e.g. fixing what was broken, apology letter, extra adult support/supervision for transitions/breaks, time spent inside at break/lunch to repair &amp; restore</p> <p>Phone call home to parents/carers</p> <p>Record as behaviour incident on CPOMs</p> <p>Consideration of suspension/exclusion</p>	<p>Restorative Conversation – adapt depending on the situation/age of child:</p> <ol style="list-style-type: none"> <li>1) What happened?</li> <li>2) What was the effect of your behaviour/choices on you?</li> <li>3) Who else has been affected and how?</li> <li>4) What can we do to put things right?</li> <li>5) How could we do things differently in the future?</li> <li>6) How can I help you going forward?</li> </ol> <p>If children do not engage:</p> <ul style="list-style-type: none"> <li>• Depersonalise – “Imagine if...”</li> <li>• 1-10 scales – “How angry were you on a scale of 1-10?”</li> <li>• Postponement – “I can see you are not ready to talk, do you need a minute or shall we have a conversation after school with your parents/carers?”</li> </ul>	<p>Adult that witnessed behaviour to have restorative conversation.</p> <p>Class teacher/SLT to support as appropriate</p>
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<p>Consequence level 4</p>	<p>Destruction of property, Throwing objects/ furniture, Leaving the school without permission, Repeated incidents of any of level 3 behaviours</p>	<p>Removal from the classroom until ready to re-join learning</p> <p>Restorative conversation</p> <p>Meeting with parents/carers (and member of SLT if appropriate)</p> <p>Record as behaviour incident on CPOMs</p> <p>SLT meeting to discuss provision/extra support for child e.g. MHST, DESC</p> <p>Consideration of suspension/exclusion</p>	<p>Restorative conversation as above – both with individual following incident and repeated with parents/carers</p> <p>Therapeutic Documents Completed – Early prognosis, Therapeutic Tree, anxiety mapping &amp; Predict, Prevent &amp; Progress.</p>	<p>Class Teacher</p> <p>SLT</p>
<p>Consequence level 5</p>	<p>Repeated incident of any level 1, 2, 3 or 4 behaviours. Carrying an object that can be used as a weapon. Bringing age restricted /illegal substances onto site. Repeated violent behaviour. Homophobic/ racist behaviour/actions,</p>	<p>Individual Risk Assessments E.g. Therapeutic plan, trip considerations</p> <p>Parent meeting with the Headteacher</p> <p>Confiscation</p> <p>Suspension / exclusion</p>	<p>Restorative conversation as above</p> <p>Therapeutic Documents Completed - Risk calculator/ Therapeutic Plan</p>	<p>Headteacher</p>

	Violent behaviour against a member of staff/pupil Disruption and/or refusal to co-operate with adults, and therefore stay safe. Sexual abuse.	Reintegration meeting		
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**These is not an exhaustive list of behaviours and responses but rather a guide; the headteacher has the right to exclude a pupil:**

- **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.**

Early prognosis provides a swift check on potential reasons behind the described behaviour when a child's needs are not being met

by policy. Analyse each of the components below within the context of the described behaviour – seek views from the child, other members of staff, other professionals and parents/carers who may have information to add.

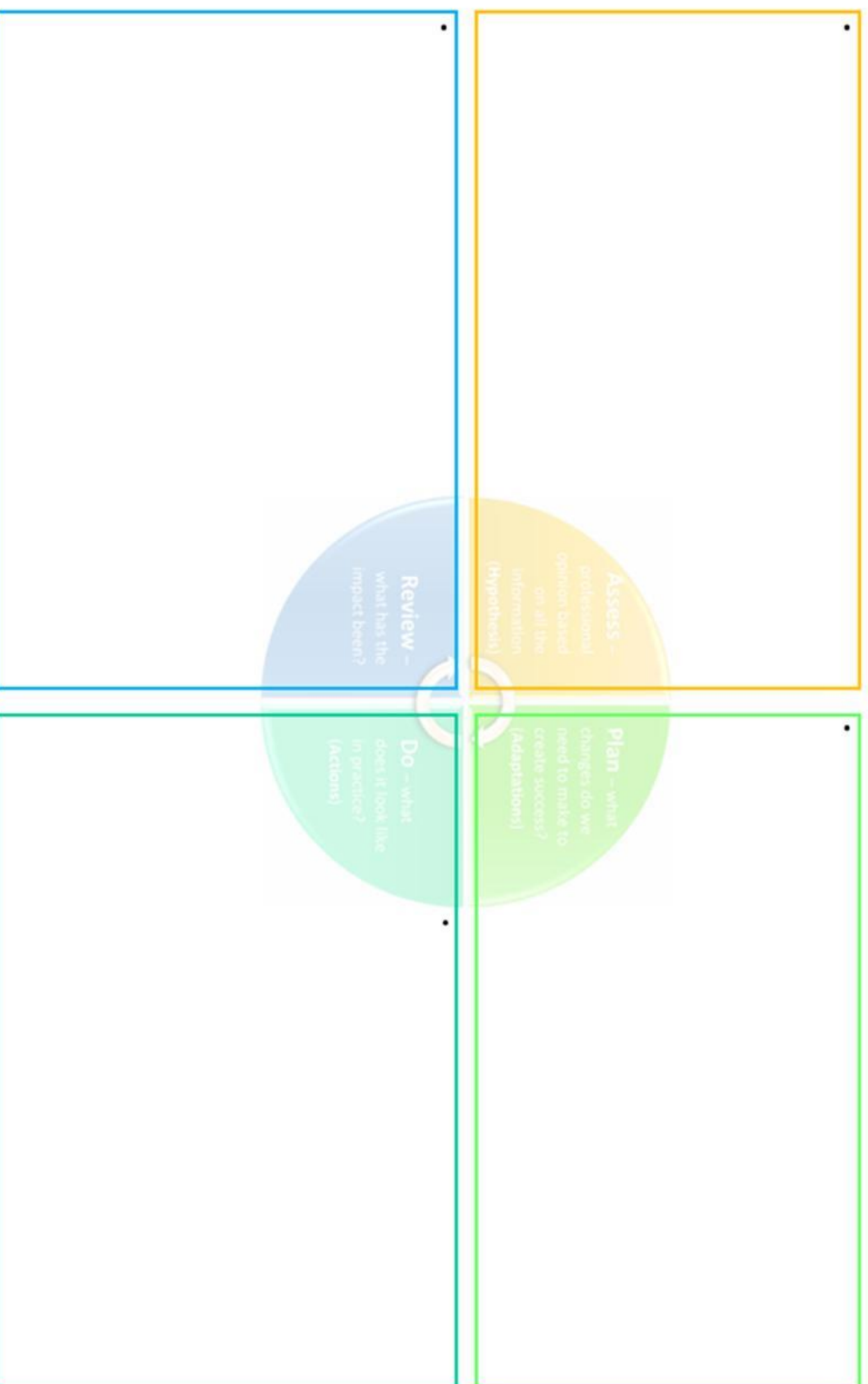
## Early Prognosis

Date: \_\_\_\_\_  
Staff member: \_\_\_\_\_

<b>The behaviour</b> <i>Unemotional, non-judgemental, factual description, including severity and frequency.</i>	<ul style="list-style-type: none"><li>•</li></ul>
<b>Pupil voice</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>Function</b>	<b>Sensory</b> <ul style="list-style-type: none"><li>•</li></ul>
	<b>Escape / Avoidance</b> <ul style="list-style-type: none"><li>•</li></ul>
	<b>Attention</b> <ul style="list-style-type: none"><li>•</li></ul>
	<b>Tangible</b> <ul style="list-style-type: none"><li>•</li></ul>
Do we still need more information? ↓	
<b>Health &amp; wellbeing</b> <i>Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.</i>	<ul style="list-style-type: none"><li>•</li></ul>
Do we still need more information? ↓	
<b>Context</b>	<b>Home</b> <ul style="list-style-type: none"><li>•</li></ul>
	<b>School</b> <ul style="list-style-type: none"><li>•</li></ul>
	<b>Community</b> <ul style="list-style-type: none"><li>•</li></ul>
Do we still need more information? ↓	
<b>Cultural relevance</b>	<ul style="list-style-type: none"><li>•</li></ul>

## Early Prognosis



Has the potential harm been identified? E.g are staff safe, but peers at risk. Is property at risk but not people?

Are staff completing required reporting and recording to build an evidence base for differentiation?

Have staff used recorded evidence to complete the severity and frequency?

If the risk calculator identifies the behaviour as dangerous, implement protective consequences before proceeding.

### Risk Calculator

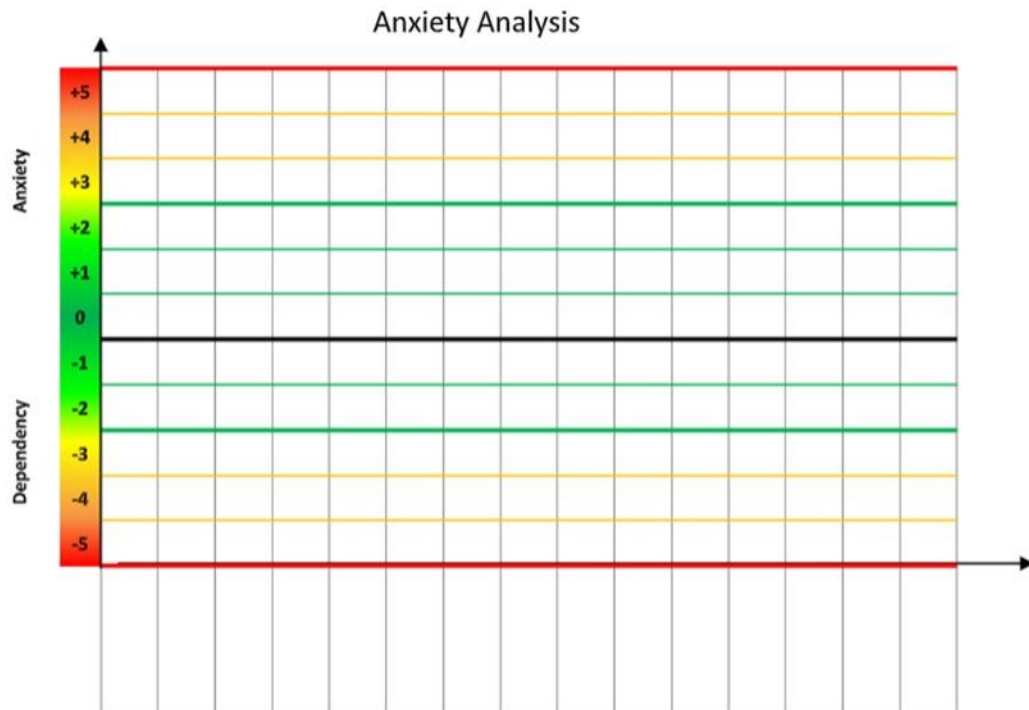
Name	
DOB	
Date of Assessment	

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

*Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan*

Anxiety analysis is a tool used over time to collect information. The aim is to plan to avoid escalation through differentiation or support. Input from a number of sources, including the child or young person's view where possible, will allow us to look for inconsistency in perception.



Score	Predict Staff/Location/Activity/Peer/Time	Prevent Adaptations (including protective consequences)	Progress Adaptations (including educational consequences)
Increased Anxiety +3 - +5	Unable to cope with: 1. 2. 3. 4. 5.	What will manage the over-anxiety: 1. 2. 3. 4. 5.	How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
	Vulnerable to being unable to cope with: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
0			
Increased dependency -3 - -5	Vulnerable to being unable to cope without: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	Unable to cope without: 1. 2. 3. 4.	What will manage the over-dependency: 1. 2. 3. 4.	How will we teach and monitor the reduction of over-dependency: 1. 2. 3. 4.

Each individual factor in column 1 should have a linked response in columns 2 and 3.

Negative experiences can create unhelpful feelings.

Unhelpful feelings can create detrimental behaviour.

Positive experiences can create helpful feelings.

Helpful feelings can create valued behaviour.

## Therapeutic Tree

Name	
Supporting Staff	
Date	
Review Date	

