

Managing Behaviour using therapeutic thinking & PRICE Restraint.

Review – September 2027

Introduction

For the purposes of this procedure, the term "**Farm Assistant**" refers to a child or young person attending Dedham Therapy Farm CIC sessions.

Dedham Therapy Farm takes a therapeutic approach to managing behaviour and relies on a collaborative approach between its staff, families, Farm Assistants and other services they work with to ensure a supportive and understanding environment to manage the various behaviours that we may experience and to mitigate risks that are involved when managing behaviour.

Dedham Therapy Farm uses "Therapeutic Thinking" to approach behaviour and PRICE deescalation and restraint. Therapeutic Thinking within Essex is owned by the Essex Special Schools Education Trust (ESSET). Training and practice within other services is the responsibility of the employer and management.

Dedham Therapy Farm strives to provide positive experiences that in turn create opportunities to experience helpful feelings.

Key references

This policy has been developed with reference to the following legislation and statutory guidance:

- Keeping Children Safe in Education (KCSIE)
- Department for Education (DfE) Behaviour in Schools Guidance.
- Department for Education (DfE) Suspension and Permanent Exclusion Guidance.
- Equality Act 2010.
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years.
- Searching, Screening and Confiscation Guidance.
- Restrictive Interventions, Including Use of Reasonable Force Guidance (particularly because you use PRICE).

It is possible that Farm Assistants may present with difficult and dangerous behaviour. At Dedham Therapy Farm,

Difficult behaviour is defined as - Behaviour that is anti-social, but not dangerous.

Dangerous behaviour is defined as behaviour that presents a significant and immediate risk of harm to the individual or others, serious damage to property, harm to animals, or behaviour that may constitute a criminal offence.

Responsibilities

Staff and volunteers.

- Respect for staff, peers, volunteers and animals.
- Follow the steps outlined in this policy to support positive behaviour choices at the farm. Follow all Dedham Therapy Farm policy and procedures and risk assessment.
- Ensure individual risk assessments are kept up to date based on changes and incidents.
- Report any difficulties or concerns promptly to ensure adequate support is provided.

Families and carers.

- Respect for staff, peers, volunteers and animals.
- Work with Dedham Therapy Farm staff to ensure their child/young person follows farm rules and expectations.
- Share any relevant information to support planning and risk assessment.

- Ensure their Farm Assistant arrives to their session with appropriate clothing and footwear and are ready to engage.
- Communicate and work collaboratively with Dedham Therapy Farm staff.

Schools and local authorities.

- Respect for staff, peers, volunteers and animals.
- Ensure their staff support Dedham Therapy Farm staff to manage behaviour of the Farm Assistants they have or are referring.
- Share information about the Farm Assistant to ensure Dedham Therapy Farm staff have adequate information to support them.
- Follow the terms in their service level agreement.

Farm Assistants.

- Respect for staff, peers, volunteers and animals.
- Following reasonable instructions.
- Safe use of equipment and PPE.
- Appropriate language and conduct.
- Engagement in restorative processes following incidents.

Other involved professionals.

- Respect for staff, peers, volunteers and animals.
- Ensure they support Dedham Therapy Farm staff to manage behaviour of the Farm Assistants they have or are referring.
- Share information about the Farm Assistant to ensure Dedham Therapy Farm staff have adequate information to support them.

Alert codes

Standard alert procedure is to state the following:

- Who you require assistance from (either name them, label 'first aider', or say anyone if it can be anyone that is free).
- Clearly state where you need the assistance.
- Why and what assistance you need.

If you need urgent assistance from office staff or other team members, and you believe that using the standard alert may cause unnecessary escalation, you may instead communicate the phrase:

"There is a purple elephant in the (YOUR LOCATION)"

Lack of clarity can cause an untimely response of support or the incorrect team member arriving to assist you.

Abducting (purposefully walking or running at a pace to create distance between Farm Assistant and staff member while exiting the setting).

- Raise the alarm (using the walkie talkie), use mobile phone to call as back up if required. Share location with office.
- Follow the Farm Assistant at safe distance.
- Staff in the office must call the police and parents/carers. Send available staff to support or provide support themselves.
- Use therapeutic thinking phrases to verbally de-escalate.
- If verbal de-escalation is not successful and is safe to do so use therapeutic thinking training to guide Farm Assistant to a safe location or back to farm office.
- Continue to keep the young person in sight where possible and keep office informed of location.
- Restorative conversation must be completed at an appropriate time afterwards when everyone is regulated to support a learning opportunity and signposting where necessary.

Refusal to engage

- Use therapeutic approach to identify reasons that the Farm Assistant is refusing to engage.
- Make reasonable adjustments to encourage engagement.
- Attempt use of visuals during session to provide other communication opportunities.
- Assess displayed behaviour and identifying if it is difficult or dangerous.
- Seek support from colleagues if behaviour is dangerous or unmanageable.
- If Farm Assistant continues to refuse to engage arrange for session to end early and for Farm Assistant to be collected.
- Information to be gathered at an appropriate time afterward to ascertain reasons for disengagement and to make plans for future input.
- Restorative conversation must be completed at an appropriate time afterwards when everyone is regulated to support a learning opportunity and signposting where necessary.

Mobile Phones

- Set the boundary prior to starting sessions that mobile phones are not required in sessions.
- Gather an understanding of why the Farm Assistant may be asking to have/use a phone during sessions.
- Use therapeutic approach to ask them to not use phones during sessions, offering alternatives for contact if required.
- Staff reserve the right to end session early if Farm Assistant refuses to follow policy of no mobile phones.
- Restorative conversation must be completed at an appropriate time afterwards when everyone is regulated to support a learning opportunity and signposting where necessary.

Discriminatory behaviour

Discriminatory behaviour such as racist, sexist, homophobic, biphobic, transphobic or disability-related abuse.

- Use therapeutic approach to understand why this behaviour has happened and what may have triggered the behaviour.
- Assess displayed behaviour to identify if it is difficult or dangerous.
- Seeking support from colleagues if behaviour is dangerous or unmanageable.
- If Farm Assistant continues to display discriminatory behaviour arrange for session to end early and for Farm Assistant to be collected.
- Information to be gathered at an appropriate time afterward to ascertain reasons for discriminatory behaviour and to make plans for future input.
- Update individual risk assessment and complete a concern form and send to Designated Safeguarding team as per safeguarding procedure to ensure patterns are monitored.
- Restorative conversation must be completed at an appropriate time afterwards when everyone is regulated to support a learning opportunity and signposting where necessary.

Threatening staff, peers, self or animals

- Use of therapeutic approach to understand what may have triggered the behaviour.
- Make reasonable adjustments to encourage engagement.
- Assess displayed behaviour to identify if it is difficult or dangerous.
- Seek support from colleagues if behaviour is dangerous or unmanageable.
- If Farm Assistant continues to be threatening arrange for session to end early and for Farm Assistant to be collected.
- Information to be gathered at an appropriate time afterward to ascertain reasons for threatening staff, peers, self or animals and to make plans for future input.
- Update individual risk assessment.
- Restorative conversation must be completed at an appropriate time afterwards when everyone is regulated to support a learning opportunity and signposting where necessary.

Verbal aggression

- Use of therapeutic approach to understand what may have triggered the behaviour.
- Make reasonable adjustments to encourage engagement.
- Assess displayed behaviour to identify if it is difficult or dangerous.
- Seek support from colleagues if behaviour is dangerous or unmanageable.
- If Farm Assistant continues to show verbal aggression arrange for session to end early and for Farm Assistant to be collected
- Information to be gathered at an appropriate time afterward to ascertain reasons for verbal aggression and to make plans for future input.
- Update individual risk assessment.
- Restorative conversation must be completed at an appropriate time afterwards when everyone is regulated to support a learning opportunity and signposting where necessary.

Inappropriate use of equipment

- Use of therapeutic approach to encourage the young person to put down the equipment and to understand what may have triggered the behaviour.
- Assess displayed behaviour to identify if it is difficult or dangerous.
- Make sure other Farm Assistants and animals are at a safe distance and animals are suitably contained.
- Make suggestions of other tasks or activities they could do that is a safe alternative to the dangerous or difficult behaviour.
- Seek support from colleagues if behaviour is dangerous or unmanageable.
- If Farm Assistant continues to show inappropriate use of equipment that is dangerous, raise the alarm using walkie talkie or phone if required and seek support from office and police and arrange for session to end early and for Farm Assistant to be collected. Use of guiding away techniques can be used to avoid injury to self or others.
- Information to be gathered at an appropriate time afterward to ascertain reasons for inappropriate use of equipment and to make plans for future input.
- Update individual risk assessment.
- Restorative conversation must be completed at an appropriate time afterwards when everyone is regulated to support a learning opportunity and signposting where necessary.

Refusal to wear appropriate clothing/footwear/PPE

- Use therapeutic thinking to ascertain reason behind refusal to wear appropriate clothing or footwear.
- Help the young person to understand why appropriate footwear is required e.g. muddy terrain or possibility of injury.
- If Farm Assistant still refuses to wear appropriate clothing/footwear/PPE continue to attempt to complete activities with Farm Assistant as long as it is safe to do so.
- If safe to continue but Farm Assistant shows that they are unable to engage in activity due to inappropriate clothing/footwear/PPE or is impacting on others in their group engaging in the activity. Re offer use of appropriate clothing/footwear/PPE. If Farm Assistant chooses to not accept offer and cannot engage or impacts on others, then staff must inform office to contact parents/carers/transport and organise collection. Make use of available Dedham Therapy Farm staff or staff which might be attending with the Farm Assistant (e.g. support workers/carers/parents) to sit with Farm Assistant in a suitable location on the farm until they either change their mind or are collected.
- If unsafe to continue session, make Farm Assistant aware that session will need to end as planned activity cannot be completed safely, follow steps to end session.
- Restorative conversation must be completed at an appropriate time afterwards when everyone is regulated to support a learning opportunity and signposting where necessary.

Bullying, teasing, harassment or belittling others or animals

- Use of therapeutic approach to understand what may have triggered the behaviour.
- Discuss with Farm Assistant pro social behaviours and share how their behaviour may impact others.
- Assess displayed behaviour to identify if it is difficult or dangerous.

- Staff should consider whether behaviour may constitute bullying, harassment, discriminatory behaviour or child-on-child abuse and respond in line with safeguarding procedures.
- If Farm Assistant continues anti-social behaviour bring concern via a concern form to the designated safeguarding team for review of level of support and suitability of session
- Information to be gathered at an appropriate time afterward to ascertain reasons for bullying/teasing/harassment/belittling others or animals and to make plans for future input.
- Update individual risk assessment.
- Any behaviour that could be viewed as bullying must be dealt with in line with the farms anti bullying policy.
- Restorative conversations must be had with Dedham Therapy Farm staff and both the victim and the perpetrator.
- Behaviour plans and risk assessments must be updated for all involved to ensure therapeutic support is provided after the incident and so patterns can be monitored.

Inappropriate language or comments

- Use of therapeutic approach to understand what may have triggered the behaviour.
- Discuss with Farm Assistant pro social behaviours and share how their behaviour may be impacting on others.
- Assess displayed behaviour to identify if it is difficult or dangerous.
- If Farm Assistant continues anti-social behaviour bring concern to the Lead OT for review of level of support and suitability of session.
- Information to be gathered at an appropriate time afterward to ascertain reasons for inappropriate language or comments and to make plans for future input.
- Update individual risk assessment.
- Restorative conversation must be completed at an appropriate time afterwards when everyone is regulated to support a learning opportunity and signposting where necessary.

Bringing in or suspected concealed or prohibited items

Items that are considered prohibited included but are not limited to

- Weapons
- Drugs
- Items that could potentially cause harm to self or others or animals
- Illegal items
- Alcohol, tobacco, cigarette papers or fireworks
- Pornographic material
- Stolen items

In the event Dedham Therapy Farm staff/volunteers believe a Farm Assistant or visitor may have an item concealed on their person or their belongings that could be considered a prohibited item the procedure below MUST be followed.

- Information gathered prior to Farm Assistant starting and if it is believed Farm Assistant could in the future bring in prohibited items, lines of communication kept open with parent/school/other services to monitor behaviour presentation prior to attending their sessions and risk assessment updated.
 - Young person made aware in advance there will be no access to the farm if prohibited item are brought onto the farm.
1. In the event staff believe prohibited item has been brought onto the farm encourage Farm Assistant to hand over and or dispose of the prohibited item. Staff member must radio office to ask for support with potential prohibited item. Use of therapeutic thinking approach to work with the Farm Assistant to achieve a positive outcome.
 2. If this is not successful liaise with parents/carers in an attempt to get Farm Assistant to hand over suspected item.
 3. If this is not successful staff reserve the right to search Farm Assistant following the DFE guidance on searching young people. [Searching, Screening and Confiscation](#)

4. If it is deemed unsafe or not appropriate to complete a search and the item that is considered prohibited is likely to cause imminent danger, then the police must be called.
5. If the prohibited item is not an immediate risk but is considered a safeguarding concern staff must report potential item to parents/carers/school immediately, risk assessment updated and safeguarding procedure followed.

After the event, primary staff member to attempt restorative conversation with Farm Assistant to ensure they understand reasons for the prohibited items removal and to continue a positive therapeutic relationship with Farm Assistant and staff member and provide a learning experience for the Farm Assistant.

The below must be adhered to;

- Complete an individual risk assessment, referral and initial assessment to be completed with each Farm Assistant to ascertain the likelihood of detrimental behaviour.
- Plan sessions that are tailored to meet the interest and needs of individuals accessing the service. Farm Assistants must consent to engaging in intervention at Dedham Therapy Farm CIC. This reduces the likelihood of detrimental behaviour.
- **When staff are assessing behaviour, they must label the behaviour in accordance with the definitions of difficult and dangerous behaviour at the start of this policy.**
- When recording behaviour staff must ensure it is an accurate description of events using appropriately descriptive words.
- Any restrictive intervention that is required must be inline with the Physical Intervention and Restrictive Intervention Policy
- Staff must attempt de-escalation first prior to any restrictive intervention. Using scripted de escalation phrases. If deescalation is not successful, then therapeutic thinking guiding away techniques can be attempted. In the event guiding away has not been successful, PRICE restraint techniques can be used to ensure safety of staff, animals and the Farm Assistant.
- Suspension and/or permanent exclusion will be actioned in the event dangerous behaviour increases the level of risk, to the point that no measures can be put in place to bring down the level of risk to Farm Assistant, staff, volunteers or animals.

Procedure for managing behaviour

1. De-escalation phrases & distraction
2. Therapeutic thinking guiding away
3. Price restraint
4. Attempt a restorative conversation after any detrimental behaviour, either during the current session if all parties are not dysregulated or at the next suitable opportunity. The conversation should support the Farm Assistant to understand what happened, who was affected, what needs to be repaired, and what support or strategy may help prevent the behaviour from happening again.
5. Log any restrictive intervention in progress notes, on restrictive intervention log and Farm Assistant information spreadsheet.
6. Review individual risk assessment and behaviour plan for the Farm Assistant

Post-incident support: Following any significant behaviour incident, staff must consider the support needs of the Farm Assistant, affected peers, staff, volunteers and animals. This may include reassurance, first aid, space to regulate, a restorative conversation, communication with families or carers, communication with school or the local authority where appropriate, incident recording, review of the behaviour plan and review of the individual risk assessment.

SEND support strategies.

Any restorative conversations post incident, risk assessment and behaviour management plans will be informed by an initial assessment and will take into consideration;

Special Educational Needs and/or Disabilities (SEND)

Communication needs

Sensory needs

Emotional regulation needs

Professional recommendations

Risk Assessment use

Behaviour is monitored and risk assessed on an individual basis at point of referral and on an ongoing basis. Individual risk assessments are working documents that are updated as and when required and reviewed half termly. All staff follow the risk assessment policy to ensure consistency for all Farm Assistants. All staff carry walkie talkies to call for support with behaviour if needed.

Linked policy

- [SEND Policy](#)
- Safeguarding Policy
- [Attendance Policy](#)
- [Anti-Bullying Policy](#)
- [Physical Intervention and Restrictive Intervention Policy](#)
- [Risk assessment policy](#)