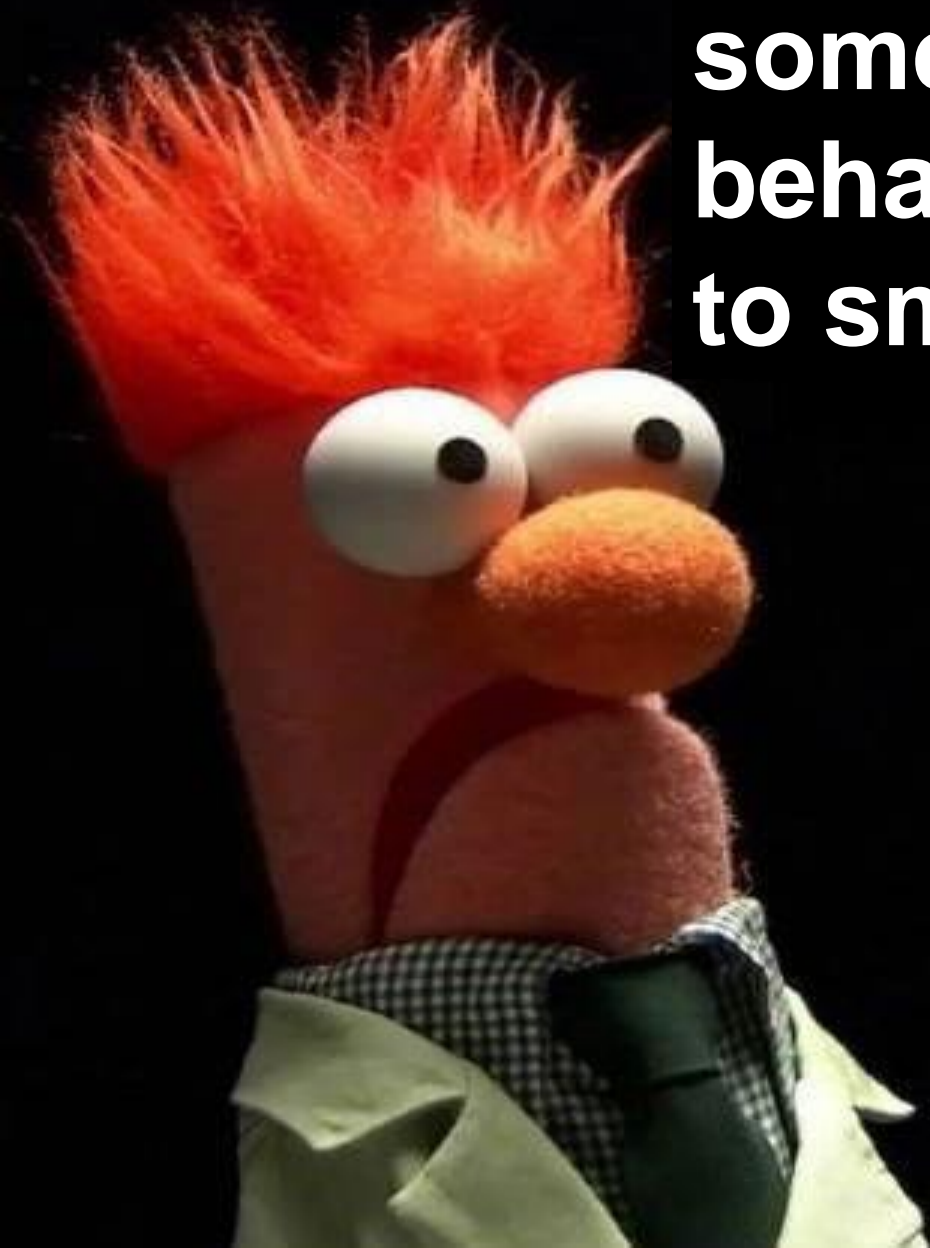Trying to understand some people's behaviour is like trying to smell the colour 9

Hertfordshire Steps
Step On

Developing a therapeutic approach to behaviour

The following PowerPoint has been created in order to share information with parents or other significant adults.
Information shared is not to be considered training and has no certification.

Aims

- To understand how our school promotes a Therapeutic Approach through the Hertfordshire Steps training resources

- To share why we use a Therapeutic Approach

- To help everyone understand our school policy

- To discuss the challenges and misconceptions around a Therapeutic Approach

- To answer any questions that you may have

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What Steps looks like at Almond Hill

- Ethos – Everyone gets what they need and we work as a team – 4 tutors
- Policy – behaviour policy for all and behaviour plans for individuals
- Consequences not punishments
- Consistency between staff
- Parental Engagement

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In practice – what do we do at Almond Hill for all children

- Positive phrasing
- Limited choices
- Disempower the behaviour
- Consequences

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In practice – what we do at Almond Hill for some children

- If a child is experiencing more than the usual issues with their behaviour either in class or outside

1. Teacher will talk to a STEPs tutor

2. Anxiety map –all TAs can complete these - refer to the guidance

3. Roots and Fruits – with parents. A STEPs tutor can do this with the teacher

4. Plan to do things differently – write a plan–a STEPs tutor can do this with the teacher– refer to the guidance

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Therapeutic

Steps defines therapeutic as:

An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.

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Prosocial Definitions: -

- Relating to or denoting behaviour which is positive, helpful, and intended to promote social acceptance

- Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people

- Behaviour which benefits other people or society

- The absence of antisocial behaviour

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Antisocial Definitions: -

- Behaviour that causes harm to an individual, the community or to the environment.

- Behaviour that is likely to cause injury, harassment, alarm or distress

- Behaviour that violates the rights of another person

Unsocial Definition: -

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings.

The Steps Name

The Steps name was drawn from an inclusion statement.

The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.

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Steps Aims

- To promote the inseparable link between teaching, learning and behaviour.

- To support the inclusion of those with difficult or dangerous behaviours

- To reduce exclusions

- To support consistency within services

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Objectives

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1. All staff need to know how to promote **pro social** behaviour and manage **antisocial,** difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating

2. All staff should focus on **de-escalation** and preventative strategies rather than focusing solely on reactive strategies

You can't teach
children to behave
better by making them
feel worse. When
children feel better,
they behave better.

—Pam Leo

"Discipline is helping a child solve a problem. Punishment is making a child suffer retribution for having a problem. To raise problem solvers, focus on solutions, not retributions."

-- L R Knost

What is discipline?

Mental Health and Behaviour in Schools

One in ten children aged 5 – 16 has a clinically diagnosed mental health disorder. One in seven has a less severe mental health problem.

Certain types of SEN increase the likelihood of mental health problems, children with autism or learning difficulties are significantly more likely to have a mental health problem.

Children in need, looked after children and previously looked after children are more likely to have SEN and to experience the challenges of social, emotional and mental health problems.

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Discipline

External discipline = Controlling behaviour

Internal discipline = Teaching behaviour

Internal discipline is sometimes referred to as self regulation

To create change we need to understand, not simply suppress, the behaviour.

Understanding

- External Discipline is imposed by staff through rules and suppression and will only achieve a short term change

- Working with student's experiences and feelings creates an internal discipline. This results in long term change
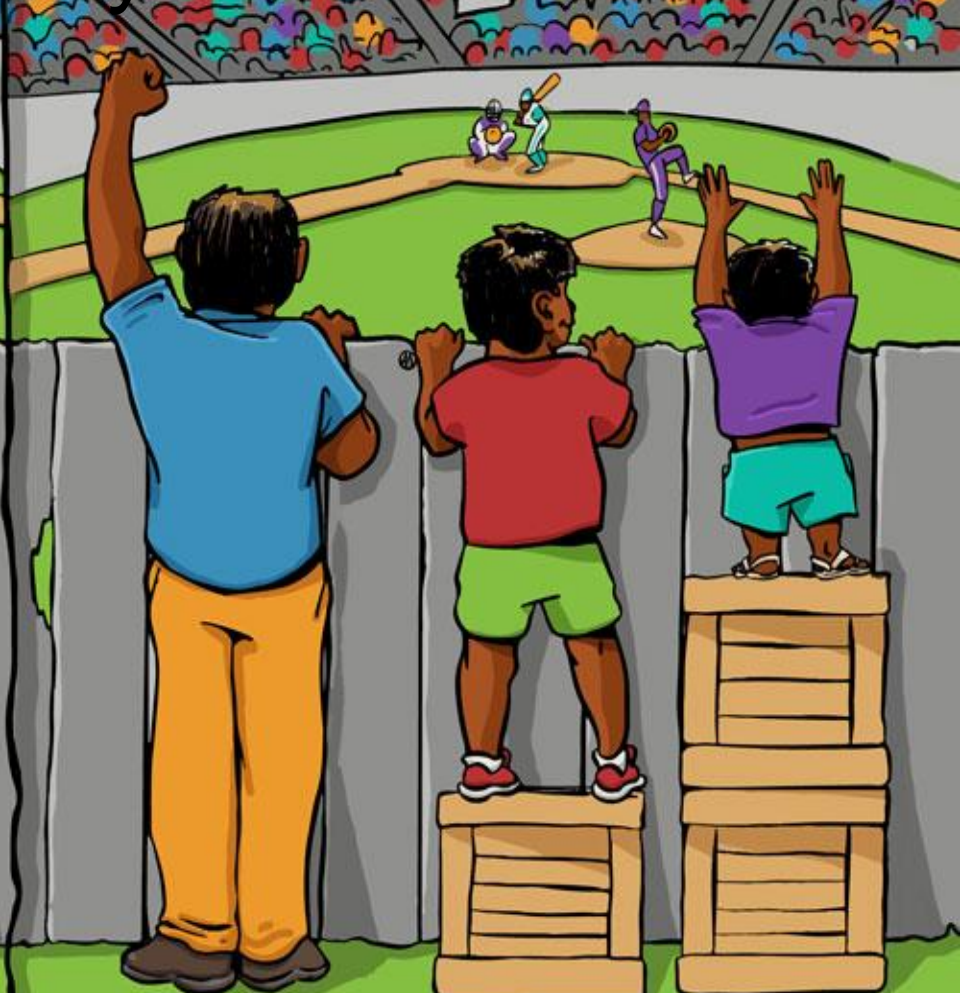
The move from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey.

Angela Wadham 2009

Add equity and equality slide *

EQUALITY   EQUITY

Fair vs. Equal

* Equal means the same.
* I will not be treating you exactly the same way.

* Being fair means that I will do my best to give each student what he or she needs to be successful.
* What you need and what someone else needs may be very different.

* I will always try to be FAIR, but this means things won't always feel EQUAL.

Why Equity?

- Education is a right or a privilege

- Behaviour is always a communication

- Many children have had times when they haven't felt safe – and end up reacting to triggers in order to keep themselves safe or feel safe.

- Some children may have experienced multiple rejections.

- Some will have accompanying attachment difficulties and sometimes will "reject" before they can be rejected. They may push away because this may be less painful than allowing themselves to be rejected.
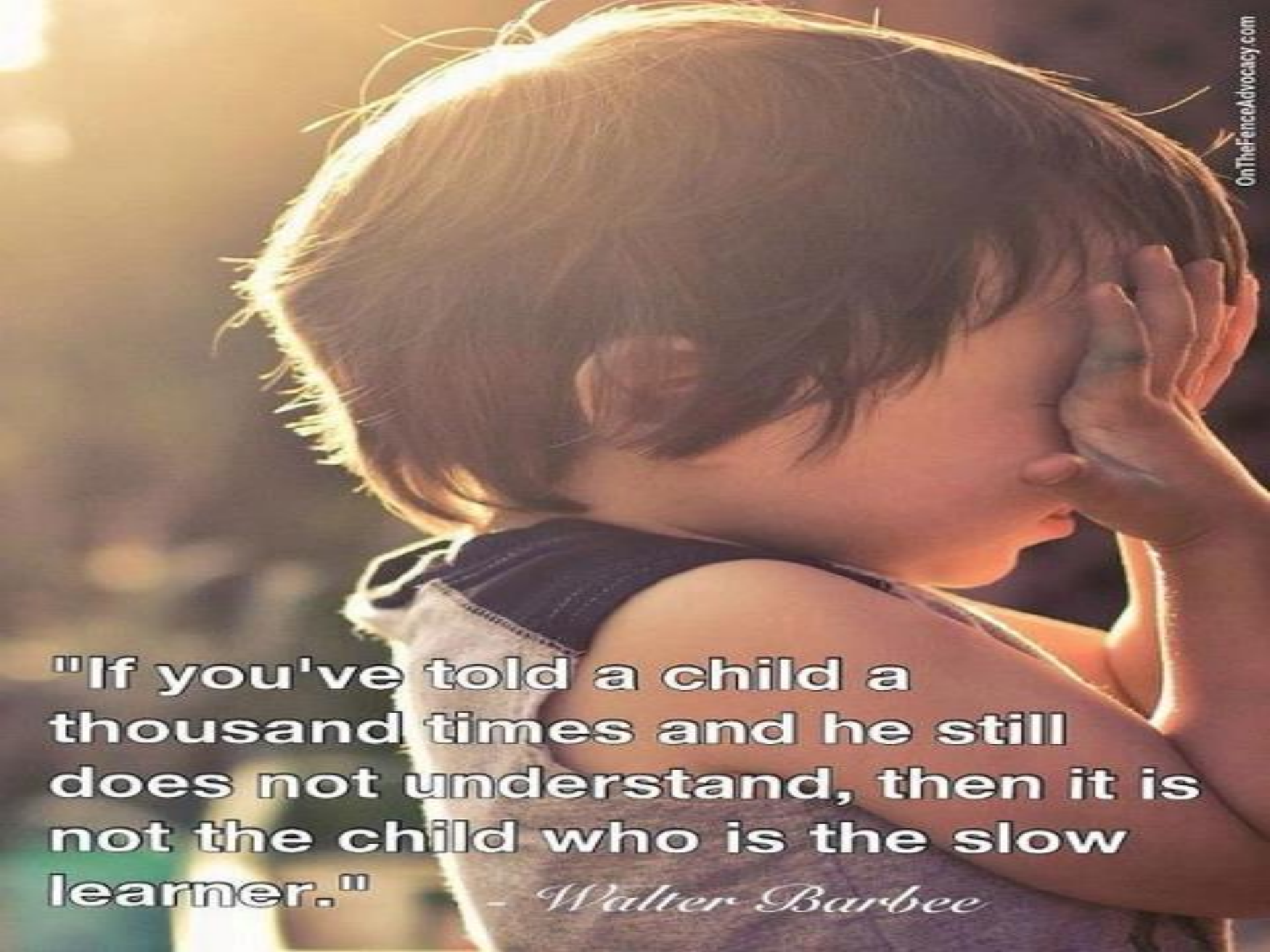
Why Equity?

- Some of our children may have insecure attachment.

- Some of our children are looked after or previously looked after
  .

- Some of our children have SEN

- Social and emotional levels of development and maturity in some children often won't match their chronological age. We must bridge these gaps in their social and emotional development.

How can we control behaviour?

- Dominating and imposing
- Demanding obedience
- Telling them what they must not do
- Punishing them
- Bribery
- Taking away all pleasurable experiences
- By shaming, belittling, embarrassing, and humiliating
- Exclusion

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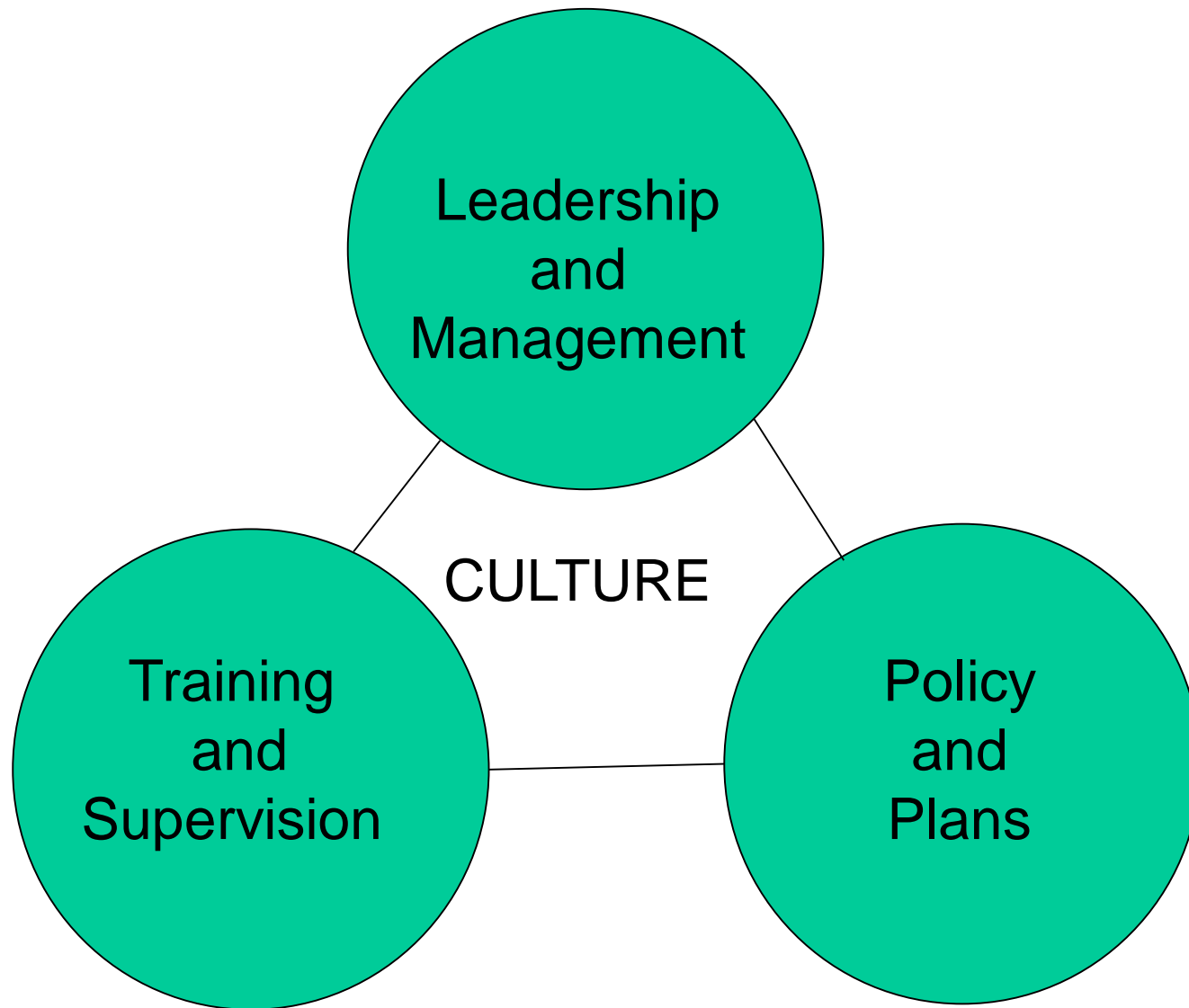*working together locally*

How can we <u>teach</u> behaviour?

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Feedback and recognition
- Comfort and forgiveness

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"If you've told a child a thousand times and he still does not understand, then it is not the child who is the slow learner." — *Walter Barbee*

Planning we use to support your child.

Leadership and Management

CULTURE

Training and Supervision

Policy and Plans

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Roots and fruits activity

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Anti-social behaviour difficult or dangerous

Pro-social behaviour

Anti-social feelings

Pro-social feelings

Anti-social experiences

(Risk factors)

Pro-social experiences

(Protective factors)

Anti-social behaviour
difficult or dangerous

Pro-social behaviour

Labelled Blamed Shamed

Ignored   Humiliated Targeted

Rejected   Unimportant
Isolated   Irrelevant   Ignored

Comfortable   Respected   Included

Safe Motivated   Involved

Consulted Rewarded   Needed

Inspired   Liked   Appreciated

Exclusion   Missing out on
stuff , Public Shame,
Labelled, Blamed

Pro Social experiences

Abuse, Neglect,   Poverty,
Bereavement, Difference,
CLA, EAL

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8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

1. Anger

The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.

2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.

3. Defiance

Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they feel anxious and helpless.
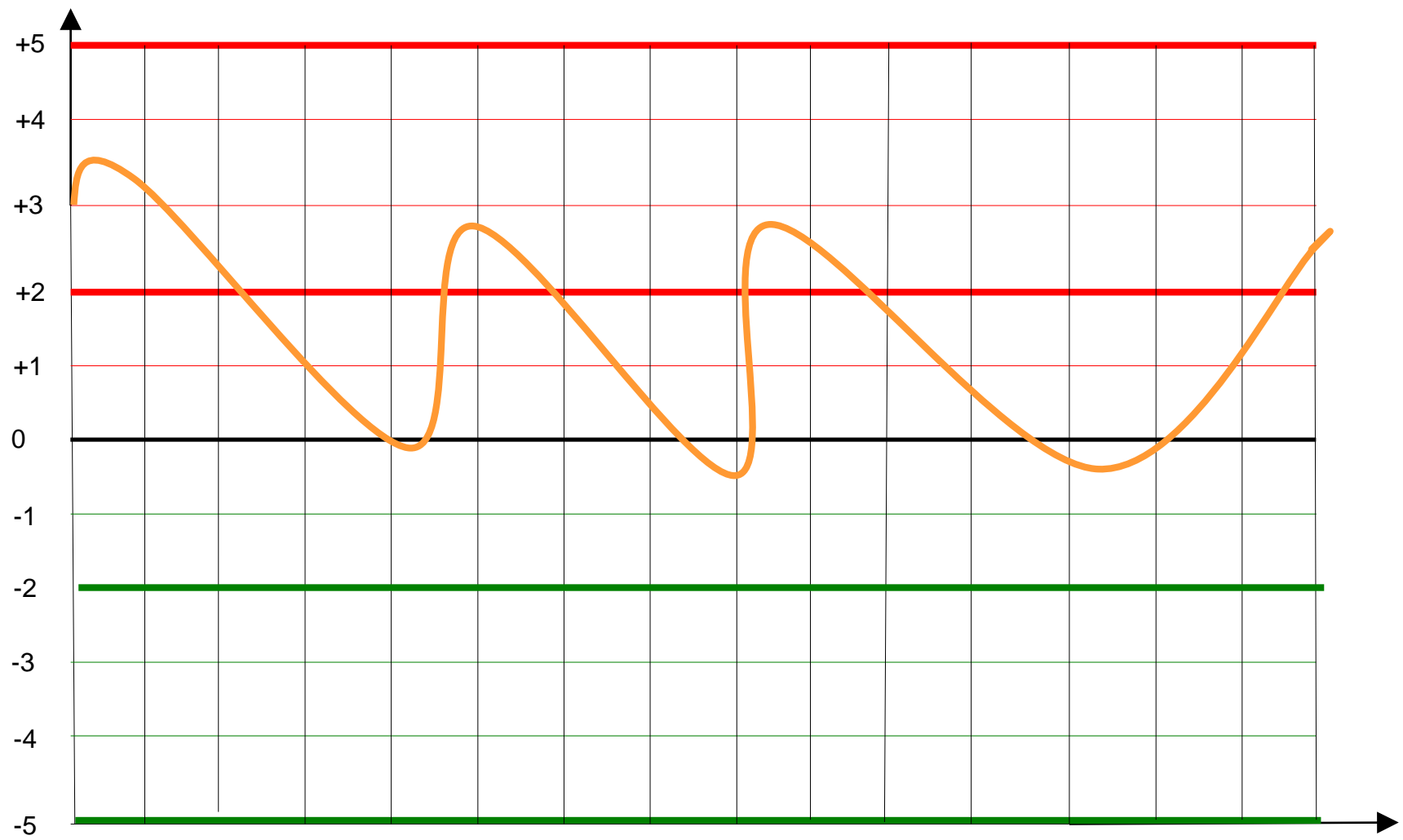
4. Chandeliering

Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandelier.

5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.

FOCUS

6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.

7. Negativity

People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.

8. Overplanning

Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.

gozen.com

Anxiety

0830 0900 0930 1000 1030 1100 1130 1200 1230 1300 1330 1400 1430 1500 1530

+5
+4
+3
+2
+1
0
-1
-2
-3
-4
-5

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Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time **Predict it**	Evidence of action **Prevent it**
Raised Anxiety	+2 — +5	These items overwhelm the pupil • Arriving late • Starting a task • Unstructured play/being kept in at lunch • Shouting (loud noises) • Reading aloud/lolly sticks (Public focus)	Planned Differentiation required to reduce anxiety • Meet and greet at reception (10 minute settling activity before entering class with Mrs Sullivan e.g. Connect 4, top trumps) • Sentence stems, word bank and chunked tasks needed for all topics • He will always need access to the outside; this should be differentiated as a consequence but never removed. He needs support at all play times • This may be sensory, be aware of noises which may cause crisis, support if unplanned or unpredictable, offer re-assurance not criticise • Remove their lolly stick from the pot never ask them to read aloud. Give them pre-prepared questions to answer and if willing they can contribute
	+2	These items run the risk of overwhelming the pupil • Literacy	Monitoring needed • More support needed to start task and regular check ins. Celebrate small achievements e.g. Capital letters, underlining headings, completing minimum work to celebrate success. Allow take up time if off task
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant • Structured play • Praise non-public •	Monitoring needed • Ensure there are opportunities when staff withdraw for 5 minutes, to give them independence and then reengage and give verbal feedback at the end of lunch – not publicly • Feedback is needed but never publicly. Tell them the behaviour you observed and how it made you feel
	-2 — -5	These areas have developed an over reliance • Carpet time • •	Differentiation needed to reduce this over reliance • He relies on having carpet time and uses this time as a self-regulator. He should never be removed from the carpet as a punishment. He should have his carpet spot moved at times to ensure he does not get dependent on a fixed location

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*

Punishment
or
Consequence

Friedrich Nietzche (1844-1900)

Punishment hardens and numbs. It produces obstinacy, it sharpens the sense of alienation and strengthens the power of resistance.

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Protective consequences:

- Removal of a freedom to manage harm

Educational consequences:

- The learning, rehearsing or teaching so the freedom can be returned

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Protective consequences

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- No availability of minibus/car
- Differentiated teaching space
- Exclusion

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Educational consequences

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
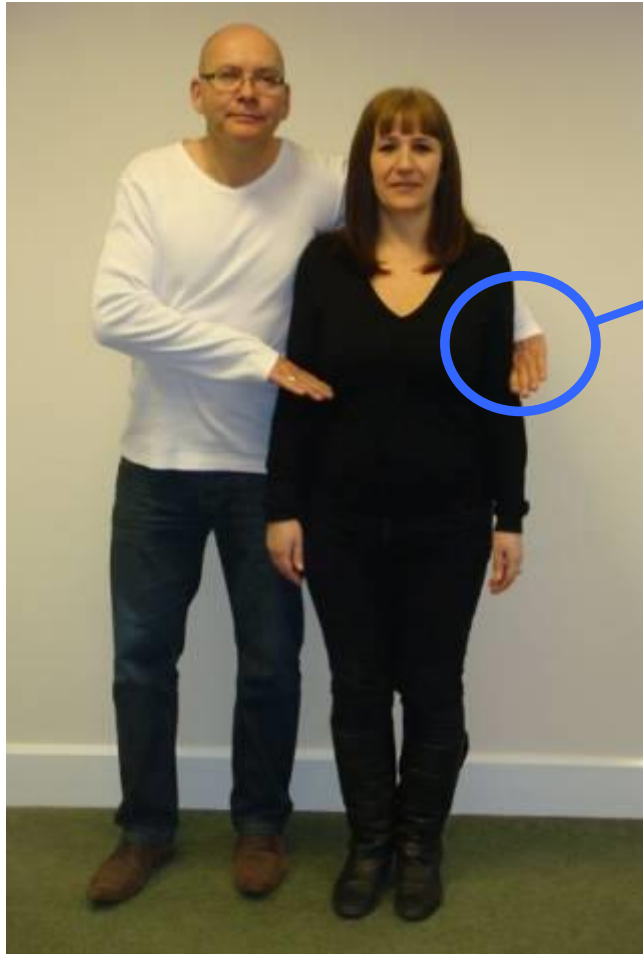- Research
- Conversation and exploration

De-escalation script

- Child's name

- I can see something has happened

- I am here to help

- Talk and I will listen

- Come with me and…………

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Physical intervention

Open mitten guide

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Open mitten escort

Reflect, repair and restore

We don't need to feel bad to learn a lesson

We learn to walk, eat, talk, read and write without the use of punishment.

We can and will learn to behave prosocially without punishment

We learn through practice, support and comfort

A restorative approach

An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Wright 1999

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More simply it involves asking:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Challenges

- All children deserve the right to an education, including those with social, emotional and behaviour difficulties

- Any child at any time could experience trauma which has an impact on them – we understand this and provide support to help children find new ways to manage how they feel

- Nothing is ignored – where disruption occurs steps are put in place to reduce the risk of this happening again

- Our behaviour policy is structured to incorporate support for the child and family

- We know that behaviour changes when children are provided with certainty and not severity

-

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Any questions/comments?

Please complete an evaluation

Thank you for coming and thank you for listening!