

The background features abstract, overlapping green geometric shapes in various shades, including light lime green, medium green, and dark forest green, creating a modern and dynamic feel.

St Paul's Parent STEP Information Afternoon

Developing a Therapeutic Approach to Behaviour

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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.

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.

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

Therapeutic

Steps defines therapeutic as:

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

Behaviour Definitions

Anything a person says or does (what we see or hear)

The way in which a person behaves in response to a particular situation or stimulus.

Prosocial Definitions:-

- Behaviour which is positive, helpful
- Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

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

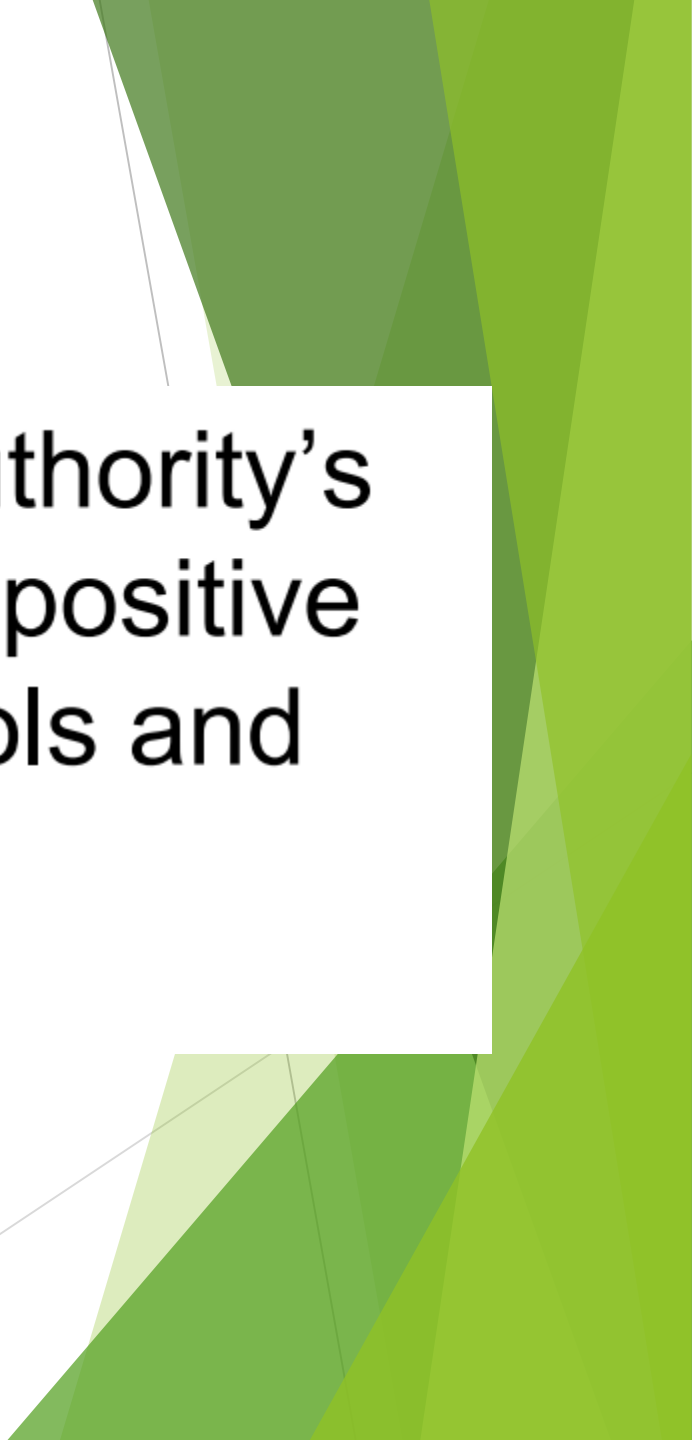
Dynamic Definitions

Everyone affected by an individual or school.

The relationships people have with each other and how these relationships can change.

The way in which people react to each other

The interactions of people when they are grouped with others through either choice or circumstance.



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

Steps Aims

- To support settings with developing a therapeutic approach to behaviour.
- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety
- To support the inclusion of those with difficult or dangerous behaviours
- To reduce exclusions
- To support consistency within services
- To support Senior Leadership Teams in the development of quality policy and planning.

Objectives



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

30 second script

- I noticed you are...
- It was the rule about that you broke.
- You have chosen to.....
- Do you remember last week when you....
- *That is who I need to see today...*
- Thank you for listening.
- (Then give the child 'take up' time)

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.....

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

-Pam Leo



Discipline definition

The practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience. (noun)

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

Different Beliefs on Behaviour

‘Many classrooms run on a framework of rules. Rules are not negotiable and if they’re your only framework, results and learning will be limited.’

Glasser and Kohn. Brain Based Tools for the Classroom. 2009

We need to see discipline as a **verb**!


Discipline definition

Train oneself to do something in a controlled and habitual way. (verb)

The word discipline comes from the Latin words *discere*, meaning *to learn*, and *discipulus*, meaning *pupil*.

How can we teach behaviour?

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



"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



EQUALITY



EQUITY

Why Equity?

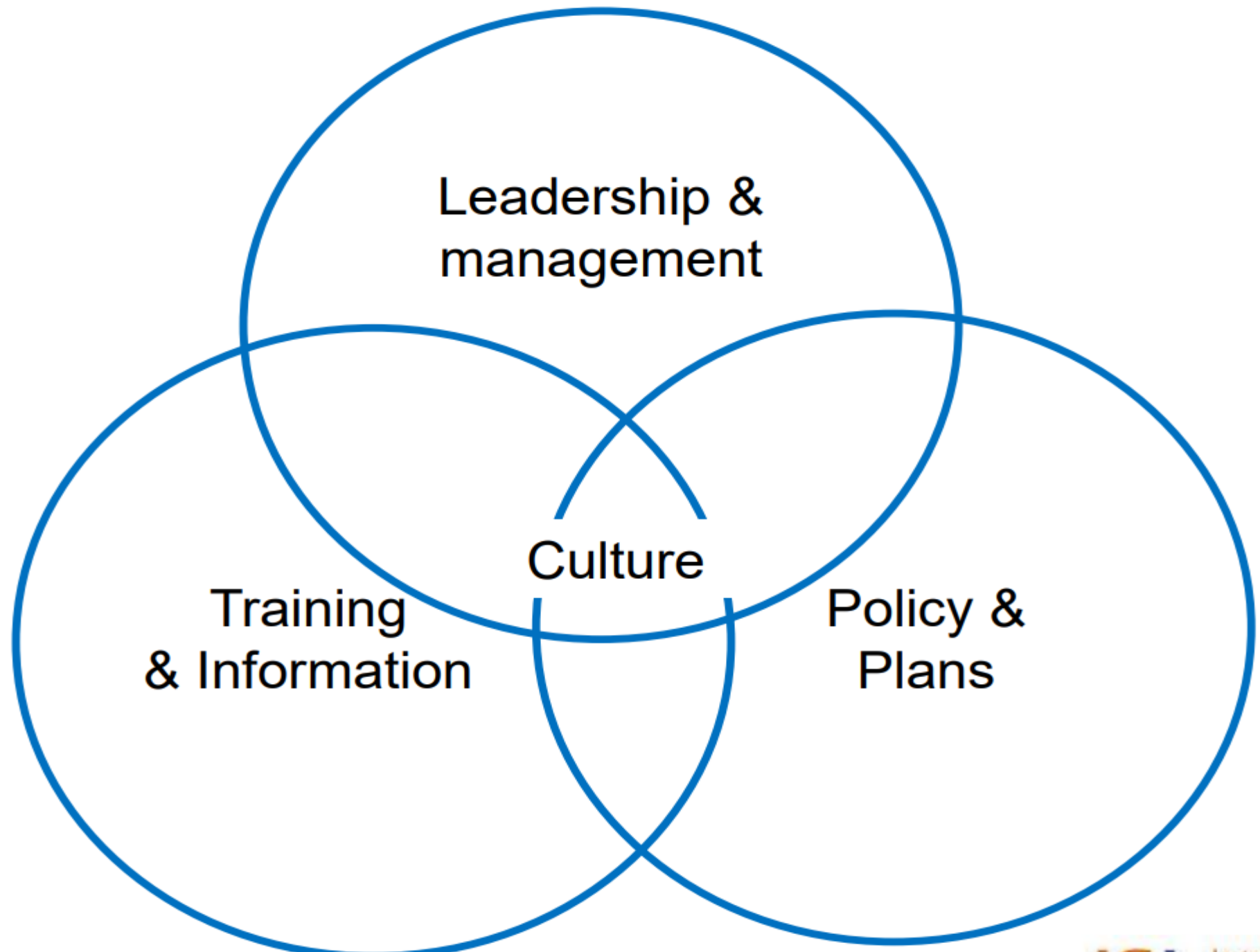
- Education is a right or a privilege
- Behaviour is always a communication
- Many children have had times when they haven't felt safe – and end up reacting to triggers in order to keep themselves safe or feel safe.
- Some children may have experienced multiple rejections.
- Some will have accompanying 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.

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**Planning we use to
support your child.**



Leadership &
management

Training
& Information

Policy &
Plans

Culture

Subconscious behaviour



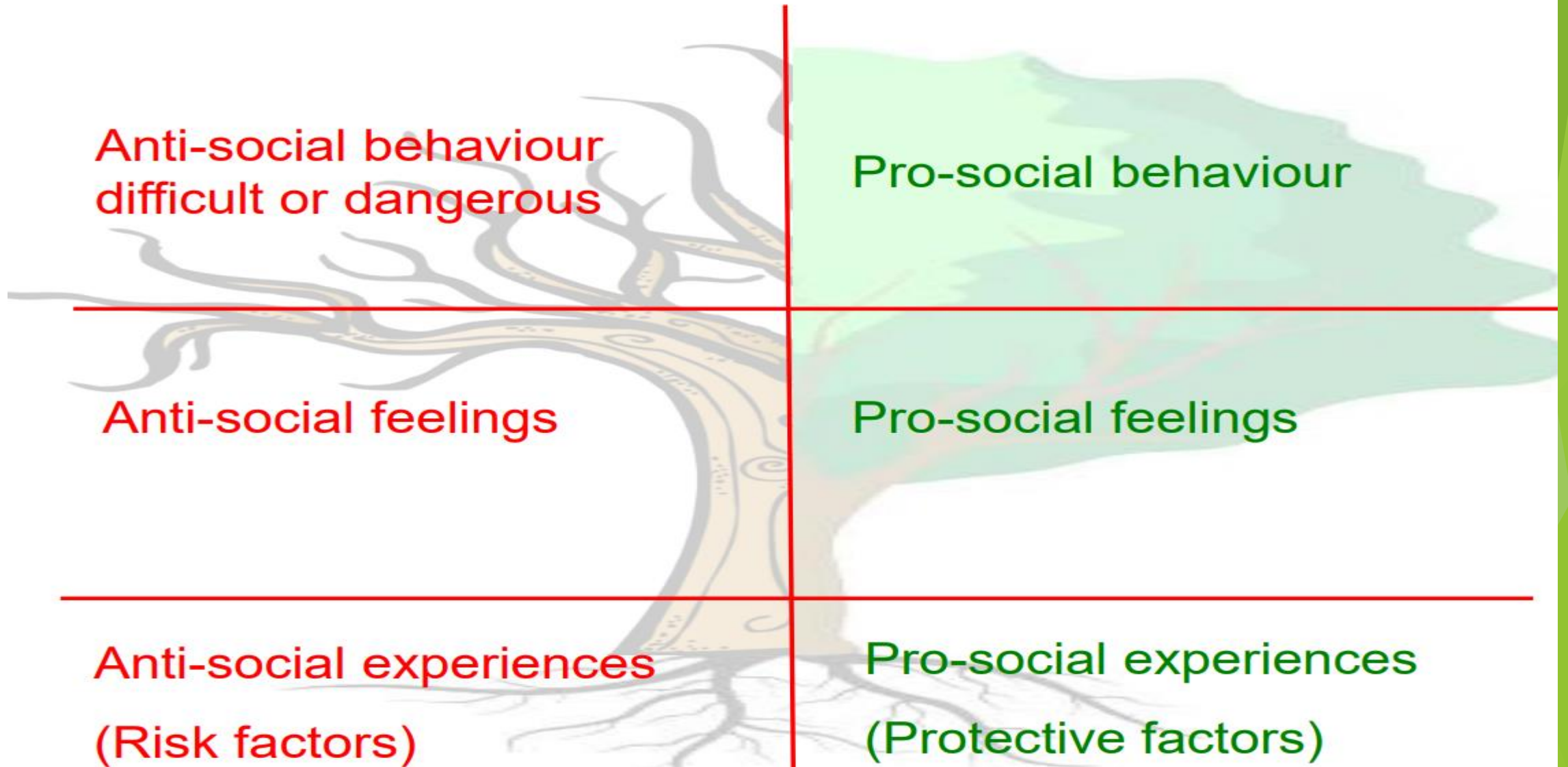
Question	Response
Is the behaviour medical?	
Is the behaviour habitual?	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	
What is over stimulating or overwhelming them?	

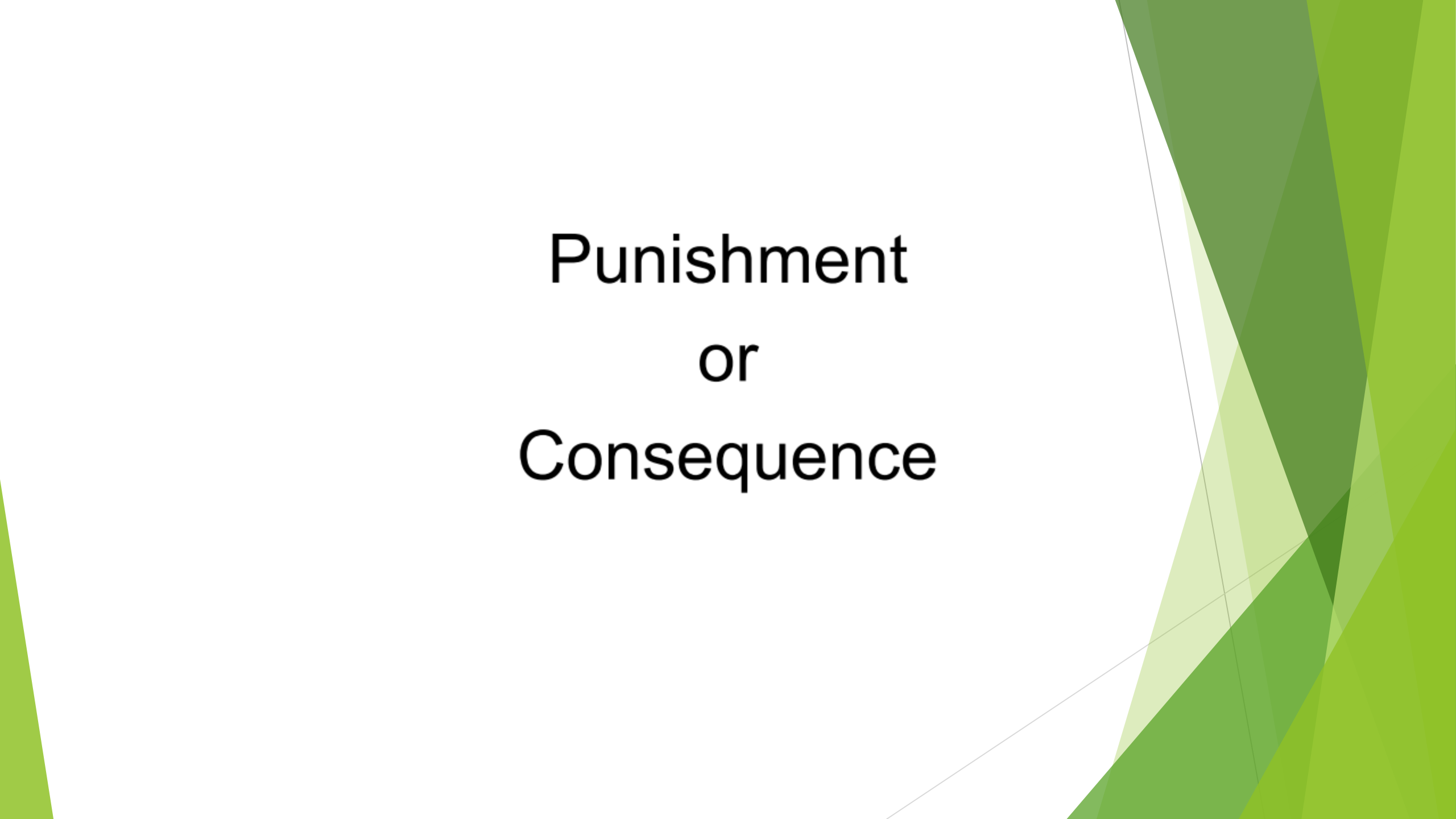
Conscious behaviour



Question	Response
What is their desired outcome from their behaviour?	
What is the motivation to behave antisocially?	
What is the motivation to behave prosocially?	
What are the expected consequences? (Limits to freedom)	
How can I impact on the child's beliefs or values?	

Roots and fruits



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Punishment or Consequence

Protective consequences:

- Removal of a freedom to manage harm

Educational consequences:

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

Protective consequences

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

Educational consequences

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

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

Reflect, repair and restore



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

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?

Behaviour reflection sheet

Name	Class	Date
What happened?	What was I thinking at the time?	What were others thinking at the time?
Who has been affected by my behaviour and how?	How can I repair relationships?	
	What have I learnt so I will respond differently next time?	
Teacher's Comments and Signature		Pupil Signature

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

Diversity at St Paul's Rationale

- ▶ The Governors and Staff at St Paul's are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination.
- ▶ We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes.

Aims and Expectations

- ▶ At St Paul's, we do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins.
- ▶ We promote the principles of fairness and justice for all through the education that we provide in our school and ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- ▶ We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- ▶ We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- ▶ We challenge stereotyping and prejudice whenever it occurs.
- ▶ We celebrate the cultural diversity of our community and show respect for all minority groups.
- ▶ We are aware that prejudice and stereotyping is caused by low self-image and ignorance.
- ▶ Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

RJED Strategy

- ▶ Racial Justice, Equality and Diversity
- ▶ Over the next 12 months, our school's RJED priorities are;
- ▶ To Recognise & Respect the composition of the school,
- ▶ To ensure opportunities are taken to teach about race equality and cultural diversity across the curriculum,
- ▶ To encourage the involvement and participation of all parents in the school.

What we've done so far

- ▶ Diversity Project- All About Me- displayed in the entrance of the school and celebrated in assemblies.
- ▶ Questionnaire/surveys for parental ideas.
- ▶ Celebrated in staff meetings- our staff have the understanding of the importance of RJED and are able to promote it within class.
- ▶ Reviewed and reflected on the current curriculum and the resources we use. How it reflects our pupils and the community.
- ▶ School Council to lead.
- ▶ Links with Parish
- ▶ Links with charities - local & worldwide
- ▶ Rich diversity of community links - opportunities to see Black, African, Minority, Ethnic groups in all areas of the curriculum.

How you can help!

- ▶ We would like to develop a working party of parents/staff/local community to celebrate and promote diversity within the school.
- ▶ In order to reflect our school's diverse community and celebrate our differences.
- ▶ Working party will meet during an afternoon every half term.
- ▶ We will share ideas on curriculum content & community interaction to ensure inclusion.
- ▶ If you would like to join us, please email drolt@stpauls373.herts.sch.uk
- ▶ Optional questionnaire.

Thank you for coming!

