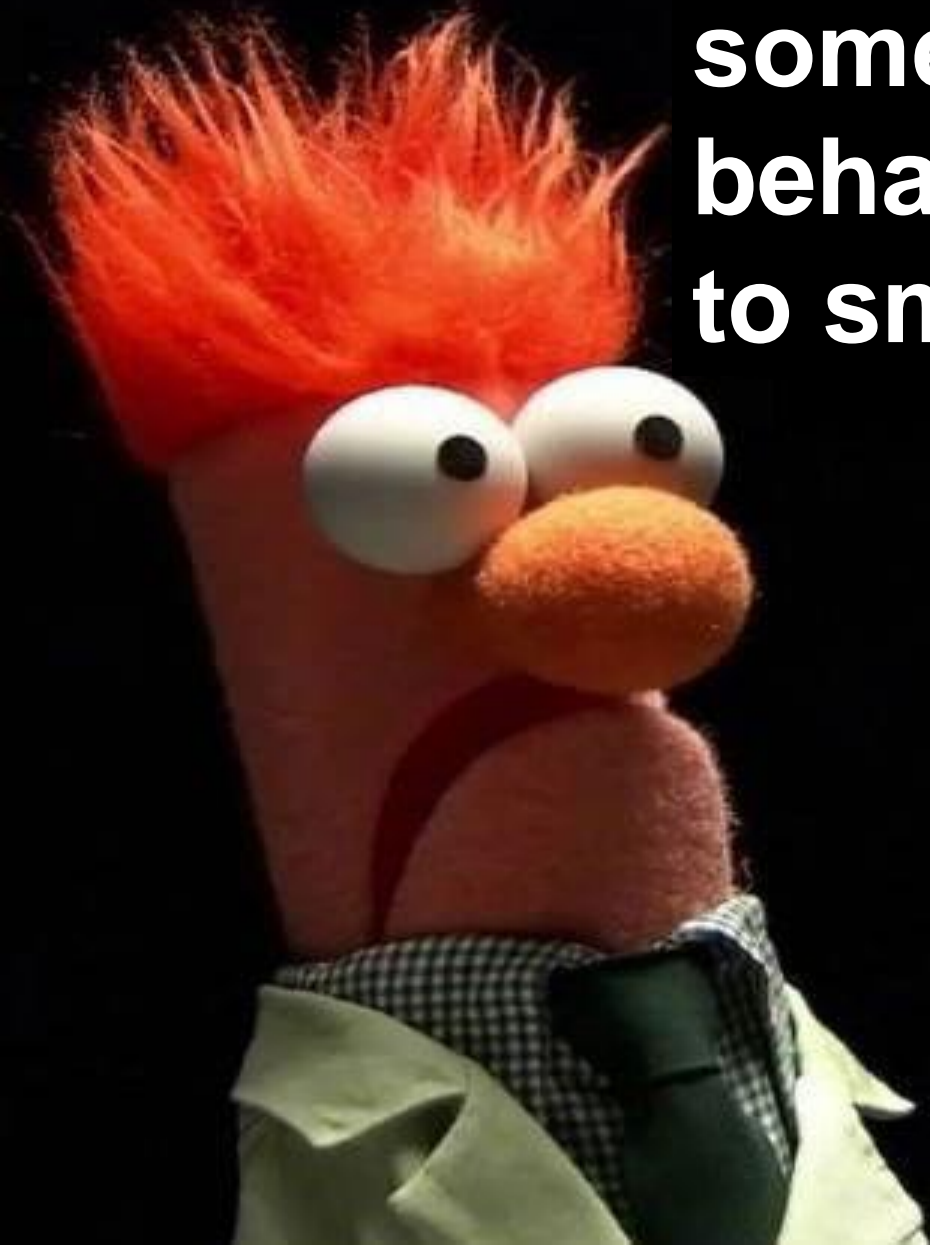


**Trying to understand  
some people's  
behaviour is like trying  
to smell the colour 9**



# Hertfordshire Steps Step On

**A therapeutic approach to behaviour  
at Greenway**

Greenway Primary  
& Nursery School



# 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

# What Steps looks like at Greenway

- Ethos – *‘the child is at the centre of everything we do’*
- Policy – New Behaviour Policy incorporating the therapeutic approach. This is not a new approach to us but the policy has been changed to reflect our development in practice
- Priorities – to understand what is underneath the behaviour. Spending time to unpick what is happening for the child – *‘all behaviour is a form of communication’*
- Parental Engagement - shared understanding and approach for your children

# Therapeutic

Steps defines therapeutic as:

An approach to behaviour that  
**prioritises** the pro-social  
**experiences and feelings** of  
everyone within the dynamic.

# Pro-social Definitions: -

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

# Anti-social 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.*

# 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.

A child's behaviour is like an iceberg

What you see

Feeling loved  
Feeling Satisfied  
Feeling confused  
Feeling detached  
Feeling secure  
Feeling sad  
Feeling angry  
Feeling connected  
Feeling joyful

Am I safe?  
Am I loved?  
Am i capable?  
Do I belong?  
Am I respected?  
Am I secure?  
Am I included?  
Am I understood?  
Do my thoughts matter?

DO I MATTER?

What is really going on

[www.heavymetalgroup.com.au](http://www.heavymetalgroup.com.au)

# Scenarios

## Choose one!

**KS2 Child A** on the playground interacting with their peers, suddenly screaming/shouting, grabbing coats/hoods angry face, name calling and hitting peers.

What does this tell you?

What might have happened?

**KS2 Child B** is refusing to follow teacher's instruction to do their work.

Head on table, fiddling with pencils, curling up the pages in their book, rocking on their seat.

What does this tell you?

What might have happened?

# Objectives



1. All staff need to know how to **promote pro-social behaviour** and manage anti-social, 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



# Therapeutic continuum

Least  
Therapeutic

Most  
Therapeutic

Unhealthy

Lazy

Healthy

Brave

Warehouse

Greenhouse



"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?

For your punishment,  
write 100 times,  
"I will not waste my time  
on meaningless tasks."



# Discipline definition

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

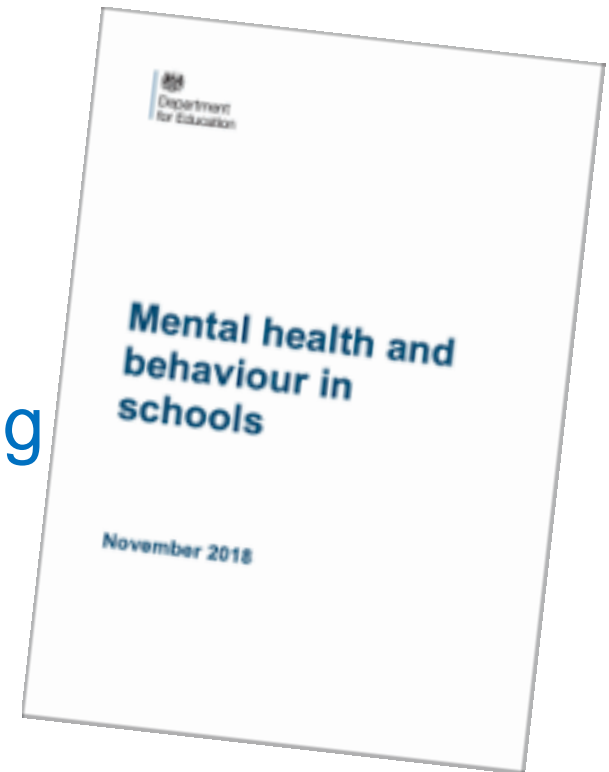
Train oneself to do something in a controlled and habitual way. **(verb)**

# DfE guidance

Mental health and behaviour in schools, March 2016

Transforming children and young mental health provision,  
Green Paper December 2017

Mental health and behaviour in schools, Revised November 2018



# Mental Health and Behaviour in Schools

This advice aims to help support schools, to support pupils whose mental health problems manifest themselves in behaviour.

This advice is for all schools, maintained schools, pupil referral units, maintained nursery schools, academies, free schools, independent schools and alternative provision settings.

This advice is for school leadership, governing bodies, teachers, pastoral leaders, SEN coordinators, mental health leads, designated safeguarding and LAC leads.

# Mental Health and Behaviour in Schools

The approach should involve a structured school environment with clear expectations..... paired with an individualised graduated response when the behaviour issues might be a result of unmet educational, mental health or other needs or vulnerabilities.

As set out in chapter 6 of the SEND 0-25 years code of practice 2015, schools need to be alert to how mental health problems can underpin behaviour issues in order to support pupils effectively.

# 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.

# Discipline

**External discipline** = Controlling behaviour

**Internal discipline** = Teaching behaviour  
(self regulation)

To create change (**greenhouse**) we need to understand, not simply suppress (**warehouse**), 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



**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.

©2010 Kylene Beers

# Why Equity?

- Education is a right, not a privilege
- Behaviour is always a form of 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 to 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?

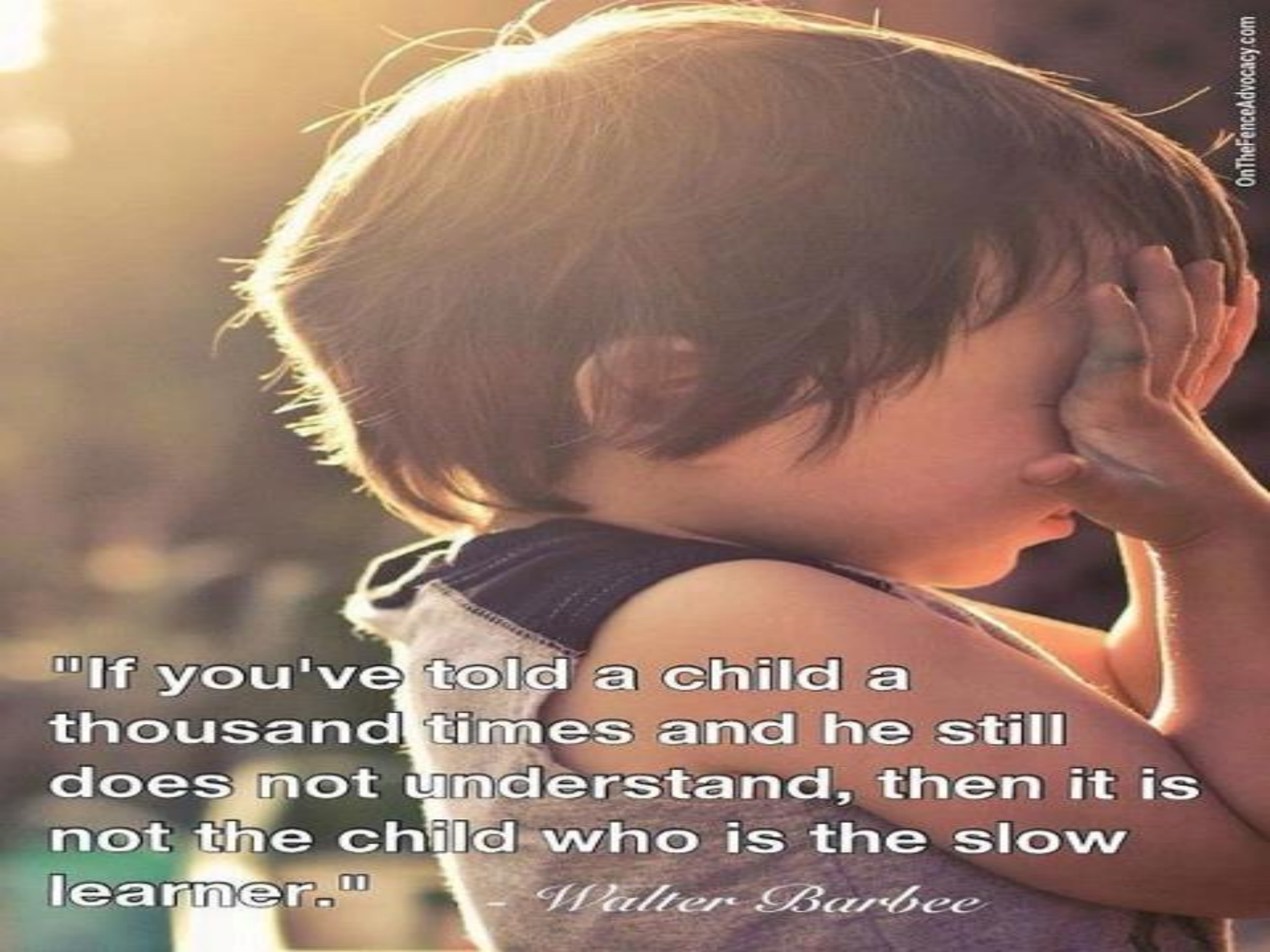
- Some of our children may have insecure attachment.
- Some of our children are looked after or previously looked after
- Some of our children have SEND
- Social and emotional levels of development and maturity in some children often won't match their chronological age. We must bridge these gaps in their 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

# How can we teach behaviour?

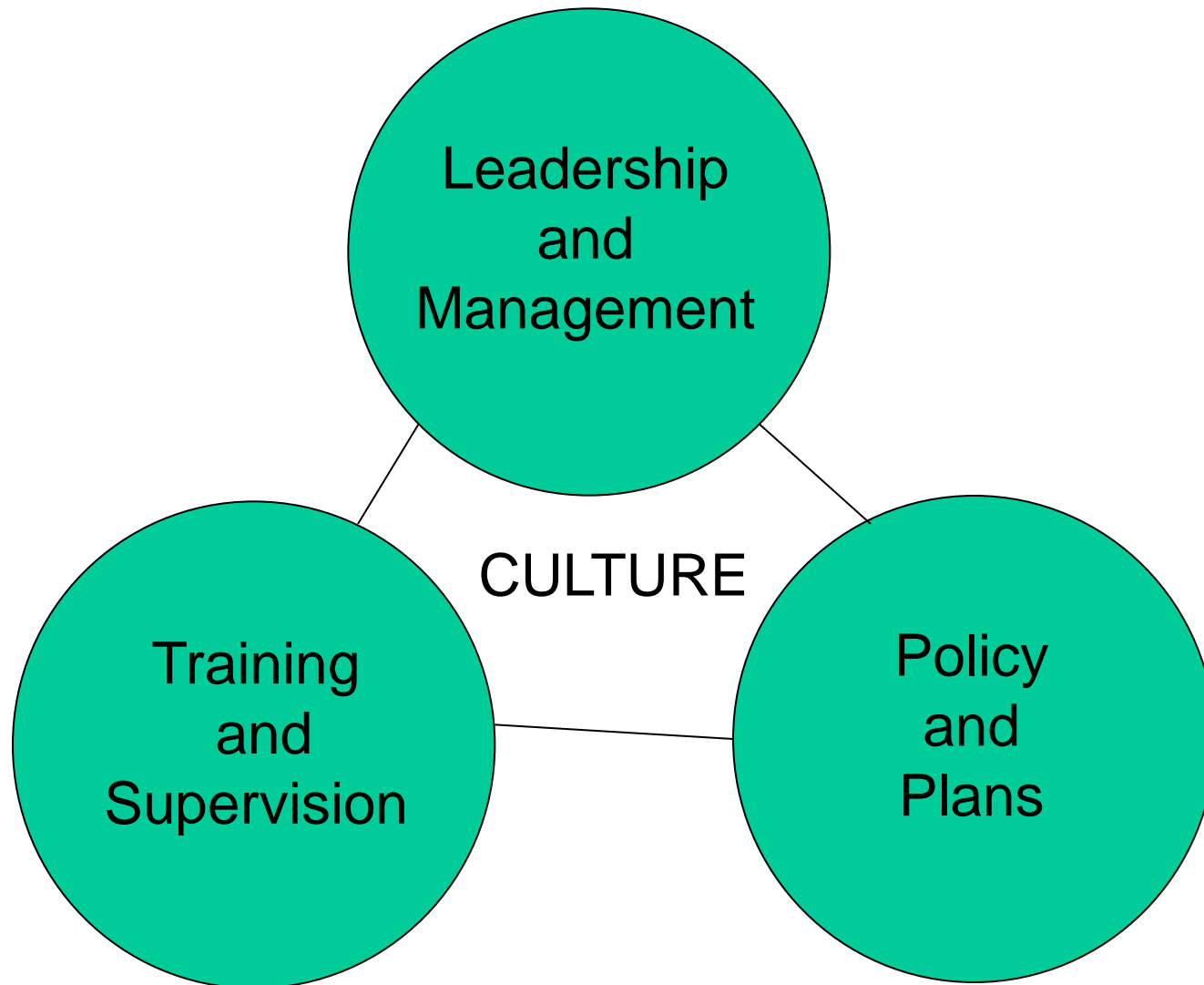
- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Positive reinforcement
- Feedback and recognition
- Comfort and forgiveness



**"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 that we use to  
support your child.**





# Roots and fruits

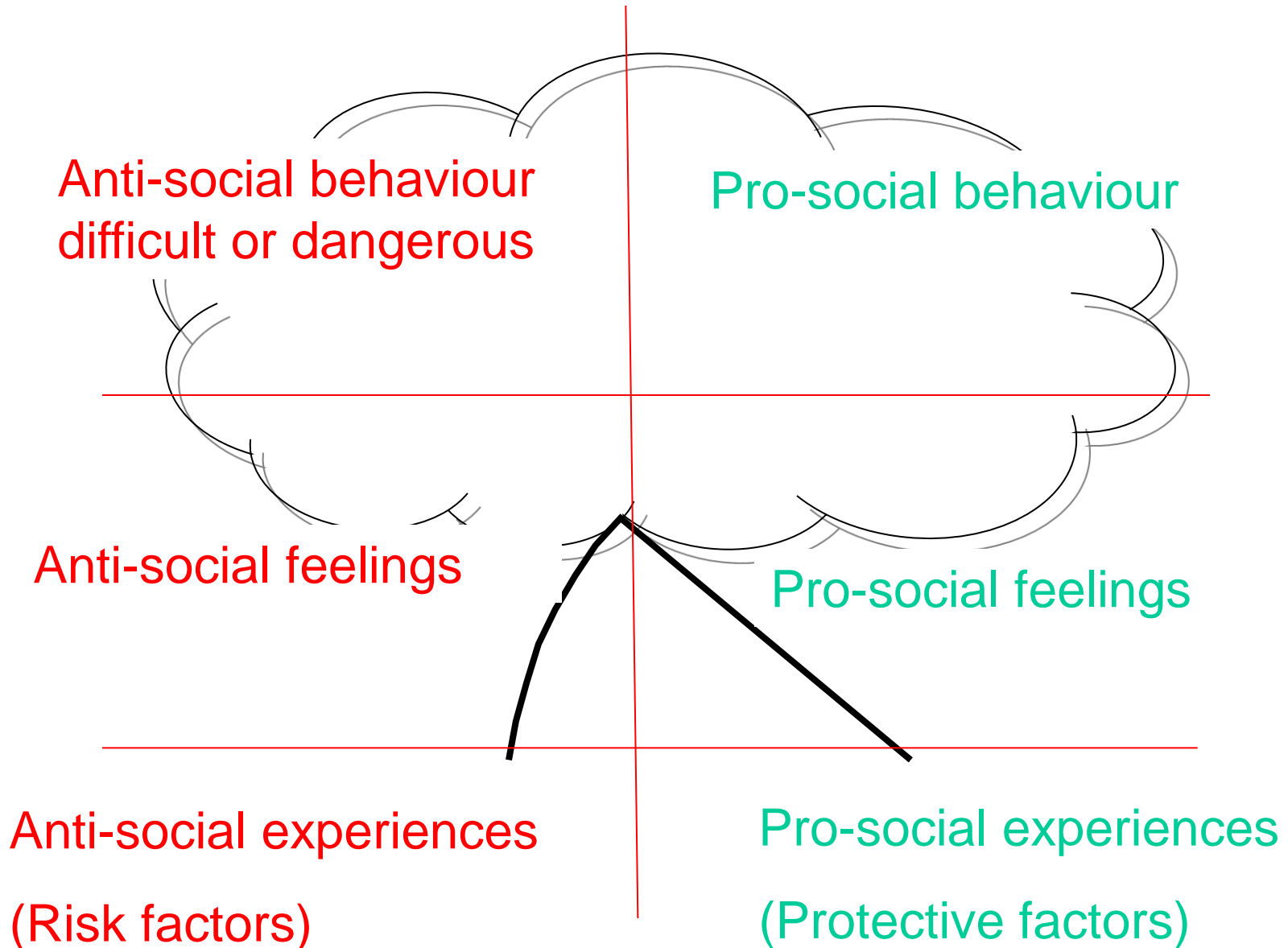
Behaviours

Feelings

Experiences



# Roots and fruits activity



Anti-social behaviour  
difficult or dangerous

Pro-social behaviour

Labelled Blamed Shamed

Ignored Humiliated Targeted

Rejected Unimportant

Isolated Irrelevant Ignored

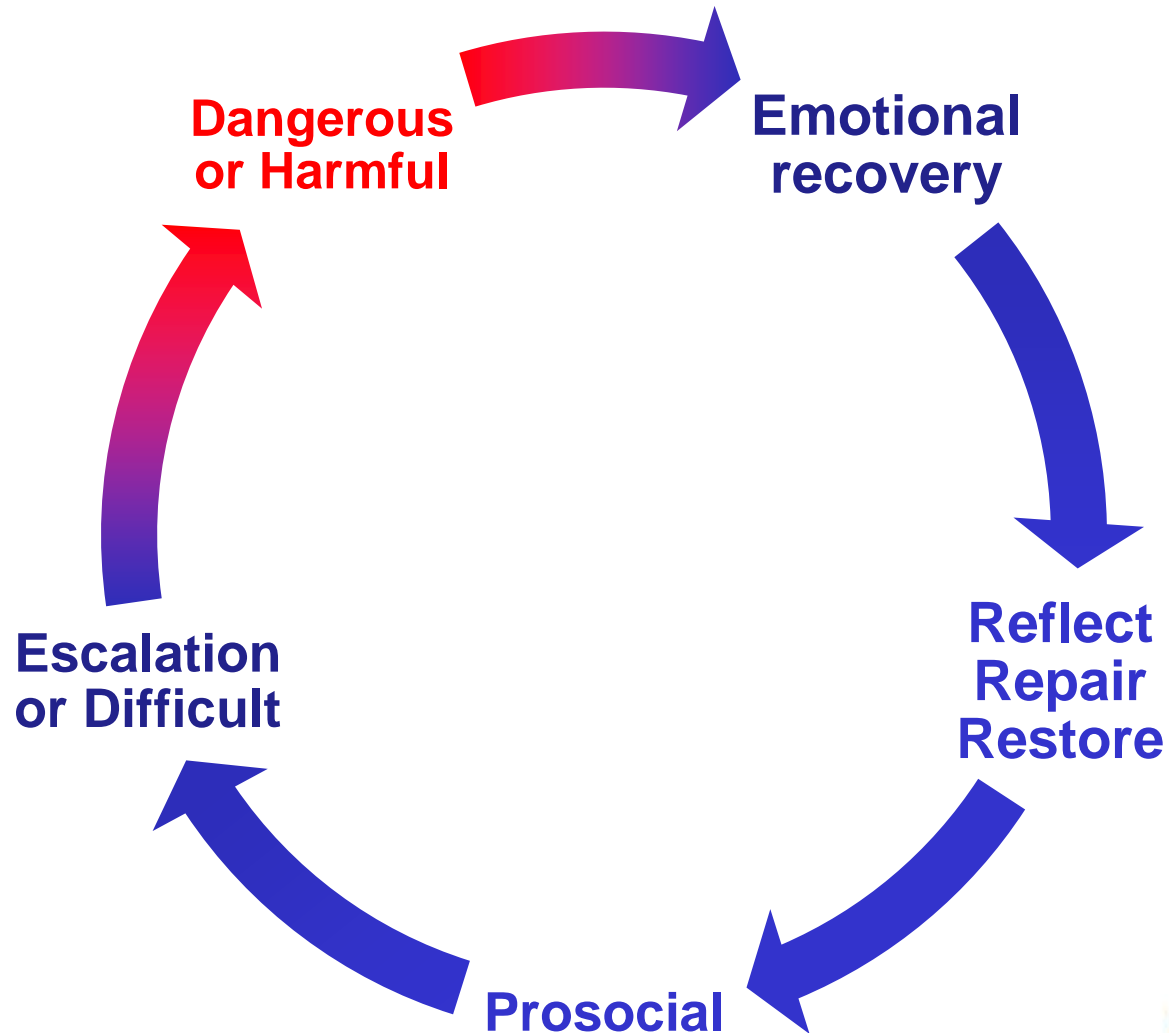
Comfortable Respected  
Included Safe Motivated  
Involved Consulted Rewarded  
Needed Inspired Liked  
Appreciated

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

Pro Social experiences

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

# Planned responses



# 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.



## 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.



## 2. Difficulty Sleeping

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



## 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.

## 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.

## 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.





# The impact of language

# Unhelpful language and actions

What can we **say** that will escalate a situation?

What can we **do** that will escalate a situation?

# Negative phrasing

- Stop being silly
- Be good
- Don't throw the pen
- Stop running
- Don't talk to me like that
- Calm down

# Empowering the behaviour

- Come back here, NOW
- You are not allowed in there
- Get down from there
- Don't you dare swear at me

# Positive phrasing



- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair

# Limited choice



- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?



# Policy and plans

A school's behaviour policy should be the **plan for the majority of children**. In addition some children may require an Individual Risk Management Plan to formalise strategies that differentiate from standard policy.

# Risk reduction plan



Name	DOB	Date	Review Date
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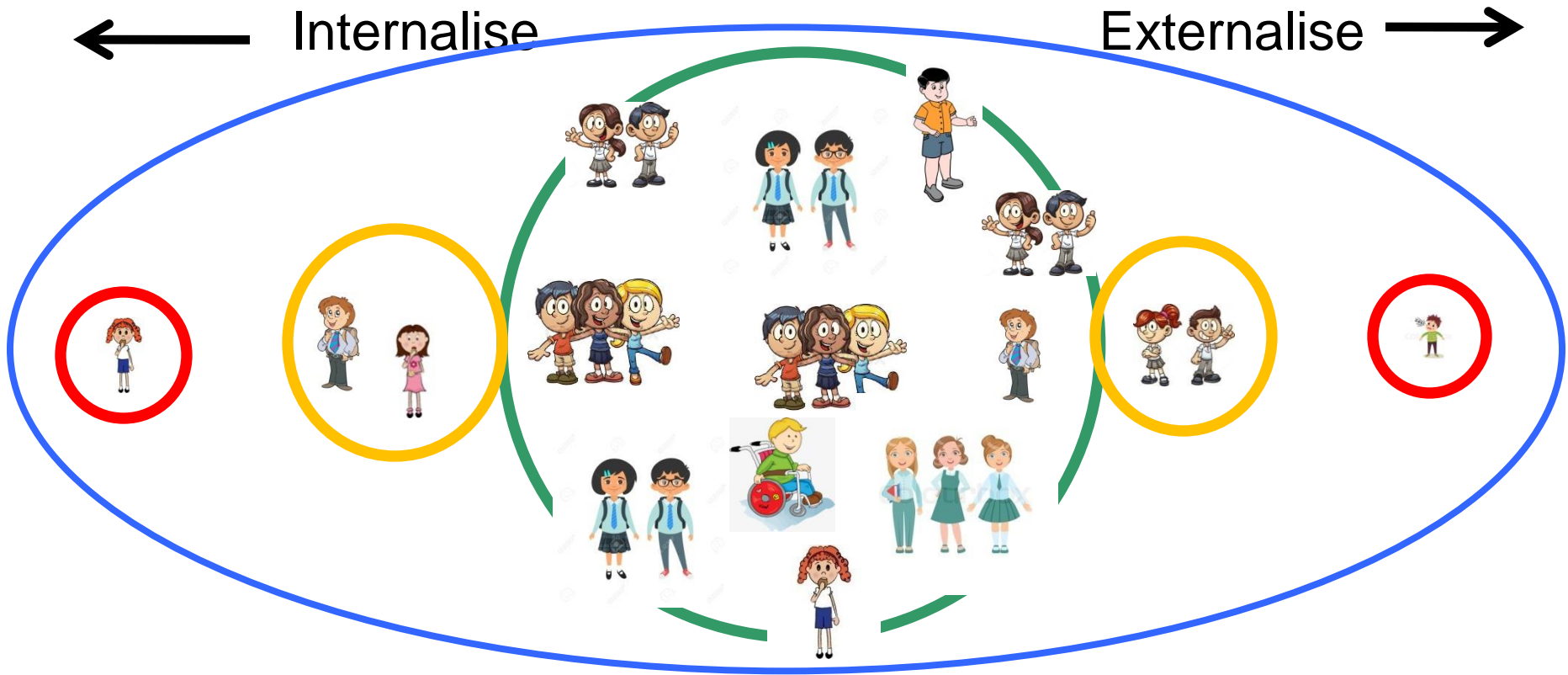
Photo	Differentiated measures.
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Pro social behaviours	Strategies to respond
Anxiety behaviours (DIFFICULT)	Strategies to respond
Crisis behaviours (DANGEROUS)	Strategies to respond

Debrief Notes (reflect, repair and restore)
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# Healthy Inclusion - targeted differentiation





# **Punishment or Consequence**

# Friedrich Nietzsche (1844-1900)

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



## **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
- Differentiated teaching space
- Exclusion

# Educational consequences

- Completing tasks at a different time than others
- Rehearsing and practicing some thing that has gone wrong in order to make it work better
- Assisting with repairs
- Educational opportunities
- Research
- Conversation and exploration

# Positive Physical intervention

# 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 pro-socially 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

# 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?

# What are the 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

**Questions?**

**Feedback and comments  
welcome**

**Identify one thing that you will  
take away from this evening**