

Never underestimate the parent of a child who has special needs. They may appear exhausted & at times overwhelmed, however, they are more than capable, creative, & extremely resilient. They persevere even in the most challenging situations.

These parents truly deserve respect & not judgment, assistance & not attitude, smiles & not sneers.

S. Zajicek - Stages & Ages

A Plea From A Parent With A Child Who Has Special Needs

I need to be listened to without feeling judged.

I sometimes just need to vent.

I need to be understood when I say that I'm physically & emotionally exhausted.

I need a hug.

I often need a nap.

I need a shower without company or screaming.

I need a timeout.

I need to laugh.

I often feel guilty for having these needs.

Most importantly, I need you to know that with all of these "Needs" I never stop loving my child & feel very blessed that s/he's mine.

S. Zajicek - Parents Supporting Parents

Raising a special needs child brings a level of seclusion and exhaustion most people can't understand.

There is always more to the story.

Be kind.

No two stories are the same

Behaviour

Understanding & management
through a therapeutic lens

(including information about Steps)



At the heart of it - Our Ethos and Values

- ∞ Our **vision** is for students who leave us to become: happy, healthy adults who flourish and thrive, be independent and self-advocate. So they are employed, achieve their aspirations and fully immersed in their communities.
- ∞ Which we strive for through our **mission** of “enabling-the-self”
We hope to achieve: providing a safe and nurturing environment, in which students can enjoy learning, achieve their potential and develop the key skills they need to thrive as independent, emotionally and socially confident young adults.

Long-term outcomes

- Around 1100 Tutors trained to deliver Step On
- Around 80 Tutors trained to deliver Step Up
- A county-wide, multi-agency approach
- Sustained 90% reduction in restraint and restrictive physical intervention throughout special education
- 60% reduction in the spread of restraint within special schools and services (less than 2%)

Cambridgeshire Steps

Developing a therapeutic
thinking and trauma informed
approach to positive
behaviour management

- What is therapeutic thinking?
- Why is it important?
- What is Steps?

What is a therapeutic thinking approach?

The therapeutic thinking approach

It is not:

- the 'soft' or 'easy' option
- a permissive approach that ignores children's anti-social behaviour
- behavioural therapy
- giving every child therapy
- 'healing' or 'curing' a child nor is it a quick fix

The therapeutic thinking approach

- It helps each young person to overcome barriers to learning and achieve success
- It uses pro-social language and encourages positive feelings
- It creates opportunities for pro-social behaviours and experiences while eradicating anti-social language, feelings and behaviours
- It considers the impact that ACEs and trauma experiences have on a young person

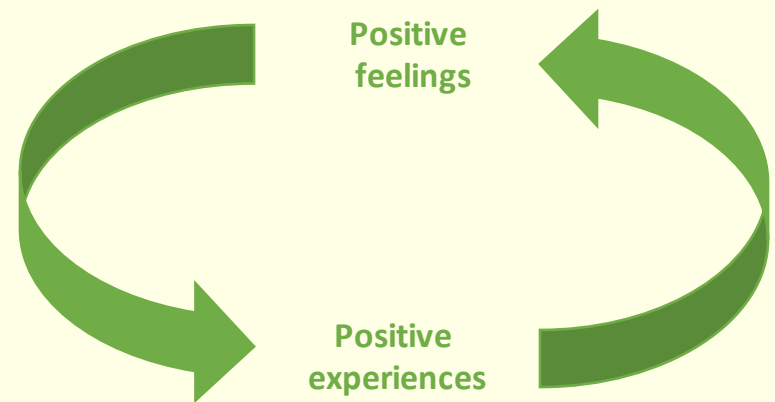
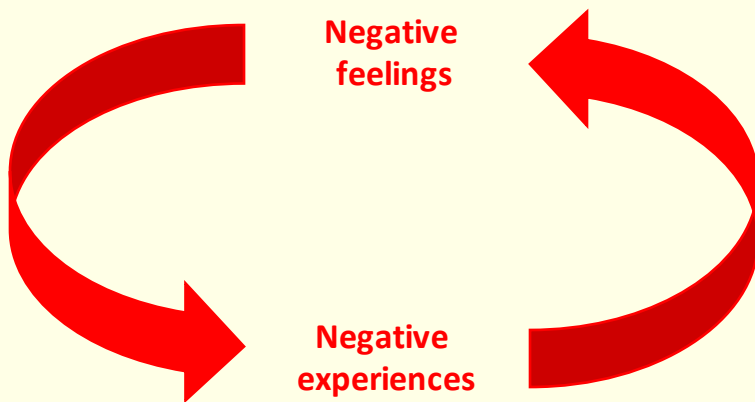
You can't teach
children to behave
better by making them
feel worse. When
children feel better,
they behave better.

-Pam Leo



Simply put ...

It is an approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic.



Consistency of promoting pro-social feelings



BEHAVIOUR: Teach not control

Conscious versus subconscious

Difficult versus dangerous

Consistency of planned and sustained pro-social experiences

Consistency of pro-social behaviour

Teach behaviour rather than control or suppress it



Equity versus Equality



Consequence versus punishment

A Voice for the Child

Children are not the people of tomorrow, but are the people of today.

They have a right to be taken seriously, and to be treated with tenderness and respect.

They should be allowed to grow into whoever they are meant to be.

'The unknown person' inside each of them is our hope for the future.

Janusz Korczak (1879 -1942)





Pen Hover Moment!

Deprivation

Poverty, LAC, EAL, SEN, poor housing, unemployment?

Privilege

Private education, large house, holidays?

Therapeutic deprivation

Feeling isolated, powerless, burdened, judged, rejected

Therapeutically privileged

Feeling safe, loved, inspired, motivated, considered

What is Steps?

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.

The Steps ethos

Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

EYFS September 2014

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

Positive impact of Steps

Primary School, Wisbech

‘Step On training has made staff more knowledgeable about the communication behind children's behaviour, which has changed the way that staff respond to children. This has strengthened relationships and reduced conflict. We have been able to support a child who was at risk of exclusion to stay in school through using the Steps approach.’

Positive impact of Steps

Primary School, East Cambridgeshire

‘Training in Steps has supported staff to have a deeper understanding of therapeutic approaches to managing behaviour and within a whole school approach. The tools within Steps such as anxiety mapping has supported staff to meet the needs of children more effectively.’

Positive impact of Steps

Secondary School, Cambridgeshire

‘We have rewritten our behaviour policy to reflect the therapeutic approach to behaviour, and the understanding of behaviour underpins the school’s commitment to authentic care. Below are our fixed-term exclusion figures since implementing the Steps approach:

2017/2018: 85

2018/2019: 27

2019/2020: 15

We continue to develop our behaviour policy and approach to understanding behaviour, with the majority of the work now being able to focus on preventative and early intervention, rather than fire-fighting.’

Positive impact of Steps

Special School, Cambridgeshire

‘The introduction of Steps at our school has had a significant impact upon the number of incidents of physical intervention at school. Prior to introducing Steps the average number of restraints per week was 8 and now it has reduced to 0.3. Along with the Steps approach we have introduced some more therapeutic approaches to behaviour like using PACE language and restorative approaches to behaviour. We have two trained ELSA practitioners who support students in classes and individually with students. All of these combined efforts has meant a more pupil centred approach at our school.’

Positive impact of Steps

Special School, Cambridgeshire

‘Steps has really transformed our school. We are looking at difficult and dangerous behaviour through more empathetic eyes and incidents of these behaviours have reduced as a result. Staff are able to use the Steps tools to analyse patterns and causes of behaviours and our reactions are more consistent, fairer and reduce rather than create flash-points.

I would recommend Steps to any school – we are a Special School, but Steps would work equally as well in a mainstream Primary or Secondary setting, AP or PRU.’

A Steps ethos and culture

- Create positive feelings
- Respectful relationships
- Equity not equality
- Consequences not punishments
- Consistency not rigidity

Behaviour Definitions

- Anything a person says or does, which is everything we see or hear
- How you act or conduct yourself, especially towards others.
- Everything from the most pro-social to the most extreme anti-social.

Dictionary definition



Pro-social Definitions

- Behaviour which is positive and helpful and intended to promote social acceptance
- Characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society



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
- Behaviour that is contrary to the laws and customs of society

Difficult Behaviour

- Behaviour that is anti-social, but not dangerous.

Dangerous Behaviour

- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

But in addition to pro-social and anti-social we also need to be aware of

**Subconscious Behaviour
and
Conscious Behaviour**

Subconscious behaviour
unable to moderate or self-regulate
or
Conscious behaviour
unwilling to moderate
or self-regulate

Subconscious behaviour

Dynamic acts upon the child:

My world overwhelms me

I am unable to process or manage my feelings

I can not cope on my own

Conscious behaviour

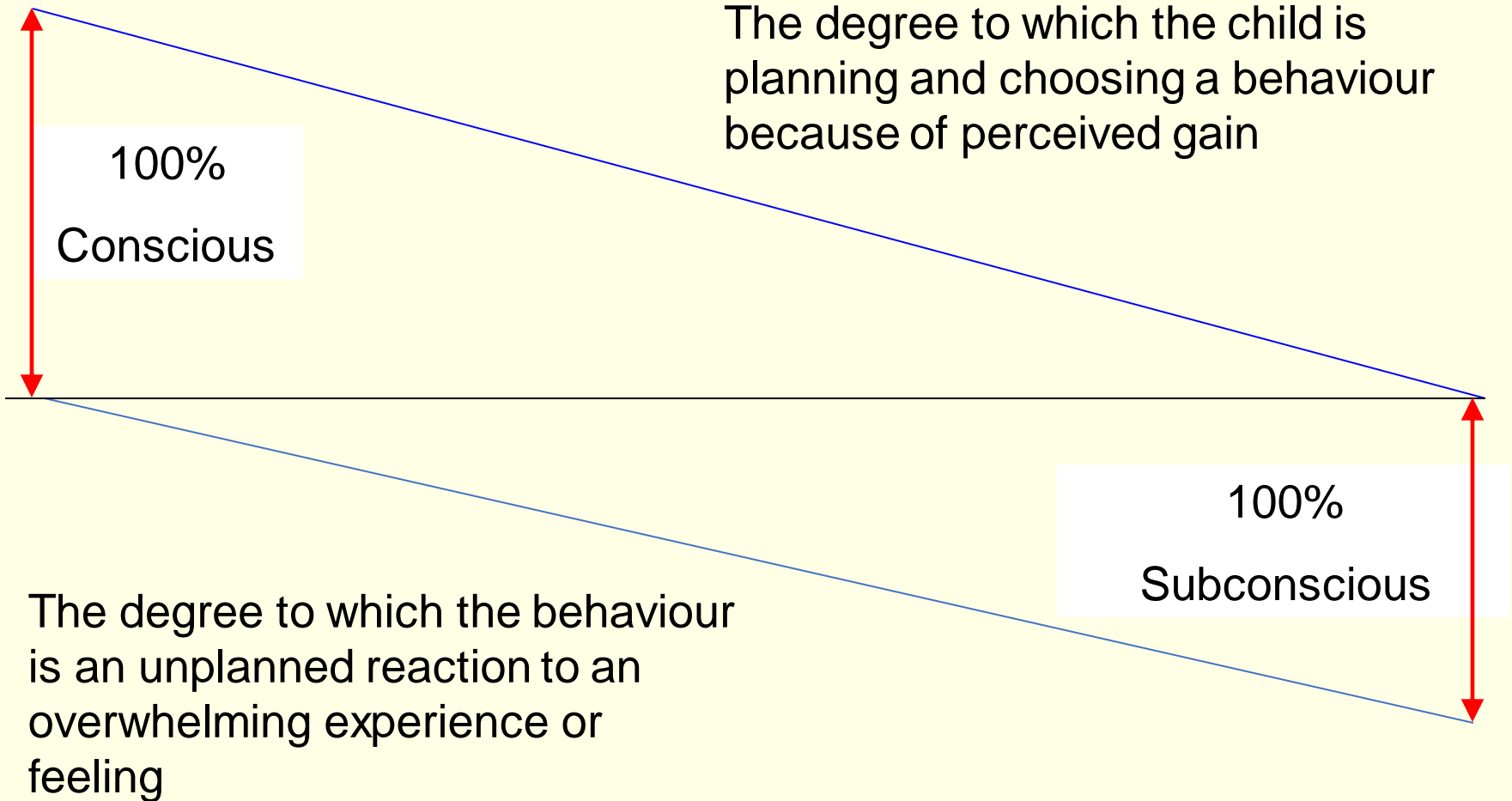
Child acts upon the dynamic:

You can not stop me

I can justify my behaviour

I trust my belief over your assertion

Conscious and subconscious



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.



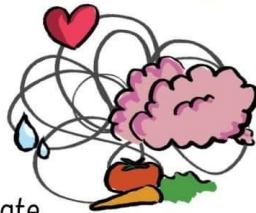
2. Difficulty Sleeping

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.



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.



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.



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.



7. Negativity

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

Language Activity

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- De-escalating scripts

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

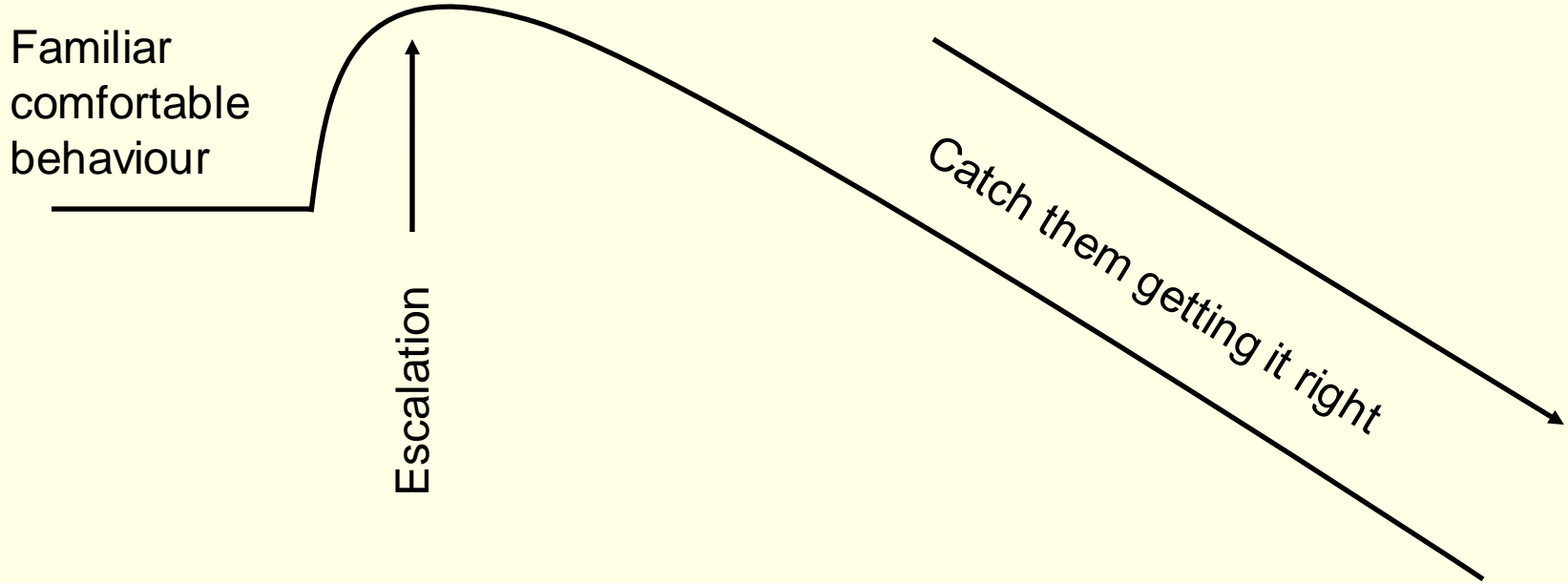
- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Disempowering The Behaviour

- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready
- We will carry on when you are ready

Riding The Wave

Maximum internalised limit



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...

Internal Discipline And External Discipline

Discipline Definition

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

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

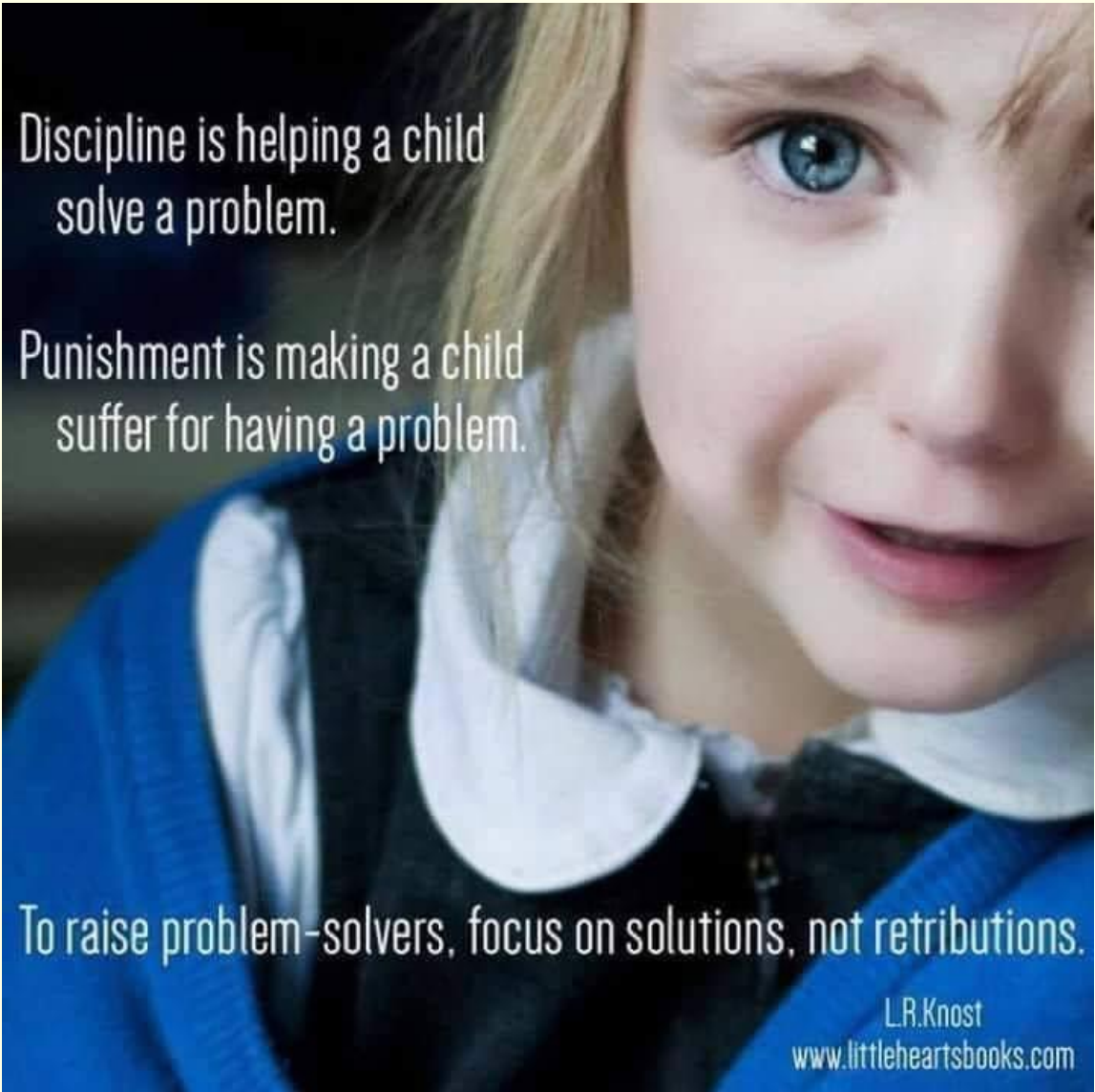
Discipline

External discipline is controlling behaviour

Internal discipline is teaching behaviour

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

(Internal discipline is sometimes referred to as self-regulation particularly within EYFS)



Discipline is helping a child
solve a problem.

Punishment is making a child
suffer for having a problem.

To raise problem-solvers, focus on solutions, not retributions.

L.R.Knost
www.littleheartsbooks.com

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



How Can We Use External Discipline ?

- Dominating and imposing
- Demanding obedience
- Punishing
- Bribery
- Taking opportunities and resources away
- By shaming, belittling, embarrassing, humiliating
- Exclusion

How Can We Create Internal Discipline?

- Relationships
- Role modelling
- Consistency
- Routines
- Prioritising pro-social behaviour
- Planning alternatives to anti-social behaviour
- Reward and positive reinforcement
- Feedback and recognition
- Comfort and forgiveness

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



Punishment

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

Friedrich Nietzsche (1844-1900)

So what about discipline?

- Discipline and punishment are not synonyms.

- Do we want this



or this



?

- If we can accept that punishment doesn't change the behaviour and that logical consequences can be put in place to enable the teaching of new behaviours, then how can we affect change?
- To create change, we need to understand not simply suppress the behaviour

autism

WWW.AUTISMAWARENESSSHOP.ORG

If you've told a
child a thousand
times and he
still doesn't
understand,
then it is not
the child who
is a slow learner.

~Walter Barbee



External and internal discipline

External discipline = controlling behaviour

External discipline is imposed by staff through rules, punishment, bribery and suppression and will only achieve a short-term change in behaviour.

Internal discipline = teaching behaviour

Working with student's experiences and feelings creates an **internal discipline**. This results in long-term change.

(Internal discipline is sometimes referred to as self regulation particularly within EYFS)

Consequence

The effect, result or outcome of something occurring earlier. A conclusion reached via reasoning.

Dictionary definition

Positive consequences will increase the frequency of positive behaviour. If you only give negative consequences or punishments, you run the risk of becoming a negative consequence yourself.

Consequences

- A conclusion derived through logic
- Something that logically or naturally follows from an action



Pen Hover Moment!

If you can logically insert the word **OBVIOUSLY** you probably have a consequence

If you can not logically insert the word **OBVIOUSLY** you almost certainly have a punishment or sanction

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
- Restricted off site activities
- Differentiated teaching space
- Exclusion

Educational consequences

- Completing tasks
- Rehearsing and practicing
- Assisting with repairs or the planning for repairs
- Educational opportunities
- Research the real-world implications
- Conversation and exploration

Why is a therapeutic thinking approach important?

A therapeutic thinking approach

- More positive experiences mean happier children
- Happier children means fewer behaviour issues
- Fewer behaviour issues means improved learning opportunities
- Improved learning opportunities means improved results

A non-therapeutic thinking approach

- A rigid behaviour policy without differentiation means all children are treated equally regardless of differences creating negative feelings in some
- Absenteeism issues
- Exclusions (fixed term and permanent)
- Self-perpetuating destructive cycle
- Potential negative life outcomes for pupils

Anger and so called negative emotions have a really important place in adult life

- Passive Anger: This is an anger that doesn't express itself as anger. ...
- Volatile Anger: ...
- Fear-Based Anger: ...
- Frustration-Based Anger: ...
- Pain-Based Anger: ...
- Chronic Anger: ...
- Manipulative Anger: ...
- Overwhelmed Anger:



Bullying

What is it and how is it managed through a therapeutic lens



bully¹

/'buli/

verb

gerund or present participle: **bullying**

seek to harm, intimidate, or coerce (someone perceived as vulnerable).

"her 11- year-old son has been constantly bullied at school"

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying is defined as **persistent, deliberate attempts to hurt or humiliate someone**. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of bullying. Bullying is repetitive, meaning either that an individual conducts the same pattern of bullying behaviour towards different children or that one or more children are targeted to bear the brunt of repeated bullying behaviour from an individual or a group.

Bullying

What is it and how is it managed through a therapeutic lens

The Cavendish School is completely opposed to bullying and will not tolerate it. Bullying is entirely contrary to the ethos, values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Bullying in any form is unacceptable. It can occur in any school institution, even the most caring and is always unacceptable and will be dealt with. The Cavendish School (TCS) is strongly committed to ensuring that bullying does not take place, however we understand that bullying does happen and therefore we are dedicated to dealing with any bullying that takes place effectively.






What our staff will do

- All staff will:
 - ∞ Treat each other respectfully
 - ∞ Foster in our students' self-esteem, self-respect and respect for others
 - ∞ Demonstrate by example the high standards of personal and social behaviour we expect of our students.
 - ∞ Be alert to signs of distress and other possible indications of bullying.
 - ∞ Listen to children who have been bullied, take what they say seriously and act to support and protect them.
 - ∞ Report suspected cases of bullying to appropriate class teacher or Assistant Headteacher of phase.




What we ask of parents

- We ask our parents to support their children and the school by:
 - ∞ Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
 - ∞ Taking appropriate responsibility for the use and misuse of technology, including social media
 - ∞ Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
 - ∞ Advising their children not to retaliate violently to any forms of bullying.
 - ∞ Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken; whilst helping to foster confidence, assertiveness and negotiation skills to deal with unkind behaviour
 - ∞ Informing the school of any suspected bullying, even if their children are not involved;
 - ∞ Co-operating with the school, if their children are accused of bullying, trying to ascertain the truth.
 - ∞ Speaking respectfully when talking to all members of school staff and other parents
 - ∞ *Support each other, we have all been on similar difficult journeys to arrive at TCS*



Management through a therapeutic lens


- The aims must always be:
 - 1. To stop the bullying
 - 2. To support the victim
 - 3. To change the behaviour of the person bullying
 - 4. To bring some form of reconciliation between the offender and victim



Management through a therapeutic lens

We support the victims in the following ways:

- ∞ By offering them an immediate opportunity to talk about the experience with the students and an appropriate member of staff
- ∞ Informing the victims' parents
- ∞ By offering continuing support when they feel they need it
- ∞ By taking steps described below to prevent more bullying



Management through a therapeutic lens

We also use consequences and try to help the person bullying in the following ways:

TCS understands that it is often the case that a perpetrator of bullying is a victim in other ways and that the bullying behaviours is often a symptom of an underlying issue.

- ∞ By talking about what happened, to discover why they became involved
- ∞ Informing the parents of the offending behaviour
- ∞ By continuing to work with the offending student in order to correct their bullying activities and attitudes
- ∞ By taking steps described below to prevent more bullying
- ∞ By working with students to achieve restorative justice
- ∞ Working proactively through discussions, observation and in conjunction with the safeguarding teams to identify and monitor for any underlying causes
- ∞ Assessments where appropriate from the therapeutic team to discover any causes for these behaviours



Steps for a student involved in bullying:

- ∞ They will be warned officially to stop offending and appropriate consequences will be given, depending on the individual circumstances
- ∞ The parents of the offending student will be informed
- ∞ If they do not stop bullying they may be isolated within School during break and lunchtime or excluded for a fixed period
- ∞ If they then carry on despite intervention work to support understanding of the consequences of their actions, then they will be recommended for a longer fixed period of exclusion
- ∞ As with any persistent poor behaviour, an escalating scale of support and consequences will be used
- ∞ Issues involving bullying will be logged and these logs will be reviewed to check for patterns and trends

We do log all individual incidents as well, this is so that we can spot trends in behaviours which may identify discreet bullying

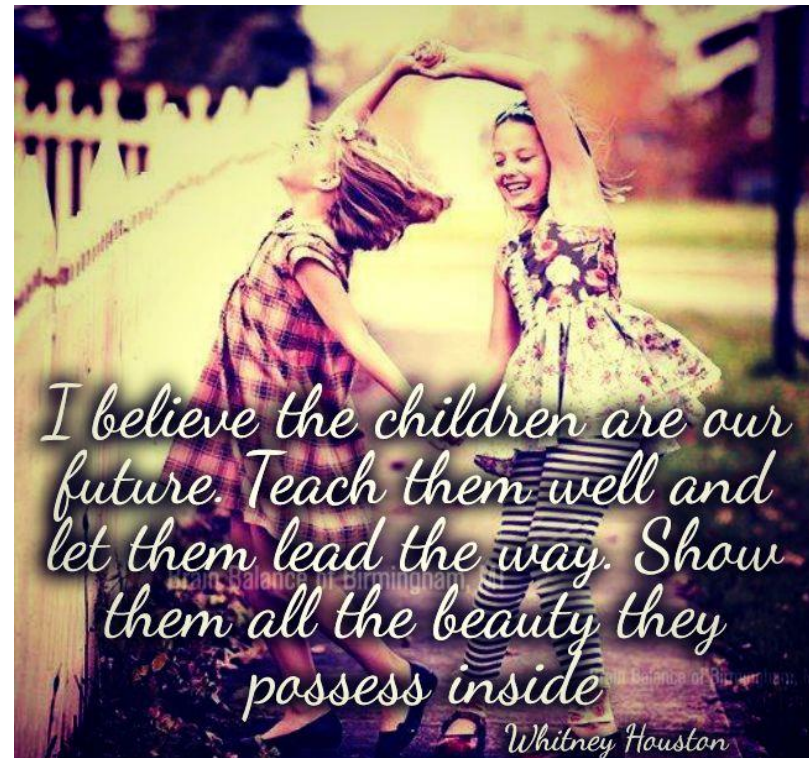
Our Values

Ultimately we need to work together as a community to support each other positively within these same values.



We all need to model all of these behaviours and use this vocabulary if we truly want our children to generalise the lesson of values beyond the walls of the classroom.

I want all of our children to succeed!



“

To effectively communicate,
we must realize that we are
all different in the way we
perceive the world and use
this understanding as a guide
to our communication with
others.

TONY ROBBINS

Remember it is not a quick fix, but a
journey together.

Any
Questions?

Communication, Communication, Communication