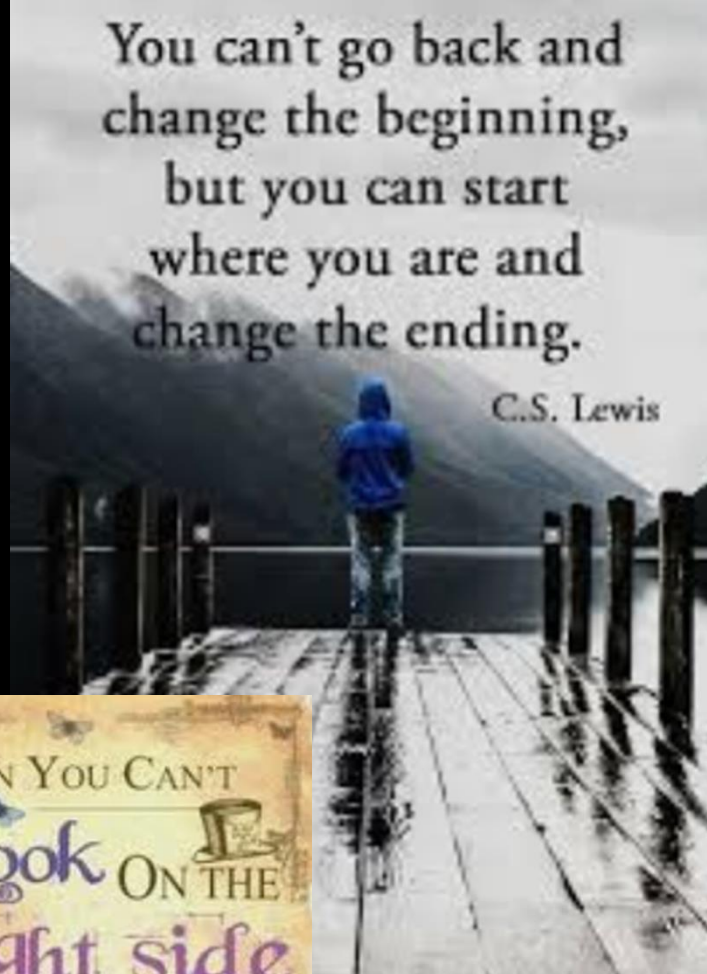




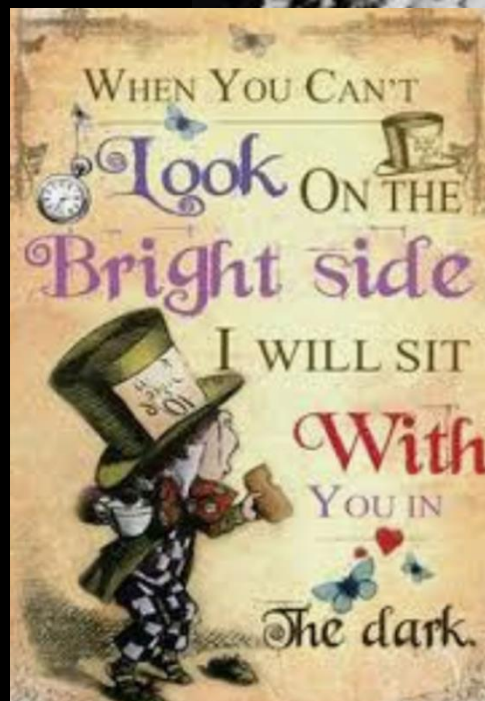
“When a flower doesn’t bloom,
you fix the environment
in which it grows.
Not the flower.”

- ALEXANDER DEN HEIJER



You can't go back and
change the beginning,
but you can start
where you are and
change the ending.

C.S. Lewis



Be kind.

FOR EVERYONE YOU MEET
IS FIGHTING A HARD BATTLE.

—Ian Maclaren—



How people treat
other people is a
direct reflection of
how they feel about
themselves.

**“You can’t teach
children to behave
better by making
them feel worse.
When children feel
better, they behave
better.”**

- Pam Leo



My behaviour is a
reflection of how I am



Therapeutic Approach to Behaviour Management



October 2019

Background information

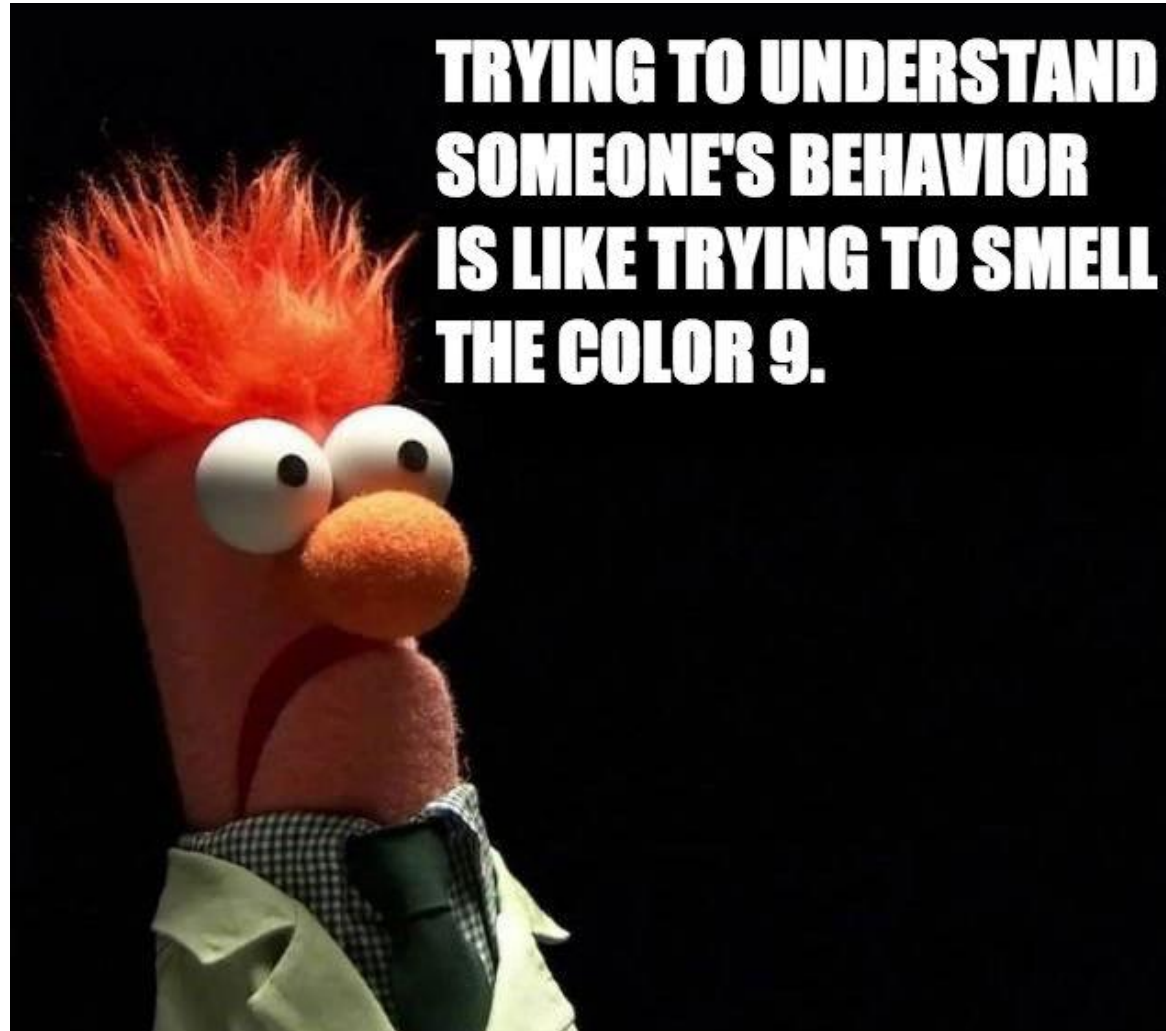
- Project has been launched over all Reading schools for a borough-wide approach to behaviour management (like in Hertfordshire, where it originated). Estimated to take 3 years to embed.
- Project leads:
 - Angie Wadham
 - Alice Boon
 - Dr Deb Hunter

Why was a change of approach needed?

- 38 Reading pupils were permanently excluded last year (6 of whom are younger than 11 years of age)
- 130% rise in fixed term SEND exclusions in 2017-18
- In UK, 35 children are excluded every day (1% of which will get 5 GCSEs)
- 78% of exclusions are boys = school is not inspiring them
- Our own 'Red Lunch' cycle!

Can we always understand behaviour?

Can we always understand behaviour?



What does the National Curriculum say?

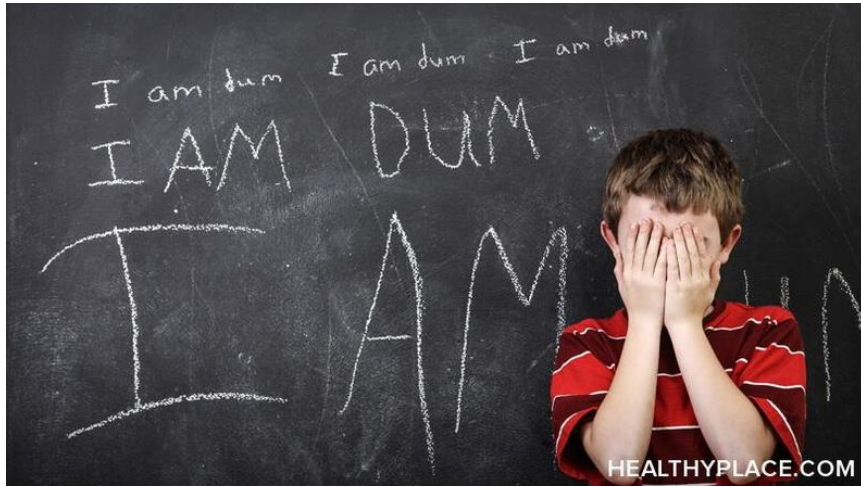
Children and young people should value themselves, their families, and other relationships, the wider groups to which they belong, the division in society and the environment in which they live.

What does the National Curriculum say?

Children and young people should value themselves, their families, and other relationships, the wider groups to which they belong, the division in society and the environment in which they live.

We need to create learners first and then teach the National Curriculum.

Do you know any children like this?



Low self esteem children will be

1. Anxious and frustrated easily when encountering life's challenges and difficulties
2. Isolated, withdrawn and passive.
3. Easily depressed for no apparent reasons.
4. Finding difficulty in solving problems, especially issues relating to interpersonal skills.



CHILDREN WITH LOW ESTEEM

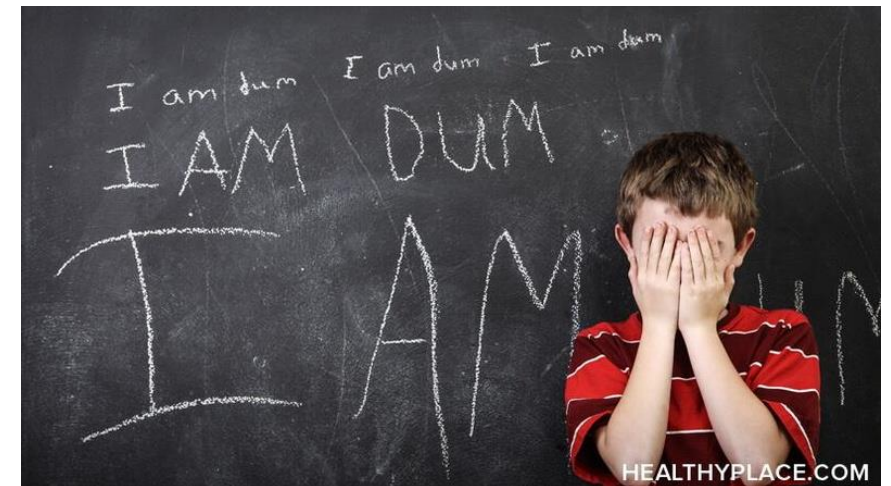
- Are critical of themselves
- Become withdrawn
- Are disappointed in themselves
- Get frustrated
- Give up easily
- Don't want to try new things
- Use negative self-talk



What could you do about it?

1. Step back

Learn to step back and let your child take risks, make choices, solve problems and stick with what they start.

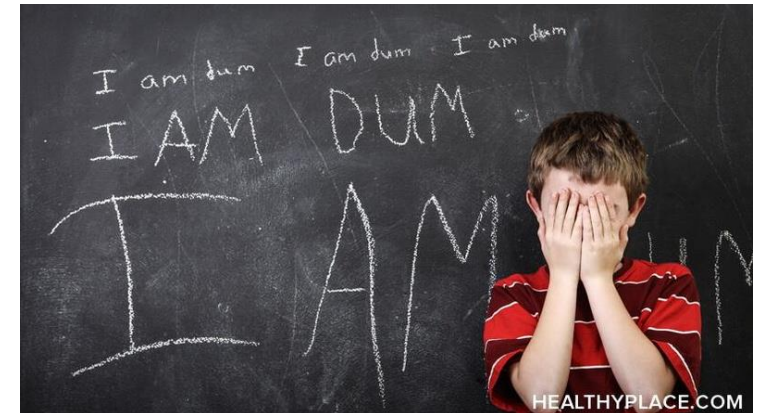


What could you do about it?

2. Over-praising kids does more harm than good

If you keep telling your child she is already doing a fantastic job, you're saying she no longer needs to push herself. Confidence comes from doing, from trying and failing and trying again—from practise.

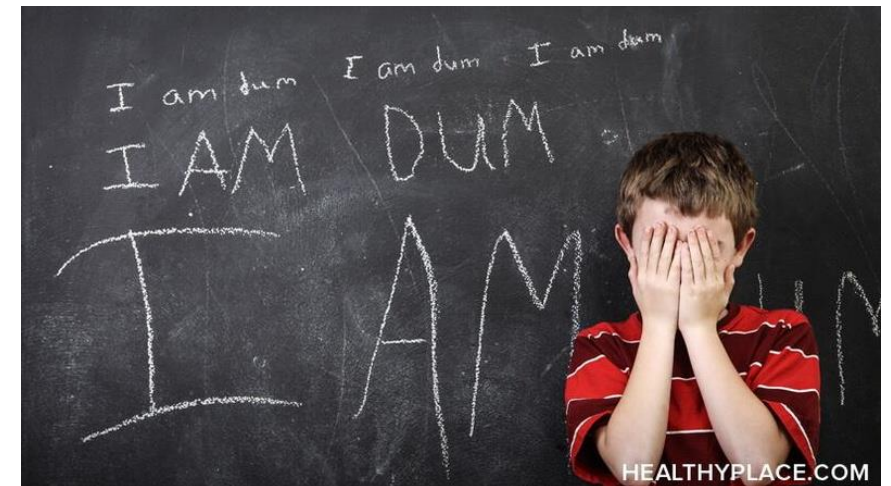
Make sure praise is appropriate i.e. specific and earned.



What could you do about it?

3. Let your child take healthy risks

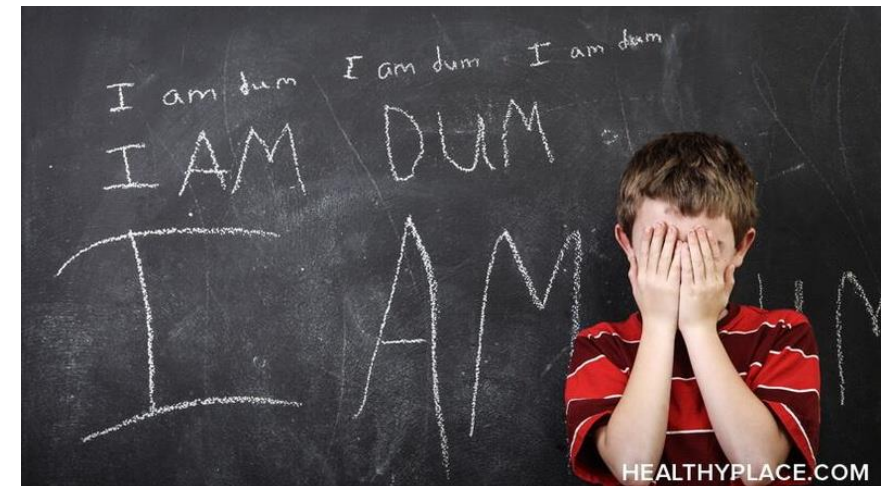
To build confidence in the world, children have to take chances, make choices and take responsibility for them. Some parents try to rescue their children from failure all the time.



What could you do about it?

4. Let kids make their own choices

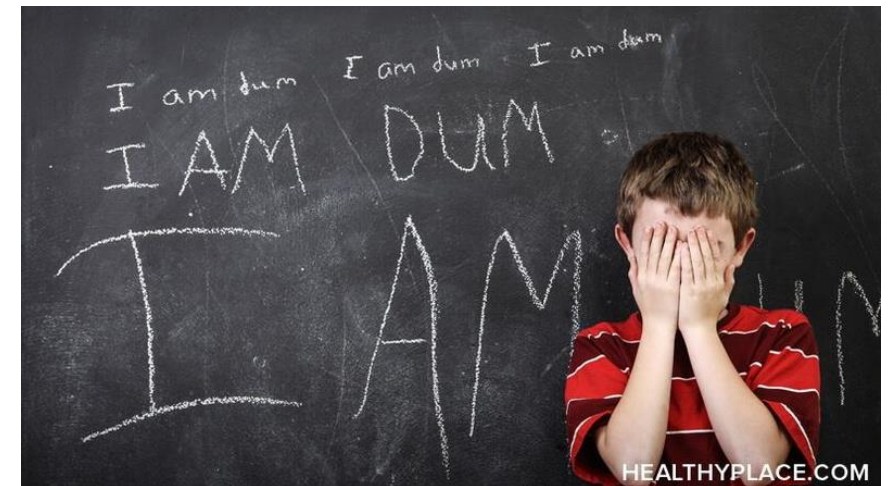
When children make their own age-appropriate choices, they feel more powerful – even children as young as two can start considering the consequences of their decisions e.g. refusal to wear a coat in winter.



What could you do about it?

5. Let them help around the house

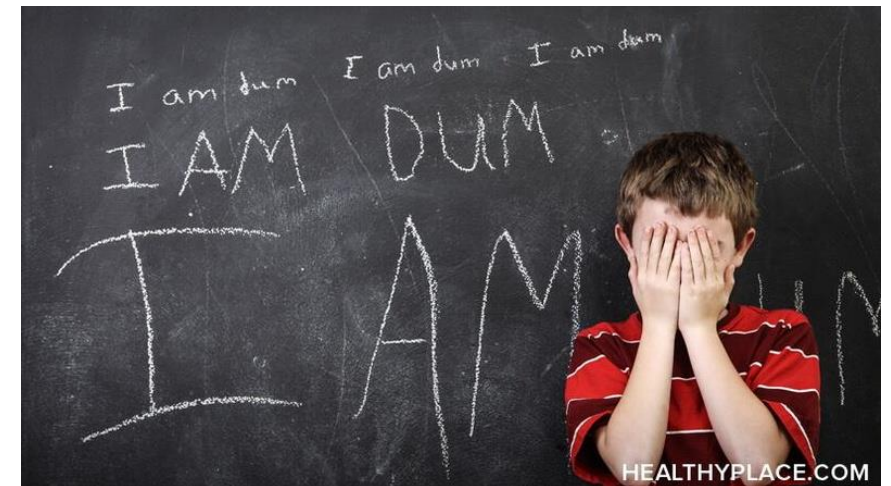
In building self-esteem, children need opportunities to demonstrate their competence and feel that their contribution is valuable. At home, that could mean asking them, even when they're young, to help with cooking, setting the table and making beds.



What could you do about it?

6. Encourage them to pursue their interests (fully)

Boost confidence by encouraging children to take on tasks they show interest in, then make sure they follow through to completion.

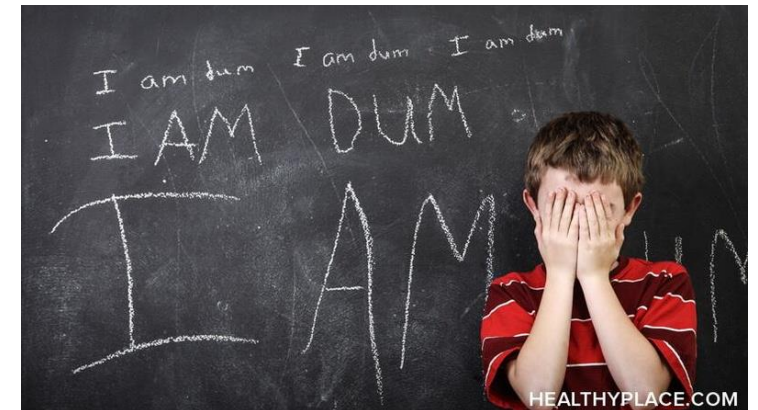


What could you do about it?

7. What to do when children struggle or fail

Struggles and failure are actually a golden opportunity to help build a child's self-esteem.

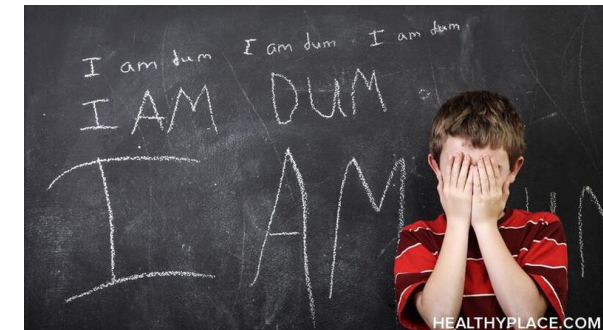
- Make it clear you love them even when they fail or make bad decisions
- Make sure goals are within reach and at the right ability level



What could you do about it?

DEVELOPING A **GROWTH MINDSET**

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



PARENT'S GUIDE TO A GROWTH MINDSET

Big Life Journal


www.biglifejournal.com

PRAISE

FOR:
EFFORT
STRATEGIES
PROGRESS
HARD WORK
PERSISTENCE
RISING TO A CHALLENGE
LEARNING FROM A MISTAKE

NOT FOR:
BEING SMART
BORN GIFTED
TALENT
FIXED ABILITIES
NOT MAKING MISTAKES


SAY:
"YOU TRIED VERY HARD AND
YOU USED THE RIGHT
STRATEGY!"
"WHAT A CREATIVE WAY TO
SOLVE THAT PROBLEM."

 **THE POWER OF "NOT YET"**
SAY:
"YOU CAN'T DO IT YET."
"YOU DON'T KNOW IT YET."
"BUT IF YOU LEARN AND PRACTICE, YOU WILL!"

GROWTH MINDSET
**YOU CAN
GROW YOUR
INTELLIGENCE**


VS

FIXED MINDSET
**YOU CAN'T
IMPROVE
NATURAL ABILITIES
YOU WERE
BORN WITH**

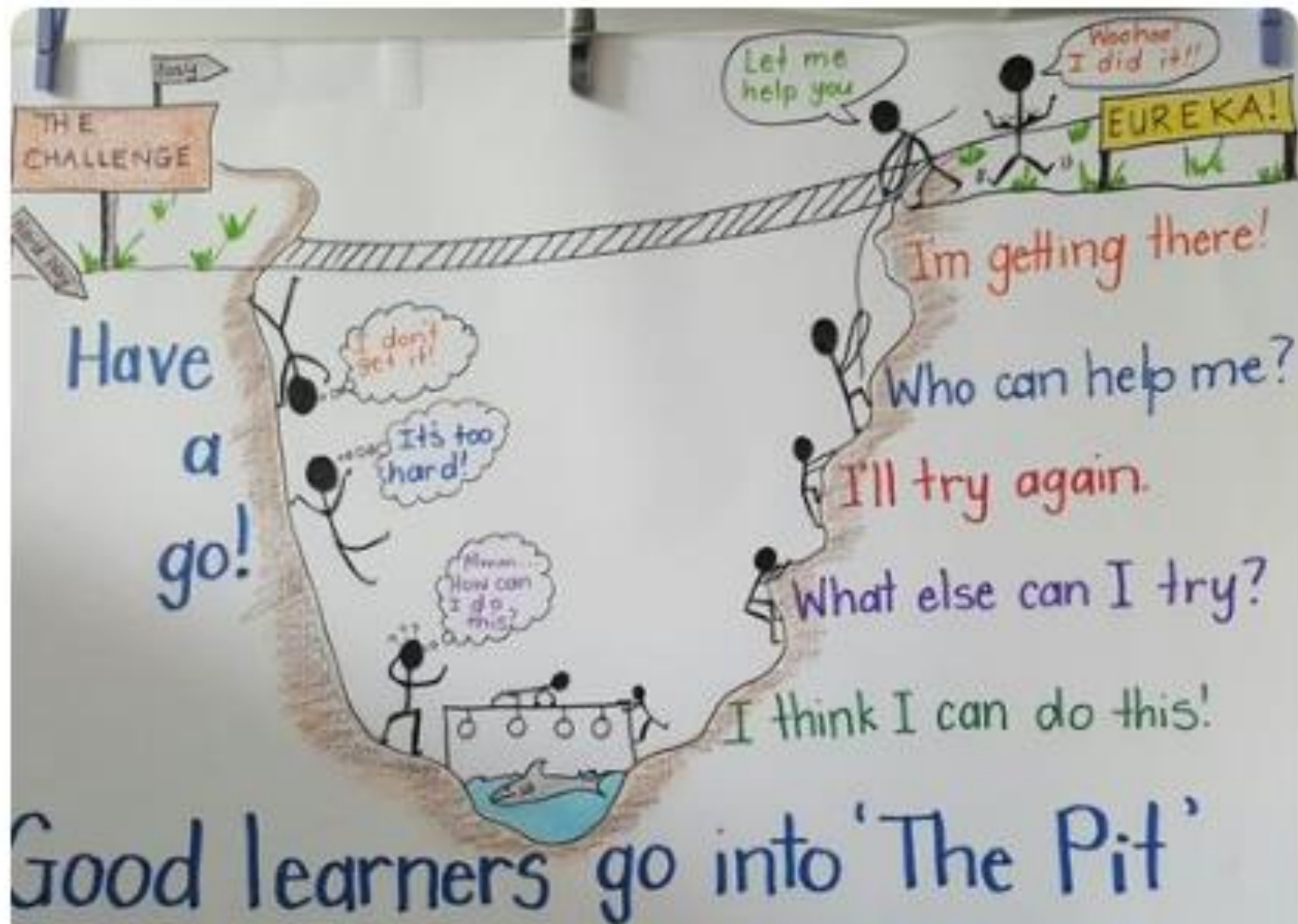
 **BRAIN CAN GROW**
SAY:
"YOUR BRAIN IS LIKE A MUSCLE.
WHEN YOU LEARN, YOUR BRAIN
GROWS. THE FEELING OF THIS
BEING HARD IS THE
FEELING OF YOUR BRAIN
GROWING!"

FAILURES AND MISTAKES = LEARNING

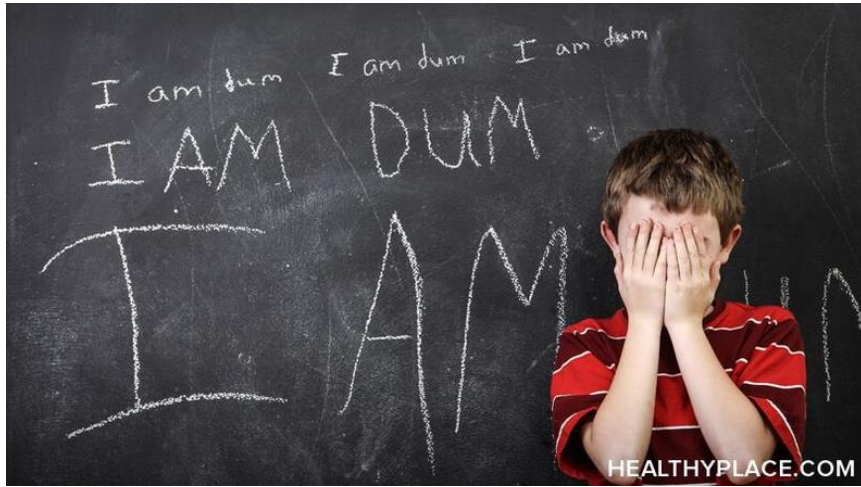
SAY:
"YOU CAN LEARN FROM YOUR MISTAKES."
"MISTAKES HELP YOU IMPROVE."
"LET'S SEE WHAT OTHER STRATEGIES
YOU CAN TRY."

 **ASK**
"WHAT DID YOU DO TODAY
THAT MADE YOU THINK HARD?"
"WHAT NEW STRATEGIES DID
YOU TRY?"
"WHAT MISTAKE DID YOU MAKE
THAT TAUGHT YOU
SOMETHING?"
"WHAT DID YOU TRY HARD AT
TODAY?"

 **RECOGNIZE YOUR OWN MINDSET**
BE MINDFUL OF YOUR OWN THINKING AND
OF THE MESSAGES YOU SEND WITH YOUR
WORDS AND ACTIONS.



Do you know any children like this?



Low self esteem children will be

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2. Isolated, withdrawn and passive.
3. Easily depressed for no apparent reasons.
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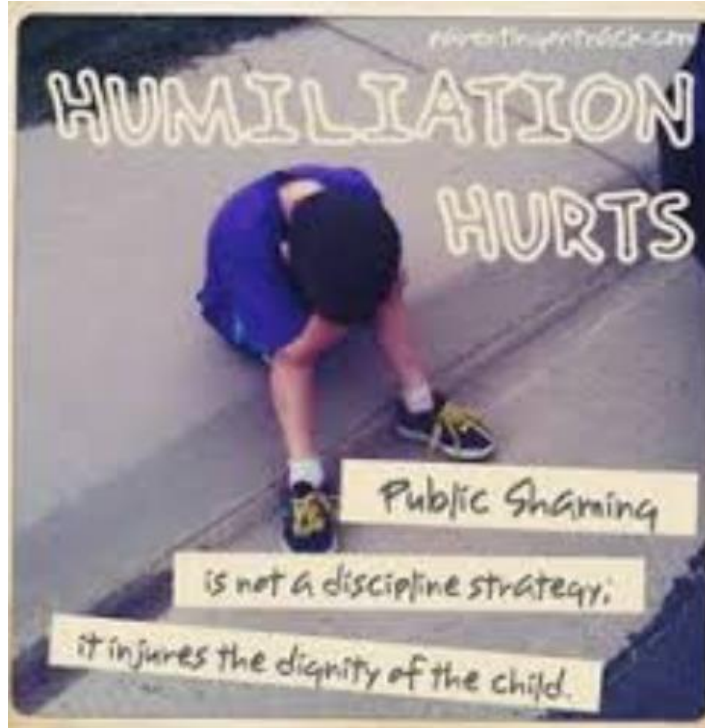


CHILDREN WITH LOW ESTEEM

- Are critical of themselves
- Become withdrawn
- Are disappointed in themselves
- Get frustrated
- Give up easily
- Don't want to try new things
- Use negative self-talk



You cannot punish a child into valuing themselves.



If I humiliate you enough,
perhaps you'll give in...

If I take your break away, that
will teach you...

Publicly Humiliating Kids And Calling It Discipline Is Barbaric

Sarah Cottrell



MIKIDAM / ISTOCK

Behaviourist vs therapist



Behaviourists are...

Therapists
are...

Sadistic	Lazy	Healthy	Brave

If teachers, parents or carers plan negative feelings for children, they are sadistic.

If they haven't given any thought to how their actions will make the child feel, they are being lazy,.

Popular Behaviourism

A belief that the best way to get somebody to do something is to offer them a reward or bribe.

Conversely the best way to stop somebody doing something is the threat and application of punishment.

Popular Behaviourism

‘Do this and you will get that’ Alfie Kohn

This idea is so widely shared that we often fail to question it, hold it up for inspection or even defend it with evidence.

If we accept this belief, all that is relevant is the size of the bribe or the severity of the punishment

Exclusion is not a punishment but a way of eliminating unmanageable risk.

The more you punish a child, the more resistant they become to the person punishing them.

We don't like to be punished either...



Punishment or consequence, what's the difference?

Punishments can create a lot of people who are scared/anxious of committing an offence and a lot of people who are regularly punished that couldn't care less!

Construction and creation...

We need to make sure we have meaningful consequences that are 100% logical.



Construction and creation...

1. Protective consequences

Removal of freedom to manage harm.

2. Educational consequences

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

What do you need to learn?

How are we going to teach them?

We leave in consequence 1 until we are confident that we have fulfilled consequence 2 and the child has bought into it.

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

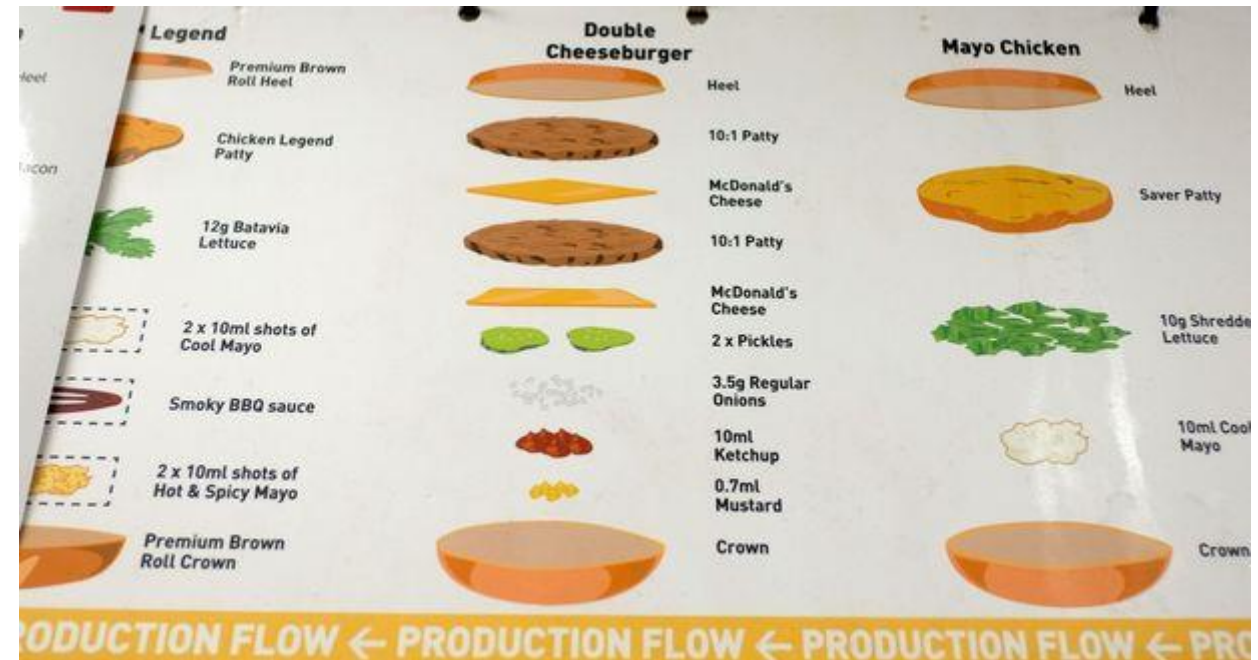
Behaviour Policy & Behaviour Plans...

We have made sure that it's more like MacDonald's!



Clear, unambiguous instruction.

We need to make sure that we have consistent responses to behaviour.



ACEs...

Watch

Adverse childhood experiences are common to many of us: they reflect key stressful events from before birth, to the age of 18. There should be no shame in having experienced adversity.

Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences (ACEs) are traumatic events that affect children while growing up, such as suffering child maltreatment or living in a household affected by domestic violence, substance misuse or mental illness.

This short animated film has been developed to raise awareness of ACEs, their potential to damage health across the life course and the roles that different agencies can play in preventing ACEs and supporting those affected by them

The film has been produced for Public Health Wales and Blackburn with Darwen Local Authority.



ACEs...

Adverse Childhood Experiences (ACEs)



**Verbal
abuse**



**Sexual
abuse**



**Physical
abuse**



**Emotional
neglect**



**Physical
neglect**



**Mental
illness**



**Domestic
violence**



**Problem drug
and alcohol use**



**Parental
incarceration**



**Parental
separation**

Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing



People with 6+ ACEs can die

20 yrs

earlier than those who have none



1/8 of the population have more than 4 ACEs



www.70-30.org.uk
[@7030Campaign](https://twitter.com/7030Campaign)

4 or more ACEs

3x the levels of lung disease and adult smoking



11x the level of intravenous drug abuse



14x the number of suicide attempts



4x as likely to have begun intercourse by age 15

4.5x

more likely to develop depression



2x

the level of liver disease

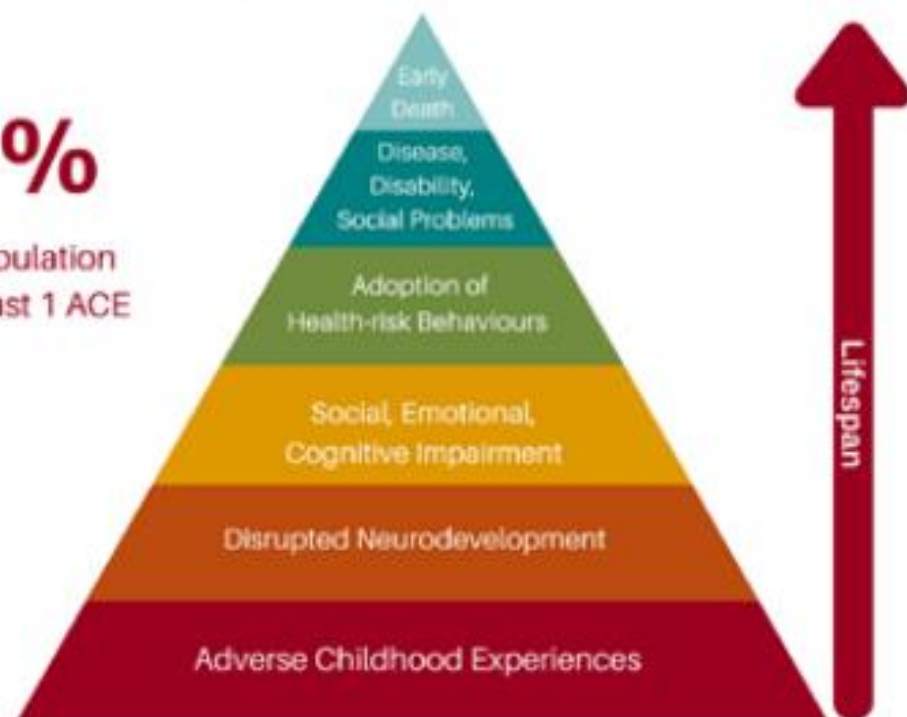


“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today ”

Dr. Robert Block, the former President of the American Academy of Pediatrics

67%

of the population have at least 1 ACE



These children are not naughty but deeply unlucky.

Adverse Childhood Experiences (ACEs)



Verbal
abuse



Sexual
abuse



Physical
abuse



Emotional
neglect



Physical
neglect



Mental
illness



Domestic
violence



Problem drug
and alcohol use



Parental
incarceration



Parental
separation

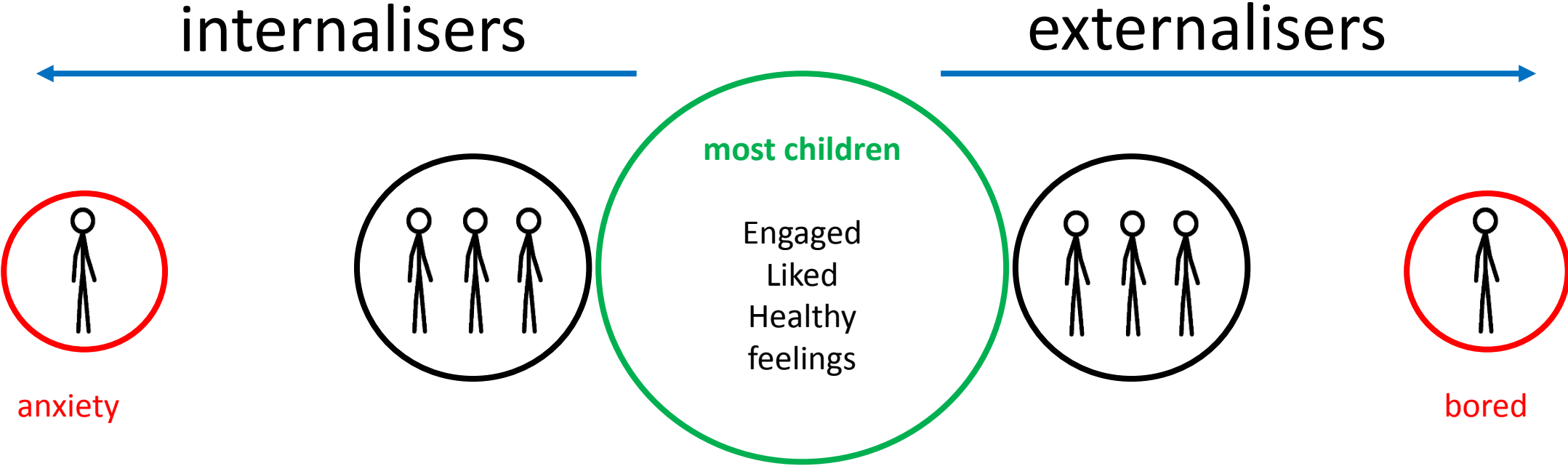
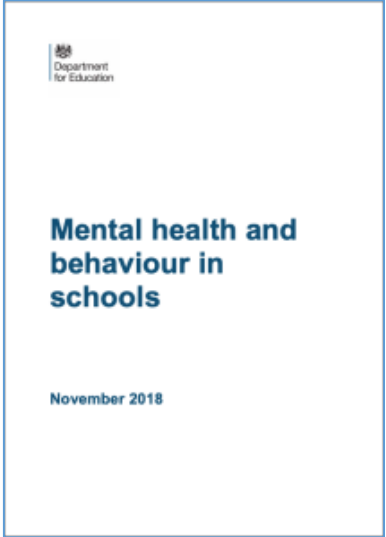
Protective factors...



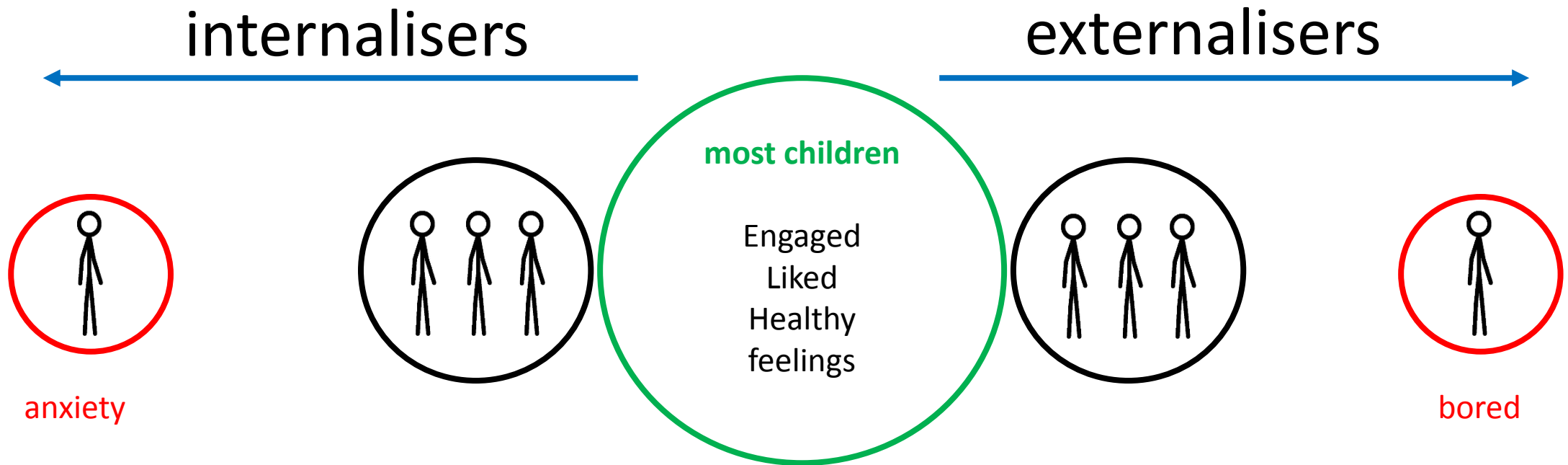
The impact of adverse childhood experiences can be offset by safe, secure responsive adult relationships that buffer the effects of stress/adversity and support the development of resilience, a key mechanism to make sense of, and recover from threat and fear.



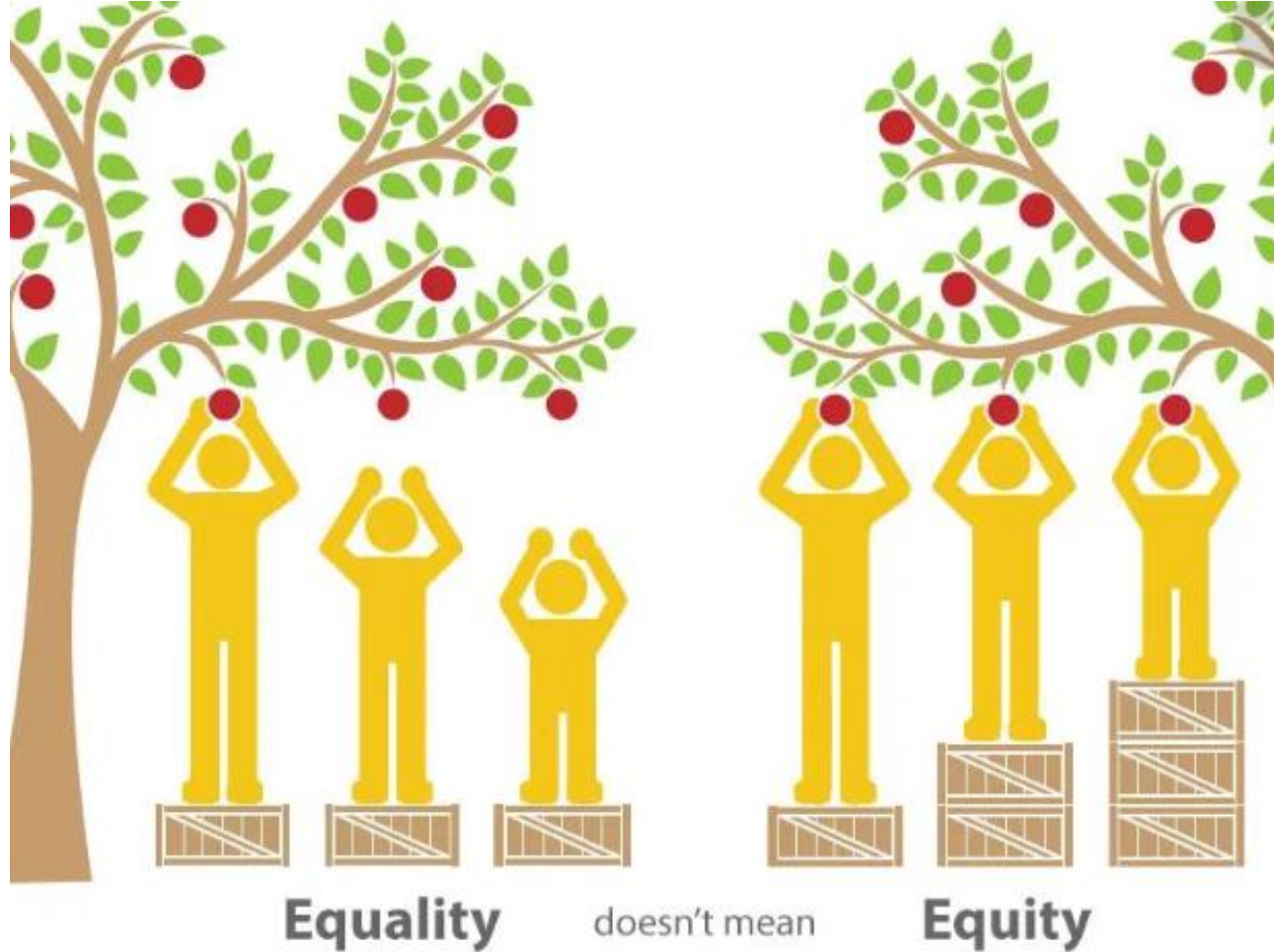
Foundation of what Reading schools are trying to achieve...



The true inclusion model is about making the school fit for all children.



Giving children what they need to succeed is not the same for everyone.



How can we control behaviour?

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



So, the questions is not...

How can we control behaviour?

The question is ...

How can we teach behaviour?

How can we teach behaviour?

- Relationships
- Role modelling
- Consistency
- Routines
- Prioritising prosocial behaviour
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement
- Feedback and recognition
- Comfort and forgiveness



Therapeutic Thinking

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



Prosocial Definitions

Relating to 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

Arguably prosocial behaviour is simply the absence of antisocial behaviour



Antisocial Definitions

Behaviour that causes harm to an individual, a group, to 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 Definitions

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

Dynamic Definitions

Everyone effected by an individual or institution.

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

The way in which people react to each other in a particular situation.

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



Conscious Behaviour and Subconscious Behaviour



Subconscious behaviour
unable to moderate or self-regulate

or

Conscious behaviour
unwilling to moderate
or self-regulate

Subconscious behaviour (unable to self-regulate)

Behaviours that are evident without any thought or planning.

Is there a medical or habitual cause?

Is there an emotional overwhelming cause?

What is causing the anxiety, fear, confusion, anger, embarrassment etc. ?

How can we protect the child from the overwhelming experience or feelings?

Subconscious behaviour

Dynamic acts upon the child:

- I can't process or manage my feelings
- My world overwhelms me
- I can not cope on my own



Subconscious behaviour (unable to self-regulate)

A child who has been constantly embarrassed when asked a question in lessons may experience a rapid increase in anxiety when faced with this or similar situations. They are unable to manage these feelings which may drive a subconscious fight or flight response.

Conscious behaviour (unwilling to self-regulate)

Behaviours that are the result of thought or planning.

How does the behaviour serve the student?

What is the motivation to behave anti socially?

What is the motivation to behave pro socially?

What are the expected limits to freedom?

How can I impact on the child's beliefs or values?

What does the child need to learn?

How are we going to teach them?

Conscious behaviour

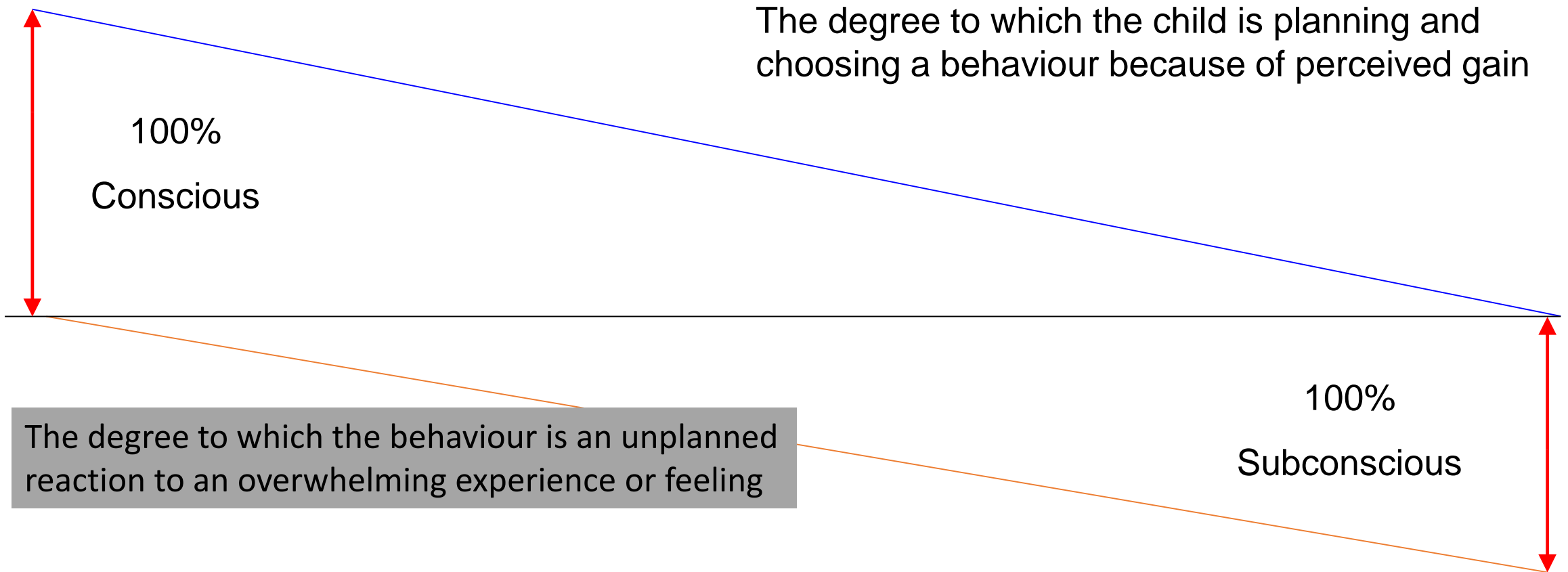
Child acts upon the dynamic:

- I can justify my behaviour
- I trust my belief over your assertion
- You can't stop me

Conscious behaviour (unwilling to self-regulate)

A child who uses disruption when faced with a difficult task may choose to shout out continuously if they believe it will serve them by being asked to leave. The child may have no motivation to stay as staying will be uncomfortable and no support is expected. The child may prefer the consequences of leaving to the consequences of remaining.

Conscious and subconscious



Therapeutic Thinking

Scripted Language



Negative phrasing

- Stop being silly
- Be good
- Don't throw the pen
- Stop running
- Calm down

- Negative phrasing
- No choice or open choice
- Empowering
- Escalation

Positive phrasing

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

- Positive phrasing
- Limited choice
- Disempowering
- De-escalation

No choice (making demands)

- Get in here now!
- Get out!
- Do as you are told!
- Give it to me now!

Open choice

- What do you want to do?
- Would you like to go inside?

Limited choice

- Where shall we talk, here or in the library?
- 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?



Empowering the behaviour

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

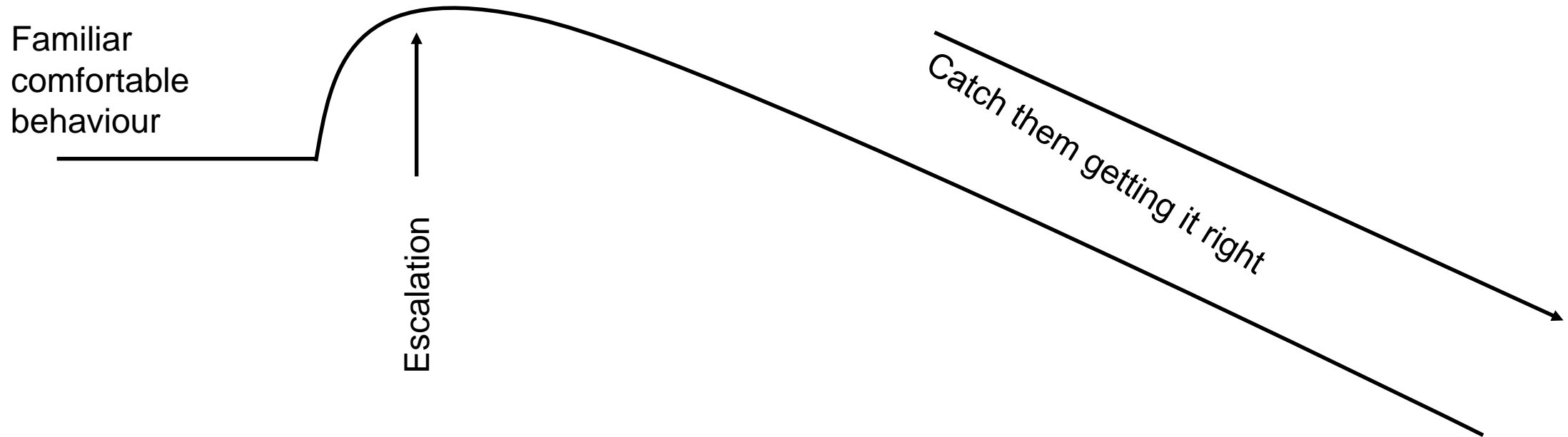
Disempowering the behaviour

- 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



Escalating scripts

Faced with difficult or dangerous behaviour, what could we say to make it worse?

-

-

De-escalation script



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.....



Menu (primary)

Positive phrasing

Come sit next to me for a story.

Limited choice

Would you like to sit on the chair or bean bag?

Disempowering the behaviour

You can listen to the story from there.

Consequence

We will check you understand the story before going out for break time.

Restorative de-brief:

- Explore what happened. Can you tell me the story?
(Non judgemental accurate description)
- What were people thinking and feeling before, during and after the incident?
- Identify who has been affected and how?
- Consider how we can repair any harm?
- Plan for a different response to the same experiences or feelings reoccurring?



A therapeutic view

Negative experiences create negative feelings.

Negative feelings create negative behaviour.



A therapeutic view

Positive experiences create positive feelings.

Positive feelings create positive behaviour.

