



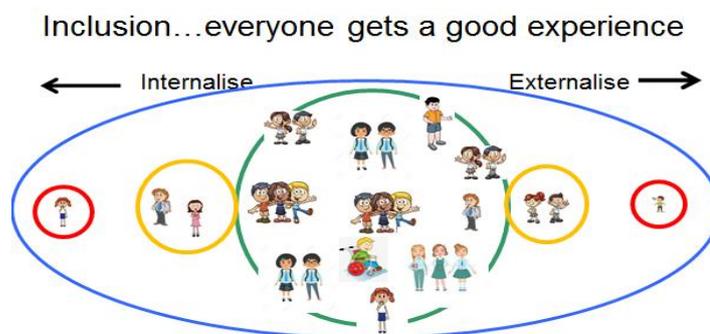
Therapeutic approaches to behaviour and inclusion in schools

Why now?

- Reading schools are excluding their children at a rate that is above that of other similar authorities- outcomes for these children are very poor
- In Reading we are excluding a particularly high number of children with: SEND and those who have been subject to adverse childhood experiences
- This often means that those most in need of help are made more unlucky as a result of their experience of education
- The Therapeutic approach to behaviour has been used by other authorities with similar problems to reduce exclusions and improve the experience of children and adults in schools
- The Local Authority has decided that this will be our preferred approach. We will change our systems, support and challenge to schools based on the principles below
- We will encourage schools to buy in to the approach and ask Headteachers to lead change in their school. We cannot force schools to adopt this approach but many have signed up for training
- The approach fits in with thinking that is shared across public services across Reading and Berkshire. Our partners in the police, Health, Voluntary and Business communities are also in the process of changing how they work with unlucky or vulnerable people. They are following Trauma informed practice. This also seeks to ensure that people who have suffered adverse childhood experiences are helped not harmed by public services. These organisations are working closely together and with the Local Authority to help schools adopt new ways of working. Reading is also part of a national mental Health trailblazer project which aims to get mental health support to children in a much quicker and more coordinated way

What is a therapeutic approach to behaviour?

- Being therapeutic means that school policy and the day to day practice in schools are designed to provide experiences that create sustained prosocial feelings within all children, adults and particular the non-typical and or unlucky young people we find it difficult to include



Therapeutically healthy actions:



- are based on research, analysis and careful planning
- Provide a protective or educational consequence for anti-social behaviour
- provide positive experiences and so drive positive feelings in all people within the dynamic
- Over time develop internal motivation to repeat pro social behaviour

Therapeutically lazy or harmful actions

- using punishment, threat, fear, shame, extrinsic reward as bribery (behaviourism)
- Drive negative feelings and or anti-social behaviour for individuals or groups within the dynamic
- They don't protect, educate or prevent the behaviour happening again and drive negative feelings in individuals or groups in the dynamic

What can we expect to be different?

- This is a long term project. In other authorities it has taken up to 3 years to embed across the system and have an impact on exclusion. In the next six months to a year- schools are being trained and some of our local authority systems are being revised. We would hope that schools behaviour policies start to be reviewed from September 2019- January 2020.
- But.... in the short term where there are existing or emerging "crisis" cases, partners from across public services have committed to work together to help schools implement training and help them include rather than exclude children where this is at all possible
- Over the next year schools should get consistent advice from EPs, exclusions team, outreach teams (like Cranbury College) and school standards team
- Over time we hope to develop more flexible curriculum offers for children who struggle to manage all day in a big class and increase our local specialist provision

What training is available?

- We are offering train the trainer courses to Headteachers and one other senior manager from their schools free of charge
- The course provides all the resources and information to support Headteachers to implement the approach in their schools
- Headteachers need to be committed to the principles of trauma informed working and the therapeutically healthy actions listed above and have a desire to work towards a therapeutic model of inclusion
- Once trained Headteachers are able to train their staff teams in the approach
- brighter futures for children are committed to supporting schools to embed the approach over the next three years

Therapeutic approaches to behaviour and inclusion - FAQs



Does every school have to adopt therapeutic thinking as its behaviour policy?

- School leaders choose the approach they adopt no one has to do this.
- Some schools may feel this approach is not for them
- The LA, Health Service, voluntary sectors, and police hope schools will see trauma informed approaches like therapeutic thinking as a good way of managing behaviour, improving inclusion and making more of a difference to the children that need us most. Our collective effort to date is currently not having enough impact

Is it true that if you don't sign up you won't get requests for statutory assessment through, or if you have done the training you must be using the approach in full before requests will be considered?

- This is not true
- The current system asks to see how you have used SEND funding already to reduce barriers to learning through scaffolding and curriculum differentiation and evidence how this is working. This approach just gives you a range of tools to show your analysis and help you evidence the impact of the plans you already have in place
- We know that processes around SEND are not currently transparent enough for parents and professionals and this is being reviewed
- Anyone who sits on SEND panel will be trained in the approach by September 2019. If you chose to use Therapeutic thinking paperwork to support your application Panel will consider it, if you don't and want to use other paperwork that is also fine. Panel will be guided by the criteria below in making decisions about statutory assessment requests
 Criterion One:- The child/young person has exceptional, severe or complex needs that are likely to be long term
 Criterion Two:- Effective Planning is in place.
 Criterion Three:- Effective interventions are being implemented

If we are working to adopt therapeutic thinking we can't exclude?

- You can exclude and may have to, to ensure a better plan is in place that reduces risk and maintains health and safety
- The hope is that schools will have been clear on how they have acted to analyse behaviour and provide positive experiences over time that are therapeutically healthy. Schools should consider if there is any other way to use resources to better include the child without victimising others
- As a whole area committed to trauma informed approaches we should welcome and expect to talk with other colleagues from schools, Trusts and the LA about what can be done differently and how collectively we can make the child luckier, more included and or prevent them from victimising others

I heard schools are not allowed to use Team Teach anymore, is this true?

- This is not true
- If you have a child who after careful analysis and planning needs regular restraint some of your team may need training. As it has always been, you will need to be accountable for what you do and document
- Cranbury College have taken the decision to not provide mass training that requires schools to spend money every three years. Team teach still operate in Reading and you can still book training if you wish to through the Team-Teach web site

What if we don't have the money to develop small gardens?

- Group dynamics requires whole system change because there is little extra money in the system. Internal resources will need to be re-organised to allow for differentiation and scaffolding in the curriculum
- A small garden is not dependent on a separate space- if you need five, even the most spacious school will not have a room that can be lovely for everyone. Small gardens include different curriculum offers, activities etc.
- We under use local business, charity, political groups, pressure groups and the voluntary sector. This is something the LA is working to facilitate but schools have a more attractive and clear voice when appealing to corporate social responsibility, groups of schools even more so



What does it mean that the LA/ BFFC have this as their preferred approach?

- It means that any staff from the children's company who advise you on behaviour and inclusion will have had this training and will follow the principles in the work they do with schools. This should overtime stop schools hearing different advice from different people from the LA.
- When we are commissioning or recommending training or partners who work with schools we will only commission organisations that operate in a trauma informed way. This means our partners will over time give you more consistent support and advice and there will be a greater workforce locally of people who want to support unlucky children to succeed in school
- We will support Headteachers to collectively manage the system because you have the most powerful voice to collaborate, support and challenge colleagues
- Advisors from the LA won't be able to help find solutions for individuals with schools without analysis, the approaches tools provide support to schools and will allow us to make better recommendations based on analysis not opinion. Schools that don't follow the approach will have to provide analysis to be able to access help.
- the more our system reduces exclusion the more resources both financial, human and geographical we will have as a system to improve inclusion
- we will continue to advocate for children and their families where a schools policy victimises or discriminates against them and will continue to challenge practice from schools where policy and systems supports discrimination and victimisation
- We will not support practice that we deem to be therapeutically harmful and will challenge schools where we feel this is the case