

 brighterfuturesforchildren.org



Therapeutic Thinking Schools (TTS) Governor update

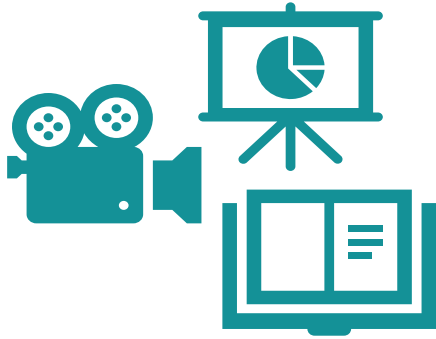
**TTS- A trauma informed approach to
relationship and behaviour
management in schools**

2021 Headlines



- Majority of schools share the philosophy and are working towards therapeutic systems
- Approach identified as good practice in local area inspection
- Making a difference- 2019-20 #1 authority for low primary exclusions , exclusions across phases significantly reduced
- Schools that have implemented the approach in full highly positive about the change
- Some misconceptions - Not permissive- requires school to develop classroom management “tool kit”, requires on-going review and commitment
- BFfC provide a wide variety of support- if struggling to implement schools should be accessing help

BFfC Support through the year



Tutor
resources



TTS
Clinics



TTS
Network
meetings

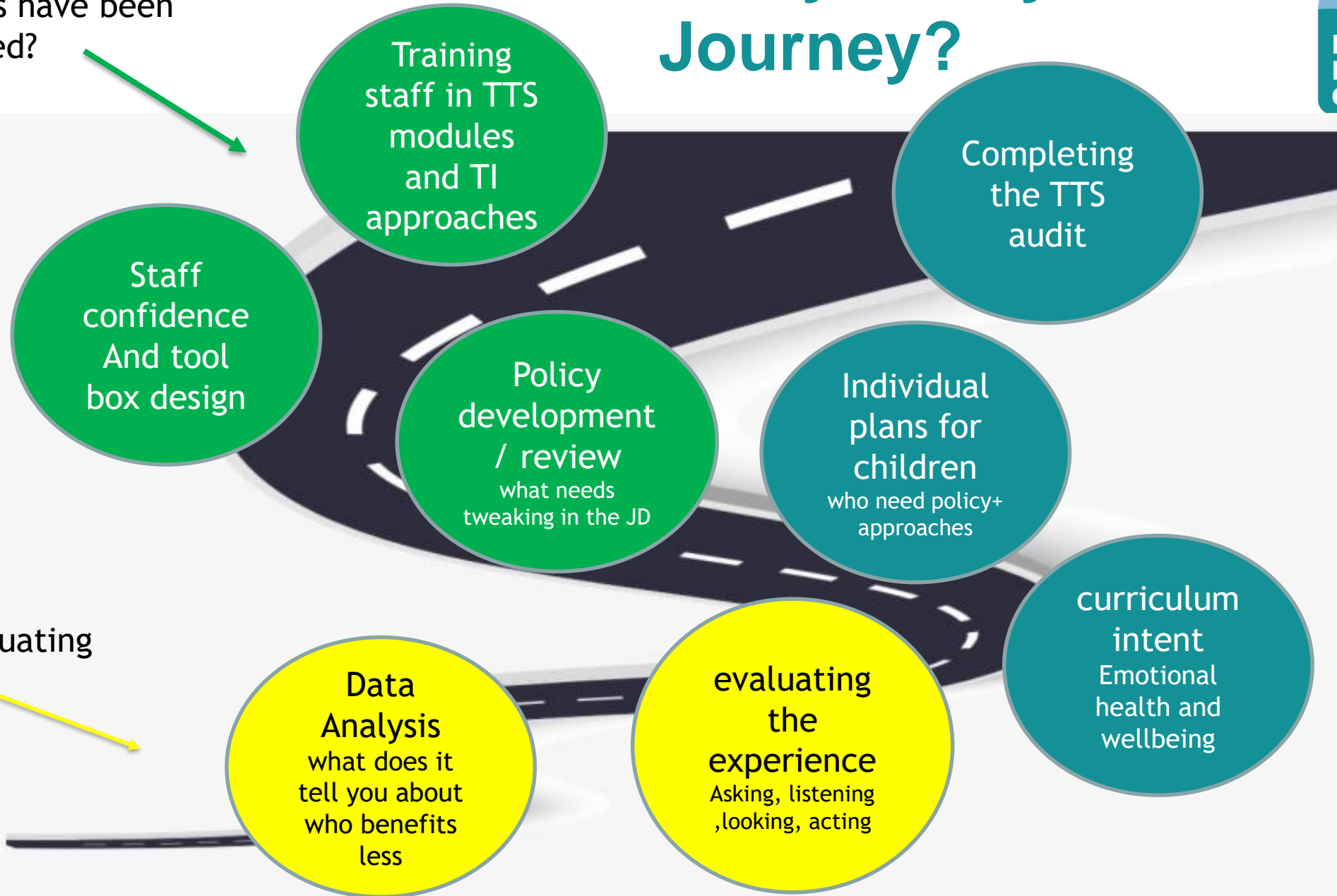


Therapeutic
Thinking
schools blog

- Annual refresher for trained leads- free
- Bespoke training offer BFFC and national lead £
- Mental Health and wellbeing training £
- Opportunities for peer review in development with RPHA

Do you have assurance
these things have been
implemented?

Where are you in your Journey?



Are you evaluating
impact

Governor questions



- How do exclusions compare to national figures?
- Are there comments about exclusion/ attendance in our IDSR?
- Who gets excluded/sanctioned/rewarded and for what reasons- are there access and equity issues here?
- What is in place to prevent repeat exclusion for SEND children and or other vulnerable children?
- Does your policy give clear unambiguous direction about how to manage behaviour- would you know what to do if you were a new member of staff?
- Can staff tell you how pro-social and anti social behaviour are dealt with and what their responsibilities are in terms of behaviour and relationships management- how confident are they?
- Consider talking to children and parents subject to exclusion or sanctions/ consequences- what is their lived experience of your school?
- Walking round - is this a place where children can learn, is this a place where adults model emotional health and respectful relationships- what do children tell you about behaviour and relationships with staff on a typical day?

Behaviour change is a long slow process

- Philosophies are not something that do or don't work- staff do or don't do the work
- Children have a right to access their local school...they should not "be somewhere else" . Inclusion is not us going above and beyond it is meeting the child's human right
- Children with complex needs will display anti social behaviour some of the time because of what has happened to them even when a school is behaving therapeutically- no magic wands to "cure" developmental trauma and emotional dysregulation
- No one tool will be effective all the time and in all the different dynamics you manage- schools need to keep developing the tool kit and individual plans- go for 1 step better not all or nothing
- If the adults/ environment/ child's skills and knowledge don't change the threat won't change and the behaviour won't change
- Without a relationship nothing is going to change

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Trauma-informed education is a journey, not a checklist. There is no magical program that's going to fix kids because we're not fixing kids. We're supporting kids in being successful.

— **Mathew Portell**
PRINCIPAL

edutopia

