Behaviour Curriculum, Beyond Adult Disapproval
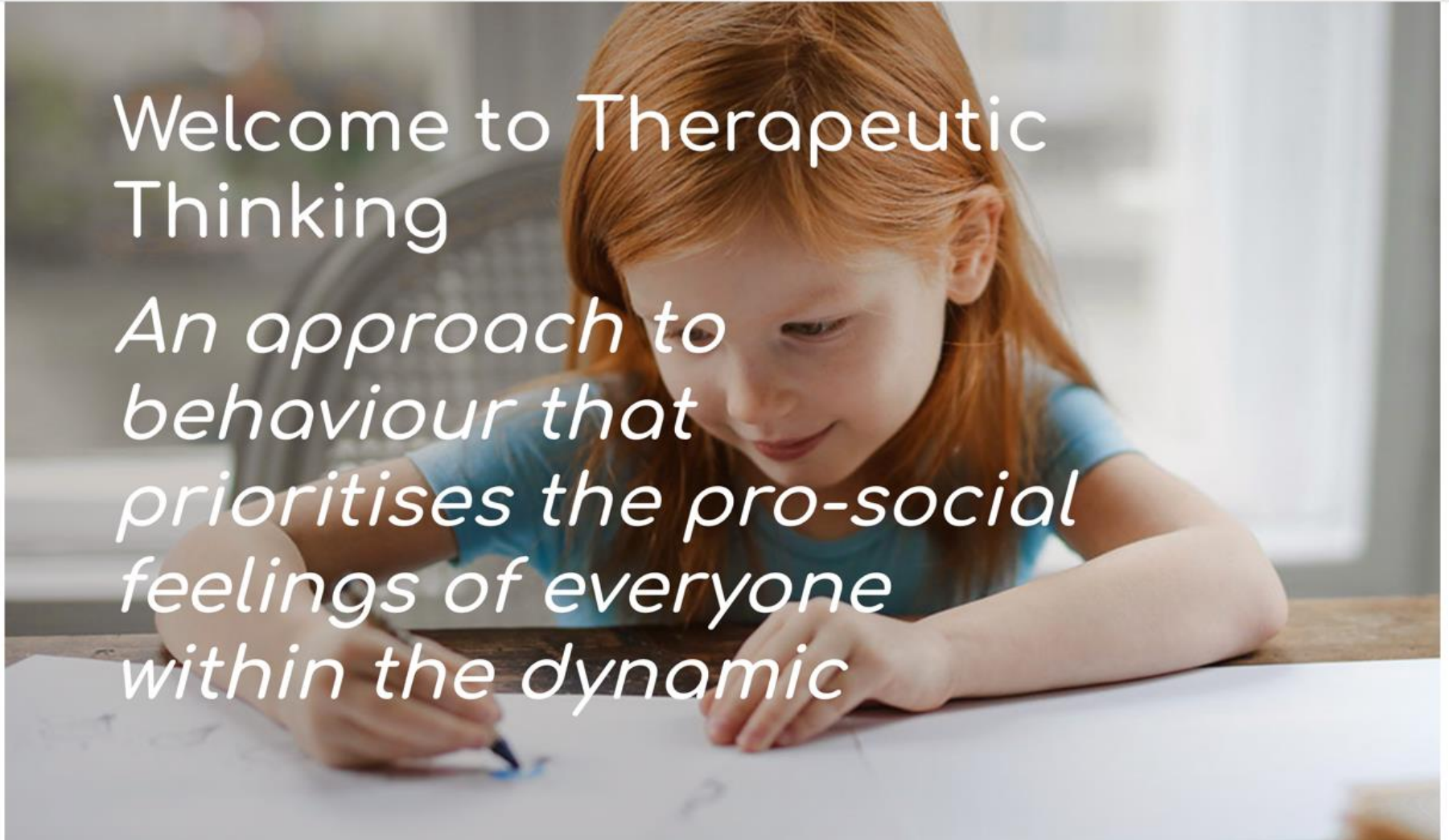
Therapeutic Thinking Ltd. March 2024

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Welcome to Therapeutic Thinking

An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic

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Services

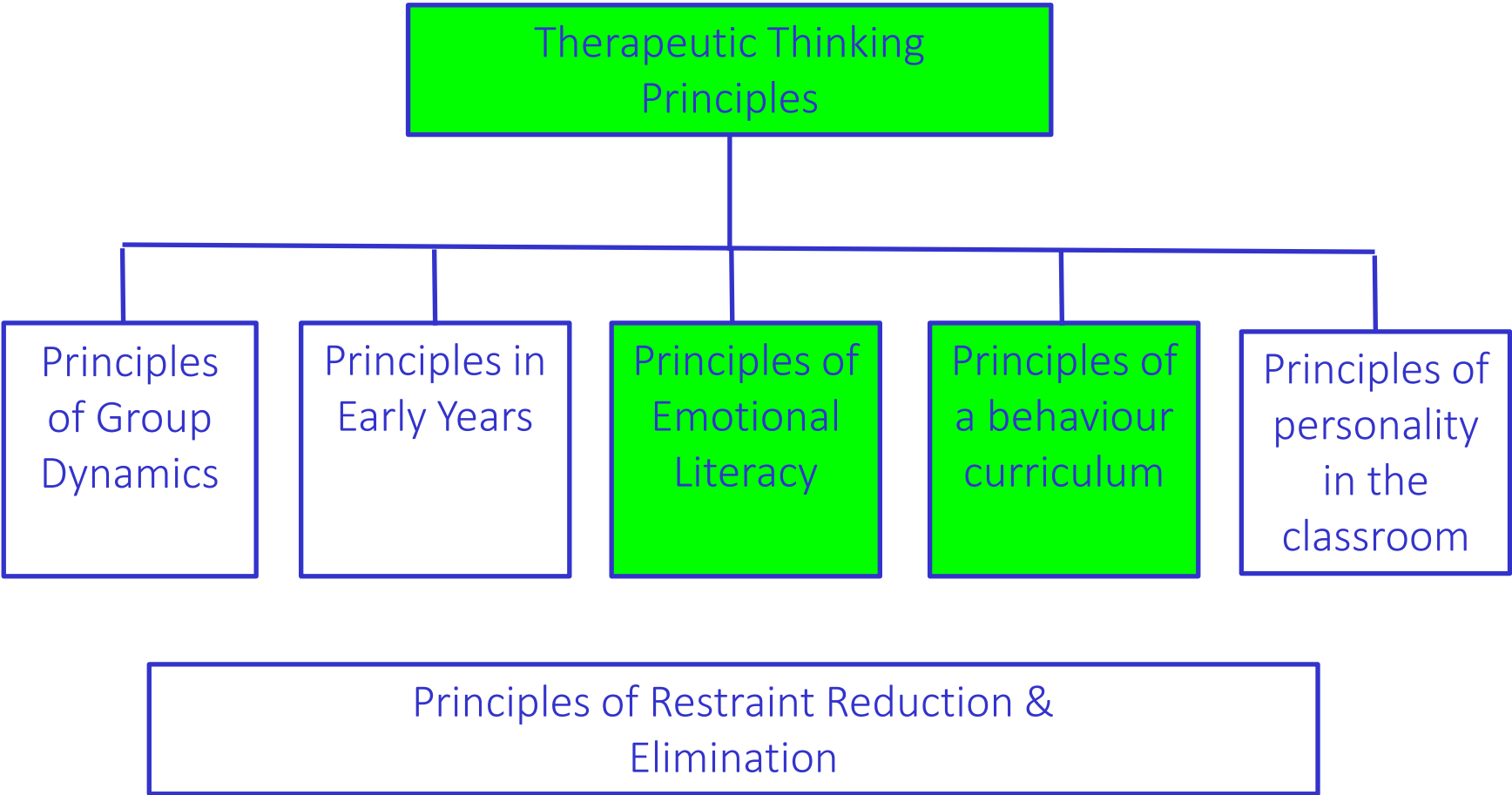### Services to Local Authorities or Multi-Academy Trusts

Developing locally owned training and

Services to Individual Schools

Behaviour analysis and support in risk mitigation

Group dynamics training

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                    ┌─────────────────────────────┐
                    │   Therapeutic Thinking      │
                    │        Principles           │
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| Principles of Group Dynamics | Principles in Early Years | Principles of Emotional Literacy | Principles of a behaviour curriculum | Principles of personality in the classroom |

Principles of Restraint Reduction & Elimination

National picture

- Behaviour concerns escalating

- Reported rise in dangerous behaviour

- Reported drop in school attendance

- Reported rise in exclusions/suspensions

- Increase in part time timetables

- Increase in emotionally based school avoidance

- Group formation difficulties

- Lack of continued professional development for Early Career Teachers

- Special schools at capacity

- Cost of living crisis

- Post covid recovery

Why I Am Rude

In 2022, Cambridgeshire County Council collaborated with pupils from Swavesey Primary School and Swavesey Village College to produce a performance of the poem 'Why I am Rude', written by Sarah Dillon, National Association for Therapeutic Parents (https://www.naotp.com/)

Reasons for detrimental behaviour

1. Lack of emotional vocabulary and literacy (dysregulated)

2. Established values or beliefs

Behaviour

- In many schools' approaches to behaviour are concerned with how we react or respond to **detrimental** behaviours.

- With a therapeutic approach the priority is to focus on proactively learning **valued** behaviours. Focusing on strengths rather than deficits.

- If behaviour is everything someone says or does, it is important to consider the growth of valued behaviours, rather than simply our reaction to detrimental behaviours.

Behaviour definitions

- Anything a person says or does, everything we see or hear

- Everything from the most valued to the most detrimental.

Challenging behaviour

Some definitions of challenging behaviour fail to recognise that it is the adult who is challenged by the behaviour rather than the child who is challenging.

Different adults when faced with the same behaviour would debate the use of the term challenging. The following definition recognises challenging behaviour as communication of unmet need.

Challenging Behaviour is how we talk about a range of behaviour which some people with severe learning disabilities display when their needs are not being met.

The Challenging Behaviour Foundation

Agreed definitions

Within Therapeutic Thinking we describe:

- Experiences as positive and negative.

- Feelings as helpful and unhelpful.

- Behaviours as valued and detrimental.

Detrimental behaviour definitions

- Creates unhelpful feelings in self and others.

- 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 others.

Detrimental dangerous behaviour

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

Detrimental difficult behaviour

- Behaviour that is detrimental, but not dangerous.

It is important to be able to differentiate between behaviour that is difficult or dangerous and those which are simply inconvenient.

Legal obligations

As an employer, you are required by law to protect your employees and others from harm.

Under the Management of Health and Safety at Work regulations (1999) the minimum you must do is:

Identify what or who could cause injury or illness in your workplace.

Decide how likely it is someone could be harmed and how seriously and take action to eliminate the hazard or control the risk.

Valued behaviour definitions

- Creates helpful feelings in self and others.

- Behaviour which is positive, helpful, and intended to promote social acceptance

- Behaviour characterised by a concern for the rights, feelings and welfare of others

- Behaviour which benefits other people or society

Behaviour in Schools

Advice for headteachers and school staff

February 2024

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Statement of behaviour principles

The headteacher of a maintained school **must** act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school.

The proprietor of an academy or independent school must ensure that a written policy to promote good behaviour among pupils is drawn up and implemented effectively

Example statement of behaviour principles

- ## A commitment to a positive and respectful culture within our school or setting

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through a clear vision and values focusing on realistic social and academic expectations for all.

- ## Behaviour is a form of communication

Approaches to behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.

- **Not all behaviours are a choice**

CYP with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

- **Behaviours can change**

Expectations of CYPs emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be affected.

- **High standards for all are supported with an individualised graduated response where needed**

A nurturing and structured environment is used to keep CYP safe. A clear well-communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a CYP's needs including educational, mental health and other needs or vulnerabilities.

- **CYP may develop academically and emotionally at different rates**

It is accepted that there may be a difference between a CYP's chronological age, their academic achievement, and their emotional literacy. A CYP achieving well academically may well still require differentiated planning.

- Children and young people are supported to develop internal discipline/self-regulation and resilience

A variety of feedback, reward, or consequence systems are used to develop CYP as resilient independent learners with positive emotional wellbeing and behaviour.

- A commitment to equality and equity

Each CYP receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some CYP may need additional support to increase positive emotional wellbeing and support behaviour.

- **A commitment to exclusion reduction**

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

- **Engagement of families, outside agencies and the wider community is sought when planning support for CYP**

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for CYP. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.

Aligning the document with a therapeutic approach

This document incorporates the principles of:

- A clear well communicated behaviour policy
- An understanding of attachment, trauma, mental health and wellbeing and SEND
- Differentiated planning – graduated response
- Suspension and exclusion analysis and reduction
- Explicit teaching of pro-social behaviour
- Equality and equity
- Development of consistent de-escalation language and planned scripts

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Behaviour in Schools

- Schools can create environments where *positive behaviours* are more likely by proactively supporting pupils to *behave appropriately*. Pupils should be taught explicitly what good behaviour looks like.

- Some pupils will need additional support to reach the *expected standard of behaviour.* Where possible, this support should be identified and put in place as soon as possible to avoid *misbehaviour* occurring in the first place

Graduated response

Universal Behaviour Curriculum	☐ Establish routines and identify valued behaviours. ☐ Include the above within pupil induction. ☐ Create and monitor staff code of conduct. ☐ Identify content behaviour curriculum. ☐ Identify opportunities for learning and create supporting plans. ☐ Identify children not making expected progress and refer to Behaviour Policy.
Targeted Behaviour Policy	☐ Policy reflects DfE guidance. ☐ Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority. ☐ Check if the identified behaviour is covered in policy. ☐ Follow the policy. ☐ Record the impact of policy on pupil's behaviour. ☐ Where policy is not progressing the behaviour of most children, review the policy. ☐ Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.
Targeted Plus Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from all relevant parties, including multi-agency colleagues. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.
Specialist Predict, Prevent & Progress	☐ Review all information within Early Prognosis document. ☐ Complete Risk Calculator. ☐ Identify protective and educational consequences. ☐ Complete Subconscious and Conscious checklists. ☐ Complete Anxiety Analysis for relevant variables. ☐ Use all analysis to create a Predict, Prevent & Progress plan. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Where further intervention is needed move to the analysis and planning within Therapeutic Plan.
Specialist Plus Therapeutic Plan	☐ Ensure all preceding analysis documents are reviewed. ☐ Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis. ☐ Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Consider group dynamic options. ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

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Universal and targeted provision

Universal
Behaviour Curriculum

- ❑ Establish routines and identify valued behaviours.
- ❑ Include the above within pupil induction.
- ❑ Create and monitor staff code of conduct.
- ❑ Identify content behaviour curriculum.
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Targeted
Behaviour Policy

- ❑ Policy reflects DfE guidance.
- ❑ Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority.
- ❑ Check if the identified behaviour is covered in policy.
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- ❑ Record the impact of policy on pupil's behaviour.
- ❑ Where policy is not progressing the behaviour of most children, review the policy.
- ❑ Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.

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Behaviour Curriculum

Since we can not know what knowledge will be most needed in the future it is senseless to try and teach it in advance. Instead, we should try and to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned.

John Holt

Beyond Adult Disapproval

With an approach to education embedded in popular behaviourism we identify a child who is disengaged with learning and try to force the disengaged child to participate.

With a therapeutic approach we identify a child who is disengaged with learning and use analysis to identify why they are disengaged so we can remove the barrier to their participation.

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Development

Within our modules we have developed two strands, principles of a behaviour curriculum and principles of emotional literacy.

An understanding of both these concepts is essential for developing a behaviour curriculum.

Behaviour Curriculum

Important curriculum considerations.

- **Purpose Statement:** What does your curriculum aim to achieve?

- **Topic Framework and Pacing Guide:** What topics will you teach and when?

- **Learning Objectives and Competencies:** What can the learners do with the learnings provided?

- **Standards Alignment:** How well does your curriculum stick to national standards, such as British Values?

- **Assessment:** How will you determine the student's degree of mastery of the learning objectives?

- **Essential Resources:** What learning resources do you use to teach your students, and what will they learn?

Reasons for detrimental behaviour

1. Lack of emotional vocabulary and literacy (dysregulated)

2. Established values or beliefs

Emotional vocabulary

The language necessary to describe your own feelings and to understand the feelings of others.

Emotional literacy (Essential for empathy & Self regulation)

The ability to read or recognise your own emotions and feelings and to read or recognise the emotions and feelings of others. The ability to understand and predict the impact of these feelings on actions and behaviours.

Emotional agency (Essential for resilience)

The ability to predict how you will feel as a result of experiences in the future.

The psychology of emotions

According to psychologists Paul Ekman and Wallace Friesen, there are six basic emotions that all humans can experience.

These emotional responses are:

Happiness   Disgust

Sadness   Anger

Fear   Surprise

Emotions and feelings

- Emotions are a subconscious reaction to a stimulus

- Feelings are the engagement with the emotional stimulus.

- Feelings form when your brain assigns a meaning to the emotional experience.

- I can have a happy emotional experience and assign the meaning of excitement, or interest, or curiosity.

Healthy therapeutic balance

- Having sufficient helpful feelings to not be overwhelmed by the unhelpful feelings experienced

Unhealthy therapeutic balance

- Having sufficient unhelpful feelings to overwhelm any helpful feelings experienced.

Understanding your emotions and feelings

- With sufficient emotional vocabulary you can describe and quantify your feelings and the feelings of others

- With sufficient emotional literacy you can consciously engage with your feelings (self regulation) and the feelings of others (empathy).

- With emotional agency you can consider how experiences in the present will benefit your future and allow you to persist despite how you are feeling (resilience)

Promoting emotional literacy

- Emotional literacy involves recognition of your own feelings and knowing how to engage with them and the ability to stay calm when you feel angry or to reassure yourself when in doubt. It includes empathy, i.e. having sensitivity to the feelings of others.

- Emotional literacy includes being able to recognise and adapt to the feelings of other people.

How to promote emotional literacy

Five important questions to consider:

1. How can you help children/young people to identify and gain a deeper understanding of the feelings they regularly experience?

2. How can you help children/young people develop an emotional vocabulary?

3. How can you help children/young people empathise with others and become aware of how their personal feelings and behaviours can impact upon others?

How to promote emotional literacy

4. How can you encourage children/young people to be reflective and to understand the consequences of their actions?

5. How can you help children/young people to develop a range of strategies and encourage them to express emotions in prosocial ways?

Four pillars of emotional literacy

1. Continual growth of emotional vocabulary within each individual child/young person or adult.

2. No explicit or perceived grouping of feelings that suggests feelings are good or bad, right or wrong.

3. Adults should explore feelings with children/young people without ever labelling their feelings on their behalf.

4. No unnecessary or formulaic use of symbols or abstract concepts to replace the growth of vocabulary.

Emotional literacy – pillar 1

All resources should promote and encourage the continual growth of emotional vocabulary.

Those able to work with the language and understanding of 5 words should be helped to grow to 30 words. Children/young people with 30 words should be help to grow towards 50 words. Children/young people capable of developing an emotional vocabulary of 800 words should be encouraged, supported and facilitated.

Emotional literacy – pillar 2

No explicit or perceived grouping of feelings that
suggests feelings are good or bad, right or wrong.

We should facilitate that all feelings have an important role in how
we engage with the world.

Feeling skeptical and reluctant may prevent radicalisation. Feeling
excited, stimulated and engaged may be unhelpful at a funeral.

Emotional literacy – pillar 3

Adults should explore feelings with children/young people without ever labelling their feelings on their behalf.

When we label children/young people's feelings, we often add confusion. The child/young person is told to understand their feeling as angry when they need to understand that what they are feeling is confusion or reluctance or vulnerability.

Avoid – "I can see you are angry."

Alternatives to labelling feelings

Modelling

"I'm feeling frustrated today because my car wouldn't start this morning. I need to have a cup of tea to help me feel calm and relaxed."

Narrating

"Isaac is crying because he is sad Rachel took the car from him."

Explaining strategies

When we feel Angry taking deep breaths can help us calm down.

Emotional literacy – pillar 4

No unnecessary or formulaic use of symbols or abstract concepts.

Children/young people need to communicate their feelings with their families, within their schools and when they transition from school to school. When children/young people are taught to rely on images or abstract concepts such as animals or colours to communicate feelings, they fail to maximise the growth in emotional vocabulary.

The role of adaptive communication

Children/young people who use adaptive communication for communicating within school, their family and their community should be supported and encouraged to use their adaptive communication to express a wide range of feelings.

Those who use Makaton sign language should learn to use their adaptive communication to communicate a broad and growing emotional vocabulary.

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Reasons for detrimental behaviour

1. Lack of emotional vocabulary and literacy (dysregulated)

2. Established values or beliefs

Curriculum means teaching, teaching means progress

- A behaviour curriculum should be by design, therefore there should be planned teaching and evidenced learning, leading to measurable progress.

- Learning is an ongoing process that takes place throughout our lives and isn't confined to the classroom. Each child will learn through different processes and at a different pace. It can happen in a wide variety of ways and in different places and at different times.

What is a Curriculum

The subjects comprising a course of study

- A behaviour curriculum needs to go beyond a behaviour policy.

- It needs to identify the behaviour skills we expect each child to have mastered at each age and stage.

- It needs to define each skill and how we are going to teach those skills.

- It needs a methodology to identify individuals unable to achieve the expected outcomes and a methodology to close the gap.

Thinking about a behaviour curriculum?

- What does a curriculum plan to accomplish?

- What topics will you teach and when?

- What can the learners do with the learnings provided?

- How well does your curriculum align with national standards?

- How will you determine the student's progress?

- What learning resources do you use to teach your students, and what will they learn?

Curriculum means teaching, teaching means progress

Children will need support to navigate barriers to the development of valued behaviour so that progress can be made. This looks different for each individual.

- The challenges to learning can look and feel different, in different places at different times.

- Learning is not linear, no one learns in straight lines.

- Learning can be planned and shaped to meet the needs of individuals.

- Strong foundations are needed on which to build increasing expectations.

Curriculum means teaching, teaching means progress

- Often, we consider progress within education to be knowing more, remembering more, doing more.

- For all children, especially those with SEND, the most important progress can be understanding more, engaging more, communicating more, experiencing more.

Curriculum means teaching, teaching means progress

Knowing More

Remembering More

Understanding more

Progress is:

Engaging more

Communicating more

Doing More

Experiencing more

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Thinking
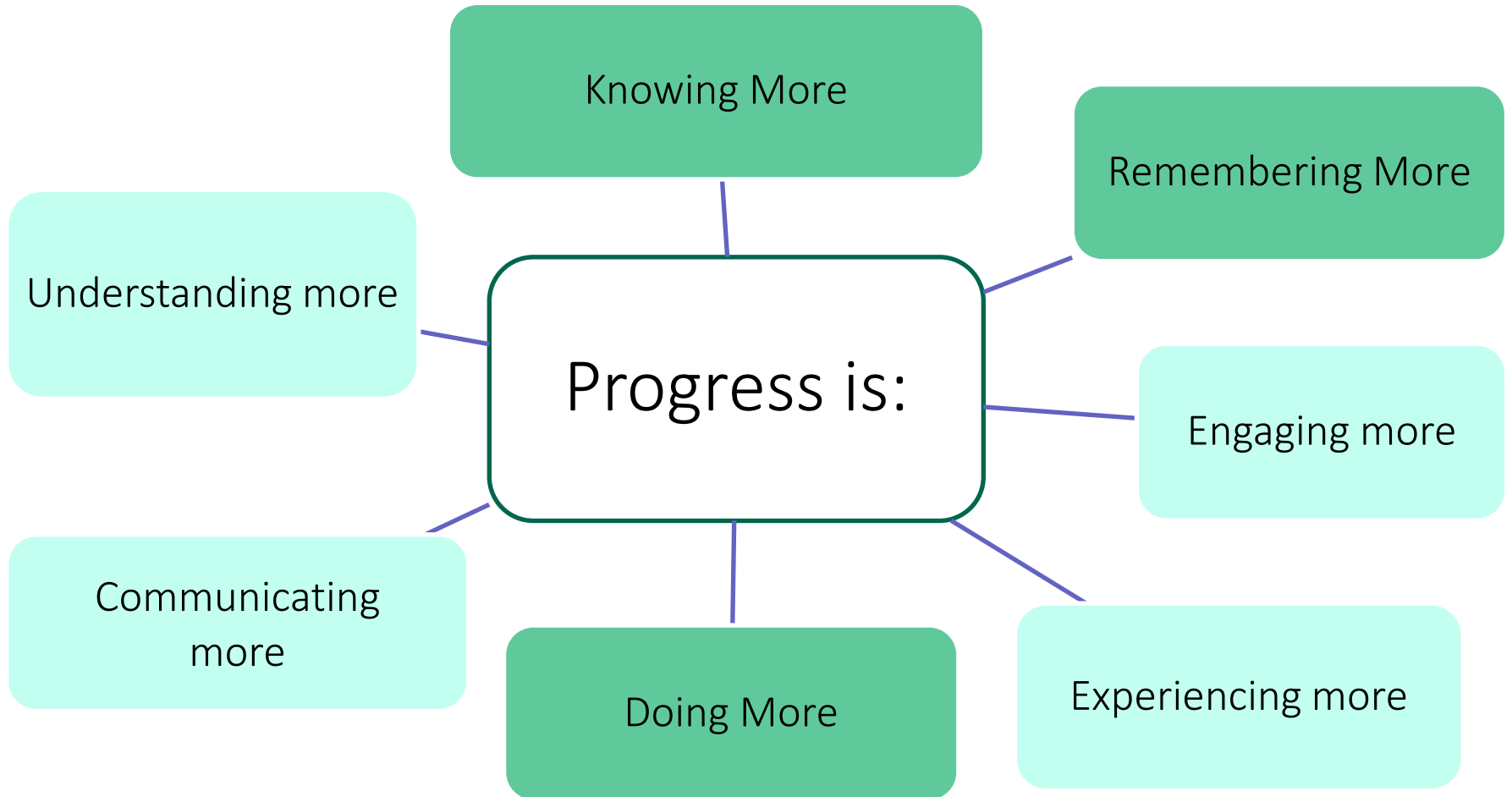
Core Language

Valued Behaviours

Behaviours we are teaching through a behaviour curriculum.

Detrimental Behaviours (rationalised as to whose detriment)

Behaviours we are trying to prevent through delivery of the curriculum

Curriculum considerations

How do we teach:

- Participating, contributing and collaborating

- Compromise

- Inclusion and tolerance

- Conflict resolution (non-physical)

- Interacting with staff and peers

- The benefit of community and participation

- Respecting and valuing the contribution of others.

- Etc.

A universal behaviour curriculum is the methodology and activities we use to teach children to value and demonstrate our school values. And to understand, engage and avoid detrimental behaviours.

A targeted behaviour curriculum is the additional methodology and activities we use to teach children to value and demonstrate our school values. And to understand, engage and avoid detrimental behaviours. The targeted approach is used when we need to *close the gap.*

A universal behaviour curriculum

- A universal behaviour curriculum is the methodology and activities we use to teach children to demonstrate our school values through their behaviour.

Targeted Plus
Early Prognosis

- ☐ Describe the behaviour factually and unemotionally.
- ☐ Gather appropriate and authentic pupil voice.
- ☐ Gather information from all relevant parties, including multi-agency colleagues.
- ☐ Use the collated information to Assess, Plan, Do, Review.
- ☐ Consider involvement of multi-agency colleagues.
- ☐ Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.

Specialist
### Predict, Prevent & Progress

- ☐ Review all information within Early Prognosis document.
- ☐ Complete Risk Calculator.
- ☐ Identify protective and educational consequences.
- ☐ Complete Subconscious and Conscious checklists.
- ☐ Complete Anxiety Analysis for relevant variables.
- ☐ Use all analysis to create a Predict, Prevent & Progress plan.
- ☐ Use the collated information to Assess, Plan, Do, Review.
- ☐ Consider involvement of multi-agency colleagues.
- ☐ Where further intervention is needed move to the analysis and planning within Therapeutic Plan.

Specialist Plus
Therapeutic Plan

- ☐ Ensure all preceding analysis documents are reviewed.
- ☐ Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis.
- ☐ Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours.
- ☐ Use the collated information to Assess, Plan, Do, Review.
- ☐ Consider involvement of multi-agency colleagues.
- ☐ Consider group dynamic options.
- ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Inclusion Circles

Internalising ←   → Externalising
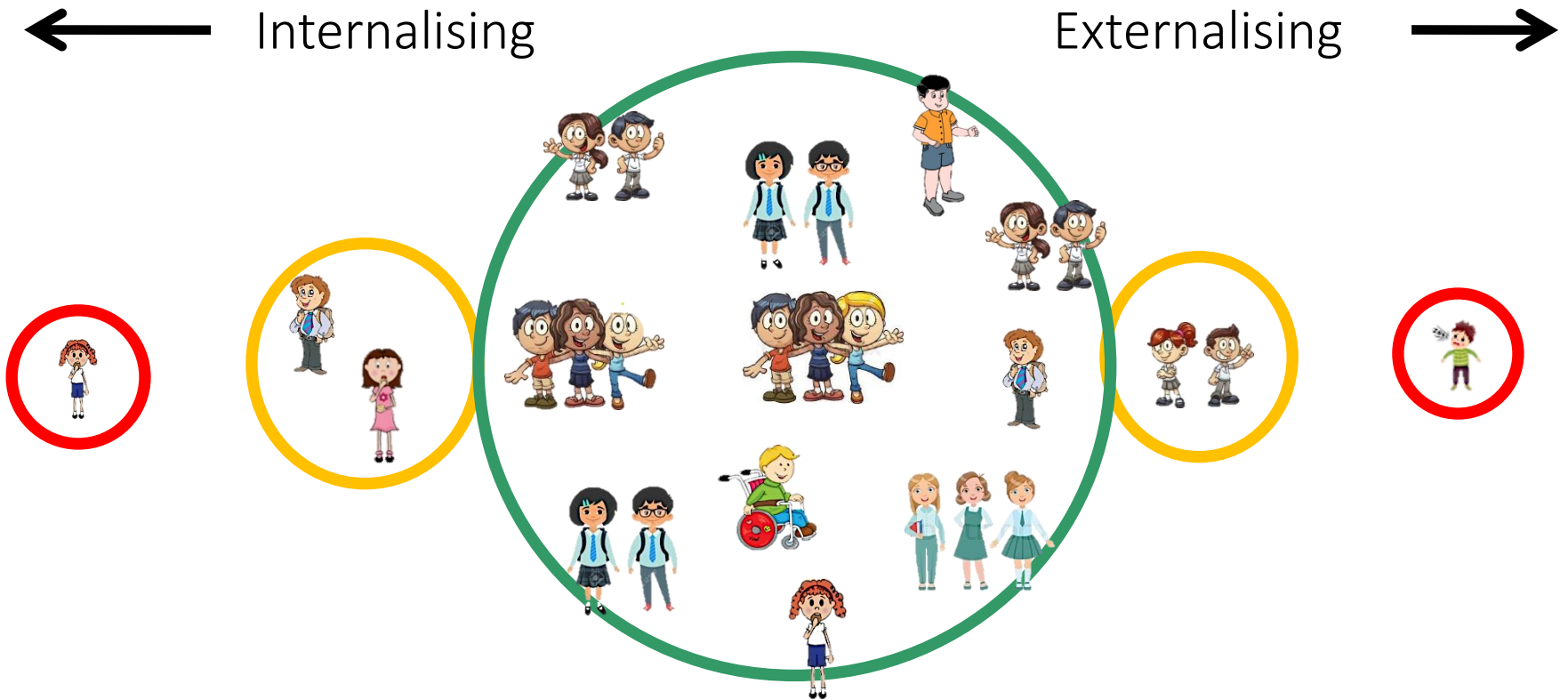
Safe Learners
Including happy introverts and
happy extroverts

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Introverted and Extroverted personalities

Extrovert – person concerned primarily with the physical and social environment.

Introvert – person characterised by concern primarily for their own thoughts and feelings.

Introverts and Extroverts

Quiet

(The power of introverts in a world that can not stop talking)

Susan Cain

A Quiet Education

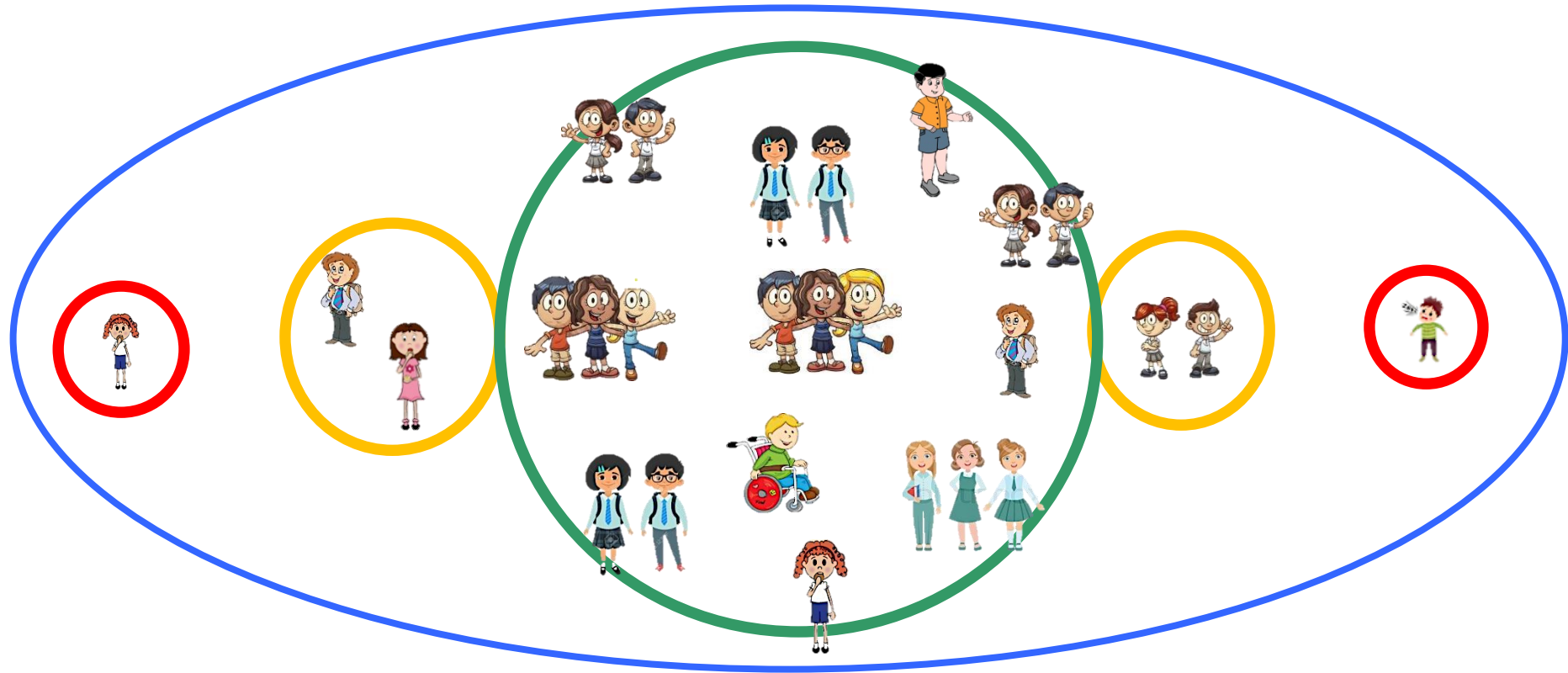(Challenging the extrovert ideal in schools)

Jamie Thom

Healthy Inclusion - targeted adaptations

← Internalising　　　　　　　Externalising →

A targeted behaviour curriculum

- A targeted behaviour curriculum is the additional methodology and activities we use to teach children to demonstrate our school values through their behaviour.

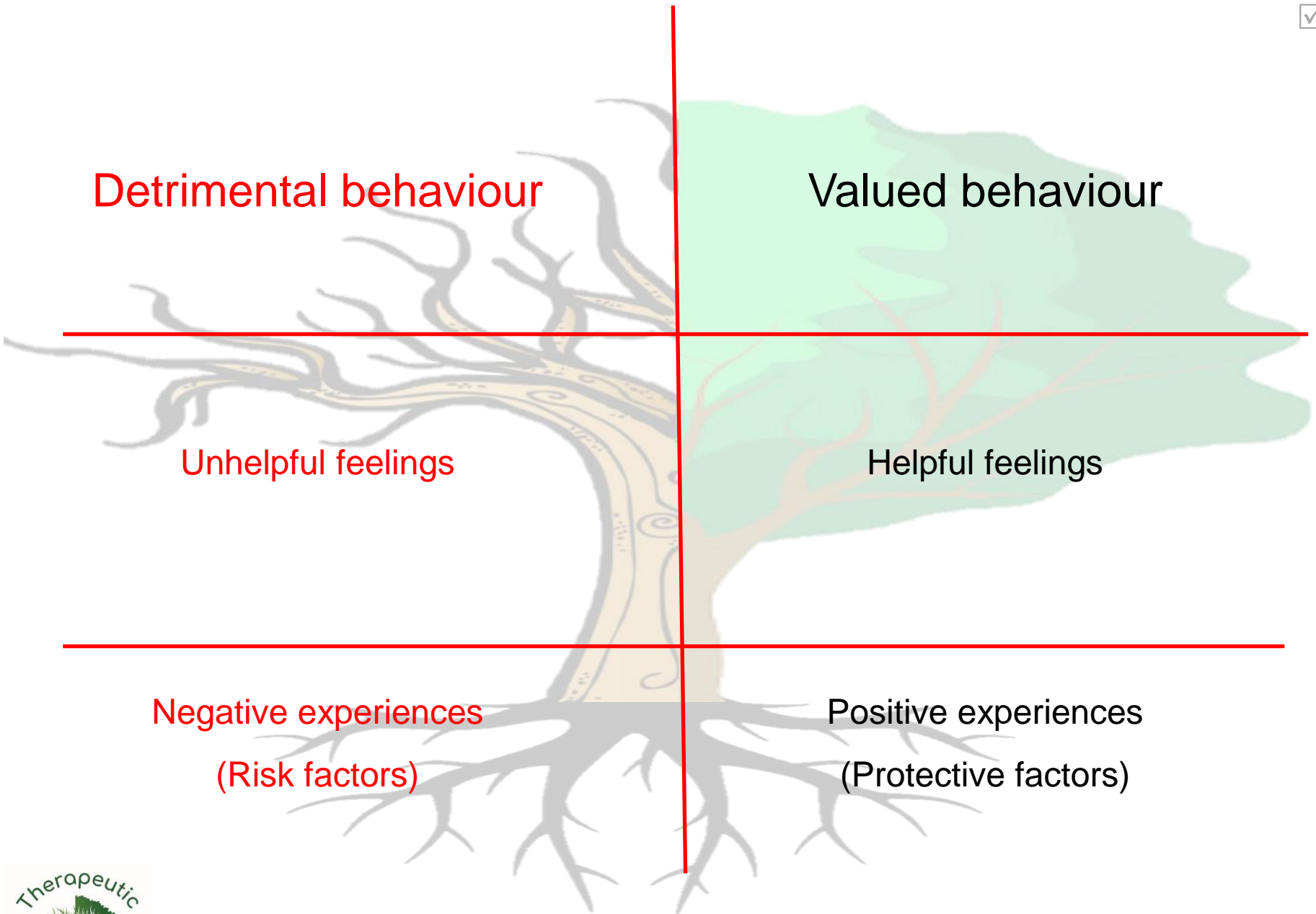- A targeted approach is used when we need to close the gap.

Behaviours

Feelings

Experiences

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Detrimental behaviour

Valued behaviour

Unhelpful feelings

Helpful feelings

Negative experiences

(Risk factors)

Positive experiences

(Protective factors)

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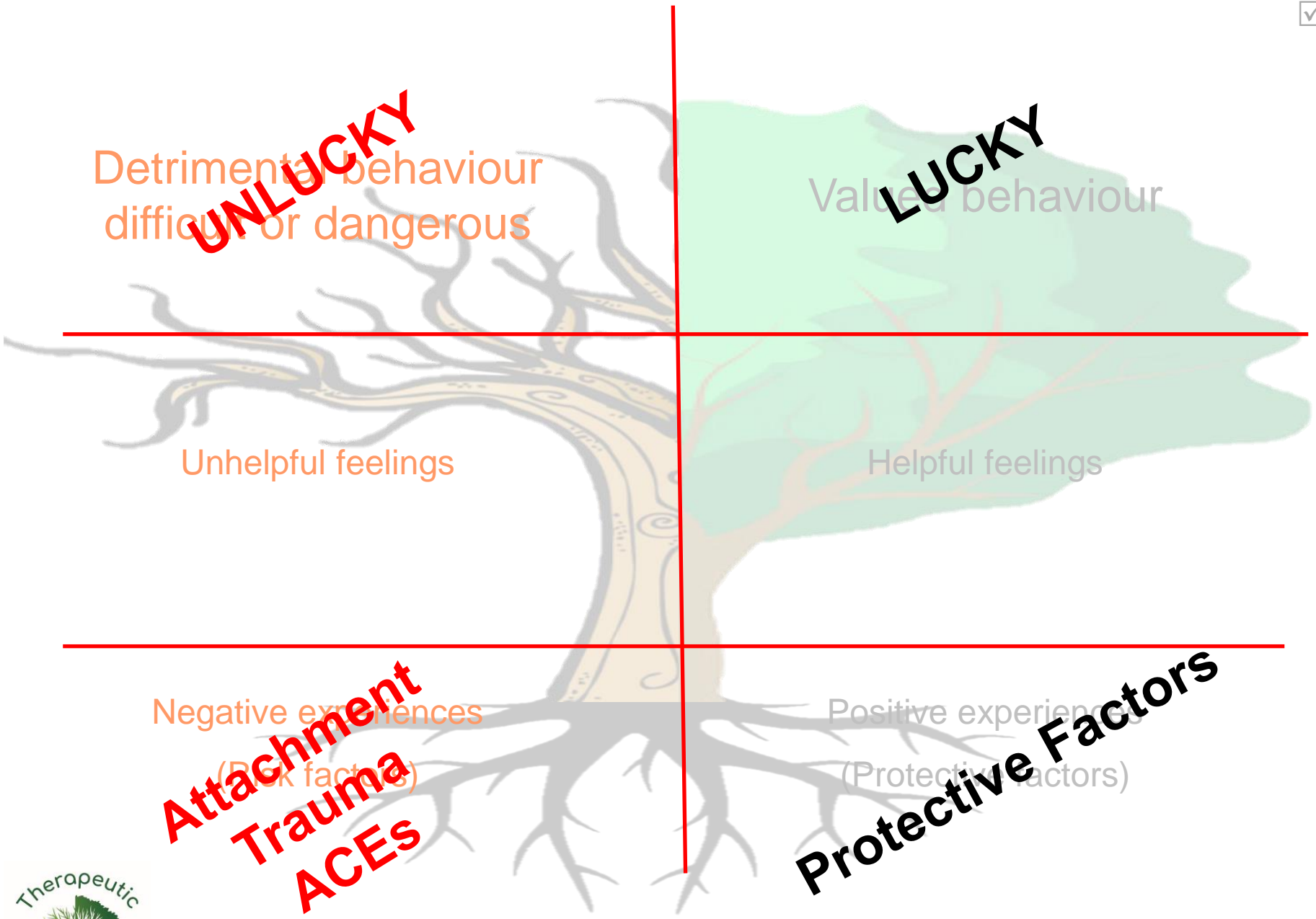
UNLUCKY

LUCKY

Detrimental behaviour
difficult or dangerous

Valued behaviour

Unhelpful feelings

Helpful feelings

Negative experiences

(Risk factors)

Positive experiences

(Protective factors)

Attachment
Trauma
ACEs

Protective Factors

Therapeutic
Thinking

Detrimental behaviour

Valued behaviour

Labelled Blamed Shamed

Comfortable Respected Included

DEFAULT

Ignored Humiliated Targeted

Safe Motivated Involved

THERAPEUTIC BALANCE

Rejected Unimportant

Consulted Rewarded Needed

Isolated Irrelevant Ignored

Inspired Liked Appreciated

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Welcome to Therapeutic Thinking

An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic

Click [here](#) or scan the QR code to join the Therapeutic Thinking Ltd. mailing list

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Courses available from Therapeutic Thinking

Scan the QR code or click [here](#) to visit our Eventbrite page and view current courses from Therapeutic Thinking Ltd.

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Summary