

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

Pam Leo

STRIVE

Ground rules

- Please don't name specific children/families or staff in the school.
- Respect others may have different viewpoints
- Share ideas with the aim to make Sutton C E (VC) Primary School a great community to be a part of.



Therapeutic thinking definition

An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic





STRIVE

Which feelings do we want to create in our children, staff and parents?



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Predominantly Helpful Feelings

Liked	Loved	Respected
Involved	Included	Comfortable
Motivated	Safe	Encouraged
Able	Brave	Curious
Capable	Valued	Secure
Relaxed	Hopeful	Optimistic
Calm	Trusting	Determined
Tolerant	Needed	Kind
Inquisitive	Happy	Absorbed
Playful	Proud	Enthusiastic
Supported	Wanted	Understood



Which feelings do we want to create in our children, staff and parents?

Which feelings do we want to protect our children, staff and parents from experiencing?

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Which feelings do we want to protect our children, staff and parents from experiencing?

Predominantly Unhelpful Feelings

Angry	Sad	Alone
Worried	Lonely	Misunderstood
Cautious	Anxious	Embattled
Shamed	Blamed	Criticised
Hopeless	Scared	Withdrawn
Depressed	Fearful	Panicked
Helpless	Hurt	Ashamed
Reluctant	Judged	Powerless
Bored	Useless	Humiliated
Uncertain	Hesitant	Aggressive
Excluded	Unsure	Frustrated



Therapeutic links

Negative experiences can create unhelpful feelings.

Unhelpful feelings can create detrimental behaviour.

Positive experiences can create helpful feelings.

Helpful feelings can create valued behaviour.



Fair vs. Equal

- * Equal means the same.
- * I will not be treating you exactly the same way.



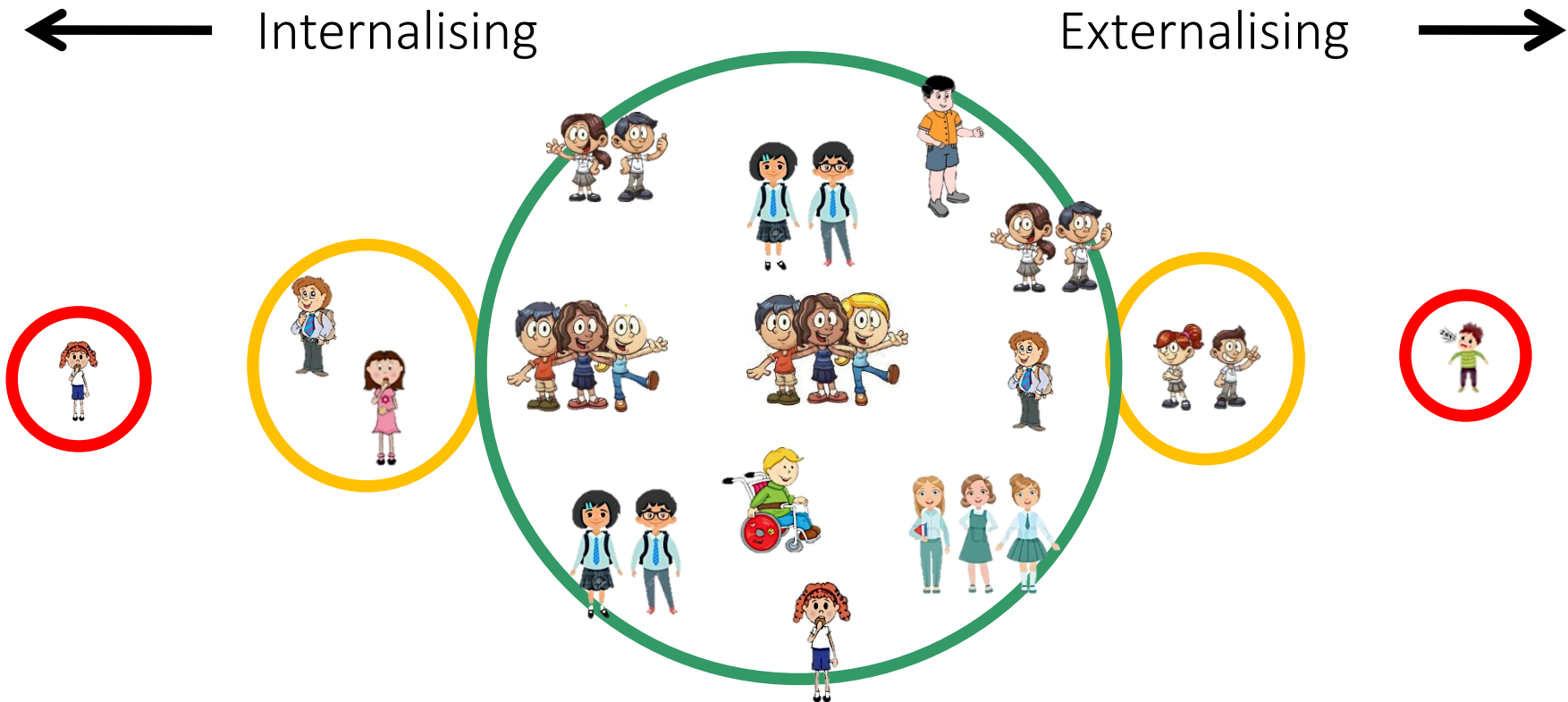
- * Being fair means that I will do my best to give each student what he or she needs to be successful.
- * What you need and what someone else needs may be very different.



- * I will always try to be FAIR, but this means things won't always feel EQUAL.



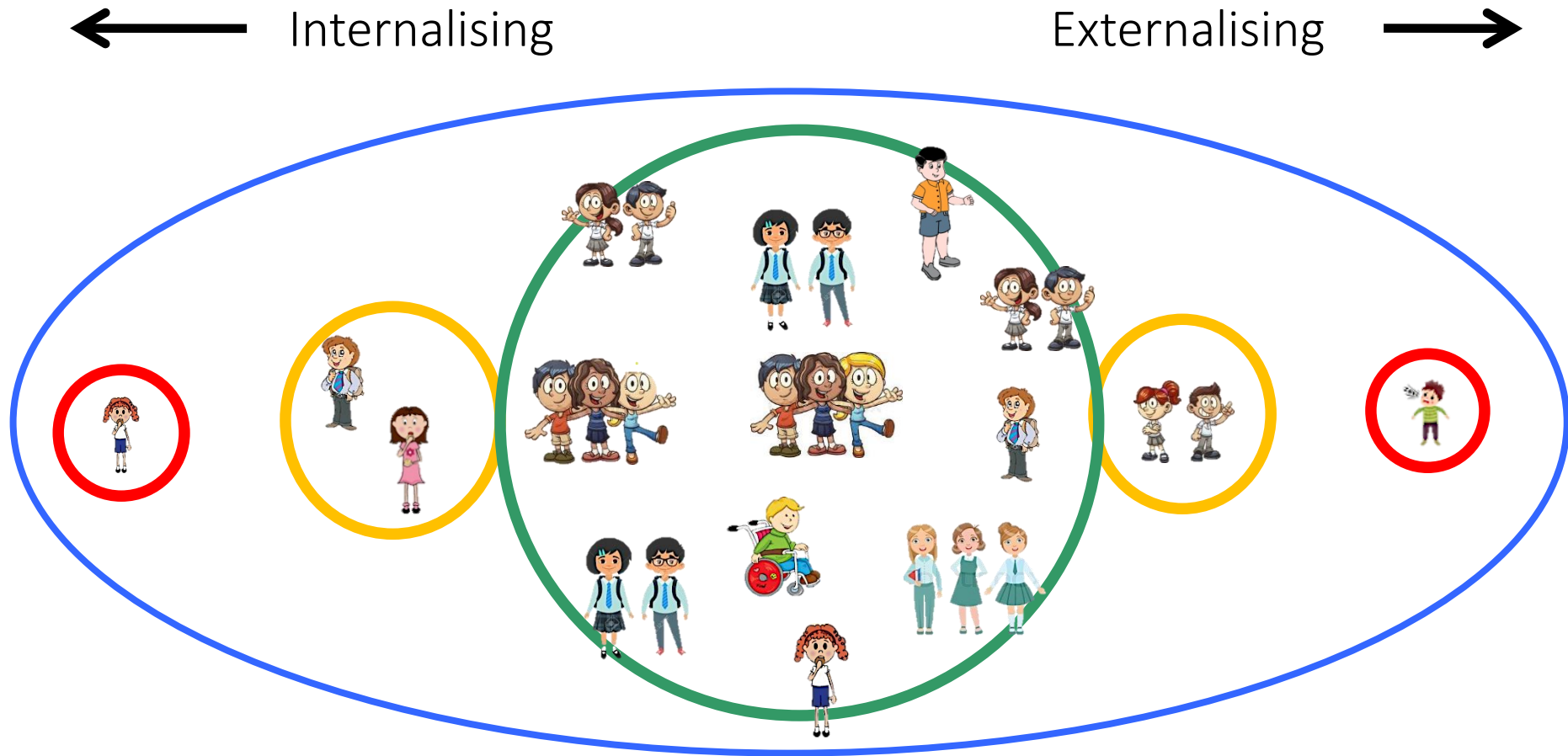
Inclusion Circles



Safe Learners
Including happy introverts and
happy extroverts



Healthy Inclusion - targeted adaptations



Impact of trauma - 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/>)



How can we teach behaviour?

(internal discipline)

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

STRIVE

Which behaviours are you keen to see in our school?

What behaviours have you noticed that you think should be encouraged?

Behaviour Policy

Being Safe	Showing Togetherness	Being Respectful
<ul style="list-style-type: none"> · Caring for others; · Seeking help and support; · Actively avoiding putting yourself and others at risk; · Awareness of the safety of others; · Moving safely around the building e.g. always walking; · Acting upon concerns; · Learning from mistakes; · Keeping the learning environment tidy; 	<ul style="list-style-type: none"> · Helping another child to achieve; · Working collaboratively; · Being a good buddy to the younger children; · Completing a role at the school e.g. a Playground Leader or a Library Monitor; · Contributing to the school community and wider community; · Seeking help and support when needed; · Engaging with Collective Worship; 	<ul style="list-style-type: none"> · Following instructions · Demonstrating equity and fairness; · Looking after the learning environment and resources; · Demonstrating tolerance of others; · Employing a calm manner; · Having patience; · Being polite and demonstrating good manners; · Holding the door open for someone else;
Showing Integrity	Helping others to feel valued	Excellence
<ul style="list-style-type: none"> · Doing the right thing even if others are not looking; · Telling the truth even if that is difficult to do; · Demonstrating any of our values without having to be asked; 	<ul style="list-style-type: none"> · Showing empathy; · Listening to others point of view; · Greeting others; · Celebrating others successes; · Saying thank you; 	<ul style="list-style-type: none"> · Resources organised; · Completing work with pride and care; · Listening attentively; · Always being engaged in learning; · Being open-minded; ; · Having a positive mindset; · Having an enquiring mind. · Completing reading and home learning; · Showing independence when working;

- Saying please and thank you.
- Greeting people when you see them.
- Walking around the school quietly.
- Manners when eating in the hall.

Which “behaviours” do you think school should support with?

(See activity)

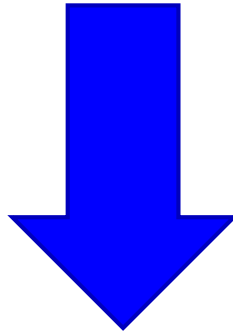
Raised hand signal



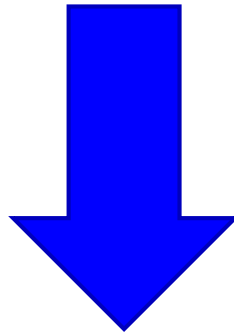
Safe Together Respect Integrity Valued Excellence

SAFETY	Create a safe environment in which we are curious about what is going on in children's lives, all forms of behaviour are a communication.	We are emotionally present, welcoming all of the school community with our words, body language, gestures, pitch, tone, and the overall warmth of our voice to convey a strong sense of safety.	I will stand up for what is right and raise concerns using the reporting procedures set out in our whistleblowing and child protection and safeguarding policy.
TOGETHERNESS	I will approach every situation with empathy and understanding. I will listen actively to the concerns of children, parents and colleagues, recognising the impact of their experiences and feelings.	I will engage with children and colleagues with sensitivity and patience. I will be proactive in offering support and encouragement, understanding that each person's journey is unique.	I will recognise the impact of my actions and attendance on colleagues, committing and always striving to be the best I can be.
RESPECT	I will establish and maintain clear professional boundaries in all interactions, being positive role models.	I will treat children with fairness, not favouring one child over another.	I will take time to recognise and record positive behaviours and attitudes, rewarding success in line with our school values.
INTEGRITY	I will maintain professional standards, keeping positive and offering solutions.	I will have a growth mindset, keep learning through engaging with CPD and feedback – Never being afraid to ask questions to know The Sutton Way!	I will be genuine in my interactions and communications- being honest and positive, a professional approach to relationships and families.
VALUED	I will create respectful boundaries - Build and maintain positive, trusting relationships.	We ensure our encouragement is sincere and avoid any form of humiliation or shame at all costs.	I will use constructive communication and show appreciation for the efforts and achievements of others.
EXCELLENCE	By co-creating a secure and nurturing environment, we aim to provide a stable base from which all children can thrive and flourish.	I will adapt my approach as needed to better meet the needs of those I support.	We embrace the courage to be vulnerable and fully present, acknowledging that there will be challenging times.

Redirection



Reminder



Caution



Punishment (what we do to children)

Punishment is the authority's enforcement of something undesirable or unpleasant upon an individual or group. Punishment is designed to suppress and control behaviour. Punishment hardens and numbs, produces obstinacy and sharpens the sense of alienation.

Consequence (what we do for children)

A planned logical response to a behaviour. Logical responses to detrimental behaviour help children learn and develop valued behaviour, enabling behaviour change.



Protective consequences

(removal of a freedom to manage harm)

Protective consequences are necessary measures to manage the risk of harm. Protective consequences may limit freedoms.

Educational consequences

(the essential learning, rehearsing or teaching to enable behaviour change)

Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms.



Key points

- Pupils should be taught explicitly what good behaviour looks like.
- By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive

Questions and Closing thoughts