Rewards and consequences:

Rewards (how we recognise valued behaviours):

- Praise – private and specific
- Kite badge and golden kites
- Nonverbal signals and cues
- Behaviour of the week awards for whole cohorts or classes

Consequences:

After any detrimental behaviour has happened it is important to seek why the behaviour occurred.

Staff will implement protective and educational consequences. This will be clearly explained to the child setting out expectations and what will happen next:

Protective consequences: Removal of a freedom to manage harm e.g. staying in at lunchtime to keep others safe.

Educational consequences: The learning, rehearsing or teaching so the freedom can be returned e.g., games with a small group to learn how to take turns.

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

Emotional Literacy

Emotional literacy involves having self-awareness and recognition of your own feelings and knowing how to manage them, such as 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.

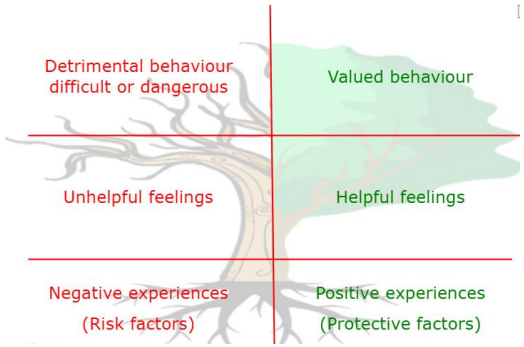
How we promote this in school:

- Circle times — To talk about feelings and relationships
- RSHE curriculum - To develop children's understanding of their sense of self and their relationship with others
- Word of the day —these explore a range of different words many related to our emotions and to extend their vocabulary
- Social stories—To help children visualise how to manage a situation
- ELSA- Some children visit our Emotional Literacy Support Assistant if required.
- Learning mentor time- some children spend time with our learning mentors to explore their emotions
- Zones of regulation

You can find out more by reading our behaviour policy and behaviour curriculum.

THERAPEUTIC THINKING APPROACH TO BEHAVIOUR

Birchwood Grove CP School



Therapeutic Thinking Tree

What is therapeutic thinking?

This approach is characterised by an inclusive culture, where positive experiences create positive, helpful feelings and these feelings create vauled behaviours.

Terapeutic Thinking focuses on how all children are supported, particularly in terms of their emotional wellbeing and mental health.

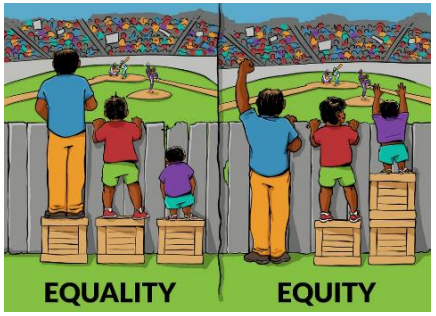
It is based on an understanding that behaviour is a form of communication, this includes all behaviour- valued, detrimental and dangerous.

The approach helps to develop an understanding of how to respond to those who may be communicating their needs and/or feelings through inappropriate behaviours.

Are all the children treated the same?

Equality vs Equity

A 'Therapeutic Thinking' approach is not about treating everybody the same, it's about giving equity to achieve equality. Equality is about treating everybody the same regardless. Equity is about giving everyone what they need to be successful. We aim to provide equality by providing the same valued experiences for all children and equity by differentiating support and resourcing to remove any barriers.



"Equality is leaving the door open for anyone who has the means to approach it; equity is ensuring there is a pathway to that door for those that need it." Caroline Belden

All behaviour is a form of communication

Valued behaviours are positive, create helpful feelings in oneself and others, and value social acceptance. Valued behaviour is characterised by a concern for the rights, feelings and welfare of other people.

Detrimental behaviour (this can include both difficult and dangerous behaviour) is behaviour that causes harm to an individual (including self), a group, to the community or to the environment.

Valued and detrimental/dangerous behaviours