



# **Polehampton Schools**

## **Therapeutic Thinking**

**Friday 31<sup>st</sup> March 2023**

# Aims

- To understand what therapeutic thinking is
- To understanding why we have adopted this approach
- To have an awareness of how this looks in school
- To have an awareness of how this could looks/be echoed at home

CONTENT WARNING



## 'Oh Bring Back Higher Standards'

Oh bring back higher standards – the pencil and the cane – if we want education then we must have some pain.

Oh, bring us back all the gone days

Yes, bring back all the past . . .

let's put them all in rows again – so we can see who's last.

Let's label all the good ones (the ones like you and me) and make them into prefects – like prefects used to be.

We'll put them on the honours board . . . as honours used to be,  
and write their names in burnished script - for all the world to see.

We'll have them back in uniform, We'll have them doff their caps,  
And learn what manners really are . . . for decent kind of chaps!

. . . So let's label all the good ones, we'll call them 'A's and 'B's-  
and we'll parcel up the useless ones, and call them 'C's and 'D's.

. . . We'll even have an 'E' lot! . . . an 'F' or 'G' maybe!!

. . . so they can know they're useless, . . . and not as good as me.  
For we've got to have the stupid – And we've got to have the poor  
Because- if we don't have them . . . well . . . what are prefects for?

Paul Dixon



# What is therapeutic thinking?

- Angela Wadham
- SEN Experience
- Developed through experience in schools for children in BESD provision and the care system



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

Verbal  
Assault

Defiance

Bullying

Physical  
Assault

Vandalism

Intimidation

Anti-Social  
Behaviour

Violate the  
rights of  
others

Averse Childhood Experience:

Abuse

Trauma

Loss/Bereavement

Acrimonious Parents

Domestic Abuse

Frequent Change

Substance Abuse

Inconsistency

Confusion

Unsafe

Instability

Low self worth

Low confidence

Anxious

Hurt

Frightened

# Maslow's Hierarchy of Needs





## FIGHT

Yelling, Screaming,  
Using Mean Words

Hitting, Kicking, Biting,  
Throwing, Punching

Blaming, Deflecting  
Responsibility, Defensive

Demanding,  
Controlling

"Oppositional",  
"Defiant", "Noncompliant"

Moving Towards What  
Feels Threatening

Irritable, Angry,  
Furious, Offended  
Aggressive

## FLIGHT

Wanting to Escape,  
Running Away

Unfocused, Hard  
to Pay Attention

Fidgeting, Restlessness,  
Hyperactive

Preoccupied, Busy with  
Everything But the Thing

Procrastinating, Avoidant,  
Ignores the Situation

Moving Away From What  
Feels Threatening

Anxious, Panicked  
Scared, Worried,  
Overwhelmed

## FREEZE

Shutting Down,  
Mind Goes Blank

Urge to Hide,  
Isolates Self

Verbally Unresponsive,  
Says, "I don't know" a lot

Difficulty with  
Completing Tasks

Zoned Out,  
Daydreaming

Unable to Move,  
Feeling Stuck

Depressed, Numb,  
Bored/Apathetic,  
Helpless



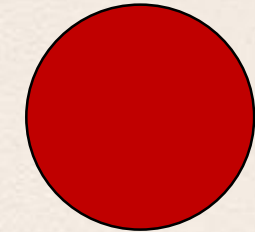
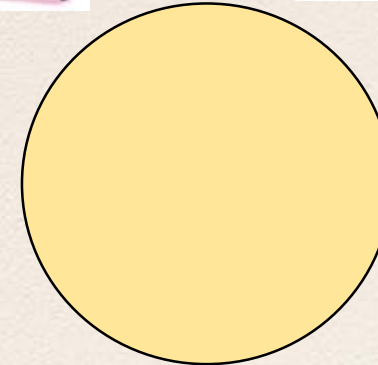
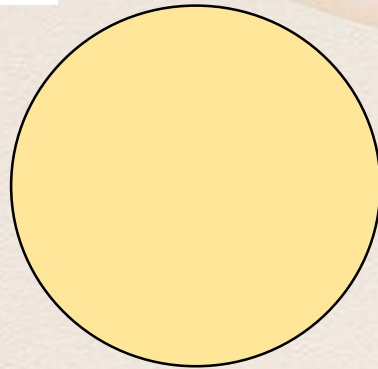
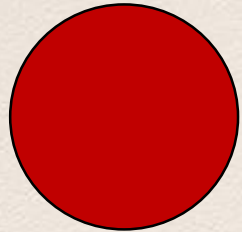


Urge to Hide,  
Isolates Self

Demanding,  
Controlling

Demanding,  
Controlling

Hitting, Kicking, Biting,  
Throwing, Punching



Internalisers

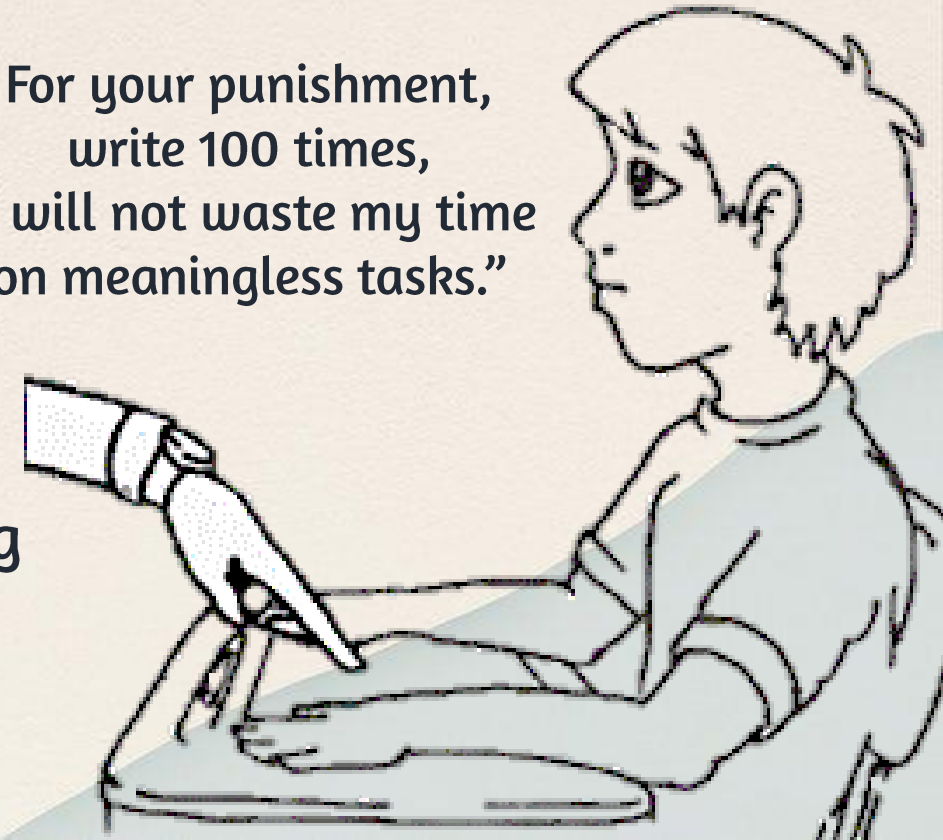
Externalisers



## Controlling Behaviours:

- Dominating and imposing
- Demanding obedience
- Telling them what they must not do
- Punishing them
- Bribery
- Taking away all pleasurable experiences
- By shaming, belittling, embarrassing, and humiliating
- Exclusion

For your punishment,  
write 100 times,  
“I will not waste my time  
on meaningless tasks.”



The background of the slide features a light cream color with soft, pastel-colored clouds in shades of pink, orange, and blue. Scattered across the upper left portion are several small, five-pointed stars in gold, green, and purple.

Mrs Potter

Mrs Bond

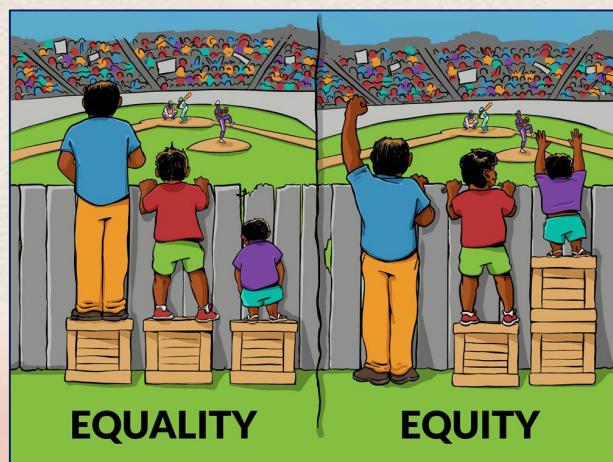
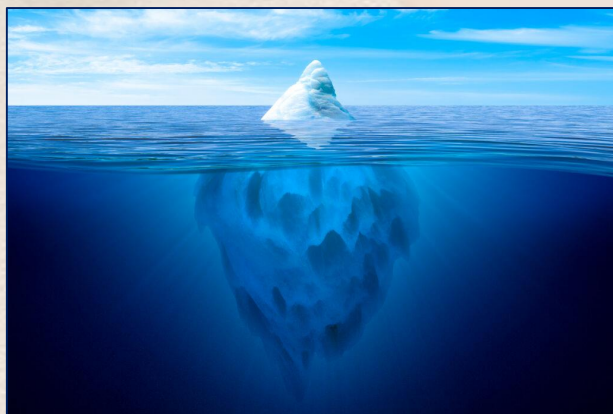
Mrs Castell

Mrs Gingell

Mrs Scott

Mr McGlone

Mrs Dobson



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

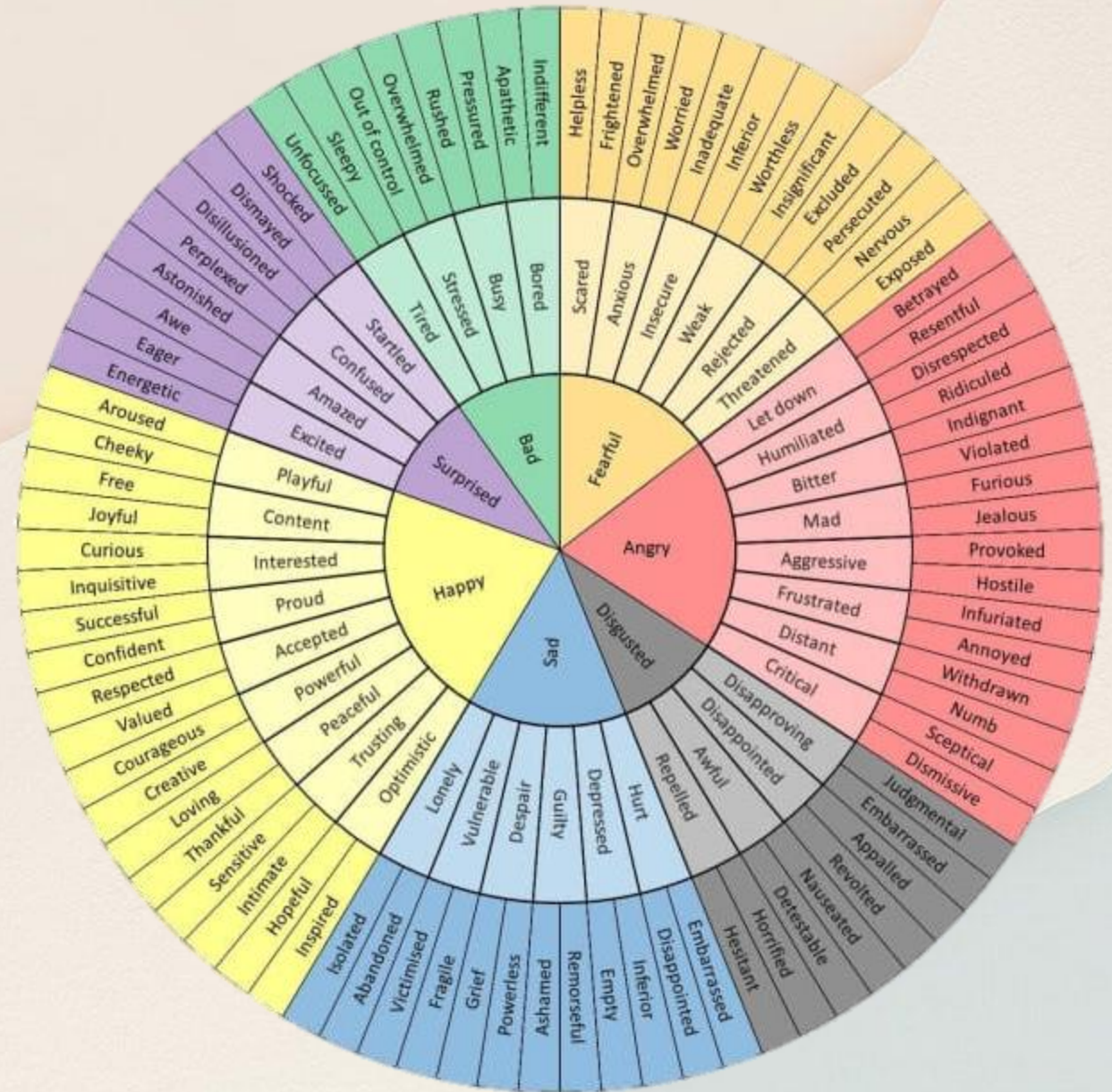
-Pam Leo



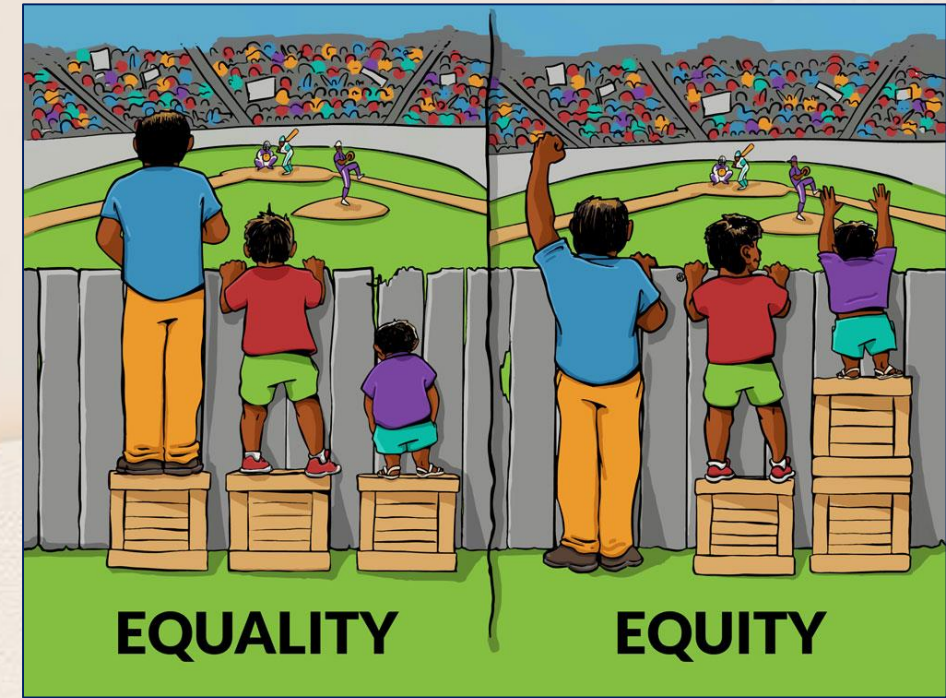
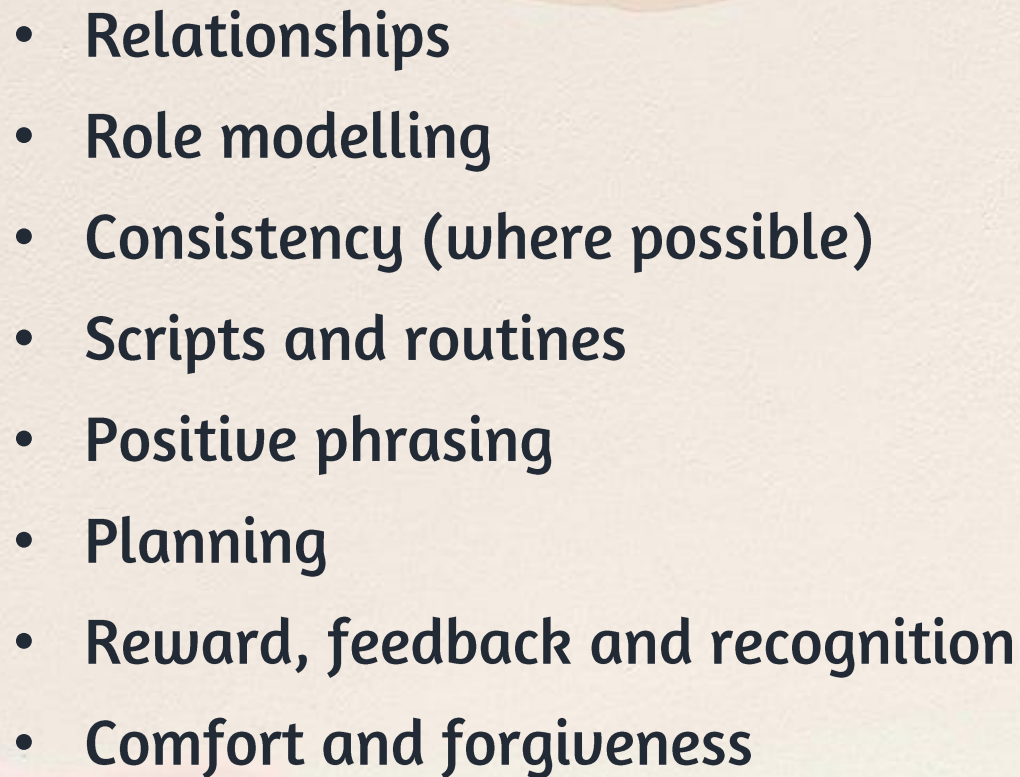


# Emotional Literacy

Learning to reflect and name emotions. Understanding how emotions link.







# What next? What if ...?

## DIFFICULT BEHAVIOURS

- Logical Consequences

Linked to what happened ...

Nothing is ignored – where disruption occurs steps are put in place to reduce the risk of this happening again.

- Educational Consequences

What happened? (tell the story)

What were the people involved thinking and feeling at the time?

Who has been affected and how?

How can we put right the harm?

What have we learnt so as to make a different choice next time?

## DANGEROUS BEHAVIOURS

- Protective Consequences:

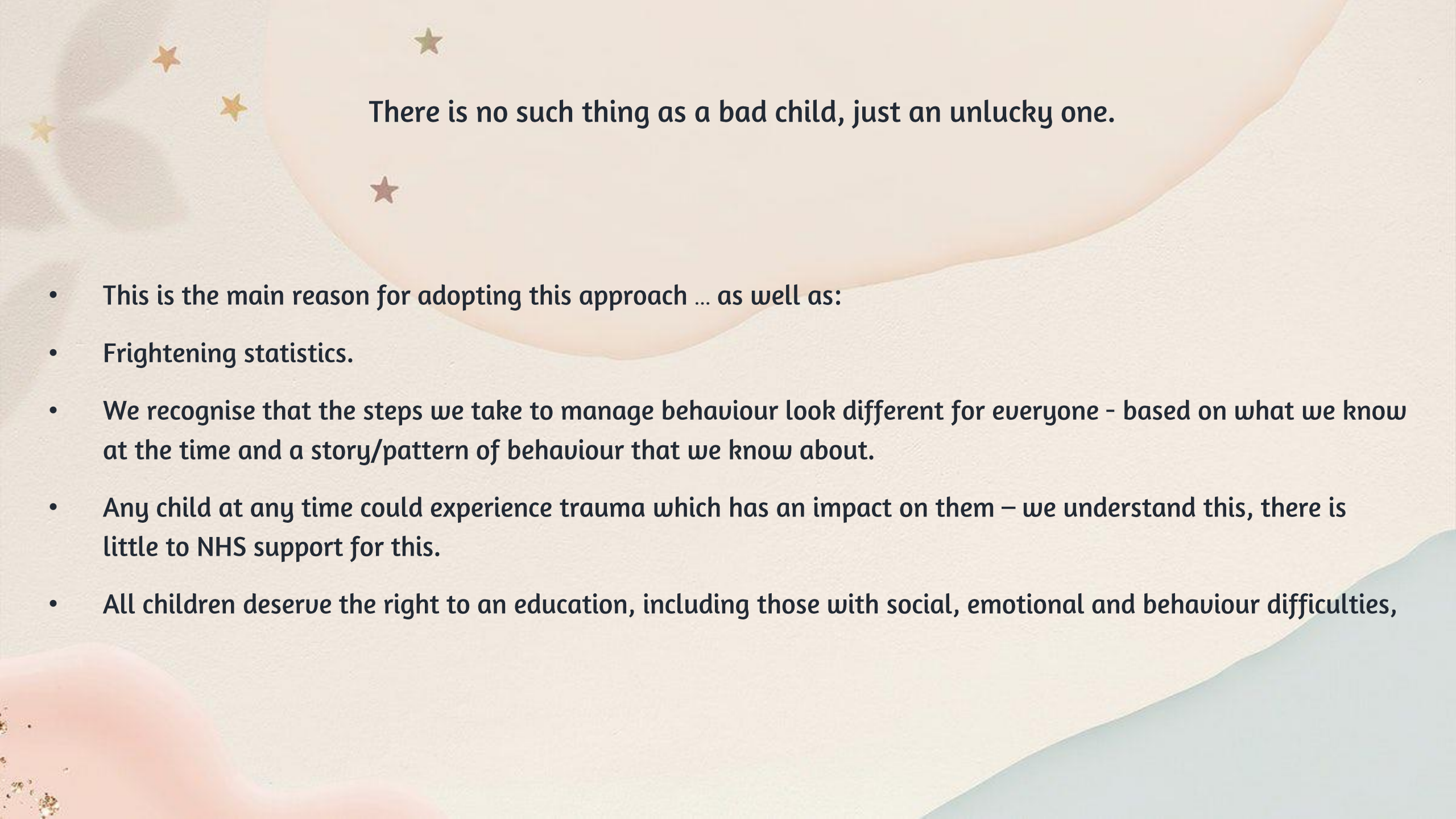
Removal of a freedom to manage harm

- Increased staff ratios
- Limited access to spaces
- Differentiated teaching space
- Teaching/learning/rehearsing until freedom can be restored



# Reinforcement at home ...

- Employing logical consequence (discuss)
- Using the words 'difficult' or 'dangerous' when describing behaviour to your child or to others
- Teaching emotional literacy skills
- Teaching your child about equitable use of resources in school
- Realistic expectations over other children's behaviour
- Empathising with the reason for the behaviour



There is no such thing as a bad child, just an unlucky one.

- This is the main reason for adopting this approach ... as well as:
- Frightening statistics.
- We recognise that the steps we take to manage behaviour look different for everyone - based on what we know at the time and a story/pattern of behaviour that we know about.
- Any child at any time could experience trauma which has an impact on them – we understand this, there is little to NHS support for this.
- All children deserve the right to an education, including those with social, emotional and behaviour difficulties,



**Any Questions?**