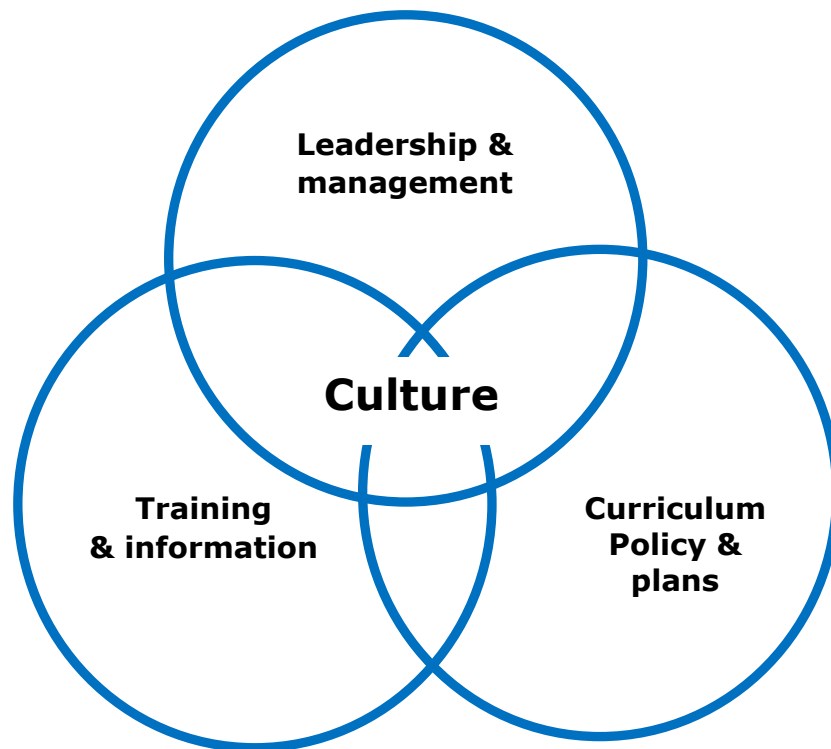


# Therapeutic Thinking Culture and Ethos Self-Assessment

The culture and ethos of a school or setting can be difficult to measure. As you continue your journey, this document will help you identify where in your processes you have embedded Therapeutic Thinking and how you can further embed principles in your practice.



The table below sets out practices that are in line with Therapeutic Thinking training.

Comment on whether the practice is following in each of the three key areas that can determine a school or setting's culture: leadership and management, curriculum, policy and plans, and training and information.

It is essential that Therapeutic Thinking is embedded in policy and plans as well as in training and information, with the full support and authorisation of leadership and management.

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We analyse data and use observations of everyday practice to consider priorities for change based on the perceived therapeutic benefit to all stakeholders.			
<b>Impact</b>	<b>Actions</b>		
We have created a behaviour policy (relationships policy, emotional wellbeing policy, positive behaviour policy, etc) aligned with the principles of Therapeutic Thinking.			
<b>Impact</b>	<b>Actions</b>		
We have developed a glossary which clearly defines all the language used with our curriculum, policy and plans to ensure consistent use and understanding.			
<b>Impact</b>	<b>Actions</b>		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We have developed a universal behaviour curriculum outlining the valued behaviours we will teach, to who, and when.			
<b>Impact</b>	<b>Actions</b>		
We have established a way of setting targets and measuring progress within our universal behaviour curriculum.			
<b>Impact</b>	<b>Actions</b>		
We have developed a targeted behaviour curriculum (additional methodology and activities) to close any identified gaps for individual children.			
<b>Impact</b>	<b>Actions</b>		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We have established a way of setting targets and measuring progress within our targeted behaviour curriculum.			
<b>Impact</b>	<b>Actions</b>		
We have developed a methodology to enable children's growth in emotional vocabulary, literacy and agency.			
<b>Impact</b>	<b>Actions</b>		
We have established a way of setting targets and measuring progress regarding children's emotional vocabulary, literacy and agency.			
<b>Impact</b>	<b>Actions</b>		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We have communicated to all stakeholders that we are committed to equality and equity.			
<b>Impact</b>	<b>Actions</b>		
We advocate for each child to receive the resources and adaptations (differentiation and scaffolding) that will enable them to succeed.			
<b>Impact</b>	<b>Actions</b>		
It is within policy to plan and offer adaptations for pupils based on the inclusion circles.			
<b>Impact</b>	<b>Actions</b>		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We plan interventions based on the principles of the therapeutic continuum.			
<b>Impact</b>	<b>Actions</b>		
We understand how the use of public methods of tracking behaviour risks creating unhelpful feelings.			
<b>Impact</b>	<b>Actions</b>		
We have further developed staff understanding of attachment, trauma, and ACEs.			
<b>Impact</b>	<b>Actions</b>		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We make adaptations based on our understanding of underpinning theory.			
<b>Impact</b>	<b>Actions</b>		
We have established an understanding of the link between poor emotional wellbeing and mental health and resulting behaviour.			
<b>Impact</b>	<b>Actions</b>		
We have established understanding that children with significant risk factors in life require additional protective factors within school.			
<b>Impact</b>	<b>Actions</b>		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We have a clear rationale for suspension and exclusion, identifying its purpose in teaching and enabling behaviour change.			
<b>Impact</b>	<b>Actions</b>		
We have defined the process by which individual needs are assessed and plans are adapted prior to return following a suspension.			
<b>Impact</b>	<b>Actions</b>		
We actively challenge the use of judgemental, non-accurate descriptions of behaviour (kicking off, going into one, meltdown etc).			
<b>Impact</b>	<b>Actions</b>		



	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We support the development and teaching of internal discipline and resilience to replace any need for control through external discipline (bribery and punishment).			
<b>Impact</b>	<b>Actions</b>		
We have a clear rationale for all protective consequences which identifies who or what is being protected.			
<b>Impact</b>	<b>Actions</b>		
All educational consequences have an identified learning outcome.			
<b>Impact</b>	<b>Actions</b>		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
All consequences are subject to an assess, plan, do, review process to evidence behaviour change.			
<b>Impact</b>	<b>Actions</b>		
We have structured and meaningful debrief following difficult or dangerous behaviours to facilitate and achieve a process of reflection, repairing and restoring relationships.			
<b>Impact</b>	<b>Actions</b>		
We use a graduated approach to plan responses for individuals who are not progressing despite consistent application of curriculum and policy.			
<b>Impact</b>	<b>Actions</b>		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We listen to and record the views, wishes and experiences of children and young people and include these considerations in individual planning to create meaningful change and better outcomes.			
<b>Impact</b>	<b>Actions</b>		
We use Early Prognosis to formalise all relevant available information and create an assess, plan, do review process for the individual.			
<b>Impact</b>	<b>Actions</b>		
We use the risk calculator to explore the severity and frequency of behaviour and the perceptions of risk in order to identify a rationale for consequences.			
<b>Impact</b>	<b>Actions</b>		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
Where progress isn't evidenced, we use guided discussion to consider elements of the behaviour related to either dysregulation or values and beliefs.			
<b>Impact</b>	<b>Actions</b>		
We have ensured our strategies for behaviours influenced by dysregulation build skills such as communication, awareness and coping strategies.			
<b>Impact</b>	<b>Actions</b>		
We have ensured our strategies for behaviours influenced by values and beliefs challenge beliefs, motivate change and inspire empathy.			
<b>Impact</b>	<b>Actions</b>		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
Where progress isn't evidenced, we use anxiety analysis to identify what the child can not cope with and what they can not cope without, leading to a Predict, Prevent and Progress plan.			
<b>Impact</b>	<b>Actions</b>		
Where progress isn't evidenced, we use the Therapeutic Tree to analyse the experiences and feelings responsible for behaviour, leading to a Therapeutic Plan where we plan specific positive experiences to create behaviour change.			
<b>Impact</b>	<b>Actions</b>		
We have further developed staff understanding of the impact of language (positive phrasing, limited choice, disempowering).			
<b>Impact</b>	<b>Actions</b>		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We have further developed staff understanding of the therapeutic impact of touch (physical intervention).			
<b>Impact</b>	<b>Actions</b>		
We have a commitment to the reduction and elimination of restraint for all learners based on an understanding of the established link with trauma.			
<b>Impact</b>	<b>Actions</b>		
We have considered group dynamics as an option to change children's experiences and better manage the feelings of children and staff and the risk of harm.			
<b>Impact</b>	<b>Actions</b>		

Therapeutic Thinking/PRACTICE	ACTION(S)	RESOURCES REQUIRED	OWNER	DEADLINE	DATE CLOSED
<i>E.g., adopting scripted language</i>	<i>SENCo will deliver a workshop to all staff on the importance of language.</i>	<i>School hall, time slot when all staff are available, presentation with examples</i>	<i>SLT</i>	<i>End of academic year</i>	