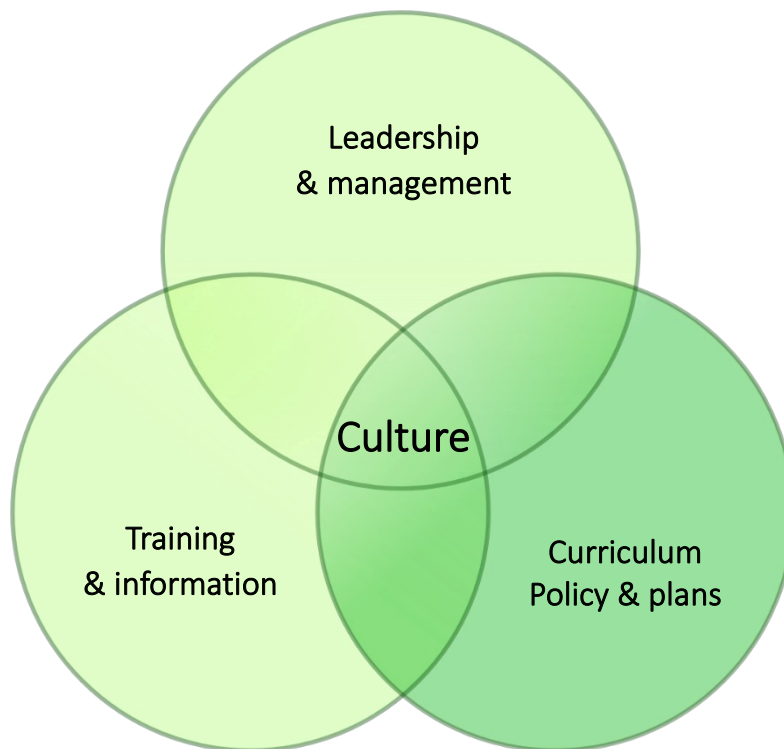


Therapeutic Thinking Culture and Ethos

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.			
Impact	Actions		
We have created a behaviour policy (relationships policy, emotional wellbeing policy, positive behaviour policy, etc) aligned with the principles of Therapeutic Thinking.			
Impact	Actions		
We have developed a glossary which clearly defines all the language used with our curriculum, policy and plans to ensure consistent use and understanding.			
Impact	Actions		

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

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

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

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

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

	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.			
Impact	Actions		
We have defined the process by which individual needs are assessed and plans are adapted prior to return following a suspension.			
Impact	Actions		
We actively challenge the use of judgemental, non-accurate descriptions of behaviour (kicking off, going into one, meltdown etc).			
Impact	Actions		

	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).			
Impact		Actions	
We have a clear rationale for all protective consequences which identifies who or what is being protected.			
Impact		Actions	
All educational consequences have an identified learning outcome.			
Impact		Actions	

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

	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.			
Impact	Actions		
We use guided discussion to consider elements of the behaviour related to either dysregulation or values and beliefs.			
Impact	Actions		
We have ensured our strategies for behaviours influenced by dysregulation build skills such as communication, awareness and coping strategies.			
Impact	Actions		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We have ensured our strategies for behaviours influenced by values and beliefs challenge beliefs, motivate change and inspire empathy.			
Impact	Actions		
We use Early Prognosis to formalise all relevant available information and create an assess, plan, do review process for the individual.			
Impact	Actions		
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.			
Impact	Actions		

	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.			
Impact	Actions		
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.			
Impact	Actions		
We have further developed staff understanding of the impact of language (positive phrasing, limited choice, disempowering).			
Impact	Actions		

	EVIDENCE		
	Leadership & management	Training & information	Curriculum, policy & plans
We have further developed staff understanding of the therapeutic impact of touch (physical intervention/non-restrictive intervention).			
Impact	Actions		
We have a commitment to the reduction and elimination of restrictive intervention and restraint for all learners based on an understanding of the established link with trauma.			
Impact	Actions		
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.			
Impact	Actions		

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>	