
How you can support at home:



Talk to your child about how they feel at school and how they feel at home. Chat about what they think they are good at, what upsets them, what helps them be calm and what helps them to learn.



Talk to your child about trusted adults they can talk to at school and home. Encourage them to draw around their hand and identify 5 trusted adults they can turn to when they feel scared, upset, angry, uncomfortable or worried.



Think about strategies you use at home to help your child and how you can help support school.



Write any ideas, comments or questions you have for school on the notes section.



Positive phrases and limited choices should be used to help consistency and reinforce pro-social behaviours. For example, "Switch the console off now please" instead of "Don't turn the console on" and "Put your toys away on the table or in the tub."

Notes:



Use this section to write any questions, ideas, comments you may wish to share with school.

Therapeutic Plan

A guide for parents/carers



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Glossary of acronyms and words in this leaflet:

EHCP: Education, Health and Care Plan

SEN: Special Educational Needs

PLP: Personalised Learning Plan

SENDCo: Special Educational Needs and/or Disabilities co-ordinator

DHT: Deputy Head Teacher

Roots and Fruits: This identifies root causes to behaviours and identifies solutions to use

Anxiety mapping: Staff complete these to identify areas of anxiety and escalation for children.



What is Therapeutic Thinking Hertfordshire Steps?



In Hertfordshire, we follow an approach called 'Therapeutic Thinking Hertfordshire STEPS' to support positive behaviour management. It is based on a shared focus on inclusion of all children and young people in schools. It is an approach which promotes open and shared communication, a shared set of values and beliefs, de-escalation and a process to repair, reflect and restore after key incidents.

It aims to provide consistency for children and staff and teaches internal discipline focusing on care and control. The approach uses de-escalation techniques before a crisis occurs and uses techniques to reduce harm if a crisis does occur. This forms our behaviour management ethos as a school.

Our behaviour policy explains our aim as a school to promote pro-social behaviour and maintain a positive environment where all members of our community feel happy, safe, secure and respected.

In the first instance, class teachers manage class behaviour and if this fails to encourage pro-social behaviour, support from colleagues across the phase is accessed. If a child requires frequent intervention from staff members (or a more serious incident happens) a member of the headship team will support.

For a small number of children, it is then necessary to create a Therapeutic Plan.



What is a Therapeutic Plan?

It is a plan which identifies pro-social behaviours; anxiety/difficult behaviours; crisis/dangerous behaviours and the strategies to respond to them.

The plan formalises what should happen and what should be said to best support the child.

It lists the agreed steps for all staff to take when situations arise in order to help the pupil lower their anxiety and create positive feelings and behaviour.



How is it created?

Before it is written, a child's trusted adult completes a 'Roots and Fruits' document and 'Anxiety maps' with the child. These form the basis for the plan and make sure we are listening to information straight from the child. The plan is then created by school staff and shared with parents.

A carefully structured plan including scripted language for staff to use helps us to support the child in the best way possible for them.

Sections of a Therapeutic Plan:

1. Pro-social/positive behaviours we know the child displays and we want to encourage more frequently.
2. Anxiety/difficult behaviours and strategies used by staff to respond to them. These are the 1st signs that things aren't going well for the child.
3. Information about crisis/dangerous behaviours and strategies used by staff to respond to them.
4. Steps to take after an incident, to recover and debrief.