

THOUGHT AND EMOTION SUPPORT APPROACH

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The Create Approach Ltd is an online 1: 1 mentoring provision and does not currently provide physical face to face or group. A parent is present during sessions. Aspects of this policy have been written to accommodate any possible future changes.

The Create Approach Ltd is committed to creating an inclusive learning environment where the learning, social and personal needs of learners who are supported are listened to and where learners are helped to achieve in an atmosphere of safety and mutual respect.

By removing as many barriers as possible to learning we aim wherever possible to support transfer back into mainstream secondary education, long term alternative provision, further education or the world of work. We believe in a working partnership with referrers, parents/carers in order to support a young person's placement at The Create Approach Ltd.

This policy sets out The Create Approach Ltd core principles of acknowledging and encouraging self-regulation, positive self-management and strategies for managing dysregulated emotions and thoughts.

The Create Approach Ltd caters for a range of differing needs of children and young persons that attend.

All learners come with differing cognitive abilities and all with varying degrees of social communication and interaction levels including, but not limited to, ASD/PDA/ADHD/ADD/ODD/attachment disorders/behavioural concerns related to trauma.

A Therapeutic Approach

Approach with curiosity and seek to connect – Connection and collaboration over judgement and control.

We recognise that negative experiences can create negative thoughts and feelings, which in turn influence decisions, actions, choices and reactions.

It is the responsibility of **every adult** at The Create Approach Ltd to seek to consider the environment, triggers, coping mechanisms and reactions to support the healing of anxiety and reconnection with positive learning.

To do this, each facilitators member is responsible for recording any incidents that may occur on The Create Approach Ltd's Incident form, ensuring they record date and time of the de-regulated reaction together with any known antecedents. Further include any follow up debrief with the learner and support tools used. Should a repeated pattern of reaction be noted then this information can be used to form any thought support plans and adjustments made in order to ensure needs are being met and child/YP

wellbeing is person center with an individual approach.

The Create Approach Ltd ethos.

We support young people to become aware of their feelings, safe in the knowledge they will not be judged, to voice their anxieties and frustrations, recognise their emotions and what triggers their change in state and how to manage their feelings appropriately. We facilitate using 'non-judgmental, unconditional positive regard' for all.

Communication

The Create Approach Ltd will communicate this thought and emotion support approach to all new and existing facilitators and learners where relevant, but in particular through their induction meeting; learner review meetings; and within our day-to-day communications with the children and young persons that attend.

The Create Approach Ltd will ensure that parents/carers are fully informed communicating it through center documentation that is shared with parent/carers at the start of the child/young person's journey with us and/or the induction meeting. A copy of this policy and all policies will be available on request or via the website.

The Create Approach Ltd will ensure that all facilitators are consulted regularly about the policy and its implementation.

The Create Approach Ltd will communicate this approach to all facilitators by providing copies of documentation and through facilitators training programs as well as a copy provided in the facilitators handbook. This policy should be read in conjunction with our other Centre policies, including the Safeguarding Policy.

Positive and non-desirable behaviour

The Create Approach Ltd has identified undesirable behaviour to include:

- Verbal abuse.
- Threatening language or behaviour.
- Intimidation.
- Physical abuse.
- Damage to or theft of property.
- Bullying (including cyber bullying).
- Harassment and all forms of prejudice-related behaviours.

An important aspect of the training that facilitators receive is understanding that some behaviours are conscious (behaviours over which the person has a choice) and others are subconscious (behaviours over which the person does not have full control).

Through the building of consistent relationships between learner and facilitators we aspire to build a

bigger picture of identifying individual needs and contribute to the development of a unique support plan.

To assess conscious behaviours, facilitators will be routinely encouraged to consider:

- What is the desired outcome of the reaction?
- What is the motivation driving the reaction?
- What is the motivation to react positively?
- How can the adult impact on young people's beliefs and values?

To assess subconscious behaviours, facilitators needs to consider:

- Are there medical issues?
- Is it a phenotype behaviour (relating to a genetic disorder)?
- Understand any underlying condition already diagnosed or suspected.
- Be curious about what may be causing anxiety?
- Consider in relation to external circumstance, i.e. what is happening in the learner's life?
- What may be causing confusion?
- What is stimulating for the young person?

Risk Assessment and Planning

Learner at The Create Approach Ltd may have or be obtaining, an EHCP and therefore, information pertaining to a learner's behaviour and any diagnosis already obtained is detailed.

We ask all facilitators working with young people to provide observations within their daily reports, or in some instances, specific observation reports/incident reports.

When a child repeats a behaviour(s) that may place themselves or others at risk of harm, the team - led by Kelly Sherman, the founder of The Create Approach Ltd, and with the designated facilitator together with any further persons significantly involved with the learner will conduct and provide an Individual Risk Management plan.

When planning and supporting learners it is important that adults consider that:

- There will always be a reason or purpose behind any behaviour that others find undesirable, and which can place the young person as well as other people at risk.
- It is the responsibility of those adults working to support the child, to try to understand the motivation behind the behaviour; to try to interpret the behaviour from the child's point of view.
- The child will exhibit their behaviour in order to try and get their need(s) met. Adults planning to support the child must try to find more appropriate means for the child to meet these needs. Within more formal teaching environment or when completing a challenging task, it is probable that the meaning of the behaviour may relate to either: task avoidance or seeking to interact with others (if working within a group environment).

At The Create Approach Ltd we promote positive thought support by fostering a collaborative approach with learners and develop shared values whilst maintaining a therapeutic understanding of behaviour and through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Positive reinforcement
- Comfort and forgiveness
- Success recognition

We **DO NOT** use punitive punishment systems to coerce behaviour, instead relying on the ethos that only natural and logical consequences develop the synapse needed to create long term change in behaviour whilst promoting self-esteem. Connection and collaboration NOT control and judgement.

It is the responsibility of every member of facilitators to seek to understand the behaviour of the young person. The key elements to inform such understanding are and curiosity and empathy.

Any adult seeking to support a child/young person whose reactions are presenting a challenge can act in a way that can make the situation worse or can calm the situation. It is the responsibility of adults to support the child.

All facilitators will be continually coached on active listening methods and provided with personal coaching.

Touch and Physical contact

At The Create Approach Ltd we believe that in order to provide sensitive, high-quality support and educational provision, there may have to be an element of physical contact required at times between facilitators and learners.

Used in context and with empathy, touch supports the development of natural interactions with the young people we teach and care for. This policy sets out the reasons for physical contact between an adult and learner. Touch and physical contact may be used for:

- Communication e.g. placing a hand on someone's shoulder when speaking to them; to greet someone (shaking hands or a high five).
- To support early communication e.g. sensitively directing / guiding / supporting learner in an educational task - Learning to assist, prompt and enable interactions with peers and facilitators.
- To support engagement with resources and learning activities.

- Playing - many play activities naturally involve touch. People of any age who are at an early stage of development are likely to be tactile and physical.
- Emotional reasons e.g. to communicate affection and warmth, to give reassurance.
- Purposes of care: Touch is necessary in order to carry medical care however this must be from a qualified first aider.
- Protect children and young people from danger by physically intervening.
- Provide 'OT style therapies' such as 'squishing' which can aid in regulation of behavior.

Guidelines

Facilitators need to be clear and open about **why** they are using touch and be able to explain their practice.

There **must** be clarity and transparency on issues of touch. The use of touch should be discussed openly and regularly between facilitators. People of any age can want and need physical support/touch.

Facilitators should use a sideways hug supporting their shoulders and upper arm. Sideways hugs should be used to offer comfort, reparation and to show support.

Facilitators are not permitted to allow a child to sit on their laps.

Facilitators may be concerned about the issue of age-appropriateness; however, the developmental age and emotional and communication needs of the individual are far more important than actual age.

While gender and cultural factors have relevance in issues of touch, the emotional and communication needs of the individual are due equal consideration. Facilitators should be sensitive to any verbal and non-verbal communication from learners that might indicate that they don't want to be touched.

It should always be considered by facilitators that for touch to provide positive experiences **it must be consensual**.

Facilitators should be sensitive to any changes in the learner's behaviour (e.g. overexcitement or negative reactions) that might indicate the need to reduce or withdraw touch; particularly during play or intensive interaction. Significant changes in behaviour should be clearly recorded in an Incident form. The learners who we support should be given opportunities to touch each other while interacting and playing as would happen naturally for any child or young person. Attention should always be given to ensure that both parties are happy with this.

Training and professional development for all facilitators

The Create Approach Ltd will provide training and development of all facilitators on reaction/behaviour management matters through induction training for all new facilitators and specific, regular planned/tailored training.

The Create Approach Ltd undertakes annual reviews of the continuing professional development (CPD)

needs of facilitators through the Appraisal process.

The Create Approach Ltd reviews regularly the health, safety and welfare of all facilitators and provides for professional and personal support (including training and upon request counselling/additional supervision/coaching).

The Create Approach Ltd provides opportunities, as appropriate, for facilitators to develop their knowledge and skills in relation to such issues as:

- Implementing The Create Approach's behaviour policy.
- Logging and recording of incidents.
- Centre leadership.
- Teaching/facilitating strategies.
- Educational visits (if appropriate).
- Learning styles.
- The implications of legislation affecting behaviour management (e.g. child protection, learner restraint, vulnerable children/young people).
- Emotion coaching strategies.
- Equal opportunities and anti-discrimination.
- Techniques for supporting self-regulation.

Clear roles and responsibilities

The Create Approach Ltd ensures that facilitators job descriptions include appropriate reference to responsibility for implementing all policies.

Resources

The Create Approach Ltd will provide the resources needed to ensure the effective implementation of the thought and emotion support policy, including reviews of the following:

- facilitators training and development;
- provision of appropriate time to carry out their professional roles, responsibilities and workload.
- Health and safety.
- Data management and record keeping:
- Provision of administrative and record keeping systems (including use of ICT);
- Monitoring arrangements (including use of ICT).

On-site facilities and resources should be used wherever possible and appropriate (e.g. respect the need for time out/space, access to additional support from other facilitators if this is practical, mentoring).

It may be identified that additional services are required to meet the needs of learners and/or families, these may include:

- SENDIAS.
- Education Psychology Service.
- Health Services, including Child and Adolescent Mental Health Services (CAMHS).

- Social Services.
- Information, advice, and guidance of supporting agencies.
- Mentors.
- Youth Offending Team.
- Drug counselling agencies.
- Police.

The Create Approach Ltd aims to work collaboratively with these outside agencies to provide the best opportunity for learner success.

Learner involvement

The Create Approach Ltd encourages learners to take responsibility for their own learning thought support and emotion management. The Create Approach Ltd provides opportunities for learners' positive involvement in the community of The Create Approach, to promote a sense of belonging and working towards a common goal.

The Create Approach Ltd will seek to engage learners in the review of the thought support and emotion management policy.

Parental/carers involvement

The Create Approach Ltd aims to inform parents/carers promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

The Create Approach Ltd will seek to provide opportunities to encourage parental involvement and support for the thought and emotion support policy.

Data management

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of The Create Approach's thought and emotion support policy.

The Create Approach Ltd maintains accurate records of all incidents where restraint was required with detailed reasons and full accounts from all parties.

The Create Approach Ltd has advised all facilitators of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised facilitators of the correct procedures for recording statements.

The Create Approach Ltd provides for the logging of incidents and monitoring of trends as appropriate.

The Create Approach Ltd deploys appropriate facilitators to undertake routine administration and record keeping.

Monitoring and evaluation

The Create Approach Ltd monitors behaviour incidents to identify issues and trends.

Facilitators receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

The Create Approach Ltd monitors incidents of disruptive behaviour in terms of:

- Type of incident (including prejudice-related incidents).
- Critical days/times in the week.
- Critical places within/outside the site.
- Learners involved.
- Profile of learners involved (ethnicity, gender, disability, age, additional SEN).
- Timeliness of response.
- Outcomes and actions taken.

