GLADE School

Therapeutic Intervention

Document Ref:	Version No:	Summary of Changes:	Author:	Release Date:	Approved By:
SC24	1	Policy Launch	Gareth Webb	February 2016	
SC24	2	Review 2016 / 2017	Gareth Webb	November 2016	
SC24	3	Review 2017 / 2018	Gareth Webb	November 2017	QSGC
SC24	4	Review 2018 / 2019	Gareth Webb	October 2018	QSGC
SC24	5	Updated Operations/Management details	Laura Willis	November 2018	QSGC
SC24	6	Review 2019 / 2020 Changes to Therapeutic Model	Laura Willis	November 2019	QSGC
SC24	7	Review 2020 / 2021	Laura Rowe	October 2020	QSGC
SC24	8	Review 2021 / 2022	Laura Rowe	October 2021	PSC
SC24	9	Point 2.5 Changed wording Team Teach to RiiSE	Fey Audin	July 2022	PSC
SC24	10	Changed to review every 2 years 2021 /2023	Laura Rowe	October 2022	PSC
GSC24	11	GLADE Review 2023/2025	Victoria Adams	October 2023	PSC
GSC24	12	Full Review 2026/2027	Emma Moore	March 2026	PSC

Review Date; March 2027 (Annually)
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Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values
Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

PROFESSIONAL	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will. · We approach challenges with optimism and enthusiasm. · We don't judge, we notice. · We put the needs of the service before our own personal gains.	· We don't give up on people. · We value all individuals and are willing to challenge them. · We embrace each other's differences as much as our similarities. · We accept responsibility for our actions.	· We give feedback, we invite feedback, we listen to feedback. · We look inward before we look outward. · We learn as much from our mistakes as from our successes. · We listen to each other, learn from each other and grow together.	· We are always willing to explain why. · We have the courage to be open and honest. · We earn trust through our transparency. · We live by our values even when no-one is watching.

1 Therapeutic Objective of Fair Ways Education

1.1 The overall objective of the therapeutic approach is to enhance potential acceptance towards positive change, thus aiding development and giving the individual young person greater access to a more informed choice and positive future towards their education and life outcomes.

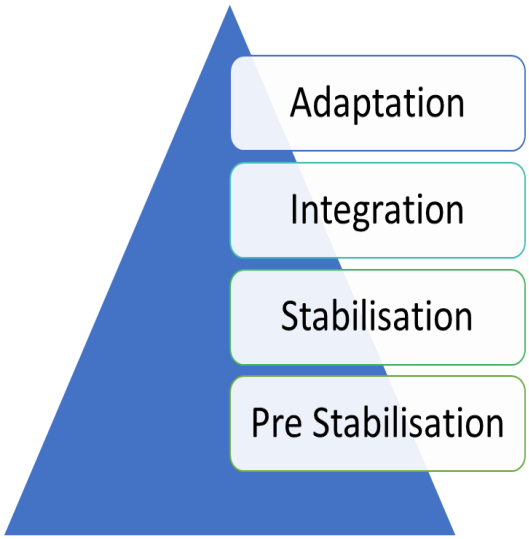
2 Current overview

2.1 The therapeutic ethos in our educational setting will be slightly different to the usual therapeutic community approach adopted in group living or learning environments. For any therapeutic work to take place, the student has to feel safe and secure, to be able to feel contained enough, build trusting relationships combined with the need to acknowledge their own difficulties and then want to change.

2.2 The majority of students at GLADE School have encountered some form of trauma within their early childhood and most often some type of post-traumatic stress suffered physically, psychologically and / or socially. Students often arrive having been excluded from most other educational provisions and have encountered a vast amount of rejection due to the challenging behaviours they present, which all have a huge impact on their attachment needs and personal resilience. GLADE School uses a Therapeutic Model, underpinned using a trauma informed approach to Education and learning. Students at GLADE School need to be recognised as individuals with needs that need to be met for their academic learning to take place and progress.

The Therapeutic Model in place was developed from Brown, Scheflin and Hammond's (1998) suggestion of there being three phases for individuals to work through, these include; Stabilisation, integration and adaptation. Fair Ways Education have also included another phase, pre-stabilisation due to the extreme impact of trauma and significant and compounded negative experiences in relation to education which impact on individual's abilities to access learning and formal education. Students may progress through the stages, however, may also circle back and re-visit earlier and previous phases due to the complexities of the previous traumatic experiences and current or new situations impacting on their development.

2.3 With this in mind, GLADE School use this 4 tier model based around pre-stabilisation, stabilisation, integration and adaptation.



2.4 **Pre- stabilisation-** *Providing safety and stability*

Often, when arriving at GLADE, young people have had significant periods of time away from formal education, with little to no routine and chaotic environments being the recognised norm. Young People may have developed unhelpful, destructive and challenging behaviours in order to survive or communicate with those around them.

GLADE School therapeutic approach is based upon relationships and trust being built first and foremost. The pre-stabilisation phase encourages the capacity for relationship development. A small consistent team of staff will work closely with one another and the individual young person to provide security. At this stage, academic pressure is minimised as young people in this phase are generally not ready or in a place emotionally, socially and behaviourally to cope with academic pressure. Activities are planned which facilitate trust and enjoyment in which to reduce anxiety and lay the foundations for continued development.

2.5 **Stabilisation** – *Establishing safety and stability*

All children and young people who have lived through trauma need to be in a safe environment with structure, routine and predictability, it is GLADE's aim to provide this consistently for each young person. Once a young person has moved through the pre-stabilisation phase, some of the anxiety and trauma in relation to negative educational experiences we aim to have reduced, allowing the young person to begin to feel safe and able to develop 1 or 2 key relationships with key staff member. GLADE School works to use a trauma informed, holistic environment safe enough for the young person, and safe for those around the child/young person. The holistic approach includes developing positive relationships with staff, appropriate physical

intervention (RiiSE), boundaries, consequences, emotional understanding, positive listening and learning conversations, restorative conversations with consistent basic rules and routines.

2.6 **Integration** – *Fuses, switches and safety valves: controlling and managing physiological reactions*

Once the child or young person begins to be able adapt their behaviour and their understanding of the school community, they can begin to establish themselves within the school environment. The child or young person can make positive progress in accepting adult direction and, with adult support, start to show more appropriate ways to express anger over a period of time.

The key factor is the child or young person gaining their own sense of control over reactions and sensations which previously seemed unmanageable in previous educational settings. The child or young person can begin to learn relaxation techniques and engage in individual pastoral support sessions, to identify their goals and work towards reaching them. Within this stage of the model, more discovery of self-awareness and emotional literacy is promoted and individual targets set for the child to work towards developing their social intelligence. The objective is to allow for positive peer interaction whilst being nurtured into appropriate social interaction supported by adults. The child can begin to establish their educational interests and pathways by making good choices rather than being involved with negative peer behaviours within the school or wider community.

Learning about trauma and the past for the child is needed as part of the recovery process. Knowledge is power, and anyone who has suffered the effects of traumatic stress needs to know what has happened to them, what is happening to them and what the future may hold as they recover. This knowledge normalises the situation and helps children and young people to understand that they are not mad or bad but have been injured by events in their lives. This whole process should be part of a professional programme delivered within a traditional therapeutic environment or be part of the Child and Adolescent Mental Health Service (CAMHS). GLADE School are supported by Fair Ways clinical hub to identify and offer appropriate therapeutic interventions and direct work where possible. *Some children wait until they are adults and gain adult services to support this journey.*

2.6 **Adaptation** – *Re-establishing social connectedness*

The final stage supports the growth and development of the child or young person and helps them connect and re-learn important skills adapting to the outside world. The child or young person needs to find out that relating to other people is worth the effort, that it makes them feel good. Children and young people need to be

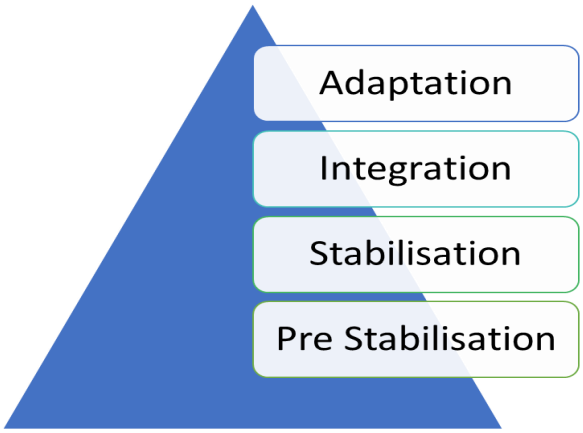
encouraged to engage in relating to others and then they need to be encouraged and enabled to put words to their experience. Building self-esteem and confidence in activities and areas of interest will promote social growth and positive self-image. The whole environment around the child or young person needs to be reflecting this positive self-image. We can encourage the child or young person to take a real pride in themselves, clothing, appearance, hygiene and taking pride in the school community. At this stage the child or young person should have ceased criminal activity, engaging appropriately out in the community and moving towards a positive future involving themselves in the decision-making process of education meetings and choices.

3 GLADE Education Model

3.1 The objective is to ensure the therapeutic needs of the child or young person are met on each level of the model. Each child or young person will be assessed using the 4 tier model within their first three months of being placed within GLADE School. Staff will regularly review and discuss individual young people, setting targets and implementing strategies within each section with support from the pastoral team and clinical hub, assessing individual progress. The traffic light system is used to monitor progress and data is collated each half term/term.

Green	Completed target
Amber	Partly achieved but still needs support
Red	Not achieved target

3.2 The school has compiled a variety of objectives to achieve at each stage of the model specific to GLADE, these include:



Pre Stabilisation

Has more than weekly behavioural incidents
Minimal appropriate or effective communication
Displays high levels of dysregulation
Will not enter the classroom
Will only engage with non-academic activities
Will refuse lessons or staff-initiated tasks

Stabilisation

Some reduction in behavioural incidents
Can communicate appropriately at times
Is often dysregulated
Will enter the classroom/teaching space
Shows signs of developing positive relationships with 1 or 2 members of staff
Can take staff direction at times

Integration

Has a significant reduction in behavioural incidents
Can interact and communicate positively with other young people and staff
May be able to recognise which emotion/zone of regulation they are in
Will be in the right place for the majority of the time
Will engage with most work-related activities or tasks
Can engage with PLL's and reflect on behaviours

Adaptation

Rarely has behavioural incidents
Displays positive and effective communication with staff and other young people
Can recognise and cope with own emotions effectively
Engages with all learning and staff requested tasks
Has good relationships with staff and young people
Is able to identify and work towards future plans

4 Whole School Therapeutic Practice

4.1 GLADE provision is geared towards tailored individual packages for the young people that encompass not only their academic needs, but an equal emphasis on emotional and social development. We foster a high staff to child ratio of 1:1 or 2:1 to enable a safe, containing and holding environment where young people can process and explore the difficulties that education or socialising in a large group can evoke.

4.2 We aspire to develop stable consistent positive therapeutic relationships to achieve our primary task of developing the ability to establish and maintain relationships on a one to one and group level for all the children and young people, as well as providing an educational package that is tailored specifically to the young person's academic needs. This runs alongside up-to-date risk assessments and behaviour management plans that enable the best outcomes possible.

5 Characteristics of the GLADE Education therapeutic approach

- Staff and young people that meet together in a small school community regularly and participate in a range of tasks, breakfast club, student meetings, group activities, classroom learning and peer group learning.
- Young people to be valued as individuals and empowered to develop their self-esteem and confidence with opportunities for positive engagement wherever possible.
- Informal and non-hierarchical relationships between the young people and staff, fostering trust and support.
- Non-hierarchical supportive relationships between staff, modelling appropriate and effective communication for young people to see and recognise.
- Regular and frequent sharing of information between all members of the team, parents and carers and professional networks in order to facilitate 'joined up' and effective support and communication.
- A shared commitment to the goal of learning from the experience of learning with the small school community (a culture where everyone is learning from each other).
- A shared commitment to the open communication and resolution of problems, tensions and conflicts within the group (a culture of enquiry).
- Staff training – bringing therapeutic awareness of individual and group process and the abilities to reflect, learn and develop.
- A clear set of boundaries concerning time, place and roles within the learning environment.

6 Therapeutic Staff Support Structure

6.1 GLADE Education endeavours to promote and develop a school culture based on empowerment, acceptance and learning. This is supported by a needs driven, child-centred approach to education. All school staff are supported to work together to translate the core principles into practice, assisted by high quality training. The holistic training programme is grounded by psychodynamic theory, but making good use of attachment theory, systemic theory and ensuring staff are up-to-date with the

developing importance that neuroscience has to play in our understanding of child development.

6.2 **Supervision**

Staff meet twice a day during brief and debrief to unpick and process difficult feelings that might have arisen from incidents that have happened in school. Staff meet termly with their Line Manager to unpick concerns or worries. The Therapeutic Hub can be utilised if a particularly tricky incident has occurred.

6.3 **Therapeutic Training**

As well as the team supervision, de-briefs and INSET days, the staff will all undertake some form of therapeutic training that includes theory alongside practical application of verbal and nonverbal communication techniques guided by professionals.

7 Student therapeutic support

7.1 **Environment**

All of the children and young people educated with us have sometimes experienced multiple school placements breaking down. The rejections, combined with the feelings of worthlessness, are internalised. The defensive behaviour of avoidance arises from these past experiences and is acted out on a daily basis, often in violence and challenging behaviour to express their anger. The fight, flight or freeze response is frequent and can even cause some young people to abscond.

To compensate for this the whole school should be based around a non-threatening or anxiety based environment. The school does not resemble a stereotypical school environment, and the classrooms are warm, individually unique and welcoming. There are dedicated chill out and sensory rooms to promote safety and warmth encouraging relaxing surroundings.

7.2 **Daily Tutors and pastoral support**

Students are each assigned a member of staff to be their tutor when they first join the school and can take on a mentoring role, to talk with them about their learning targets and behaviour throughout the week. This also gives the child or young person an opportunity to discuss anything on their minds as they begin to build a relationship with this staff member. Any information is then shared within staff de-brief and logged each day to support the child or young person further. Tutors also contact parents / carers every morning for an update of the young person or child's previous evening and then again, the tutor will make contact at the end of the school

day to discuss the young persons' day to keep communication flowing to best support the child or young person holistically.

The Behaviour/ Pastoral team will also meet with the young people once a week to give the opportunity for the child to discuss any issues that may arise within school or out of school. This is also the time for direct work to take place in relation to the young person's goal or target outlined on the therapeutic model.

7.3 **Individual educational package**

The young people will all have an individual educational package tailored to their academic, emotional and social needs. This will also encompass a comprehensive behaviour management plan to contain and role model appropriate socially acceptable behaviour, combined with a risk assessment to safeguard the child/young person and the staff. Information is collated to support individual timetables from a variety of sources such as their Education Health Care Plans, CAMHS, the young person themselves and their families and professional networks and the school will also complete their own observations.

7.4 **Community Student meetings**

The community student meetings are an integral part of the therapeutic process. The objective of the group is to meet at least once a week, with focus being on managing in a large peer group setting. The space provides an opportunity for social growth. The group tends to use very unhelpful ways to resolve conflict so one of the main themes is to continually focus on appropriate verbal expression rather than violence and avoidance.

Staff attend the meeting, with individual staff members and the pastoral team to act as facilitators. Staff and young people sit together, ideally in a circle with the objective to enable the young people to feel contained and have adult support next to them. It is important for all members of the group to attend, but sometimes the children with more complex needs, e.g. autism, have difficulty engaging in this process and usually choose to avoid the group situations unless the entire focus is on a topic of their choice.

7.5 **Parent and carer support**

Parent and carer support groups are offered in collaboration with the clinical hub and pastoral team within the school.

Parent support meetings are provided by the school, when necessary, to increase communication between the school and young person's home. The objective of the parent group or 1:1 meeting is to provide a space were parents and carers of the young people who we educate can attend a facilitated space, where they can

explore and share information about their children's presenting behaviour. The unconscious objective is to provide an emotional holding space where difficult feelings and behaviour can be explored and held onto and unpicked.

7.6 **Classroom observations**

Classroom observations are also used to monitor and track behaviour, feeding back to the individual staff tutor and school team any relevant information to develop therapeutic strategies that link to the 4 tier model. Observations are carried out by the Headteacher and Curriculum Manager, but if the focus is around therapeutic support, then this can be carried out by the Pastoral Manager. An observation template will be used to gather information that will be used to assist in writing reports and when developing behaviour management strategies and therapeutic intervention.

7.7 **Professional support – Fair Ways Therapeutic Hub**

GLADE has access to a variety of therapeutic support including the Fair Ways Therapeutic Hub located in Fareham, Hampshire. The Hub's model of care is based on a systemic approach of 'trauma informed care' with a focus on 'upskilling' existing staff teams through training, provision of resources and regular reflective supervision alongside specific evidence-based intervention models. The Hub complements existing health and social care provisions by providing a service that is intended to accelerate and enhance children and young people's existing care pathway.

7.8 **Student Therapy**

Fair Ways also offers direct therapy from trained professionals from the hub if this is agreed to be a necessary intervention to support individual people by parents / carers and all other professionals involved.

7.9 **School Pastoral support**

Staff are very experienced in supporting young people in crisis and developing individual skills in negotiating and discussing options around support and advice. Each young person is allocated weekly sessions with a Pastoral Co-ordinator.

7.10 **Occupational Therapy**

Fair Ways provides occupational therapy to support individual young people who may require intervention and development around sensory, behaviour and anxiety based needs. The Occupational Therapist is trained to work with children who have difficulties with practical and social skills. This is not only for children on the autistic spectrum, but for children who display social, emotional and behavioural needs, that have often been exposed to some type of early childhood trauma. The aim is to

make sure the child is as physical, psychologically and socially independent as possible and has the best possible control over the practical side of their life.

7.13 **Speech and Language Therapy**

Fair Ways provides speech and language therapy specialising in supporting a variety of complex young people and other SEMH schools. The therapist aims to provide skilled speech and language therapy, including assessment of children, programmes, interventions to improve social communication skills and self-esteem. Each young person will be individually assessed, depending on their needs, with the appropriate sessions incorporated within their individualised timetable.

7.14 **Music Therapy**

Fair Ways is now able to offer music therapy as part of the on-going support available to both young people with SEMH and ASD needs. Music therapy is a creative therapy highly effective and largely a non-verbal approach to personal therapy. Music therapy can provide support around social interaction, communication and imagination. Most of the young people at Fair Ways find talking and words difficult. To further express their feelings, the music provides an additional means of communicating the child's emotions in a non-threatening way.

The Music Therapist is a highly qualified musician who has undertaken recognised postgraduate study to equip them to use their musicianship therapeutically.

'No student shall be disadvantaged educationally and Fair Ways is a continuous therapeutic process towards a positive future'

8 Associated Documentation & Legislation

None