



THE EMPOWERMENT APPROACH

OUR JOURNEY WITH
CHANGING CHANCES AND
KIT MESSENGER SO FAR...



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TODAY'S SESSION

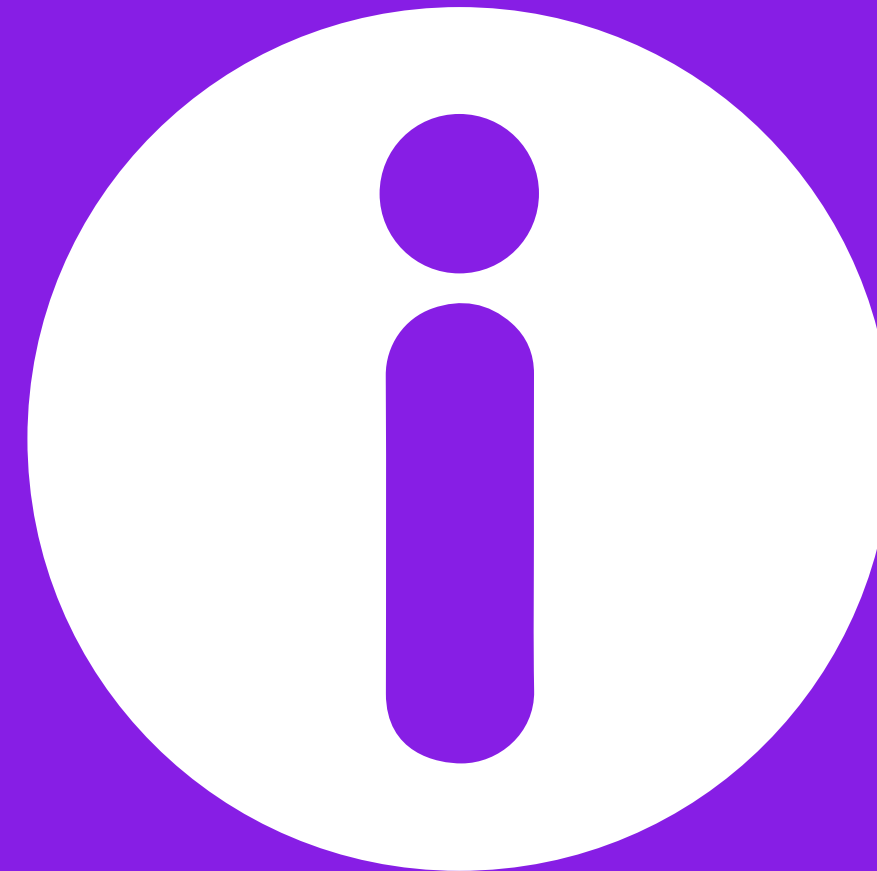
- SHARE OUR JOURNEY WITH CHANGING CHANCES, KIT MESSENGER AND THE EMPOWERMENT APPROACH OVER THE LAST TWO TERMS
- EXPLAIN THE DECISIONS WE MADE
- SHARE OUR NEXT STEPS



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BRIEF INTRODUCTION

- WE ARE A TWO FORM JUNIOR SCHOOL
- 48% PUPILS ENTITLED TO PUPIL PREMIUM
- GOOD OFSTED IN 2020
- 28% SEN 5.7% EHCP 29% SEMH NEED



WHY THE EMPOWERMENT APPROACH?



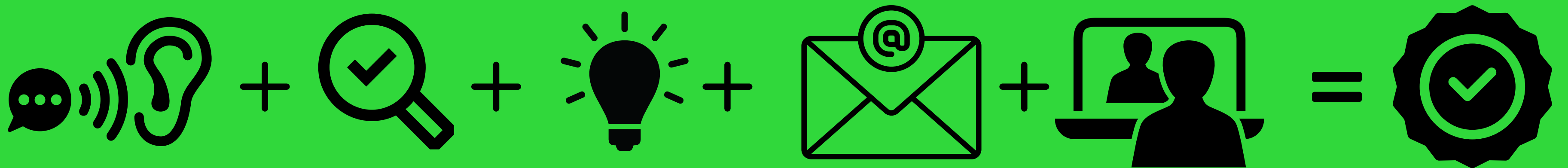
KNEW THE APPROACH WE WERE USING FOR BEHAVIOUR WAS NOT WORKING



KEY STUDENTS - TOO MANY NOT SUCCESSFUL IN NEXT STAGE OF EDUCATION.



ATTENDED TRAINING 12/2023 - HEARD KIT SPEAK ABOUT THE EMPOWERMENT APPROACH.



CONSIDERATIONS...



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COST COMMITMENT TO THE SCHOOL WAS HIGH:

- £4114 + VAT**
- + TRAVEL COSTS**
- + RESOURCES COSTS**
- + RELEASE TIME FOR CORE TEAM IF NEEDED**



THERE WAS A HIGH TIME COMMITMENT FROM SCHOOL:

- 2 DAYS: CORE LEAD TRAINING BEST APPROACH - HT, SENDCO, 1 X TEACHER, ELSA, FAMILY SUPPORT WORKER, TA AND TA 1:1**
- 1 DAY WHOLE INSET**
- TWILIGHTS AND MEETING TIMES**
- PLANNING TIME**



WHAT DID WE LEARN?

- CORE LEAD TEAM FELT MORE CONFIDENT WITH THE EMPOWERMENT APPROACH.**
- WHOLE STAFF HAD AN INTRODUCTION. THIS IS NO QUICK JOURNEY - IT WILL TAKE TIME!**
- NOT EASY TO DO MID YEAR.**



OVERVIEW OF THE APPROACH...

Building the Foundations (before things go wrong)

-5

Build Relationships



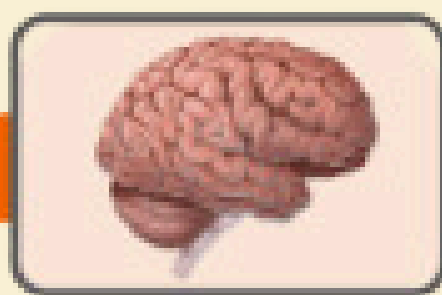
Work hard to develop positive relationships with all children. Be persistent and consistent with high expectations and high support.

Generate oxytocin!

THIS IS SOMETHING WE (LIKE LOTS OF SCHOOLS) BUILD ON DAY IN DAY OUT AS WE KNOW THAT THIS IS THE MOST IMPORTANT ELEMENT OF OUR SCHOOL. THERE IS A REAL SHIFT THOUGH AND THIS WILL TAKE TIME.

-4

Understand the Brain



Learn about their brain: how it is built and shaped; the skills to take control and what we need to be at our best.

People who feel better, do better!

WE HAVE SPENT A TERM GETTING TO UNDERSTAND THE TERMS AND THE REASONS BEHIND NEEDS MET AND UNMET, DOSE, DANGER BRAIN ETC... THIS WILL STILL NEED TO BE REVISITED - LOTS!

-3

Shift Mindset



Recognise behaviour as genuine difficulties - unmet needs and missing skills. Recognise the signs of stress.

Be curious, not furious!

THIS IS A BIG SHIFT CHANGE. KIT MAKES IT LOOK REALLY EASY. PICKING UP ON THOSE TRIGGERS - OUR TRIGGERS

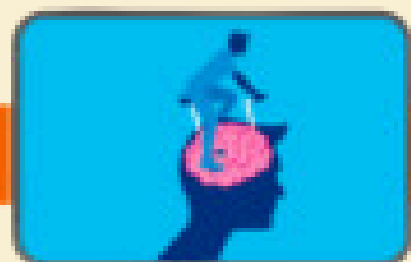


OVERVIEW OF THE APPROACH...

Building the Foundations (before things go wrong)

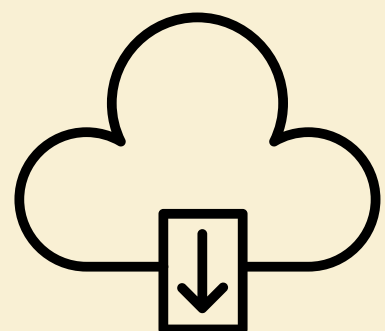
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Get Brain Fit



Help children know their own brain & body & plan to meet their 5C needs well. Help them build the skills to learn & play & manage the stressors that come their way!

If a habit remains mindless, you cannot improve it!



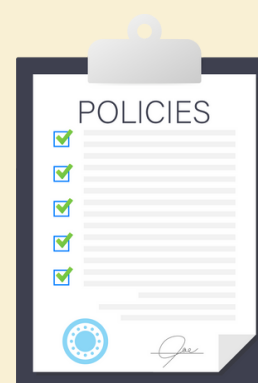
D	O	S	E
Dopamine	Oxytocin	Serotonin	Endorphins
I'M CAPABLE	I'M CONNECTED	I COUNT	I'M ON CLOUD 9!
The motivator. Flows when we succeed and keeps us coming back for more. It's the feeling "Yes! I did it!" or "I got it!"	The trust drug. Flows when we feel supported and connected to others. It's the calming drug.	The happy hormone. Flows when we feel important and of value – when we feel we matter, are needed and we count.	The high. Flows when we exercise hard or laugh uncontrollably. The pain reliever.

-1

Agree Expectations



Agree expectations with children. Repeat this regularly in different places and times. Focus on everyone feeling: **"Safe, content and able to be at our best"**



-0

Prep4Best



Plan experiences which meet needs. Give children time to think through what they might find hard and how they can be at their best. **Predict to prevent, plan to succeed.**

1 Predict to Prevent

1. What will this task be like?
2. What will be my needs?
3. What will be the needs of others?
4. What will be expected of me?
5. What might I find hard?
6. What could go wrong?

2 Plan to succeed

1. How can I make sure my own needs are met well?
2. How can I make sure other people's needs are met well?
3. What help or resources do I need?

Good for me, good for you, good for everyone



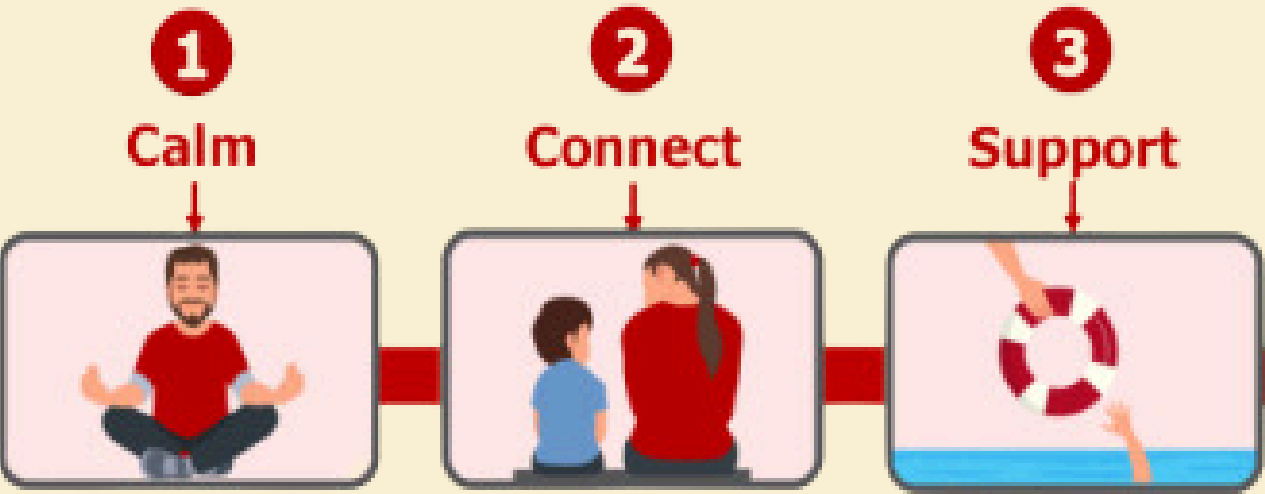
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Responding in the Moment



VS

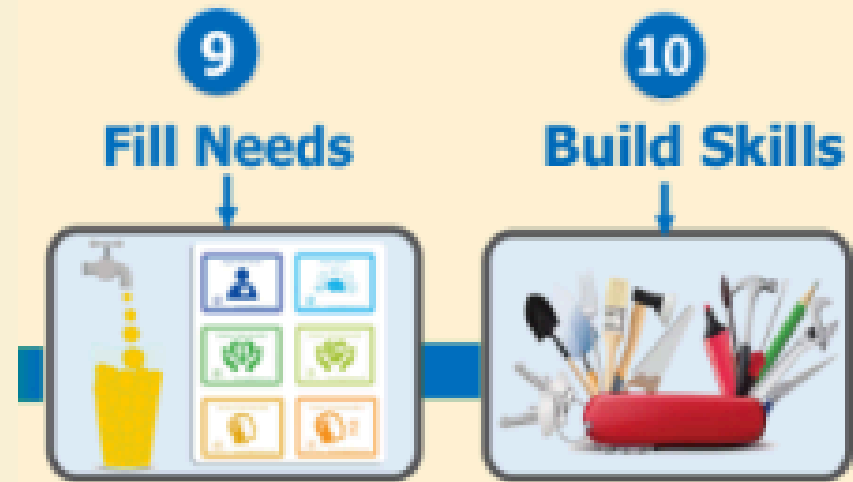
Coaching for Change



1 Calm
When things go wrong, focus on staying calm. If you can't get calm, get help.

2 Connect
Acknowledge the child's feelings & empathise. You don't have to agree! Connect to Calm

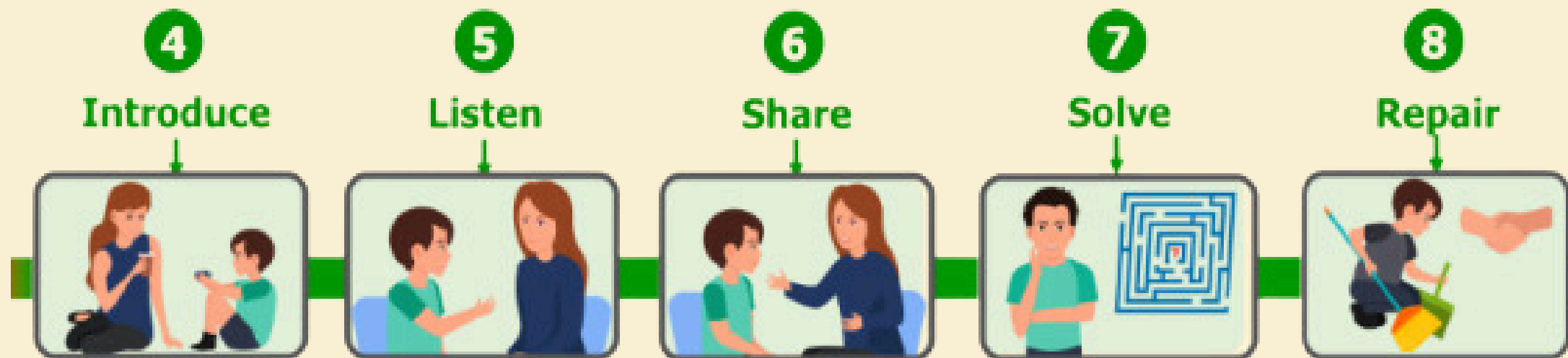
3 Support
Offer support & ideas to help the child get back on track. High expectations, high support



9 Fill Needs
Work with the child to plan ways to fill needs in helpful ways. Plan pathways to independence.

10 Build Skills
Help the child plan how to: build the skills to manage stressors. Keep safe with scaffolds.

Follow-Up for Progress (Coaching Conversations & Repair)



4 Introduce
Introduce the issue in a calm, matter of fact way. Connect from the start. Hands and eyes busy, brain free

5 Listen
Listen and ask questions to understand. Be 'prickle curious!' Listen to understand, not to respond

6 Share
Share your own concerns. Keep it matter of fact. Use 'SpeakUp4Better'. 'I for the issues. You for the praise'

7 Solve
Help the child work out solutions which are: 'Good for me, good for everyone.' Don't be a fixer!

8 Repair
Support the child to work out and plan the repair needed. Don't force apology. Empathy is a skill



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EXAMPLES OF RESOURCES

Executive Function Skills Summary

- Flexible Thinking: Being able to:**
 - Stop a task you enjoy and start one you need to do
 - Manage newness, unfamiliarity, uncertainty and change
 - Be able to compromise, see different points of view and try out alternative ways of doing things
 - Attention Control: Being able to:**
 - Focus attention on the right things (to be prosocial/achieve well) in the task you are involved in
 - Manage distractions – both internal thoughts and external sounds, sights, smells etc.
 - Keep (persist) attention on one thing to finish it
 - Thinking Speed: Being able to:**
 - Make sense of the information you hear or see at a speed that means you can keep up
 - React at an appropriate speed – e.g. follow instructions or answer questions quickly
 - Finish tasks in the time given
 - Working Memory: Being able to:**
 - Hold several things in your mind at one time
 - Hold information in your head for long enough to use it e.g. listen to and follow instructions
 - Carry out all the parts of a task in the right order
 - Emotional & Energy Regulation: Being able to:**
 - React at an intensity which matches the size of the issue and in a way that is ok
 - Self-soothe and become calm and content at a speed which reflects the size of the issue
 - Change your energy to suit a situation
- Inhibition & Impulse Control: Being able to:**
- Ignore distracting thoughts
 - Push away unhelpful instincts/urges/desires and shift to safer, healthier and more helpful options
 - Resist impulses to do things that aren't helpful to you or others



SCHOOL AUDIT TOOL: PERFORMANCE IN THE KEY STAGES OF THE EMPOWERMENT

STAGE 1: MINDSET: CLARITY OF BELIEFS & PURPOSE
KEY GOAL: Staff have shared beliefs and a common purpose in relation to 'managing behaviour'.
 A. All staff understand 'behaviour' as unmet needs and missing skills. They acknowledge it is easier or harder to meet expectations.
 B. Staff frame unsocial / antisocial behaviours as threat or need-filling responses.
 C. Staff are focused on ensuring children develop independent and resilient learning skills, vital for their successful futures.

STAGE 2: TRANSLATING PURPOSE INTO POLICY
KEY GOAL: Language, policies and procedures reflect the Empowerment Approach.
 A. Language in display, policies, written guidance, etc. reflect the Empowerment Approach.

Support Stage 2: Coaching Conversation

<p>1 Introduce</p>	<p>2 Listen</p>	<p>3 Share</p>	<p>4 Problem solve</p>
<p>Listen to understand Ask 'clean' questions, then wait. Repeat back what you hear. Ask more clean questions to get to the core of the issue so you can understand.</p>	<p>Challenge, do not blame Let them know your concerns using a kind, matter-of-fact tone. "The thing is for me is..." Use the Speak Up 4 Better tool - it keeps the 'you' blamer out of it.</p>	<p>'Good for me, good for you, good for everyone' Ask how it can be solved so everyone's needs are met. Wait - don't fill silence with your own ideas - push the child to think really hard.</p>	

What's your Prickle Habit?

1. Do you throw?
2. Do you freeze or hide?
3. Do you run?
4. Do you avoid & soothe for the moment?
5. Do you replace with unhelpful DOSE?
6. Do you mask?

Support Stage 1: Coaching Conversation

- 1 Calm**

Get calm
Focus on staying in positive, empowered positions. If you cannot be calm, get help. Model skills you want to see.
- 2 Connect**

Connect to Calm
Show you understand how it is for them. Help them feel heard and felt. Show you care. You don't have to agree!
- 3 Help them get back on track.**
Offer suggestions if they cannot think. Help the child to feel you are on their side. Think team!

Sample Behaviour Policy

Our policy and the cultural shift Approach has been created by Changing Chances to help you to adapt your current policy to align with The Empowerment Approach.

Recognise that successfully implementing the Empowerment Approach across your school may require more time to bring about long-term change, several years rather than several months. The behaviour policy now at the start of your cultural change is therefore likely to evolve and develop as your staff team become really proficient with the approach.

Questions and comments in red throughout the policy to help you to work with your staff team may be added as your school is right now on its journey towards adopting The Empowerment Approach.

Feeling Comfortable Our Basic Physical Needs



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RAISING THE PROFILE OF THE EMPOWERMENT APPROACH

HART PLAIN JUNIOR SCHOOL **EMPOWERMENT APPROACH** **Changing Lives of**

ARE ALL OF MY 5C NEEDS BEING MET?

5C Needs

I FEEL I COUNT

I FEEL CAPABLE

I FEEL CONNECTED

I FEEL A SENSE OF CONTROL

I FEEL COMFORTABLE

ARE MY ACTIONS...

GOOD FOR ME

GOOD FOR YOU

GOOD FOR EVERYONE

1 Predict to Prevent

1. What will this task be like?
2. What will be my needs?
3. What will be the needs of others?
4. What will be expected of me?
5. What might I find hard?
6. What could go wrong?

HAVE I PREPPED & BEST?

2 Plan to succeed

1. How can I make sure my own needs are met well?
2. How can I make sure other people's needs are met well?
3. What help or resources do I need?

D	O	S	E
Dopamine I'M CAPABLE	Oxytocin I'M CONNECTED	Serotonin I COUNT	Endorphins I'M ON CLOUD 9
The methadone. These when we succeed and keeps us coming back for more. It's like feeling "that's it, I did it" or "I got it".	The trust drug. These when we feel supported and connected to others. It's the coming drug.	The happy hormones. These when we feel important and of value when we feel we matter, are needed and we learn.	The high. These when we experience fun or laugh, opportunities, the pain killers.

HAVE I PLANNED WAYS TO GET MY DOSE?

MAKE A PLAN AND DO + KEEP TOPPING IT UP = FEELING FAB



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IMPACT WE HAVE SEEN AS A SCHOOL SO FAR

KEY STUDENTS
HAVE ALREADY
RESPONDED TO
THE APPROACH
IN A POSITIVE
WAY

CULTURAL SHIFT IS
OCCURRING BUT
THERE IS A LOT TO
REMEMBER FOR
THE STAFF

WE ARE STILL IN
THE
TRANSITIONING
STAGE BUT
BECAUSE STAFF
SEE THE BENEFITS
THEY WANT TO
CONTINUE ON THE
JOURNEY

STAFF
CONFIDENCE IN
DEALING WITH
CHALLENGING
SITUATIONS IS
INCREASING

THE RESOURCES
ARE REALLY
USEFUL AND ARE
BEING ADDED TO
ALL OF THE TIME

PUPILS HAVE
REPORTED THEY
ARE NOT IN
TROUBLE AND
ARE ABLE TO
MORE OPENLY
TALK THROUGH
WHAT HAS GONE
WRONG



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NEXT STEPS FOR US

BALANCE PARENTAL VIEWS AS WE KNOW THIS WILL BE MIXED

ENSURE THE ENVIRONMENT IS REFLECTIVE OF THE APPROACH

MONITOR THE IMPACT OF COACHING CONVERSATIONS

TEACH THE CHILDREN ABOUT THEIR BRAIN

DELIVER INTENSIVE TRAINING TO OUR SUPPORT STAFF

CREATE TRAINING OPPORTUNITIES FOR PARENTS THAT WILL ENGAGE THEM - WHAT WILL THE HOOK BE



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ANY QUESTIONS?



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