



Singleton Church of England Primary School



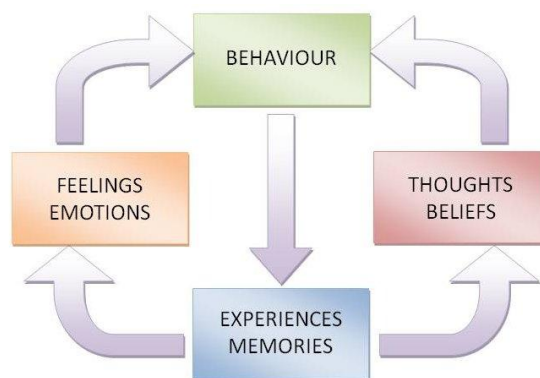
Behavioural, Emotional and Social Booklet for Staff, Parents and Carers

Behavioural, emotional and social support information for parents and carers

We work extremely hard within school to ensure that our staff are highly trained and skilled within the areas of behaviour, social and emotional development. The majority of our staff have been trained on the Solihull Approach which is a highly recommend, renowned programme that has been developed for use by the NHS, Educational Psychologists and Educational establishments.

Much of the work we do in school in terms of behaviour, emotional and well-being support is wholly unapparent unless it impacts on your child directly. **Behaviour and discipline are areas where it is always difficult to balance the obvious need for confidentiality for the individual(s) against a desire to provide visibility to the broader population that issues are being actively addressed.** As a result of this, as a school we feel that it is important to provide information for parents.

All children are different and they are not born **naughty!** Children's experiences in life impacts on how they cope with all the things they face on a daily basis and for some children their behaviour can be symptomatic of other underlying problems, issues or parenting capacity. Behavioural needs are comparable to learning needs although, as a parent if your child is on the receiving end of inappropriate behaviour from another child it is more difficult to be understanding and be compassionate.



Solihull

A very simplistic explanation of the **Solihull** information on behavioural and emotional needs is as follows.

The environment and life events that a family faces are largely out of their control but they can have a significant impact on family life and on the emotional, social and behavioural wellbeing of a family. The quality of the parent – child relationship is crucial to the way the brain wires itself up, and to the child's ability to regulate their own emotions and behaviour. Relationships between parent and child can on occasions be characterized by trauma, neglect or stress and this can impact on child behaviour and emotional regulation.

As a parent, many things can affect our relationship with our child within the first 3 years of life. Quite often, the things we face in life are completely out of our control:-

Trauma – loss of job, relationship breakdowns and loss of family member etc. Stress – work related, money related etc.

Neglect - often unintentional but stress and anxiety can affect the way in which we respond to our children. Post-natal depression or a traumatic birth are common occurrences and these can affect the vital relationship with our children.

The first 3 years of a child's life are vital in providing the foundation for brain development. One of the most commonly asked questions about a baby's development is what has the greater impact.... nature or nurture? The evidence now indicates that nurture (how a baby is looked after emotionally and

physically) has far greater impact on the development of the brain. (Statistically Solihull research indicates that 20% is down to nature, 80% down to nurture).



Within the first three years of life, the connections made in the brain determine the child's ability to manage the emotional environment that they live in. So, within the first year of life the baby's brain is affected by the emotional experiences they have. Once the brain has made the connections it needs to survive, it will then hardwire some of the connections it has made and discard the ones it doesn't use. Therefore, from a very early age the models of **behaviour** and **emotional** responses are formed and these we carry with us throughout life. By the age of two, a child has as many brain connections as an adult.

Between the ages of 3 and 10 the brain continues to store information and will recognise the emotional and behavioural experiences of early childhood, but the models of learnt behaviour and emotional responses from early childhood remain. We can during this time reinforce positive behavioural and emotional behaviours although the brain is growing at a slower steadier pace the impact/changes we can make to learnt behaviour is more challenging and is much slower than in the early years.

When a child enters puberty once again the brain enters a rapid period of growth and this is a time when we can support and develop emotional wellbeing and behavioural need with a much greater response/ result.

When a child enters school much of the crucial brain development in terms of emotional wellbeing and behaviour is already in place. Children come from a variety of backgrounds and with a variety of experiences that impact on their learnt model of behaviour and how they form relationships. Within the early years curriculum there are **three prime** areas of learning and one of those areas is :- Personal, social and emotional development, this is given a higher priority than numeracy by the government at this stage! This is because professionals recognise the vast diversity of experiences and learnt behaviour that children entering school have.

The Solihull Approach is based on the theory that the key elements for child development are **containment, reciprocity** and **behavioural management**.

Containment-

Containment helps the child process intense emotions and anxiety so that the child is not overwhelmed by them. This then helps in the development of a child's capacity to think. It is where a person receives and understands the emotional communication of another without being overwhelmed and can communicate this back to the other person – recognising how they are feeling.

Containment is a two-way process- that which contains and that which is contained. The process of containment is not about being a sponge, or allowing someone to get rid of feelings. Essential to containment is having difficult feelings thought about understood and then handed back by the adult to the child in a more manageable way.

Containment is not the same as reassurance it is about supporting the child and giving them **strategies** to cope with situations. Often parents make the mistake of trying to resolve the situation for the child

or reassure them that it will be alright, this is not helpful in the long run. Children have to experience challenges and learn how to cope with the anxiety that they feel.

Sometimes adults struggle with containment due to their life circumstance at that moment in time; this in turn means that their child will also struggle. Unless parental anxieties are contained, the parent will not be able to think as effectively in the best interests of their child. The process of containment is much harder for a single parent as they may be less able to have access to another adult who they can discuss difficult feelings with. Adults as with children also need someone to have the two-way containment process with as they need to have difficult feelings thought about and handed back in a way that they can deal with.

In these situations, the adult or child does not always perceive things in a way others do. If an adult does not have an experience of two-way containment, then this results in anxiety, stress, depression, anger etc. In turn the adult then does not have the capacity to deal with information efficiently – because their emotions overwhelm their ability to think in a reasonable balanced way. This is basically what scientists call your working memory which is the ability to hold in your mind the relevant information. Therefore, when an adult /child cannot hold the relevant information, this results in inappropriate responses and unbalanced perceptions as to a situation.

Reciprocity

Reciprocity describes the process whereby the parent and the child actively develop their interaction to be in tune with each other.

This is the interaction between a child and an adult – where the adult is sensitive to the needs and feelings and responds to their needs appropriately. Reciprocity is the two-way communication that occurs between parents and their children; it develops how we react to situations. Reciprocity is fundamental for the acquisition of language.

Experiencing a two-way relationship has a huge impact on the child. It becomes the cornerstone for all future relationships. Reciprocity is the basis for the development of language and communication, patterns of eating and drinking, walking and sleeping, and self-control or self-regulation. The role of the adult is to help a child understand their feelings, understand the need for boundaries and develop personal containment and self-regulation. It is also about building up an understanding as to the need for resilience. Therefore, as a parent, your child's needs change throughout their childhood and you have to adapt your interaction with your child to meet their needs.

Initially as a parent, you for example develop an understanding of your baby's signals, when they are hungry, tired etc. As a child develops and gets older as a parent, you develop a secure nurturing environment that has clear boundaries, structures and routines for your child. For example, you set clear boundaries, using choice and consequence in terms of behaviour, you set routines for bedtime and you set expectations for your child according to their age. You also develop your child's **resilience** developing the idea with them, that difficult things can be tolerated, can be made positive again. Hence, the concept of resilience is all about supporting children to manage change, frustration, loss and separation and not letting them have their own way all the time. This is essential to later mental health and wellbeing.

Where the reciprocity is not effectively in place children can exhibit challenging behaviour.

Adults have to help the child learn to-

- Tolerate frustrations.
- Wait.
- Not be able to have something on demand.
- Share and not have sole possession of something.

- Cope with impulses.
- Accept and cope with different personalities.
- Develop and sustain mutually satisfying and personal relationships.
- Use and enjoy solitude.
- Become aware of others and empathise with them.
- Play and learn.
- Resolve/ face problems and conflicts and learn from them – increasingly independently as they move through school.

Resilience

This happens well when containment and reciprocity are effectively in place.

Helping our children build resilience and confidence is one of the most important gifts we can give them. We all understand how life can bring you many challenges throughout and how important it is on how we manage this. Resilience is being able to manage stress, challenges, trauma or adversity that life brings and bounce back from it. When children and teens are resilient, they are going to be more confident, curious and adaptable to the world around them.

Building up resilience in children is not only important for their mental health but helps with their ability to cope with difficulties that are a part of everyday life. In fact, children with greater resilience are generally happier, better able to manage stress, deal with ups and downs such as moving house or changing schools, as well as bounce back from challenging situations. These skills and habits are sure to carry over to adolescence and adulthood - so the sooner they are built up the better!

Why Is Resilience So Important?

Resilience is no longer just about bouncing 'back', it's about bouncing 'forward' too. It's more than getting back to normal after facing a difficult situation - it means learning from the process in order to become stronger and better at tackling the next challenge. For children, being resilient has so many benefits, such as improved mental health, less stress and improved motivation.

Encourages Children to Take Healthy Risks

Resilient children are much more likely to take healthy risks because they're not worrying what will happen if they fail or don't live up to others' expectations. Instead, they can be curious, brave and trust their instinct. Having this built-up resilience will mean they will be confident in their limits and not be scared to push themselves outside of their comfort zone.

Improved Mental Health

Resilience is important mostly for our mental health. The more resilient a child is, the less they will experience stress, as they'll have the skills to deal with whatever life has to throw at them. In fact, resilience helps children build the confidence to navigate around stressful situations, such as moving house or changing schools. The more times they're able to bounce back on their own, the more they internalise the message they are strong and can overcome any obstacle that comes in their way!

Helps Children Embrace Their Mistakes

People who avoid failure in life often lack resilience, and in children this can make them highly anxious, especially when it comes to new situations. Building up resilience in your children means they'll be able to embrace any mistakes they make, which is one of the most important life skills they'll ever

learn. It also helps promote a growth mind-set and gives children the message that mistakes help them learn. Try talking with them about a time you made a mistake and what you learnt from it.

Helps Children Develop a Positive Outlook.

Being resilient will mean your child will naturally start to be more positive and optimistic. Instead of focusing on the negatives, resilience will teach children to reframe their thoughts to try and find the positive.

Our top tips

- Help them build positive relationships with their friends and other adults.
- Help them learn to be independent in their actions and thoughts.
- Encourage them to understand, express and manage their emotions.
- Help them build their confidence by taking on challenges and allow them to learn from it even if they do not manage to complete the challenges.
- Help them put things in perspective.

Behaviour Management

If there is inadequate containment and insufficient reciprocity, it is highly likely that there will be behavioural problems. Behaviour and emotional well-being is very complex but what is very clear is that children are not born naughty, it's the model / expectations of behavior that they experience in early life, which affects the way in which they respond to situations.

Behaviour management is part of the ordinary process of normal development whereby parents teach their child self-control, thus enabling the child to participate in society. Parents in well-functioning families work together to place reasonable boundaries on the child's behaviour. They encourage the child with positive attention and other rewards. Gradually, the child becomes able to internalize both the restraints and the satisfactions for him/ herself.

A child needs consistent boundaries in order to feel safe, if a child feels safe with boundaries they then

have the confidence to explore and try out new things. A child tries out new behaviours, such as using the toilet, with the encouragement of parents. Learning new skills and appropriate behaviours are rewarded and viewed in a positive way. For most children praise and attention for positive behaviours are enough although some children respond better to more visual reward systems like sticker charts.



The Key to developing effective behaviour management is the use of reinforcement of desired behaviour. Giving praise and attention for the behaviour that is appropriate. Linked to this there is a consequence for undesirable behaviour such as an immediate and strong '**NO.**' This shapes a child's behaviour helping the child to slowly develop new skills. There is a need to be **consistent**, have clear rules and expectations of behaviour and clear consequences in place.

Consistency is an important aspect of containment and of behaviour management. It involves setting boundaries that tend to stay the same and give some predictability to the world. Never threaten a punishment that you cannot realistically implement. E.g. "You will never watch T.V. again, or you won't come on holiday with us if you do that" Consequences need to be consistent and have an impact for them to be effective. Often simple consequences that can be implemented quickly and easily are the best. These consequences will need to change as a child grows up and their interests change so for example with an older child – taking their mobile phone off them for an hour has a massive impact whereas for a younger child would have no impact.

Setting boundaries is not easy and all children are different and one approach does not fit all. Even within a family you can have one sibling that displays more challenging behaviour and many parents comment that they have done the same for each child. Children have different needs and this is where the reciprocity is so important – that crucial communication between parents and their children, understanding your child and having quality interaction with them.

Although the broad ‘rules’ of behaviour management, consistency, firmness, boundaries, looking for positive behaviour and rewarding etc. do apply to everyone, the way in which these are carried out needs to be adapted according to the particular needs of your child. Remember, adults are role models, they demonstrate the behaviour that that they want the child to emulate. Behaviour management needs to include negotiation and a firm but fair approach.

Children with behavioural needs often have very low self-esteem, high levels of anxiety, limited capacity to articulate their feelings and emotions that leads to anger and frustrations. In some cases behavioural / emotional needs **can** be a direct result of:-

- **A learning difficulty** e.g. dyslexia, dyspraxia, fragile X etc.
- **Stress and trauma** within the family or an emotional / mental health issue such as: - attachment disorder, trauma or depression.
- **Separation and loss** – divorce, death - a child can often feel responsible, guilty, angry and confused as well as fearful of forming new relationships.
- **Control issues** – This is where the child doesn’t get that as a parent you are the leader, and constantly tests and challenges you. This kind of behaviour is often down to confusions around boundaries/ limits.

School Age Developmental Milestones

Social & Emotional Development (interacting with others, controlling emotion)

This area of development involves learning to interact with other people, and to understand and control your own emotions. Babies start to develop relationships with the people around them right from birth, but the process of learning to communicate, share, and interact with others takes many years to develop. Developing the ability to control your emotions and behaviour is also a long process. Children continue to develop their social-emotional skills well into their teenage years, or even young adulthood.

Below are some examples of the **typical developmental milestones** for social-emotional and behavioural skills in school-aged children up to 12 years old.

Between the ages of 4-6 years, your child will:

- May bang doors and stamp feet.
- Will say things like ‘I hate you’.
- Like own way.
- If they misbehave, will often blame others or not take responsibility for their actions. Will justify what they did linking it to it being someone else’s fault.
- Measure his performance against others.
- Feel more comfortable spending time at other places without you, such as a relative’s or friends’ house.
- Continue to develop her social skills by playing with other children in a variety of situations
- Be able to communicate with others without your help.
- Possibly want to be around you more at age 5 than at age 4. By age 8, he will probably prefer being around his peers.
- Start to feel sensitive about how other children feel about him.
- Are more independent, but less secure; want a lot of attention and approval from adults.

- Form and break friendships easily; can be critical of other children, **perceptions are not accurate**.
- Have feelings hurt more easily and start being very aware of other people's feelings.
- Are eager to please and want to "be first" and win.
- Understand right from wrong, but look for the loopholes in rules to get what they want.
- Become more gracious losers and are able to reflect on their role in conflicts.

Six to Nine Years

- Is more cooperative and conscientious.
- Desires support and approval.
- Asks permission and follows instructions.
- Likes to work and play with others.
- Prefers friends own age; usually own sex.
- Has a strong desire to please.
- Is proud of and likes to assist parents.
- May voluntarily help with younger siblings.
- Forms sex-role identity (what it means to be male or female).
- Respects other's property.
- Expresses anger more verbally than physically.
- Boys quarrel more and use **more physical force** than girls.
- Engages in elaborate and imaginative role-play situations.
- Becomes more settled and quiet.
- Worries about many things.
- Shows fear of imaginary creatures (witches, monsters).
- Is fearful of being alone.
- Girls show more fear than boys.
- Questions adults' ideas.
- Resents being told what to do.
- Wants adult approval and love.
- Desires independence.
- Understands right from wrong.
- Wants to be free of guilt.
- Offers excuses for wrongdoing.
- Complains about anything unpleasant.
- Shows increased interest in friends.
- Begins to have boy and girl friendships.
- Desires group acceptance.
- Boasts constantly.
- Tells secrets, whispers, and giggles.

Nine to 12 Years

- Becomes less self-centered.
- Becomes excessively moody if puberty begins.
- Quarrels more often.
- Is sensitive and experiences hurt feelings in social situations.
- Gets along well with others.
- Engages in group activities.
- Enjoys making new friends.
- Shows loyalty to peers.
- Acts and dresses like peers.
- Maybe embarrassed to show affection to family members in front of peers.
- Boys think girls are a nuisance and girls are tomboys.
- Devises secret codes and practical jokes.
- Resents being teased and criticized.
- Develops a strong sense of right and wrong.

- Is self-conscious of sexual development.
- Exhibits hero worship.

Low Level Behavioural Issues

Our staff are excellent and the rule of thumb is that they deal with **all** low level incidents – these are incidents that we deem to be ‘normal’ for their development age. For example at **four** this can include pushing, lashing out etc. The staff **will not** report every low level incident to parents, just as they would not tell you every time a child got a sum wrong. However, they do deal with these incidents and teach the children how to behave.

Children fall out with each other; this is part of growing up and we take our role of teaching children how to get along with each other, very seriously.

Playground spats do happen, sometimes resulting minor injuries. We investigate causes, inform parents if we consider the incident to be serious, and work hard to both resolve conflicts and teach children how these can be avoided in the future.

We all want children to enjoy coming to school and learning. If an incident is **more serious** we would contact parents and work with you.

Very few children have been excluded from Singleton School and we rarely have behaviour problems. However, all children misbehave at some point – **they are children and its normal!**

We co-parent with you, understanding that children are not the finished product. They need guidance, support and to know what the boundaries and expectations are for good behaviour. When they have crossed the line, they need to know, in order to develop and learn. If the staff feel that the incident is of a more serious nature then they will contact you, however, if it was just a low-level incident this will just be dealt with in school by the staff.

Every day is a new day in school and our staff **always** treat the children in a balanced fair way. Please expect your child to be in trouble at some time during their time at Singleton and **trust** that we will tackle the situation with your child’s interests at heart.

Should poor behaviour become prolonged, the Family Learning Mentor will work with you and introduce a support programme to help your child.

We rely on **parental support** over incidents. We expected parents to recognise that the perspectives of children are not always accurate and to have trust in the staff to deal with incidents appropriately. If you require clarification, it is better to make an appointment to see your child’s teacher after school. In a morning class, teachers are setting up for the day and seeing their classes into school, however they are available after school from 3.10pm once they have safely released all the children to their parents/ carers. We ask that you **do not try** to justify or make excuses for inappropriate behaviour; we need to be a united team in terms of establishing boundaries with our children.

However, as explained earlier **we do deal** with all **low level** incidents and do not report every incident to parents just like we wouldn’t if a child got a sum wrong in maths. We constantly teach the children how to behave in an appropriate way but as with any learning, this takes time! Children have to be given the opportunity to learn from their mistakes. We will inform you if behaviour becomes a concern as we feel at this point it is vital that the children see that actually this is serious and we are working together as a team.

For more serious incident, school will contact you to arrange a meeting with the Family Learning Mentor or if the incident is very serious Mrs Clayton.

For further information on the Solihull approach:-

<https://solihullapproachparenting.com/>

Family Learning Mentor

In our school, we have a Family Learning Mentor. Miss Manns is exceptionally good at her job. She is a qualified teacher who has extensive experience working with children of all ages and who have had various needs. She constantly updates and extends her training.

The Family Learning Mentor works within school to help children and families with any difficulties they may be experiencing. They are there to listen, offer support and practical advice. They are informal educators.

A Family Learning Mentor is here to:

- Listen
- Offer support
- Promote positive behaviour
- Offer encouragement and build self-esteem and confidence
- Identify the barriers to learning and set targets

Who does the Family Learning Mentor work with?

- Individuals and groups of children
- Teachers and other members of staff i.e. support/welfare staff
- Schools
- External agencies such as; Social Services, CCATS, Trinity Hospice, Educational Psychologist, CAMHS, Police, Health Professionals, Education Welfare Service, Sure Start, School Doctor/Nurse.
- Community and Voluntary Organisations
- Learning and Behaviour Support Services (Outreach)

The Role of the Family Learning Mentor

For Children

- Build confidence, raise self-esteem, raise resilience and motivation
- Create and maintain an atmosphere of trust in which pupils feel able to discuss their progress, opinions, targets etc.
- Improve social skills, form relationships with friends, family and staff
- Improve attendance and punctuality
- Remove barriers to learning such as behavioural difficulties
- Help children to achieve their potential
- Assist smooth transition to High School

For Families:

- Improve support and communication between home and school
- Access to outside agencies and someone to talk to in confidence
- Someone to off load to, to help them cope during difficult times
- Support with strategies for behavior, resilience, confidence building etc.



For school:

- More effective and efficient communication between parents/ carers, teachers and outside agencies
- Reduction in anti-social behavior
- Make referrals for families to a range of outside agencies

Which children are likely to benefit?

There are many young people and families who may benefit from being supported by the Family Learning Mentor.

These children may include:

- Poor attendees and/or late
- Underachievers
- Lack of self-esteem/motivation
- Have difficulties at home
- 'Looked after' children
- Children with behavioural, social or emotional needs
- Victims of abuse
- Bereavement
- Children that need support with the development of a healthy level of resilience
- Children with medical problems
- Children with learning difficulties that causes frustration and anger
- Children that have suffered a trauma (for example a parent separation, family loss, family illness etc.)
- Children who have had changes to the family dynamic;- new baby, house move, new partners, new step siblings
- Children whose parents are having emotional difficulties
- Children whose parents are going through difficult times, for example;- money worries, anxiety / depression, stress at work etc.

What strategies does the family Learning Mentor use to help a child further or reach their full potential?

WAVE 3 Intervention /Support

This is implemented when a child is classed as high need. It is 1:1 bespoke support mechanism that works alongside other agencies and professionals

- Internal assessments to identify pathways for additional support from other lead professional
- Early intervention - making connections with outside agencies to support with specific needs – Using the Fylde and Wyre pathway guidance
- 1:1 individual support within school – for example behavioural programme –resilience/ anger management techniques / individual contact / individual reward system - linked to support from external agencies such as CAHMS
- Close surveillance at lunch time and within class – monitoring logs in place – home school communications put in place
- Completion of CAF/ Social Care referrals etc.
- Support families

WAVE 2 Intervention / Provision

This is in house group provision for children where the whole school approaches (WAVE 1) are not enough and they need a little bit extra short-term support.

This is a short-term, early intervention that usually runs for a maximum of 12 weeks. The children are grouped with other children and access group sessions with the Family Learning Mentor on a range of areas. (See list below for examples).

- Social Skills support
- Friendship support
- Small group circle time

- Playing PHSE Games
- Play development during playtimes – supported by Learning Mentor or a JLT Pastoral
- Evaluations and discussions
- Monitoring at breaks
- Class behavioural support / reward systems- specific to child's needs
- Emotional support – feelings / stress / Anxiety coping mechanism / self-esteem and
- Resilience support
- Behavioural awareness and reactions support
- Anger management

What can parents / carers do to help?

- Discuss any concerns with the Family Learning Mentor
- Talk to your child about concerns they may have and contact the school
- Use the Solihull Approach as outlined in this booklet
- Seek advice and support from the Family Learning Mentor at any time
- Attend parents evening
- Keep up to date with school newsletters
- Read school website on a regular basis.
- Request literature / information from the learning mentor
- Work in a partnership with school



The Family Learning Mentor is here to support, encourage both pupils and families to overcome challenges and any barriers to effective and creative learning both inside school and outside school. In order for this to be achieved realistically, excellent communication between school and home is essential.

Please Contact Susan Manns on:-

- Tel 01253 882226
- Email s.manns@singleton.lancs.sch.uk