



Singleton C of E School



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



Welcome to Our Behaviour, Social and Emotional Support Guide

At Singleton School, we believe that children learn best when they feel safe, understood and supported. Behaviour, emotional wellbeing and social development are not separate from learning — they are the foundation of it. This booklet has been created to help parents and carers understand the principles that guide our approach, the strategies we use in school, and the ways in which we can work together to support every child.

Children are not born knowing how to manage their emotions, form relationships or make positive choices. These are skills that develop over time, shaped by the experiences, boundaries and guidance they receive from the adults around them. Our staff are highly trained in supporting children's behaviour and emotional development, and we use approaches grounded in research, including the Solihull Approach.

This guide explains what you can expect from us, what we expect from you, and how we can work in partnership to help your child grow into a confident, resilient and emotionally secure young person. Our aim is simple: to ensure that every child has the best possible chance to thrive — academically, socially and emotionally.

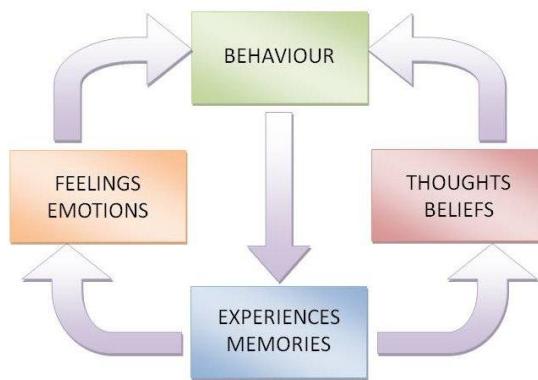
Together, we can give your child the strongest foundation for their future

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 in the areas of behaviour, social development and emotional development. Our staff use approaches grounded in research including the Solihull Approach, which is a highly recommended and well-regarded programme developed for use by the NHS, Educational Psychologists and educational establishments.

Much of the work we do in school around behaviour, emotional well-being and social support is not visible unless it impacts your child directly. Behaviour and discipline are areas where it is always difficult to balance the clear need for confidentiality for individuals against the desire to reassure the wider school community that issues are being actively addressed. For this reason, as a school we feel it is important to provide information for parents.

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



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 child. The quality of the parent-child relationship is crucial to the way the brain wires itself, and to the child's ability to regulate their own emotions and behaviour. Relationships between parent and child can, on occasions, be characterised by trauma, neglect or stress, and this can impact on a child's behaviour and emotional regulation.

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

- **Trauma** – loss of a job, relationship breakdowns, loss of a 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 also common occurrences, and these can affect the vital early relationship with our children.

The first three 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. Solihull research suggests that approximately 20% is down to nature and 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 they live in. In the first year alone, the baby's brain is shaped by the emotional experiences they have. Once the brain has made the connections it needs to survive, it will hardwire the ones it uses and discard those it does not. From a very early age, models of behaviour and emotional responses are formed, and we carry these with us throughout life. By the age of two, a child has as many brain connections as an adult.

Between the ages of three and ten, 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 remain. During this time, we can reinforce positive behavioural and emotional patterns; however, because the brain is growing at a slower, steadier pace, the impact we can make on learnt behaviour is more challenging and much slower than in the early years.

When a child enters puberty, the brain once again enters a rapid period of growth. This is a time when we can support and develop emotional wellbeing and behavioural needs with a much greater level of responsiveness.

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 shape their learnt models of behaviour and their ability to form relationships. Within the Early Years curriculum, there are three prime areas of learning, one of which is **Personal, Social and Emotional Development**. This is given a higher priority than numeracy at this stage because professionals recognise the vast diversity of experiences and learnt behaviours that children bring with them when they start school.

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

Containment-

Containment helps a child process intense emotions and anxiety so that they are not overwhelmed by them. This supports the development of a child's capacity to think clearly. Containment occurs when one person receives and understands the emotional communication of another without becoming overwhelmed themselves, and can then communicate this understanding back — recognising and naming the feelings involved.

Containment is a two-way process: there is the person who contains and the person who is contained. It is not about being a sponge or allowing someone to offload their feelings without thought. Essential to containment is the adult thinking about the child's difficult feelings, understanding them, and then handing them back in a more manageable, regulated form.

Containment is not the same as reassurance. It is about supporting the child and giving them strategies to cope with situations. Parents often make the mistake of trying to resolve the situation for the child or reassuring them that "it will be alright." In the long run, this is not helpful. Children

need to experience challenges and learn how to cope with the anxiety that naturally comes with them.

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

In these situations, the adult or child may not perceive things in the same way others do. Without an experience of two-way containment, anxiety, stress, depression and anger can build. This reduces the adult's capacity to deal with information efficiently because their emotions overwhelm their ability to think in a balanced, reasonable way. This links to what scientists call *working memory* — the ability to hold relevant information in mind. When an adult or child cannot hold the relevant information, this leads to inappropriate responses and unbalanced perceptions of a situation.

Reciprocity

Reciprocity is the interaction between a child and an adult in which the adult is sensitive to the child's needs and feelings, and responds to those needs appropriately. It is the two-way communication that occurs between parents and their children, and it shapes how children learn to react to situations. Reciprocity is fundamental for the acquisition of language.

Experiencing a genuine two-way relationship has a huge impact on a child. It becomes the cornerstone for all future relationships. Reciprocity underpins the development of language and communication, patterns of eating and drinking, walking and sleeping, and the development of self-control and self-regulation. The role of the adult is to help the child understand their feelings, understand the need for boundaries, and develop personal containment and self-regulation. It is also about building an understanding of resilience — helping children learn that difficult feelings can be tolerated and managed.

Reciprocity begins from birth. A parent learns to recognise and respond to their baby's cues — for example, noticing when they are hungry, tired, overstimulated or seeking comfort. As the child grows, reciprocity becomes more complex. It involves the adult adjusting their responses to match the child's emotional state, developmental stage and individual temperament. It is the foundation for patterns of eating, sleeping, playing, learning and interacting with others.

As children grow, reciprocity requires parents to adapt their approach. For example:

- Setting clear boundaries, using choice and consequence in terms of behaviour, setting routines for bedtime and setting expectations for your child according to their age.
- Responding calmly when a child is frustrated, helping them name the feeling ("You're angry because you wanted the red cup") and guiding them towards a manageable response.
- Encouraging turn-taking and sharing during play, even when the child finds it difficult.
- Supporting a child to wait, tolerate "no", and accept that they cannot always have what they want immediately.
- Helping a child cope with disappointment, such as losing a game or not being chosen by a friend.
- Modelling empathy by acknowledging how others might feel in a situation.
- Providing consistent routines and expectations so the child feels secure and knows what to expect.
- Developing your child's **resilience** - developing the idea with them, that difficult things can be tolerated, can be made positive again. **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.

Experiencing a strong two-way relationship has a profound impact on a child. It becomes the cornerstone for all future relationships and is essential for developing resilience. Through reciprocity, children learn that difficult feelings can be managed, that boundaries are safe, and that adults can help them make sense of their experiences.

When reciprocity is not effectively in place, children may struggle with frustration, impulse control, sharing, waiting, or forming positive relationships. Adults play a crucial role in helping children learn to:

- Tolerate frustration
- Wait and manage delayed gratification
- Share and take turns
- Cope with impulses
- Accept different personalities and social dynamics
- Develop and sustain satisfying relationships
- Use and enjoy solitude
- Empathise with others
- Play, learn and problem-solve
- Face and resolve conflicts increasingly independently as they move through school

Resilience

Resilience develops most effectively when containment and reciprocity are securely in place.

Helping our children build resilience and confidence is one of the most important gifts we can give them. Life brings many challenges, and how we manage these challenges shapes our wellbeing. Resilience is the ability to manage stress, difficulties, trauma or adversity and to bounce back from them. When children and teenagers are resilient, they become more confident, curious and adaptable to the world around them.

Building resilience is essential not only for children's mental health but also for their ability to cope with the everyday difficulties that are part of life. Children with greater resilience are generally happier, better able to manage stress, and more capable of dealing with ups and downs such as moving house, changing schools or navigating friendship issues. These skills carry forward into adolescence and adulthood — the earlier they are developed, the better.

Why Is Resilience So Important?

Resilience is no longer just about bouncing back; it is also about bouncing forward. It is more than returning to normal after a difficult situation — it involves learning from the experience and becoming stronger and better equipped for the next challenge. For children, resilience brings many benefits, including improved mental health, reduced stress and increased motivation.

Encourages Children to Take Healthy Risks

Resilient children are more likely to take healthy risks because they are not preoccupied with the fear of failure or disappointing others. They can be curious, brave and trust their instincts. With resilience, children develop confidence in their limits and are less afraid to step outside their comfort zone.

Improved Mental Health

Resilience is vital for mental health. The more resilient a child is, the less overwhelmed they will feel by stress, because they have the skills to cope with whatever life presents. Resilient children are better able to navigate stressful situations such as moving house or changing schools. Each time they bounce back independently, they internalise the message that they are strong and capable of overcoming obstacles.

Helps Children Embrace Their Mistakes

Children who fear failure often lack resilience, which can lead to high levels of anxiety, especially in new situations. Building resilience helps children embrace mistakes as part of learning — one of the most important life skills they will ever develop. It also promotes a growth mindset, reinforcing the idea that mistakes help us improve. Talking to your child about a mistake you made and what you learned from it can be a powerful model.

Helps Children Develop a Positive Outlook

Resilient children naturally become more positive and optimistic. Instead of focusing on the negatives, resilience helps them reframe their thoughts and look for the positive aspects of a situation.

Our Top Tips

- Help them build positive relationships with friends and trusted adults.
- Support them to become independent in their actions and thoughts.
- Encourage them to understand, express and manage their emotions.
- Build their confidence by allowing them to take on challenges — and learn from them, even if they do not succeed at first.
- Help them put things into perspective and understand that difficult feelings and situations can be managed.

Behaviour Management

If there is inadequate containment and insufficient reciprocity, it is highly likely that behavioural problems will occur. Behaviour and emotional wellbeing are complex, but one thing is very clear: children are not born naughty. It is the model of behaviour, the expectations and the emotional environment they experience in early life that shape how they respond to situations.

Behaviour management is part of the ordinary process of development, where parents teach their child self-control so that they can participate successfully in society. In well-functioning families, parents work together to place reasonable boundaries on behaviour. They encourage the child with positive attention and rewards. Over time, the child becomes able to internalise both the restraints and the satisfactions for themselves.

A child needs consistent boundaries in order to feel safe. When a child feels safe within clear boundaries, they have the confidence to explore and try new things. Children try out new behaviours — such as using the toilet — with parental encouragement. Learning new skills and appropriate behaviours should be rewarded and viewed positively. For many children, praise and attention are enough; others respond better to visual reward systems such as sticker charts.

The key to developing effective behaviour management is **reinforcement of desired behaviour** — giving praise and attention for behaviour that is appropriate. Alongside this, there must be a clear consequence for undesirable behaviour, such as an immediate and firm “No.” This shapes behaviour

and helps the child gradually develop new skills. Consistency is essential: clear rules, clear expectations and clear consequences.

Consistency is a crucial part of containment and behaviour management. It involves setting boundaries that remain stable and predictable. Parents should never threaten a punishment they cannot realistically implement — for example, “You will never watch TV again,” or “You won’t come on holiday with us if you do that.” Consequences must be realistic, consistent and impactful to be effective. Simple consequences that can be applied quickly often work best. These consequences will need to change as a child grows and their interests change — for example, removing a mobile phone for an hour may have a huge impact on an older child, but would mean nothing to a younger one.

Setting boundaries is not easy, and all children are different. One approach does not fit all. Even within the same family, one sibling may display more challenging behaviour than another, despite parents feeling they have “done the same for each child.” Children have different needs, and this is where reciprocity becomes so important — that crucial communication between parent and child, understanding your child and having quality interaction with them.

Although the broad principles of behaviour management — consistency, firmness, boundaries, noticing positive behaviour and rewarding it — apply to everyone, the way these are carried out must be adapted to the individual needs of your child. Adults are role models; they demonstrate the behaviour they want the child to emulate. Behaviour management should include negotiation and a firm but fair approach.

Children with behavioural needs often have very low self-esteem, high levels of anxiety and limited capacity to articulate their feelings. This can lead to anger and frustration. In some cases, behavioural or emotional needs may be a direct result of:

- **A learning difficulty** (e.g. dyslexia, dyspraxia, Fragile X).
- **Stress or trauma** within the family, or an emotional/mental health issue such as attachment disorder, trauma or depression.
- **Separation and loss** — such as divorce or bereavement — where a child may feel responsible, guilty, angry or confused, and fearful of forming new relationships.
- **Control issues** — where the child does not recognise the parent as the leader and constantly tests and challenges boundaries. This behaviour is often linked to confusion around limits and expectations.

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 begin forming relationships from birth, but the process of learning to communicate, share and interact with others takes many years. Developing the ability to regulate emotions and behaviour is also a long process. Children continue to develop their social-emotional skills well into their teenage years, and even into young adulthood.

Below are examples of 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:

- Bang doors and stamp feet.
- Say things like “I hate you.”
- Want their own way.

- If they misbehave, often blame others or avoid taking responsibility. They may justify their actions by insisting it was someone else's fault.
- Compare their performance with others.
- Feel more comfortable spending time at places without you, such as a relative's or friend's house.
- Continue developing social skills by playing with other children in a variety of situations.
- Communicate with others without your help.
- Possibly want to be around you more at age 5 than at age 4. By age 8, they will likely prefer being around peers.
- Become sensitive to how other children feel about them.
- Be more independent but less secure; want a lot of attention and approval from adults.
- Form and break friendships easily; may be critical of other children, and their perceptions are not always accurate.
- Have feelings hurt more easily and become more aware of others' emotions.
- Be eager to please and want to "be first" and win.
- Understand right from wrong but look for loopholes in rules to get what they want.
- Become more gracious losers and begin reflecting on their role in conflicts.

Six to Nine Years

Between 6–9 years, your child will:

- Be more cooperative and conscientious.
- Desire support and approval.
- Ask permission and follow instructions.
- Enjoy working and playing with others.
- Prefer friends of the same age and usually the same sex.
- Have a strong desire to please.
- Be proud of and enjoy assisting parents.
- Voluntarily help with younger siblings.
- Form a clearer sense of gender identity.
- Respect others' property.
- Express anger more verbally than physically.
- Boys may quarrel more and use more physical force than girls.
- Engage in elaborate and imaginative role-play.
- Become more settled and quiet.
- Worry about many things.
- Show fear of imaginary creatures (witches, monsters).
- Be fearful of being alone.
- Girls often show more fear than boys.
- Question adults' ideas.
- Resent being told what to do.
- Want adult approval and love.
- Desire independence.
- Understand right from wrong.
- Want to be free of guilt.
- Offer excuses for wrongdoing.
- Complain about anything unpleasant.
- Show increased interest in friends.
- Begin forming friendships with both boys and girls.
- Desire group acceptance.
- Boast frequently.
- Tell secrets, whisper and giggle.

Between 9–12 years, your child will:

- Become less self-centred.
- Become excessively moody if puberty begins.
- Quarrel more often.
- Be sensitive and experience hurt feelings in social situations.
- Get along well with others.
- Engage in group activities.
- Enjoy making new friends.
- Show loyalty to peers.
- Act and dress like peers.
- Be embarrassed to show affection to family members in front of peers.
- Boys may think girls are a nuisance; girls may be tomboys.
- Devise secret codes and practical jokes.
- Resent being teased or criticised.
- Develop a strong sense of right and wrong.
- Become self-conscious about physical development.
- Exhibit hero worship.

Low Level Behavioural Issues

Our staff are highly skilled, and the rule of thumb is that they deal with all low-level incidents — these are behaviours we consider *normal* for a child's developmental stage. For example, at age four this may include pushing or lashing out. 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 address these incidents and teach children how to behave appropriately.

Children fall out with each other; this is a normal part of growing up. We take our role in teaching children how to get along with others very seriously. Playground disagreements do happen and may occasionally result in minor injuries. We investigate causes, inform parents if we consider the incident serious, and work hard to resolve conflicts and teach children how to avoid them in future. We all want children to enjoy coming to school and learning. If an incident is more serious, we will contact parents and work with you.

Very few children have ever been excluded from Singleton School, and we rarely have significant behaviour problems. However, all children misbehave at some point — they are children, and this is normal. We co-parent with you, recognising that children are not the finished product. They need guidance, support and clear boundaries. When they cross the line, they need to know, so they can develop and learn. If staff feel an incident is more serious, they will contact you; if it is low-level, it will be dealt with in school.

Every day is a new day in school, and our staff always treat children in a balanced and fair way. Please expect your child to be in trouble at some point during their time at Singleton, and trust that we will handle situations with your child's best interests at heart.

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

We rely on parental support. We expect parents to recognise that children's perspectives are not always accurate and to trust staff to deal with incidents appropriately.

If you require clarification, please make an appointment to see your child's teacher after school. In the mornings, teachers are setting up for the day and settling their classes, but they are available from 3.20pm once all children have been safely released to parents/carers.

We ask that you do not justify or make excuses for inappropriate behaviour. We need to be a united team in establishing boundaries for our children.

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

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

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 has extensive experience working with children of all ages and with a wide range of needs, and she continually updates and extends her training to ensure she provides the highest level of support.

The Family Learning Mentor works within school to help children and families with any difficulties they may be experiencing. She is there to listen, offer support and provide practical advice. She is an informal educator who helps bridge the gap between home and school.

A Family Learning Mentor is here to:

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

Who does the Family Learning Mentor work with?

- Individual children and small groups
- Teachers and other members of staff (e.g. support and welfare staff)
- Schools
- External agencies such as Social Services, CCATS, Trinity Hospice, Educational Psychologists, 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, resilience and motivation
- Create and maintain an atmosphere of trust where pupils feel able to discuss their progress, opinions and targets

- Improve social skills and help children form positive relationships with friends, family and staff
- Improve attendance and punctuality
- Remove barriers to learning, including behavioural difficulties
- Help children achieve their potential
- Support a smooth transition to high school

For Families

- Improve communication and support between home and school
- Provide access to outside agencies and someone to talk to in confidence
- Offer a safe space to offload and cope during difficult times
- Provide strategies for behaviour, resilience, confidence building and emotional support

For School

- Strengthen communication between parents/carers, teachers and outside agencies
- Reduce anti-social behaviour
- Make referrals to a range of external agencies when needed

Which children are likely to benefit?

Many young people and families may benefit from support from the Family Learning Mentor. These may include children who:

- Have poor attendance and/or are frequently late
- Are underachieving
- Lack self-esteem or motivation
- Are experiencing difficulties at home
- Are 'looked after'
- Have behavioural, social or emotional needs
- Are victims of abuse
- Have experienced bereavement
- Need support developing healthy resilience
- Have medical problems
- Have learning difficulties that cause frustration or anger
- Have experienced trauma (e.g. parental separation, family loss, family illness)
- Have had changes to the family dynamic (new baby, house move, new partners, new step-siblings)
- Have parents experiencing emotional difficulties
- Have parents going through challenging times (e.g. money worries, anxiety, depression, work-related stress)

What strategies does the Family Learning Mentor use?

WAVE 3 Intervention / Support

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

- Internal assessments to identify pathways for additional support
- Early intervention and links with outside agencies using the Fylde and Wyre pathway guidance
- 1:1 individual support in school (e.g. behavioural programmes, resilience work, anger-management techniques, individual reward systems)
- Close monitoring at lunchtime and in class, with logs and home-school communication

- Completion of CAF/Social Care referrals
- Support for families

WAVE 2 Intervention / Provision

This is in-house group provision for children who need more than whole-school approaches (WAVE 1) but do not require intensive 1:1 support.

This short-term early intervention usually runs for up to 12 weeks. Children work in small groups with the Family Learning Mentor on areas such as:

- Social skills
- Friendship support
- Small-group circle time
- PSHE games
- Play development during playtimes (supported by the Learning Mentor or JLT Pastoral)
- Evaluations and discussions
- Monitoring at breaks
- Class behavioural support and tailored reward systems
- Emotional support (feelings, stress, anxiety coping mechanisms, self-esteem)
- Resilience support
- Behavioural awareness and response strategies
- Anger management

What can parents/carers do to help?

- Discuss any concerns with the Family Learning Mentor
- Talk to your child about any worries they may have and contact school if needed
- Use the Solihull Approach as outlined in this booklet
- Seek advice and support from the Family Learning Mentor at any time
- Attend parents' evenings
- Keep up to date with school newsletters
- Read the school website regularly
- Request literature or information from the Learning Mentor
- Work in partnership with school

The Family Learning Mentor is here to support and encourage both pupils and families to overcome challenges and remove barriers to effective learning, both inside and outside school. For this to work successfully, excellent communication between home and school is essential.

Please contact Susan Manns on: Tel: 01253 882226 Email: s.manns@singleton.lancs.sch.uk

Conclusion

At Singleton School, we are committed to supporting every child's social, emotional and behavioural development. Children are not the finished product; they are learning, growing and making mistakes every single day. Our role is to guide them, teach them and help them develop the skills they need to thrive. Your role, as parents and carers, is equally important. When school and home work together, children make the greatest progress.

Throughout this booklet, we have outlined the principles that underpin our approach — containment, reciprocity, resilience and clear behaviour management. These are not quick fixes; they are long-term foundations that help children become confident, emotionally secure and able to cope with the challenges they will face in life.

We ask that you trust our professional judgement, recognise that children's perceptions are not always accurate, and support us in establishing consistent boundaries. Low-level incidents are a normal part of childhood, and our staff deal with these calmly and effectively every day. When behaviour becomes a concern, we will always contact you so that we can work together as a united team.

Our aim is simple: to help every child feel safe, valued and ready to learn. With strong communication, mutual respect and shared expectations, we can ensure that your child receives the very best support — both academically and emotionally.

Thank you for your continued partnership and for the trust you place in us. Together, we can give your child the strongest possible foundation for their future.

