



World's End Well-being

Welcome to the World's End Well-being newsletter. Autumn Term November 2023



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AHT SENCO Pastoral Lead



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DSL Pastoral Manager



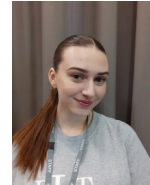
Mrs Wood

Learning Mentor



Mr Carey

Assistant Learning Mentors



Miss Hughes

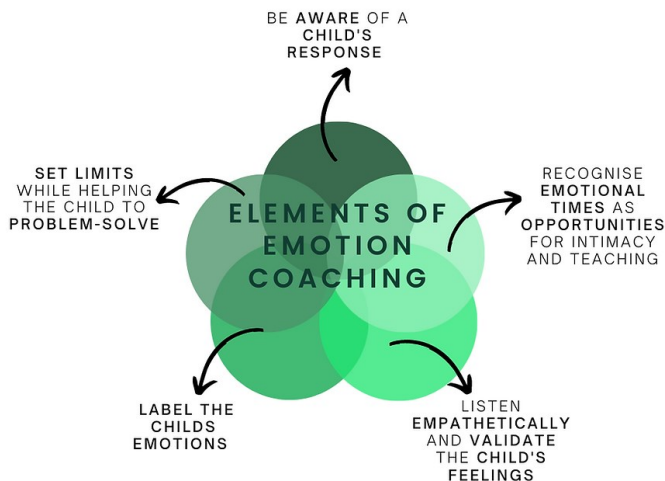
TIAAS



At the start of Autumn 1 Term, all staff received TIAAS training from the Educational Psychologist service. The Trauma Informed, Attachment Aware School program will support schools to develop 'trauma-informed practice' where the most vulnerable children are able to recover from trauma. Through participating in this programme, staff are equipped with skills which enable them to apply trauma and attachment aware strategies in school based upon current and up to date theory and research. Evidence suggests that attachment awareness in adults can lead to increased self-regulation in children (and adults). Mrs Taylor is the TIAAS Lead working hard towards Worlds End Junior receiving certification.

Emotion Coaching

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'.



Key Elements are involved in Emotion Coaching:

- Becoming aware of the child's emotions and recognising the emotion
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Helping the child to set limits
- Explore strategies to solve the problem at hand.

How it works

Step 1: Recognise the child's feelings and empathise with them

Notice what emotions might be lying beneath the behaviour your child is displaying: **Behaviour:** Your child is yelling at you and crying. **Emotions:** Your child is missing their friends and may be feeling a little lonely without them. They also might be feeling sad because they enjoy playing with others and this is not happening at home. They may be scared because you say no one is allowed to go out anymore and this is so different to your usual messages about going out to play. All their feelings have started to overwhelm them and turned into anger in order to make them feel less helpless.

Step 2: Validate and label the emotion your child is feeling

What you might do and say: 'You seem really cross with me, you're yelling because I won't take you to the park. You maybe think your friends will be there and you want to play with them. I understand you love playing with your friends and you miss them now that you can't go and play with them every day at school. It's sad, because you all have so much fun together.' 'It's normal to feel like this. I feel frustrated too as I can't do the things I usually like doing and I miss seeing my work friends too. It's all new and strange for us all.' 'I'll just sit next to you and make sure you're ok until your breathing starts to slow down a little and then you'll be able to think better. (Adult models slow deep breathing, exhaling longer than inhaling).'

Step 3: Set limits (if necessary)

What you might do and say when your child is calmer: 'It's hard when we have to follow different rules, especially new and unusual ones. Everyone is having to do things in different way at the moment. We're all having to learn new ways to do things together.'

Step 4: Problem Solve

What you might do and say when your child is able to think through things with you:

Calming the physical/body response 'We need to find a way of coping when we feel like this. When you're feeling frustrated like this again, how about trying this, it's what helps me feel calmer. I blow out a candle on each finger breathing in and out slowly each time'.

Work with your child to figure out things they can do instead of going to see friends 'Let's look to see what other people are doing to help them feel better and cope with this situation [use reputable sites]. We are all finding different ways to play and meet up whilst we are at home. We can arrange online 'meetups' with your friends and then you can catch up with what they are doing in their homes. If you get good at online chat groups, we could do a quiz, so you can all have fun together?'

Think of ways you can build their social engagement system One way of doing this is by making a positive contribution, such as helping neighbours, drawing rainbows, drawing pictures of people who are helping, joining some of the social media activities that families are doing. (Helping others triggers a release of oxytocin, serotonin and dopamine which has the effect of boosting your mood and counteracts the effects of cortisol - the stress hormone. Interestingly, the higher your levels of oxytocin, serotonin and dopamine the more you want to help others). "Is there something we can do that will let our friends know that we are thinking of them?"

<https://www.emotioncoachinguk.com/post/wanting-to-go-out-and-play-with-friends>

EMOTION COACHING ANGER

1 Behaviour + Urge

- Yelling
- Insulting
- Kicking
- Blaming
- Swearing
- Destroying property

2 Body Sensation & Examples

- Mind**
- Heart beating fast
- Hot - Cold
- Warm face
- Ready to explode
- Heavy
- Relaxed
- Calm
- Balanced
- Strong
- Full of energy
- Light
- Pressured
- Rough

3 Function → I Need

Anger tells me that...

- My boundaries have been crossed
- I may be having more than one feeling at once, like anger and sadness
- An important goal is being blocked
- I have strong beliefs and values

4 Try this!

- I feel... angry!
- I need
- Time & space
- To talk
- Help with my goal
- Reassurance
- Other

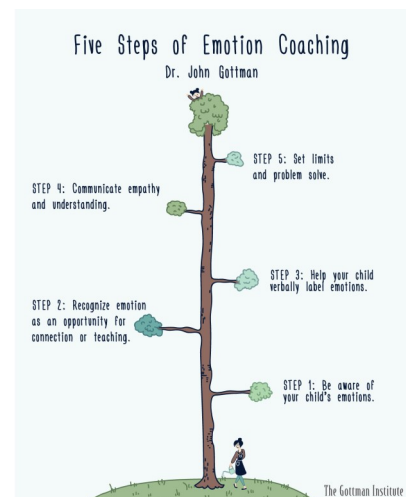
5 Questions to Reflect

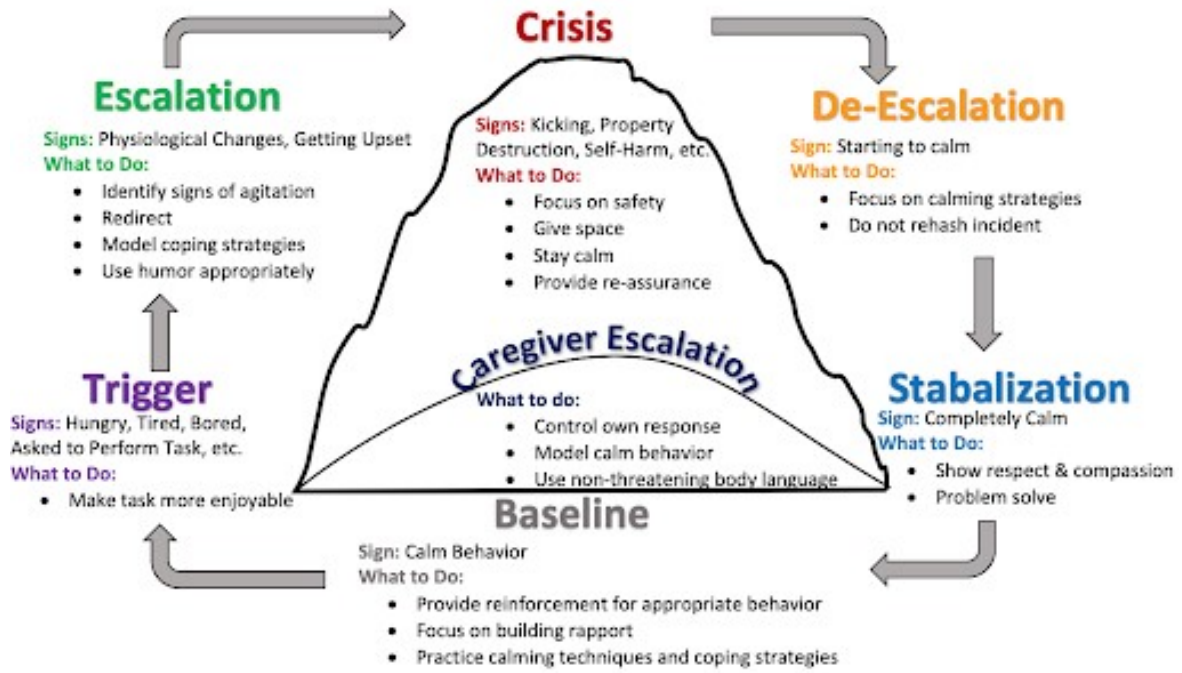
- When do I feel the most angry?
- What does the anger tell me to do?
- Where do I feel it in my body?
- My feeling makes sense because
- What do I need to feel better?
- How can I handle this next time?

References & Future Reading

- Gottman, J. M., DeClaire, J., & Goleman, D. (2015). *Raising an emotionally intelligent child*. Simon & Schuster: Paperback.
- <https://www.gottman.com/blog/introduction-to-emotion-coaching/>
- <https://www.emotioncoaching.gottman.com>

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In school, we use the escalation curve to help pupils understand their fight, flight, freeze triggers and how this can escalate if left unresolved. During the escalation process, it is important to understand the physical feelings in our body before we reach crisis point.

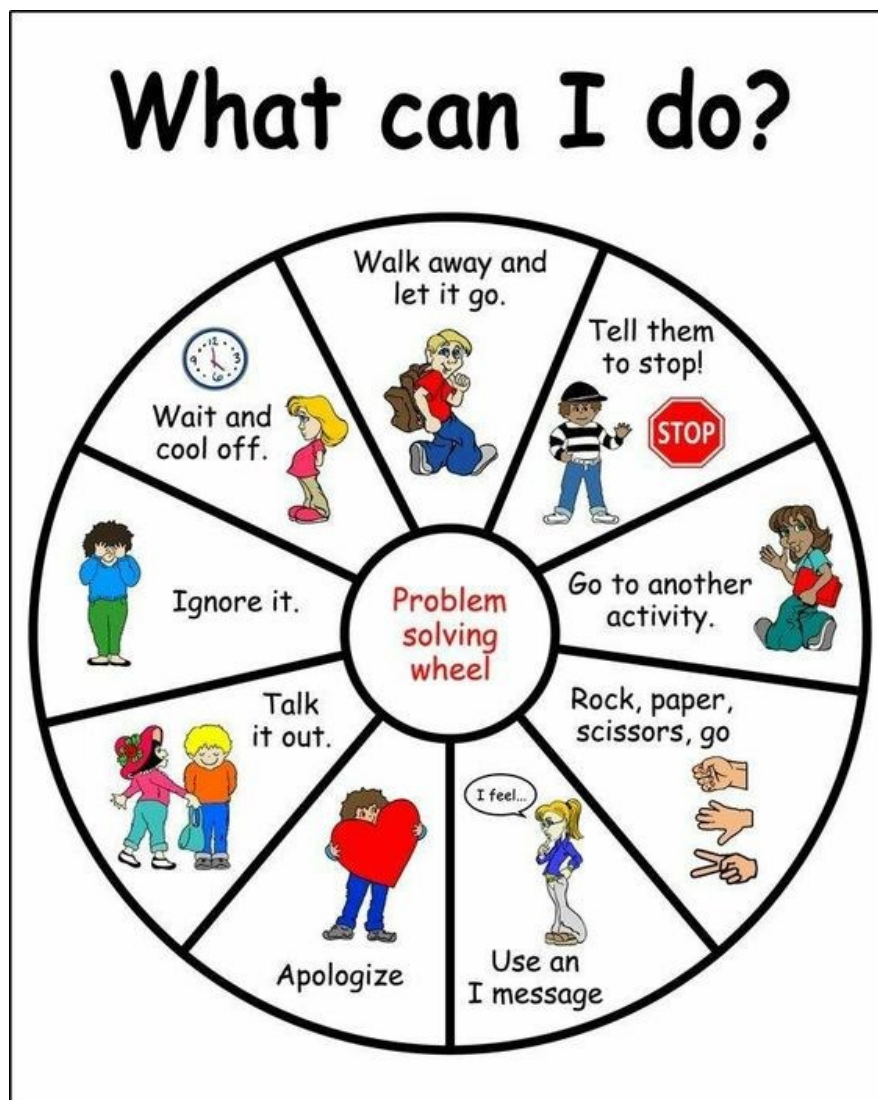
If crisis point is reached, support strategies and time are needed to help with de-escalation. During the stabilization, when the pupil is completely calm, it is time to 'put it right' and problem solve.

This approach follows the TIAAS program and emotional coaching. In addition to this we talk about how pupils are feeling during the cycle.



When talking about emotions and feelings, we use the Zones of Regulation (see below). We can function in any zone, but might need some support strategies to help us with regulating.

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help



Helpful Resources:

Service Name	Contact Details
Forward Thinking Birmingham	www.forwardthinkingbirmingham.org.uk 0300 300 0099
Pause Drop in Centre 21 Digbeth Birmingham B5 6BJ	Opening times are: Monday/Tuesday/Thursday/Friday 10am-6pm Wednesday 12pm-8pm Saturday/Sunday 11am-4pm
Young Minds	www.youngminds.org.uk
Child line	www.childline.org.uk 0800 1111 - 24 hour phone line
Mind	www.mind.org.uk
The Samaritans	116 123 - 24 hour phone line
Sane line	Mental Health Helpline - 6pm-11pm daily 0300 304 7000
The Children's Society	www.childrenssociety.org.uk
The Mix	www.themix.org.uk Free phone: 0808 808 4994 (13:00-23:00 daily)
Papyrus - Prevention of Young Suicide	www.papyrus-uk.org Confidential advice and support for young people who feel suicidal. <ul style="list-style-type: none"> o HOPELineUK: 0800 068 41 41 o Text: 07860 039 967
CALM (Campaign Against Living Miserably)	www.thecalmzone.net Offers support to young men in the UK who are down or in a crisis. <ul style="list-style-type: none"> o Helpline: 0800 58 58 58 (Daily 17:00-midnight)

Free Apps/websites	Details
Mindful Gnats	An app to help young people develop mindfulness and relaxation skills.
MoodGYM	MoodGYM is a free, fun, interactive program to help young people with low mood. Based on
	cognitive behaviour and interpersonal therapy, it consists of five modules, which help you to explore: <ul style="list-style-type: none"> - Why you feel the way you do - Changing the way you think - Knowing what makes you upset - Assertiveness and interpersonal skills training
Stop, Breathe, and Think	mobile app for youth, with meditations for mindfulness and compassion.
Calm	App with guided meditation and relaxation exercises.
Headspace	Meditation made simple. This app has a free introductory period, after which it requires a paid subscription to continue to use.