

# World's End Well-being



## Behaviour Support

### ALL BEHAVIOURS IS A FORM OF COMMUNICATION

An infant may cry when hungry, tired or needing a nappy change. Throughout the day, our actions are communicating our needs even if we are not aware of it.

### CHALLENGING BEHAVIOUR

As part of our TIASS approach, we recognise that behaviour is communicating a need. Some children act out a need because they are unable, at the time, to verbally express their needs or how they are feeling. The strategies we use at school can easily be used at home. Comic Strip conversations allow children to draw what has happened, which opens up conversations.

What happened? Who was there? How are you feeling?



### Comic Strip




Mrs Barlow

SENCo Pastoral Lead  
SLT



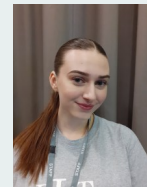
Mrs Taylor

Pastoral Manager—DSL



Mrs Wood

Learning Mentor



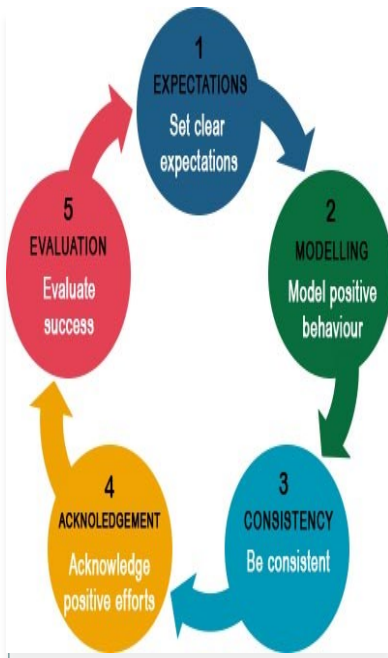
Miss Hughes

Assistant Mentor



Mr Carey

Assistant Mentor



## COMMUNICATION

To support managing behaviour, setting clear expectations is vital..

At home you can create a poster of your family rules and agreed sanctions. Language is important to avoid blame and shame. Sentences like “In our home we ( )” or “In our family we ( )” are recommended. An example of how this can be used if siblings are shouting is: “In our family we talk to each other.”

It is important that adults model the expected behaviour, to reinforce the expectation.

Being consistent is important. Mixed messages will confuse your child as to when

and where that behaviour is acceptable.

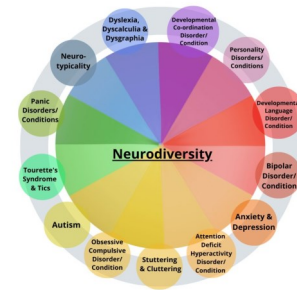
Acknowledging positive choices shows your child you have noticed the positive choice they have made.

The evaluation stage can be done together, after your child have regulated themselves. Questions such as “What could you do differently next time?” work well.

To remain in control of situations offer two choices. Sometimes one of the choices might be the behaviour you see but with a time restrictions. An example of this could be “I am allowing you to...” or “You can ....

## NEURODIVERSITY

Neurodivergent people might recognise that they are dysregulated but not necessarily what the trigger is. This can result in your child having a meltdown. Rather than try to ‘fix’ the problem or find out what the issue is, first tend to their dysregulated behaviour.




Here are some of the choices we use in school which would also work at home.

When talking with your child try to work backwards. “I can see you are (emotion) what were you doing before you felt like that?”

This will support your child in unpicking the reason for their behaviour.

### What I need

 A hug	 Time alone
 A calm space	 Fresh air
 Exercise	 Deep breaths

5	ANGRY
4	UPSET
3	UNHAPPY
2	LITTLE CONFUSED
1	HAPPY

## RESTORATIVE CONVERSATIONS

Restorative conversations allow a development of empathy, teach children how to resolve conflict and most importantly allow children to have a voice.

They also provide a safe space for children to reflect and correct any mistakes they have made and understand how their behaviour affects others.



**Restorative Practice in School**

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

[www.elsa-support.co.uk](http://www.elsa-support.co.uk)

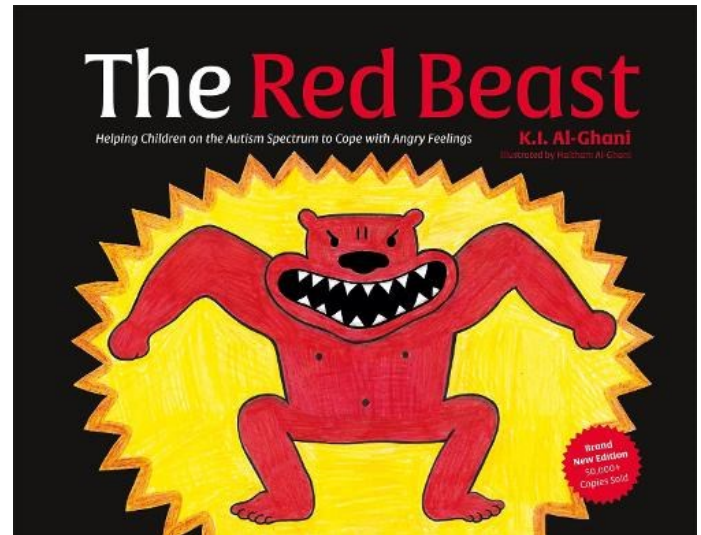
Images from My cute graphics

## ANGER

The Red Beast is a fantastic story of how anger can affect us.

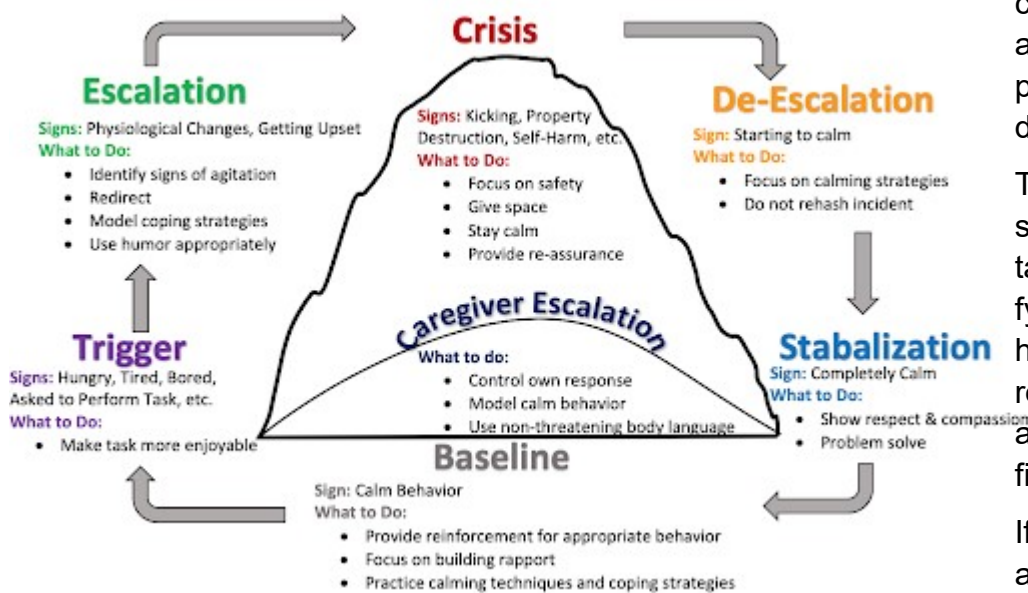
The book describes how when we are angry our ears shrink (so we can not hear clearly), how our eyes shrink (meaning we can not see clearly), and our mouth grows (meaning we often lose control of what we want to say).

Children can draw their own Red Beast to show their physical features of anger.



*One pupil who completed this work said “I need to ‘ground’ my beast as it keeps getting me into trouble.”*

## ANGER ESCALATION CURVE



The escalation curve helps children to understand where their baseline is and how triggers can quickly mean their anger reaches crisis point if they do not use de-escalation strategies.

The de-escalation and stabilisation phase can take time to work. Identifying triggers early can help eliminate physical reactions to anger such as kicking, shouting and fighting.

If your child is unsettled and starting to become dysregulated, ask them to measure how angry they are on a scale of 0-5 or where they are on the escalation curve.

# WORRY

Worry is a feeling or an emotion. Nobody can help having feelings - they are part of everyone. We feel different things all day long as different things happen to us.

Some emotions feel good and some don't feel very nice at all, worry is one these.

Worry is a scared feeling that happens when we think about things we might be nervous about doing or fearful of things that might happen. You might hear grown ups use the word 'anxiety' sometimes, this is the same thing as worry.

Worry started a long, long, time ago, when the humans before us were faced with real life threats. Back then there were no shops or restaurants and so these humans had to hunt for their food every day. The animals they were trying to hunt were large dangerous animals which meant these humans were often in danger and they kept getting hurt.



So what happened was that their bodies developed a safety response called Fight, Flight or Freeze which was something that got switched on whenever they were in danger. This response helped them fight their way out of danger, 'flight' (or run away) from the danger or 'freeze' in order to keep them safe.

As humans have evolved these kinds of life threatening situations do not happen every day, but our fight, flight, freeze response has remained. This means it is being switched on for things that aren't really dangerous situations, and that's not what it is for.

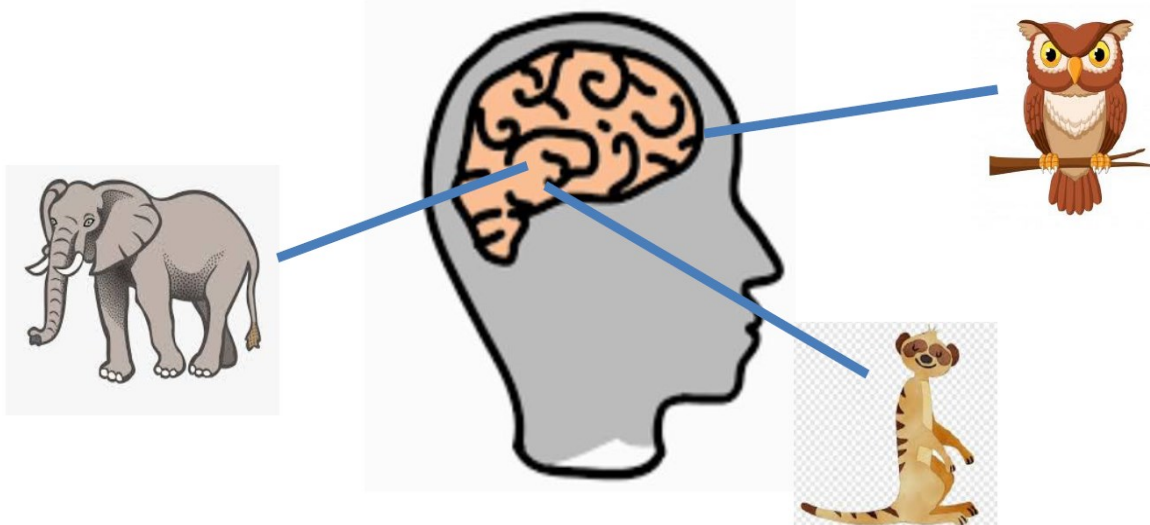
## So Why is our Fight, Flight, Freeze response being switched on when we don't really need it?

There are 3 important parts of the brain you will need to know about when learning about worries. We are going to be calling these parts the Meerkat, the Elephant, and the Owl.

The Meerkat is the first part of our brain that develops, even before we are born, and this is the part of the brain that can switch on our fight, flight or freeze response. Its job is to keep us safe.

Imagine there's a big red button in your head and every time the Meerkat thinks we are in danger, it pushes that button and our fight, flight or freeze is switched on. The elephant reminds the meerkat of all the things you have done and how you were feeling, because elephants never forget. However, people who worry have elephants who remember a lot of bad memories, rather than good ones. Meerkat thinks we are in danger, and switches on our fight, flight or freeze responses.

The owl is wise and sensible and it calms the meerkat down. However, the owl doesn't finish growing until we are in our 30s (if you are a boy) or our 20s (if you are a girl), so might not be very active and does not always come along and help when we need it to.



## SELF-ESTEEM

Self-esteem is how we think and feel about ourselves. Having good self-esteem is when we are comfortable with how we look and how we feel. It means feeling good about ourselves, what we can do and how we think.

Self-esteem comes from the things we experience in our lives as well as the relationships we build with the people around us. This means self-esteem is something that keeps building throughout our childhood and can sometimes continue to build even more when we are adults!

However self-esteem doesn't always grow in the way we want; sometimes it goes up and down because of the situations we are in. Feeling stressed and upset about things can often get in the way of our self-esteem progressing.

If we did not have good self-esteem then we would never be able to move past these stressful or upsetting events. Think of self-esteem as a boat that needs to get you across the river. The river is all of the bad things that can affect us. If we have a good boat (i.e. good self-esteem) then we are able to sail across the river (past all of the negativity) and make it to the other side where we can then continue with our lives.



Now think of a boat with lots of holes in it; this represents bad self-esteem. It would be very hard to sail across the river (and move past the negativity) using a boat with holes in it. In fact you may even sink and get stuck in that river. This is what can happen when we aren't able to use our self-esteem to move past negative experiences.... We sink!