

Hayes Meadow Primary School Well-being Newsletter

Supporting the Emotional Well-being and Mental Health of Our School Community

Spring 2

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We are focussing on behaviour and well-being. If you have any worries or concerns about your child's emotional behaviour or well-being, then please contact Mrs Morgan n.morgan@hayesmeadow.staffs.sch.uk.

Understanding the connection between emotion & behaviour

A child that has difficulty regulating emotions may frequently engage in behaviours that appear impulsive and might be challenging to manage.

A misguided view is that such behaviour is a result of general 'naughtiness' or even bad parenting. However, in truth, there could be many reasons behind this challenging behaviour...

Following a number of requests from parents I am sharing some strategies to manage challenging behaviour.

Stop and think about what the behaviour might be communicating

- An unmet need or SEND
- Communication difficulties
- Hunger/illness/tiredness
- Sensory overload
- Seeking human connection
- Anxiety/emotional dysregulation

Respond calmly and clearly.

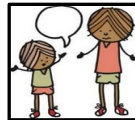
Children need to be aware that their behaviour has consequences; However, they require patient teaching, reminders and clear boundaries and expectations that are repeatedly explained in different ways and enforced consistently. Try to work out set boundaries with the children so they understand your expectations.

Do - Managing Conflict

Respond to the underlying emotions rather than the behaviour.

How can I talk to my child about their behaviour?

Your child's behaviour is a communication about how they're feeling.



When your child is acting out, it can be useful to think of an iceberg. The difficult behaviour is the tip, but there are likely to be a range of emotions hidden under the surface.

By opening up a conversation with your child, you can find out more about how they're feeling and what's going on for them.

1. Find a suitable time and place to talk. Your child might find it easier to talk if you start the conversation while doing an activity.
2. Make it clear that the behaviour is the problem, and not them.

Let them know that it's okay to feel however they feel, whether that's sad, angry, worried or something else, and that you can work together to find new ways of managing these feelings. Focus on listening and trying to understand things from their perspective.

3. Explain why the behaviour is not appropriate so they understand that what they are doing is not acceptable.

For example, you might say that while it's normal to feel angry and frustrated, it hurts other people when they hit and kick.

4. Be curious, empathetic and non-judgmental.
5. Use simple phrases such as

- 'I notice there is a lot of shouting happening'
- 'I think something might be upsetting you'

Action for children support

<https://parents.actionforchildren.org.uk/feelings-behaviour/>