

Understanding and supporting children labelled as 'Badly Behaved'

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Relational Approaches for understanding and supporting children.

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Check -in: How are you showing up today?

**On this sheep-scale,
how do you feel today?**



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Background....



Gauteng, South Africa (3 years)



Bournside School, Cheltenham (6 months)



Winchcombe School, Cheltenham (14 years)

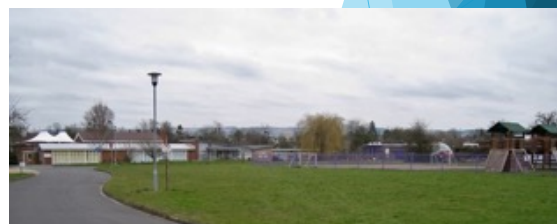


Belmont School, Cheltenham (8 years and counting.....)

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Belmont School Context

- ▶ 175 pupils (Ages 6-16)
- ▶ 80 staff (24 teachers; 36 Learning Partners and Apprentices; 6 Inclusion mentors; 8 Higher Level Learning Partners; Admin)
- ▶ 6 classes in primary & 11 in secondary
- ▶ Class size < 12 (with 1 or 2 Learning Partners)
- ▶ Interventions team
- ▶ Moderate Learning Difficulties / Complex Needs



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2015 onwards.....

Curriculum Accreditations

Behaviour

Trauma



CPD

Relationships

Language

7

Relational School Journey....

2016 - Thrive
 2018/19 - Restorative Practice
 2020 - ACE aware & Emotion
 coaching
 2020 - Trauma Informed



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Relational School Vision



Belmont
An outstanding school

ACE Aware (2020)

Aim:

- Identification of historical trauma / causes / background to inform Interventions & Trauma informed practices

Trauma Informed Practices (2020)

Aim:

- Implementation of practices to support pupils that have been subjected to trauma to support development of the physical and emotional wellbeing.

RESTORATIVE PRACTICE (2018/19)

Aim:

- Strategies & practices to build relationships and emotional intelligence to support conflict resolution.

PASTORAL CARE

Aims:

- Ongoing support from Emotionally Available Adults to support the development of the health and wellbeing of the children.

THRIVE Approach (2016)

Aim:

- Strategies & interventions to support the positive mental health and emotional wellbeing of children.

INTERVENTIONS

Aim:

- Specific sessions to support the development of a child in targeted areas

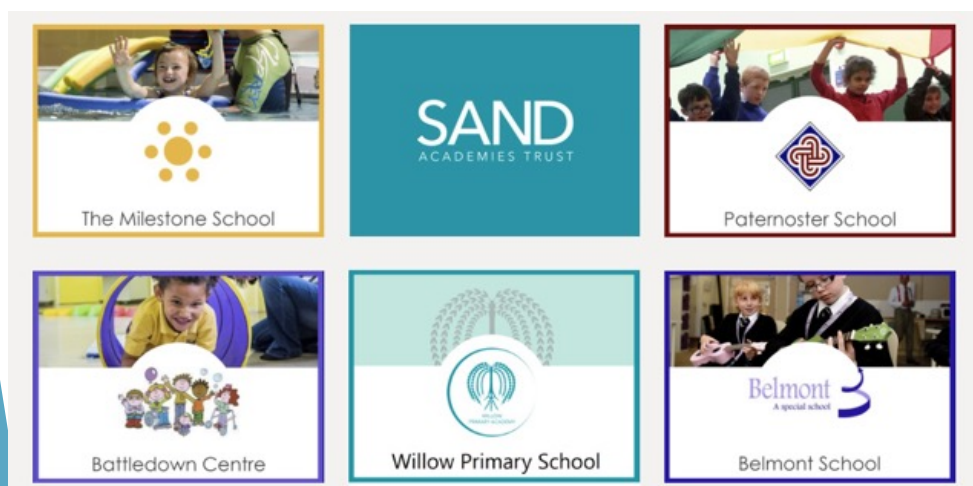
CURRICULUM

Aims:

- Specific curriculum areas designed to support the academic and emotional progress of pupils in areas of Mental Health and Wellbeing.

IMPACT:
At Belmont School we are an inclusive learning and therapeutic community that is committed to ensuring pupils are safe; happy; enthusiastic and purposeful learners. We believe that every pupil must be provided with opportunities to develop socially, emotionally, academically to achieve the best they can achieve. On leaving school we want our pupils to have the social skills, education and confidence to thrive in the adult world.

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Plan for this session:

- ▶ Share our story and experiences.
- ▶ Give an overview of Relational Approaches.
- ▶ Share some of the current research.
- ▶ Give you ideas and strategies to use with children and young people.

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Be curious, what can you see?



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Be curious, what can you see?



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Be curious, what can you see?



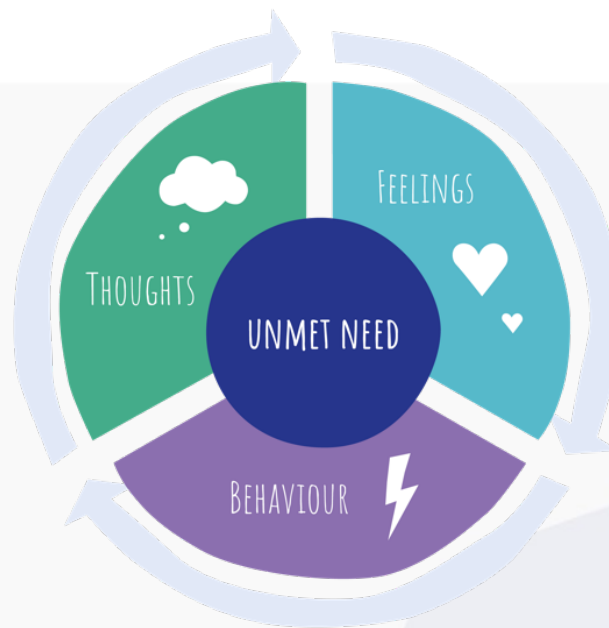
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Why won't they just BEHAVE?



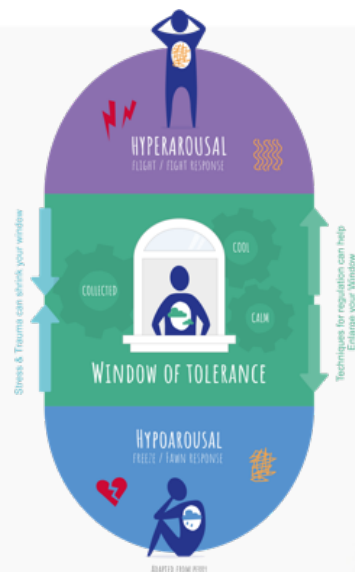
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Behaviour



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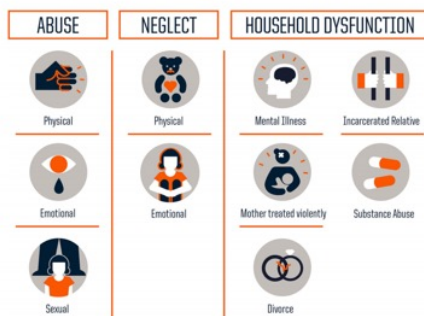
Window of tolerance



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ACE AWARE

The Adverse Childhood Experiences (ACEs) Studies



**ACTION
ON ACES**
Gloucestershire

wave
TRUST © 2019

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Resilience

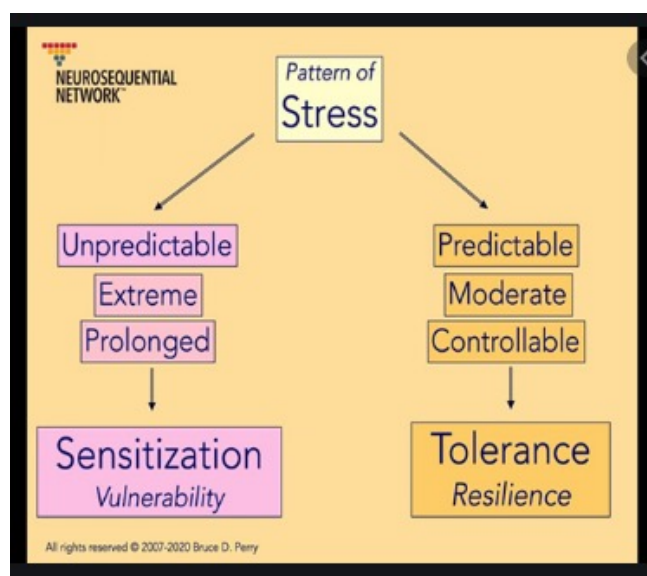
- ▶ **PCE** = Positive Childhood experiences
- ▶ **PF's** = Protective Factors
- ▶ In addition to studies into ACEs, there is a huge body of resilience research spanning over five decades that has not only studied risk, but also identified **what can help a young person to withstand or recover from adversity.**

PROTECTIVE FACTORS

"Protective factors are conditions or attributes of individuals, families, communities, or the larger society that mitigate risk and promote healthy development and well-being." Examples include:



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Dr Bruce Perry

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Managing stress and sensitization



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THE STRESS RESPONSE IN KIDS

FIGHT

Yelling, Screaming,
Using Mean Words

Hitting, Kicking, Biting,
Throwing, Punching

Blaming, Deflecting
Responsibility, Defensive

Demanding,
Controlling

"Oppositional",
"Defiant", "Noncompliant"

Moving Towards What
Feels Threatening

Irritable, Angry,
Furious, Offended,
Aggressive

FLIGHT

Wanting to Escape,
Running Away

Unfocused, Hard
to Pay Attention

Fidgeting, Restlessness,
Hyperactive

Preoccupied, Busy with
Everything But the Thing

Procrastinating, Avoidant,
Ignores the Situation

Moving Away From What
Feels Threatening

Anxious, Panicked,
Scared, Worried,
Overwhelmed

FREEZE

Shutting Down,
Mind Goes Blank

Urge to Hide,
Isolates Self

Verbally Unresponsive,
Says, "I don't know" a lot

Difficulty with
Completing Tasks

Zoned Out,
Daydreaming

Unable to Move,
Feeling Stuck

Depressed, Numb,
Bored/Apathetic,
Helpless

 WholeHearted School Counseling

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What can we do?

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Relationships



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The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.

— Bruce D. Perry —

AZ QUOTES

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Relationships



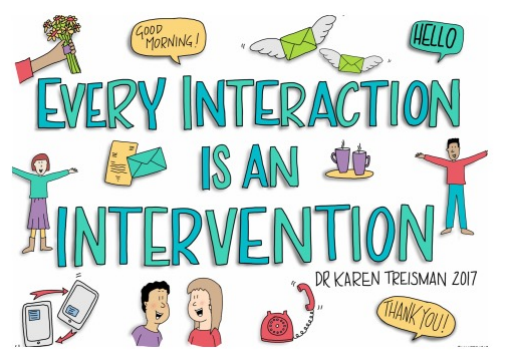
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Rita Pearson

- Every child needs a champion



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How do we do this?

- ▶ Circles for all
- ▶ Meet and Greet
- ▶ Noticing
- ▶ Being curious
- ▶ Active listening
- ▶ Building trust
- ▶ Caring
- ▶ Connection
- ▶ Belonging
- ▶ Interventions

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Circles



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The power of Circles: As a Relational and Restorative Practicing school we feel Circles are vital to:

- ▶ Build and maintain relationships for all
- ▶ Connect with one another and feel like we belong
- ▶ Create regular moments of connection or 'Relational Dosing'
- ▶ Share thoughts, knowledge and understanding of concepts
- ▶ The circle nature makes us all feel equal
- ▶ The familiarity of circles makes us feel secure and safe
- ▶ Initiates collective responsibility for the promotion of self-esteem and positive behaviour.
- ▶ Encourages self-discipline and collaboration
- ▶ Promotes unity; respect and community feel
- ▶ Develop pupils' social skills, improves self-esteem and can address the needs of pupils with behavioural difficulties



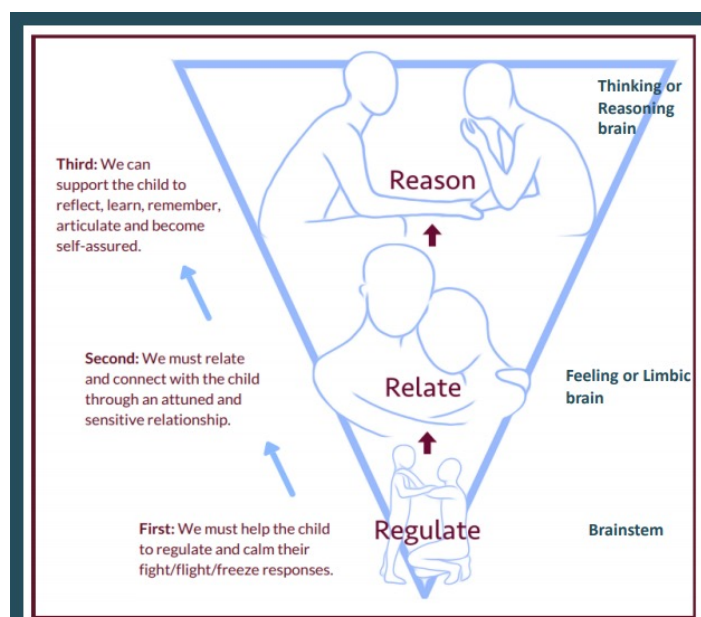
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Staff Circles

- ▶ Once a week, lead by Circle Leads
- ▶ 30 mins
- ▶ All staff
- ▶ Mixed groups
- ▶ Wellbeing & working element (CPD or discussion)
- ▶ Builds connections & relationships



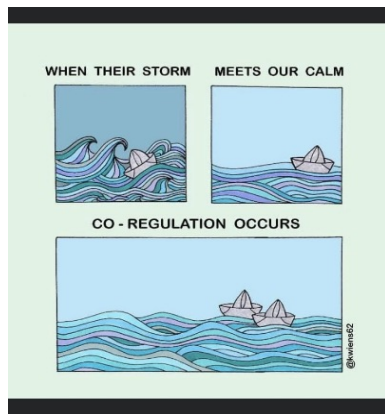
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Dr Bruce Perry

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Regulate:



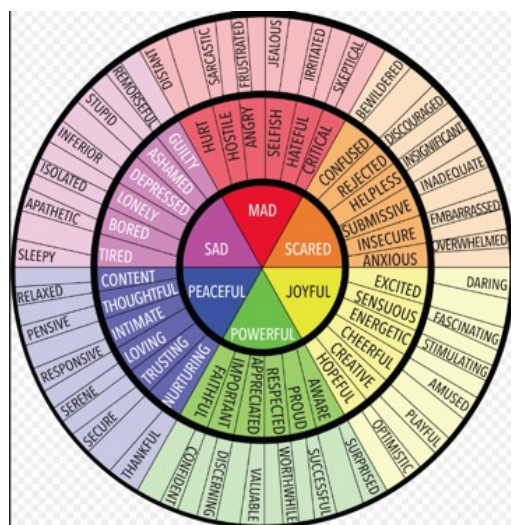
Kids Matter
Australian Early Childhood Mental Health Initiative

What every child needs for learning self regulation

- Being with calm adults who provide safety and security
- Having predictable routines and clear boundaries
- Being listened to and acknowledged
- Watching the adults in their life manage their own feelings and behaviour
- Knowing the names of feelings and being able to identify their feelings by name
- Having adult support when they are upset, tired or angry
- Having unstructured time to play and learn at their own pace

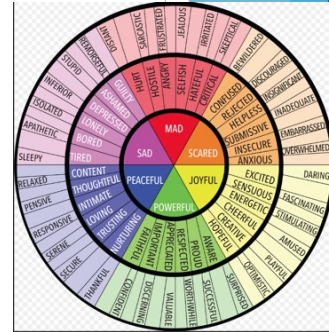
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Emotional check-in's for all:



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Be curious, what can you see?



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Let's talk about SHAME.....

"Shame corrodes the very part of us that believes we are capable of change."

Brené Brown

When we experience shame, we feel disconnected and desperate for worthiness. Full of shame or the fear of shame, we are more likely to engage in self-destructive behaviors and to attack or shame others. In fact, shame is related to violence, aggression, depression, addiction, eating disorders, and bullying.

Shame

Shame is the intensely painful feeling or experience of believing that we are flawed and therefore unworthy of love and belonging.

Brené

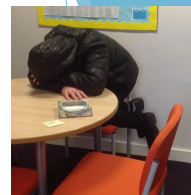
Brene Brown

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Guilt & Shame?

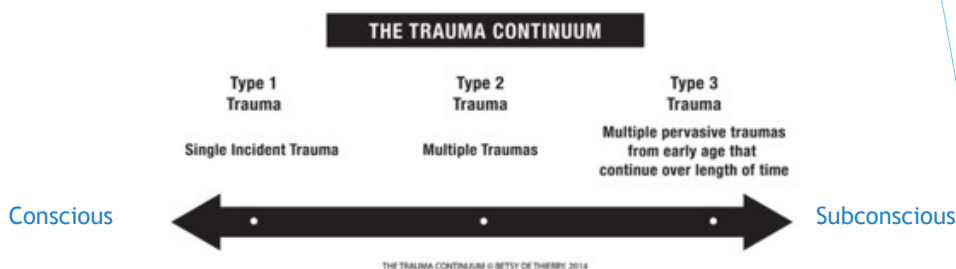
- ▶ The origin of the word Shame is 'to cover'
- ▶ Shame can feel like **physical pain**
- ▶ Shame functions as an **urgent sign of danger** - rejection; failure; exposure; isolation = **VULNERABILITY**
- ▶ Vulnerability is terrifying - **Armour up!**
- ▶ Some children don't try in class as the **anticipation** of Shame is greater than doing the task.
- ▶ **Behaviours to show Shame:**
 1. Withdrawal
 2. Attacking Self
 3. Attacking Others
 4. Avoidance

(The simple guide to understanding Shame, Betsy de Thierry)



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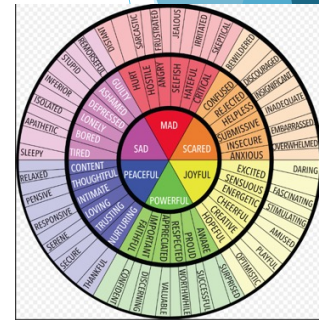
How can we recover from SHAME?



- ▶ **Relational Dosing** from adults that offer repeated, rewarding interactions
- ▶ Help them understand their **feelings and emotions** and their own **brains**
- ▶ Having their **feelings validated** - BE CURIOUS not FURIOUS
- ▶ Sense of belonging; cared for; 'catch them being good'

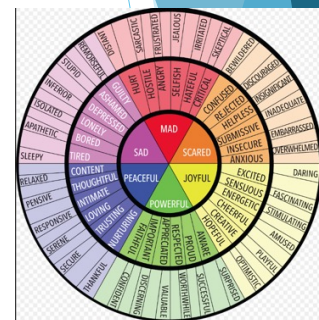
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Be curious, what can you see?



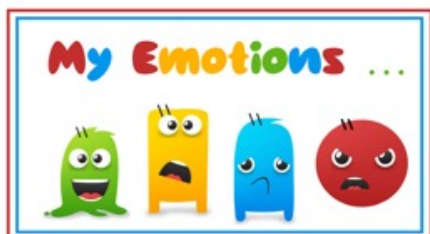
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Be curious, what can you see?



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Zones of Regulation & Circles for ALL



Check in's & Check out's



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Regulate:

- ▶ Help them understand emotions - What are they? Where do they sit in my body? [Emotional Literacy & Emotional Intelligence](#) for all!
- ▶ 'Name it to tame it' - Dan Hughes
- ▶ Sensory breaks
- ▶ Time out
- ▶ Journaling
- ▶ Story telling
- ▶ Social story
- ▶ Mindfulness / meditation /breathing

- ▶ All of these need to be understood, learnt, practiced before they are needed - this happens during the Relationships building process.

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Relate:

- ▶ EAA's - Emotionally Available Adults
- ▶ 10 mins of Attachment enhancing play daily over 2 weeks with an EAA, the children's overall stress scores were found to reduce over that period by an average of 29%!!!!



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What is an EAA?

An **Emotionally Available Adult** is someone who _____

- Creates psychological safety by their presence
- Creates an environment that is physically safe, predictable, consistent and structured
- Holds boundaries and limits gently
- Bears what is not bearable for the child
- Listens to understand
- Is compassionate, connected and kind
- Supports the child to develop a coherent narrative
- Displays unconditional positive regard, no matter what
- Demonstrates our Belmont values: Strong relationships; Kindness and High Aspirations

Belmont is a Relational School.

Emotional Available Adults are vital to support the needs of our pupils.



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Box of Lego + Child = Activity



Box of Lego + Child + EAA = PLAY and LEARNING



'Scientists have discovered that it takes approximately 400 repetitions to create a new synapse in the brain, unless it is done through PLAY, in which case it only takes 10 to 20 repetitions'

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Dr DAN HU work with 1

- ▶ **Playfulness** - See & access mouth
- ▶ **Acceptance** - validate ground; taking a
- ▶ **Curiosity** - Support assumptions. BE (wonder if...' 'I can
- ▶ **Empathy** - Behave anguish & grief. I this. (Interested, can see that...' 'I

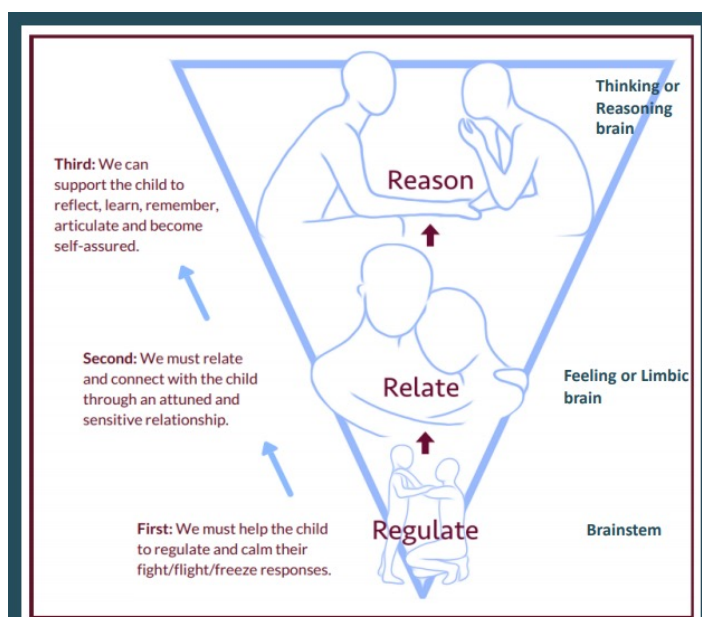


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Dr Bruce Perry

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The 4 R's



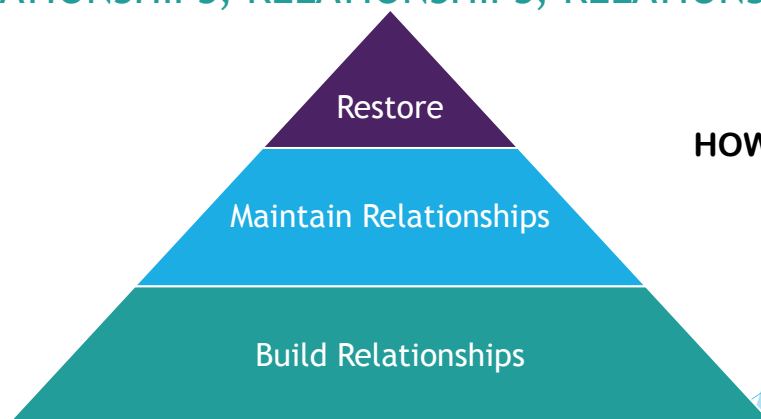
ADAPTED FROM BRUCE PERRY AND LOUISE BOMBER

► TYPE ANY
ADDITIONAL
TEXT
HERE

50

Reason / Reconnect / Repair/Restore :

RELATIONSHIPS, RELATIONSHIPS, RELATIONSHIPS



Recommended:
When the Adults Change, Everything Changes
Paul Dix

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PRINCIPLES OF RESTORATIVE PRACTICE

- Relationships matter
- Difference is an asset
- Be more curious than judgmental
- Be more collaborative than competitive
- Be both supportive and challenging
- Be responsible for what's yours
- Enable and allow others to be responsible for what's theirs
- Listen to understand
- Ask more than tell
- If anything isn't clear, ask
- Be kind

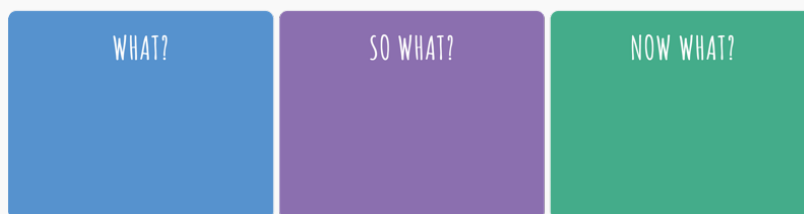


We believe **relationships matter**



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Restorative framework



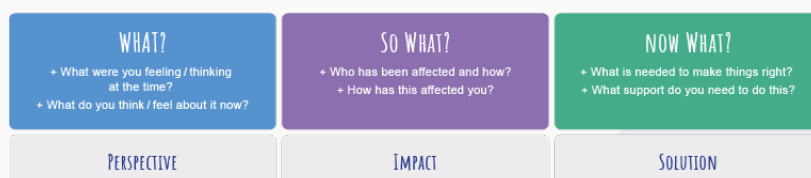
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Restorative framework

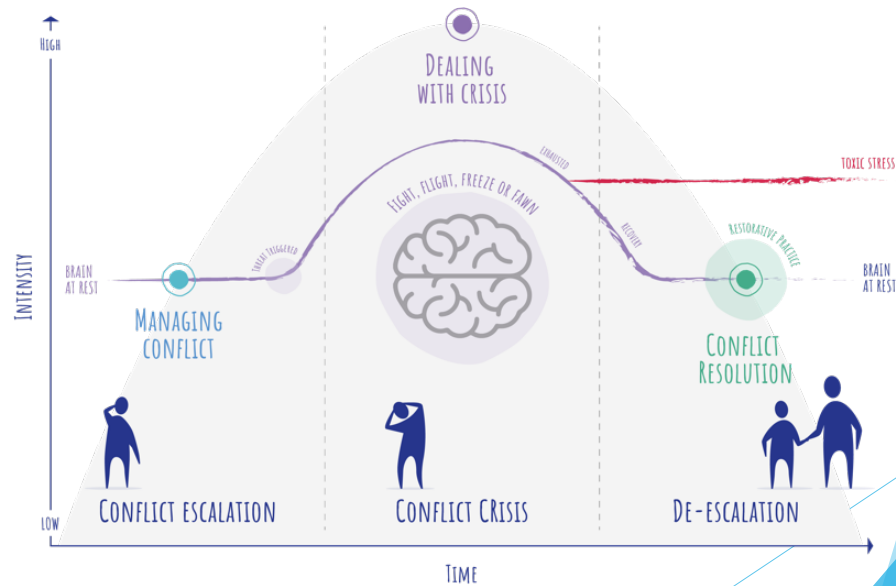


► TYPE ANY ADDITIONAL TEXT HERE



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conflict



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The power of you.....



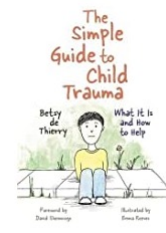
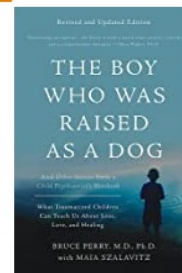
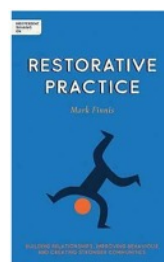
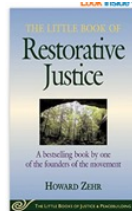
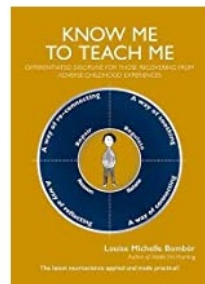
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- ▶ Give you ideas and strategies to use with children and young people.

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Books worth reading:



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Check out:

- What's one thing that you will take away from this training and use today or tomorrow?



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Chantel Yeates



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