

# Bower Grove Support

Support for the Wider Community 1992 - 2018  
For Families of Children with Special Needs



Bower Grove School Fant Lane Maidstone Kent ME16 8NL

## AUTUMN 2018 Newsletter

**HI!** We look forward to seeing you this term at our meetings and presentations. If you are a new parent or carer, please join us and feel free to bring your family and friends with you.

**LAST TERM** Matt Evans, Assistant Headteacher, Bower Grove School joined us to talk about **Behaviour Interventions** and Jill Ansell District Lead STLS and Jaime Cronk Specialist Teacher - SEMH (Social Emotional Mental Health) joined us later in the summer term to talk about **Understanding and Supporting children's Social Emotional and Mental health**. Please see more information over page including extracts and top tips from the meetings. **Please see special message and the autumn programme below:**



**IMPORTANT - SPECIAL MESSAGE:** This newsletter will only be circulated by email in future. If you would like to receive copies and I don't have your email address, please email me at [psg.bowergrove@btinternet.com](mailto:psg.bowergrove@btinternet.com) and I will put your name on the circulation list.

*Josephine Cousins*

### PROGRAMME - OPEN TO ALL SCHOOLS

ALL MEETINGS ARE HELD AT BOWER GROVE SCHOOL FANT LANE MAIDSTONE ME16 8NL

Friday 28 <sup>th</sup> September  10.15am- 11.40am	<b>ANNUAL REVIEW OF A STATEMENT OF SPECIAL EDUCATIONAL NEEDS</b>  <b>Teresa Hay, IASK (Information Advice Support Kent) returns to discuss Annual Review of a Statement of Special Educational Needs. There will also be a time for questions and answers. <i>All are welcome to join us.</i></b>
Friday 16 <sup>th</sup> November  10.15am- 11.40am	<b>A PARENT SURVIVAL GUIDE BEHAVIOUR MANAGEMENT</b> <b>Pam Stephens returns for a talk about Behaviour Management. <i>This meeting was originally arranged for the summer term but had to be postponed, so we are very pleased Pam is now able to join us. All are welcome to join us.</i></b>

# BEHAVIOUR INTERVENTIONS

Matt Evans, Assistant Headteacher, Bower Grove School, returned to talk about Behaviour Interventions. This provided an oversight of how to de-escalate situations, deal with anger and understanding how behaviour can stem from underlying needs, i.e. can be linked to emotions and perceptions. The talk provided some practical ideas and thought-provoking changes that may help you to understand the situation better and improve outcomes. A key point which resonated throughout the talk was the importance of teaching and modelling the skills children need to learn. Examples were given of how we may speak or act and the messages we pass on to our children; we need to be aware of our own behaviour and how this can influence them. We need to model positive behaviour.

**Please see a few key extracts from the talk below:**

## ALL BEHAVIOUR IS COMMUNICATION

- It tells us about underlying needs and has a purpose
- Behaviour is linked to emotions and perceptions
- Behaviour is learned
- Behaviour can change

## DEALING WITH BEHAVIOURS THAT CHALLENGE YOU

- Don't take it personally
- Avoid 'power struggles'
- Leave them a way out
- Acknowledge their feelings
- Be aware of you own behaviour
- Be brief, don't lecture
- Follow up – repair and rebuild

## HELPING THE STUDENTS

- Model positive behaviour.
- Don't take it personally.
- Make and grow relationships.
- Remain calm.
- Use a transfer adult (i.e. a friend or partner)
- Spot the triggers.
- Anticipate compliance.
- Catch them getting it right.
- Reward and praise positive behaviour.
- Avoid power struggles.
- Tactically ignore.
- Diversion.
- Avoid lecturing.
- Follow up.

## AND FINALLY, A FEW THOUGHTS

- The only thing we can control is our own behaviour and our responses to the behaviours of others.
- It is OK to ask for help.
- What we do can determine whether a situation escalates or de-escalates
- We need to be teaching and modelling the skills children need to learn

# UNDERSTANDING AND SUPPORTING CHILDREN'S SOCIAL EMOTIONAL AND MENTAL HEALTH

Jill Ansell District Lead STLS and Jaime Cronk Specialist Teacher - SEMH (Social Emotional Mental Health) joined us for a workshop on Understanding and Supporting children's Social Emotional and Mental health. There were practical aspects to the morning including some ideas around mindfulness and time to focus for parents and carers on what you can do to help you child's well-being. The session was a very relaxed and informal with the opportunity to share good ideas, games and activities, some aimed at raising self-esteem for your child and the belief that 'I Can' rather than focusing on what 'I can't do' to take home and explore further.

The session explored the up-to-date meaning of mental health and what that looks like for children. It was discussed how mental health problems are on the increase. In an average secondary school with 1000 students, 100 students will suffer from a mental health problem. This will probably include: 50 students suffering from depression, 10 students tackling an eating disorder, 20 students coping with obsessive compulsive disorder. In addition, 100 students will have self-harmed before the age of 16. Mental health problems in children are associated with educational failure, family disruption, offending and anti-social behaviour, placing demands on social services, schools and the youth justice system.

Please see below a few key sections taken from the power point presentation used at the meeting:

## Objectives

To understand how our emotions, affect our behaviour (adults and children)

To have an awareness of wellbeing practical ideas and tips to support ourselves and our children

To recognise the importance of our own Wellbeing

## What Drives our Behaviour?

**Bowlby** said "...children are not slates from which the past can be rubbed...but human beings who carry their previous experiences with them and whose behaviour in the present is profoundly affected by what has gone on before" (1951)

**Freud** said "What can't be thought (and talked) about gets acted out"

**This applies to parental feelings as well and so experiences can be passed on unconsciously through the generations**

## Factors Linked to emotional vulnerability

- Domestic violence
- Family breakdown
- Absent parent figure
- Vulnerable single parents
- Indifferent discipline
- Rejection and abandonment
- Abuse-sexual, physical and emotional
- Criminality, drug and alcohol misuse, mental illness

## Behaviour as Communication

The **bully** may be telling us about what it's like to be frightened or a victim of others brutality. Bullying may be about being afraid

The **angry** child may self-harm rather than express their anger at the person who has let them down

The pupil who **taunts** another pupil when they make a mistake may be telling us about what it's like to feel humiliated and stupid

A pupil can **attack** another pupil, who experiences are painful reminders of their own unprocessed distress

The **hooded gang** who hang out, may need to belong to a peer group which will collude in denying their own fears of helplessness and vulnerability by acting out on others their own experiences of intimidation and violence

## CBT- changing negative thoughts into positive Activity

- Think back to a time when you have been on your way to an important appointment and are stuck in a traffic jam OR your train has been delayed. Discuss this with a partner and identify a specific situation and your physical reactions, thoughts, behaviour and feelings (10 minutes each)
- Estimated cost of public services used through to adulthood by individuals with troubled behaviour as children are 10 times higher than for those with no significant problems

From the review by: Fraser, M. & Blishen, S. (2007). *Supporting Young Peoples Mental Health*. London: Mental Health Foundation. [https://www.mentalhealth.org.uk/sites/default/files/supporting\\_young\\_people.pdf](https://www.mentalhealth.org.uk/sites/default/files/supporting_young_people.pdf)

## Effective Ways to Treat Anxiety

Cognitive-behavioral treatment (young people learn to deal with fears by modifying the ways they think and behave)  
Relaxation techniques, Biofeedback (to control stress and muscle tension), Family therapy, Parent training, Medication

## Tips to recognise and support our own wellbeing

Tapping into your own emotions, understanding when you are feeling vulnerable, picking your battles, knowing when to walk away, Working as a team- or learning to self-parent, Being a 'good enough parent, It's ok to ask for help, Looking after your own wellbeing

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## WORKSHOPS THIS TERM

**All meetings 10.15am for 10.30am – 11.40am**

All parents, carers and professionals are welcome to join us for our workshops and meetings and there is **no need to book**.

All meetings are held at Bower Grove Parent Support, Bower Grove School, Fant Lane, Maidstone Kent ME16 8NL

**Please see latest programme below:**

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*Josephine Cousins*

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