



# MAKING $S=P+A+C+E$ FOR ME

Well Being Parents' Workshop

Tuesday 4<sup>th</sup> February 2020

*Always striving to be our best*

Making  $S=P+A+C+E$  for learning





Last time we met.....

# 4 Priorities



**School  
Improvement  
Priorities 2019-20**



**Improved  
mental health  
and wellbeing  
- Making  
 $S=P+A+C+E$   
for **ME****

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# Aims of tonight

- Reflect upon the importance of resilience, self esteem and confidence as protective factors for children's mental health and wellbeing
- Share ways adults can help children to increase their resilience and raise self esteem and confidence: what can we do to promote these?





It is not this!

**REFLECTION AND SHARING TIME**



# Stop and Think

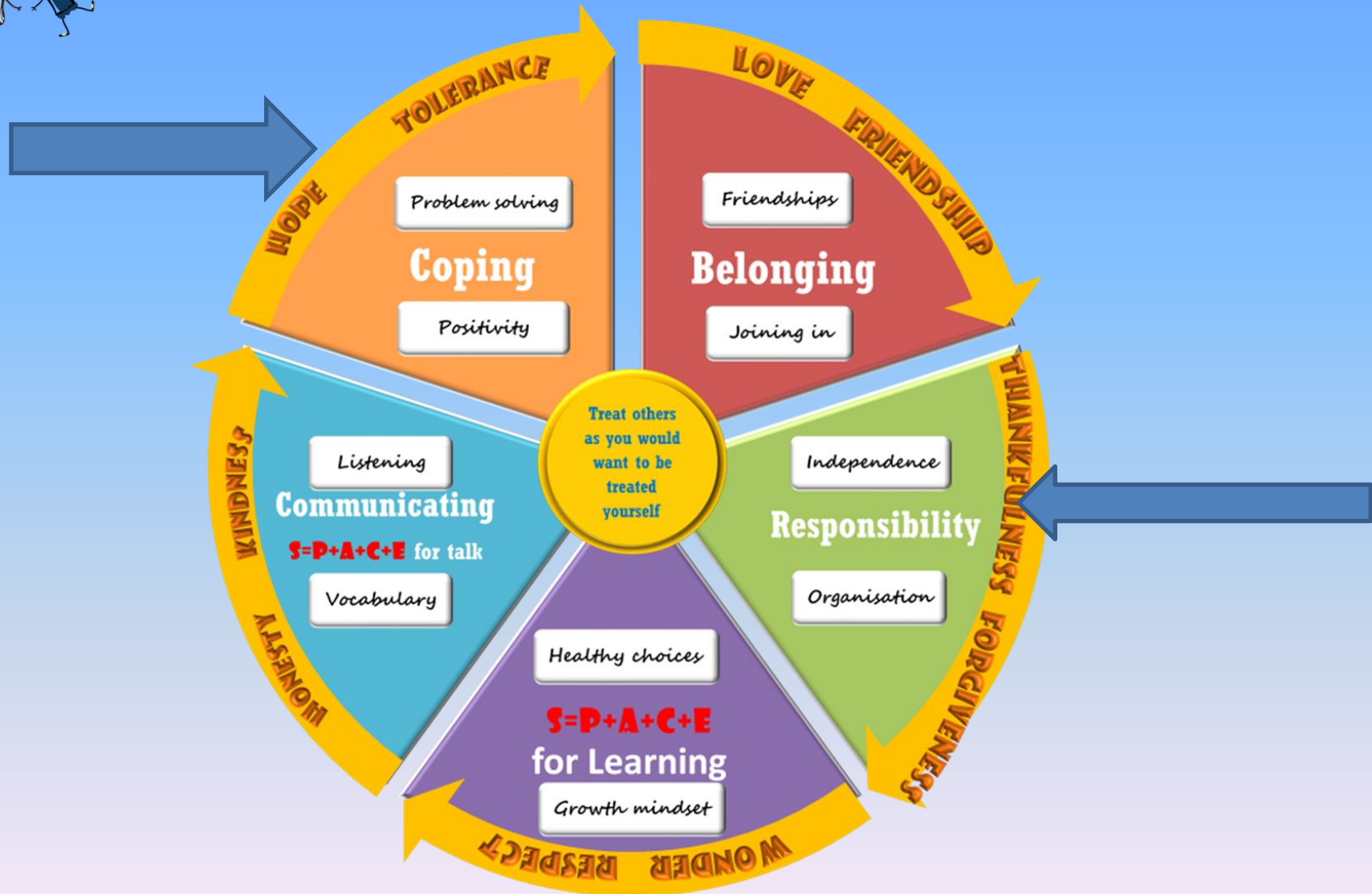
- Reflect upon a time in your life....
- What were the things that helped you to get through this difficult time?



- Did you think of any of the following...
- Having someone you can trust to talk to
- Feeling that you are in control of your life and circumstances
- Being close to family members
- Feeling confident to ask for help
- Having interests and hobbies
- Knowing how to stay calm
- Feeling and keeping fit and well
- Feeling positive and hopeful

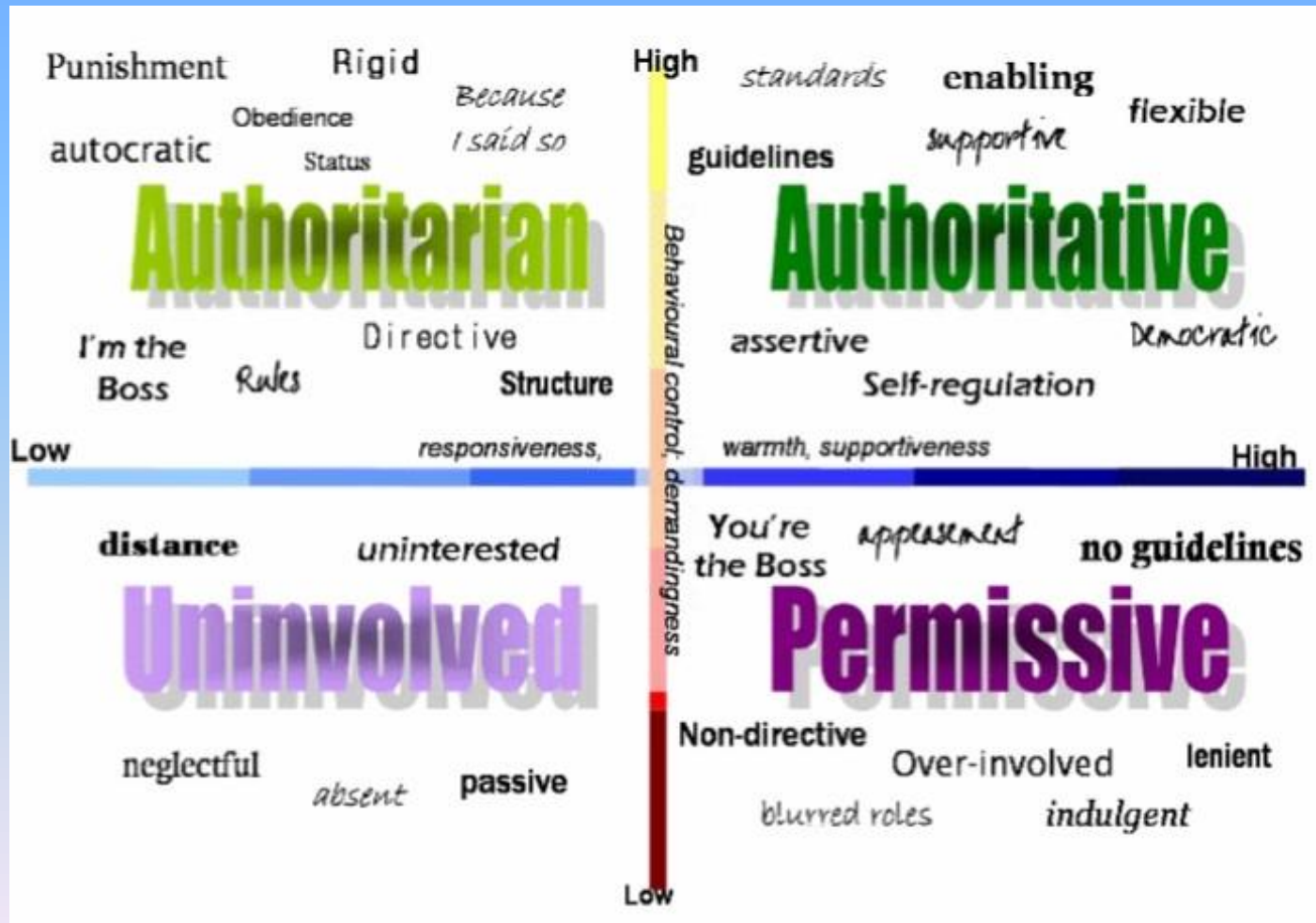


# S=P+A+C+E for ME





# Knowing our Parenting Style(s)

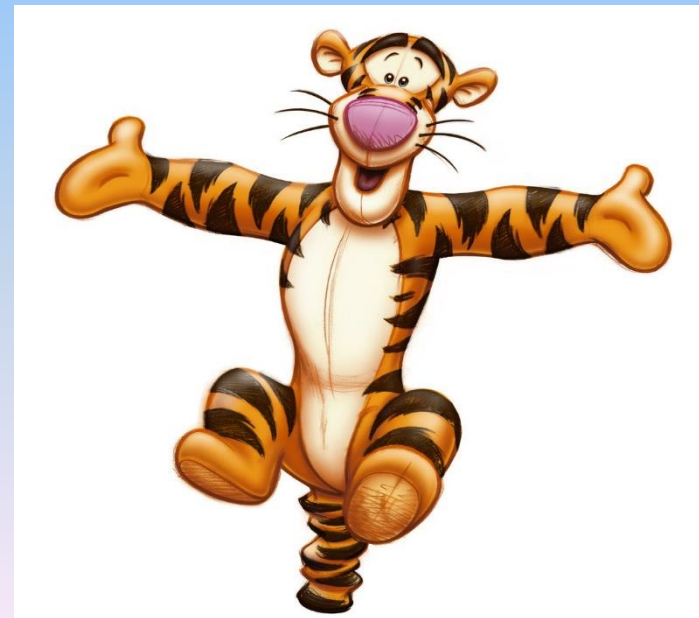






# What is Resilience?

- One way to think about resilience is asking yourself 'when I go through difficult times am I able to bounce back...or do I struggle to pick myself and keep going?



















































# Why is Resilience Important?

- Keeps you going when things get tough
- Helps you to deal with failure and frustration
- Gives the strength to get up and try again
- Helps you to try new things
- Keeps your dreams alive
- Gives you a 'WHY' to keep going for
- Children with high self esteem and confidence are more likely to be resilient and feel able to ask or help if they need it



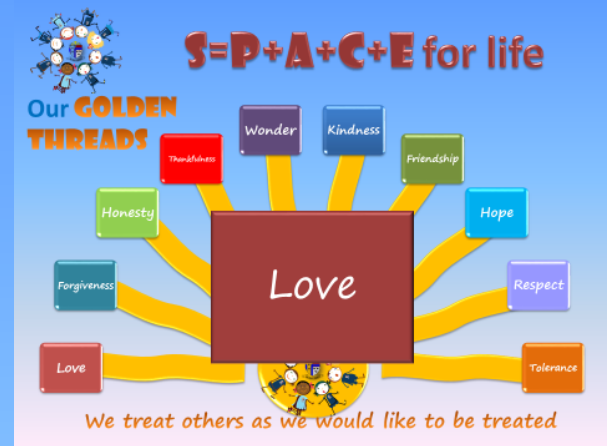
# The Resilience Framework

BASICS	 Good enough housing	 Enough money to live	 Being safe	 Access & transport	 Healthy diet	 Exercise & fresh air
	 Enough sleep	 Play & leisure	 Being free from prejudice & discrimination			
BELONGING	 Find somewhere for the child/YP to belong	 Help child/YP understand their place in the world	 Tap into good influences	 Keep relationships going	 The more healthy relationships the better	 Take what you can from relationships where there is some hope
	 Get together people the child/YP can count on	 Responsibilities & obligations	 Focus on good times and places	 Make sense of where child/YP has come from	 Predict a good experience of someone or something new	 Make friends and mix with other children/YPs
LEARNING	 Make school/college life work as well as possible	 Engage mentors for children/YP	 Map out career or life plan	 Help the child/YP to organise her/himself	 Highlight achievements	 Develop life skills
COPING	 Understanding boundaries and keeping within them Instil a sense of hope	 Being brave	 Solving problems	 Putting on rose-tinted glasses	 Fostering their interests	 Calming down & self soothing
	 Remember tomorrow is another day	 Lean on others when necessary	 Have a laugh			
CORE SELF	 Instill a sense of hope	 Support the child/YP to understand other people's feelings	 Help the child/YP know her/himself	 Help the child/YP take responsibility for her/himself	 Fostering their talents	 There are tried and tested treatments for specific problems, use them
NOBLE TRUTHS	 Accepting	 Conserving	 Commitment	 Enlisting		



# WHY THE FOCUS AT PRIMARY SCHOOL?







# S=P+A+C+E for ME





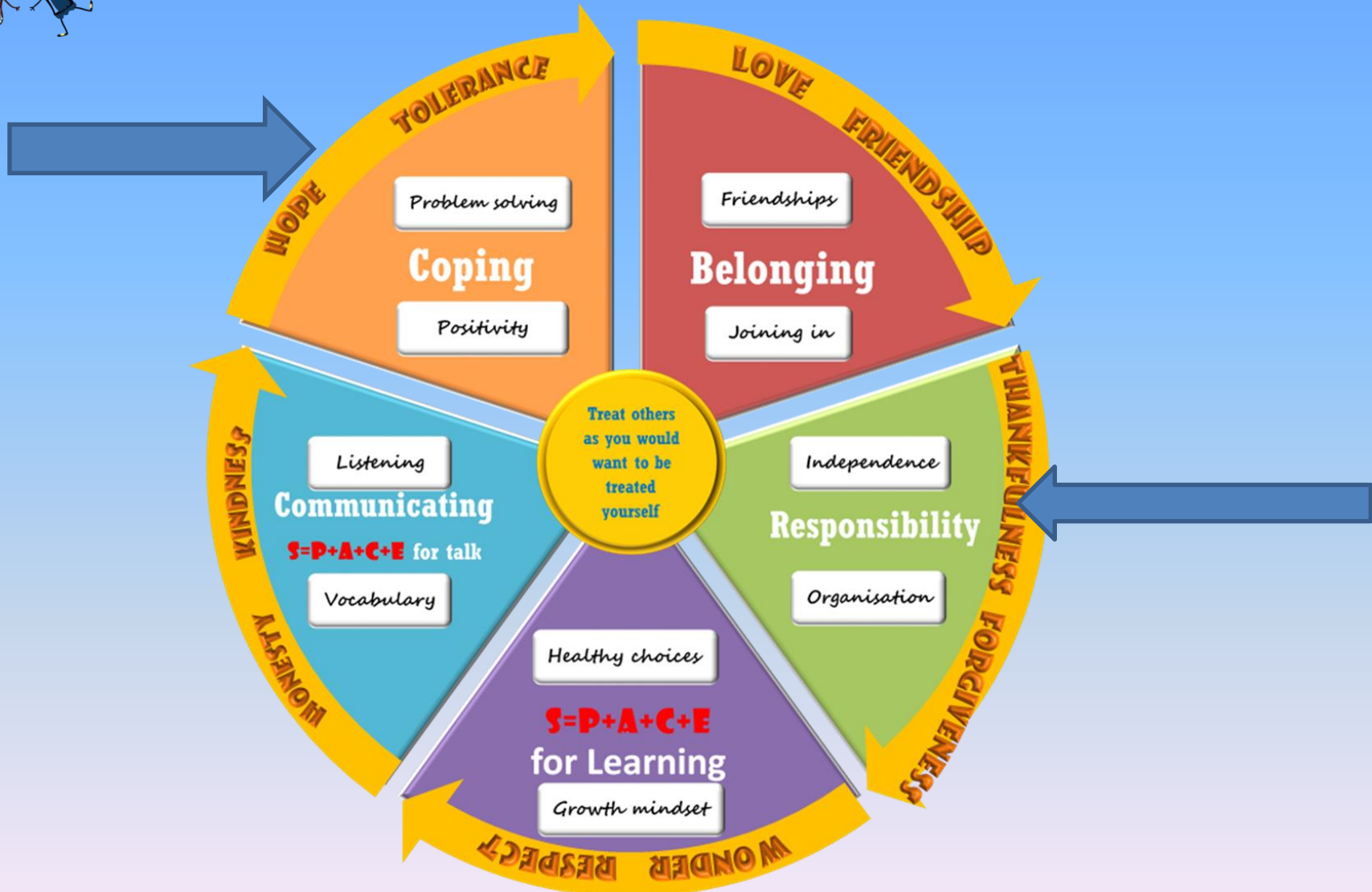
# REFLECTION AND SHARING TIME

**Which areas are working well for your  
child/children?**

**Are there any areas you think might be helpful to  
develop further?**



# S=P+A+C+E for ME







# Coping..

- *Dr Matthew Patrick - Chief Executive of South London and Maudsley NHS Foundation Trust.*
- “promoting resilience... and coping with challenges.”

- **Dr Matthew Patrick  
Maudsley Hospital**



We cannot always change a child's circumstances but we can give them the tools to cope and thrive.



# How to cope.....

## Four Questions when faced with adversity:

- Does this child have a supportive relationship with a trusted adult?
- Does this child have quality relationships with a group of friends?
- Does this child have good problem solving skills?
- Does this child have an interest, hobby or skill?





# COPING

## Positivity and Problem Solving



# Coping...

- If they do share a worry or concern give them the tools to solve it – (talk to the teacher) but equip your child too. As parents we cannot “solve” everything for them.
- Give them some strategies/ ways to solve the problem themselves first.
- Not to see negatives as “fixed” or permanent.
- Try not to catastrophize.
- Support our children to reframe the way they see things... “I can’t do this...YET!”
- Try not to let your child see if you’re anxious about something- model confidence and model the confidence you have in your child.





# Questions that promote ability to cope

## Avoid:

- Was school fun today?
- Were you happy at playtime?
- Who did you play with?
- Was cubs fun?
- Was everybody nice to you?
- Was anybody mean to you?
- Were you on your own at lunchtime?
- Did you like the food?

## Instead:

Assume and start from a positive view point:

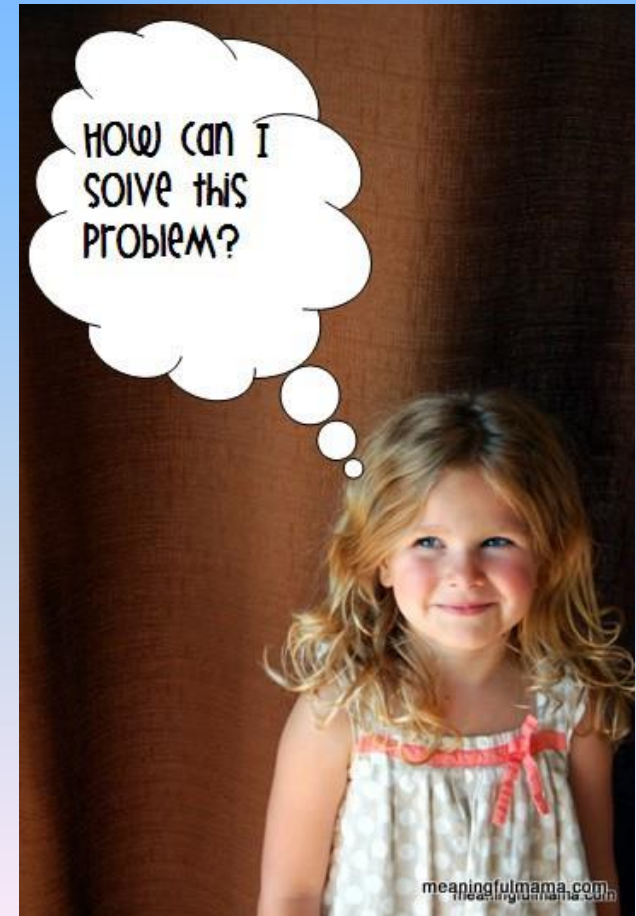
- What was the best thing about your day?
- What was the most fun thing about playtime/lunchtime/cubs today?
- What was the most delicious part of your lunch?
- What did you enjoy learning today?
- What was good about your day?



# Problem Solving



- Awareness of its importance
- Opportunity/empowerment
- Praise the process/ effort
- Encourage facing rather than avoiding
- Build confidence
  - Communication
  - What is the worst thing that can happen?
  - There might be more than one good solution





# Practical Problem Solving

- **Step one:** Slow down, stop and think. Use cool thoughts, not hot thoughts.
- **Step two:** Take the other person's perspective, stand in another's shoes.
- **Step three:** What options have you got? Think/ talk through options and decide which would be the best way forward.
- **Step four:** How did it go- if the solution did not work, try another...





# Positivity



“Learning the skills of optimism not only reduces the risk of depression but boosts self-esteem and provides children with the self-reliance they need as they approach the teenage years and beyond.”

*The Optimistic Child by Martin Seligman*

- Model optimistic language
- Children most at risk believe negatives are permanent- by contrast children that bounce back from set backs believe causes of bad events are temporary
- Avoid words such as “always, never, none..”
- “Counting our blessings”/ being appreciative
- Notice all the interesting and beautiful things around you, however small these are, and take pleasure in them
- Role of exercise and keeping active
- Acts of kindness towards others- (help us to feel good about ourselves!)





# REFLECTION AND SHARING TIME

**Any other thoughts about coping- how to  
encourage positivity and develop problem solving  
skills?**

40% of our  
mental wellbeing  
is down to the  
choices we make  
and the actions  
we take



# RESPONSIBILITY

Independence and Organisation



# Avoid doing too much for your child

Give children responsibility



When we do everything for our children, we inadvertently teach them that they are not capable of doing things for themselves.

AmmonTubblers.com

AT





# Give children choices

Children learn to make good decisions by having a chance to make and participate in decisions, not just by following what parents tell them is the right thing to do.







# Responsibility...

- Packing my own school bag.
- Having my PE kit in school when needed.
- Jobs around the home/garden.
- Thank yous.
- Loyalty- if you join something the idea that you see it through/stick at it.
- Organising my homework “My Mum did not put it in my book bag!”
- For year groups with residential trips consider preparing specific skills eg. To be able to put make my own bed.
- Owning up.
- To have had a sleep over with friends/ family before the residential.
- Taking opportunities for experiences/ cub camps etc....
- Pets.
- Packing swimming bag.
- Paying for small items at the till/ shopping.
- To try a range of new foods.
- Year 6: Independence with walking to local shop/ friend’s house.
- Leading towards **self- regulation** of screen time







# Thinking about handing over responsibility....

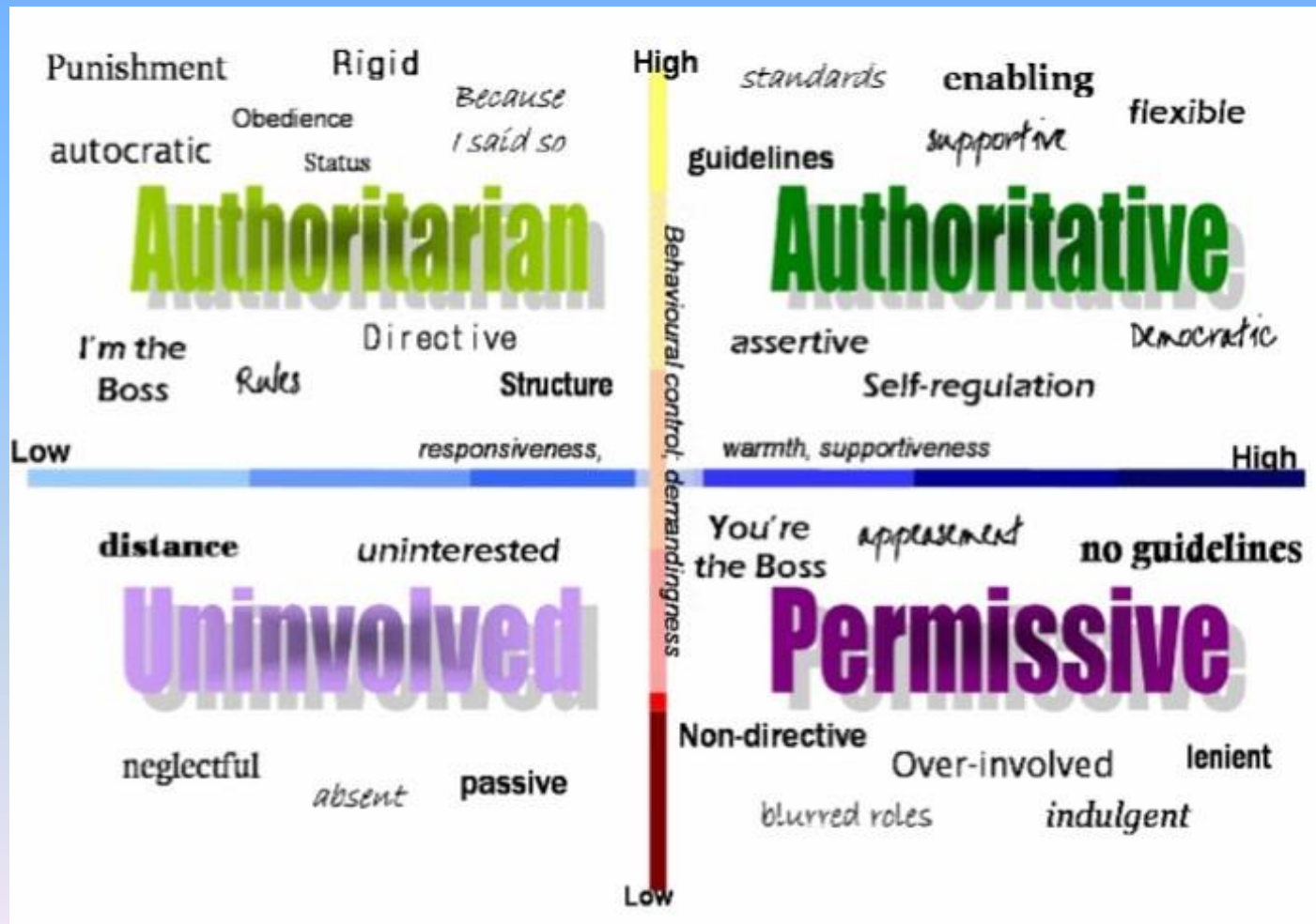
- They will not get it right all the time.
- Avoid “rescuing” our children- eg homework, P.E kits.
- Creating an atmosphere where they know it’s ok and best to own up/ be honest with themselves.
- You believe they will be successful at it. And they will get it right in the end.
- Learning comes from our mistakes/failures. If we make a mistake we can bounce back from it.
- With responsibility comes **trust**... if you give your child responsibility it shows them you trust them and believe in them.



# SPECIFIC ROLE OF PARENTS...



# Knowing our Parenting Style(s)





# 4 Parenting Styles

## Authoritarian

Focus on obedience,  
punishment over discipline



## Authoritative

Create positive relationship,  
enforce rules



## Permissive

Don't enforce rules,  
'kids will be kids'



verywell

## Uninvolved

Provide little guidance,  
nurturing, or attention





# Home Environment



- Unconditional love- they need to feel it
- I may not always like your behaviour but I always love you
- Being the best they can be (not THE best)
- Seeing a child as a whole child- celebrating **who they are** and their skills avoid focus being just the academic
- Avoid drawing comparisons between your children
- Use of purposeful praise- praising effort rather than attainment
- Choosing battles
- Remaining calm
- Encourage children to foster friendships and relationships
- Encourage hobbies/ interests/ activity
- 1 to 1 time
- We are helping our children move from parental control to self-control







# REFLECTION AND SHARING TIME

**Any thoughts to take away?**

**Any actions to try?**



# Final thought...

Letting go of our children  
is the most sacrificial way we can love them.

Make no mistake,  
to hold on too tight and too long  
clips their wings and makes it harder for them  
to fly. To soar.

Opening our hands palms to the sky  
releases them to be  
who they're created to be,  
not necessarily who we want them to be.

<http://robindance.me>





# This needs to be our School...

If this is not a place where tears are understood...

*... where do I go to cry?*

If this is not a place where my spirits can take wing...

*... where do I go to fly?*

If this is not a place where my questions can be asked...

*... where do I go to seek?*

If this is not a place where my feelings can be heard...

*... where do I go to speak?*

If this is not a place where you'll accept me as I am...

*... where can I go to be?*

If this is not a place where I can try to learn and grow

*... where can I just be me?*

*William J Crockett*





# ...and our homes...

If this is not a place where tears are understood...

*... where do I go to cry?*

If this is not a place where my spirits can take wing...

*... where do I go to fly?*

If this is not a place where my questions can be asked...

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# The next workshop

**Parenting Puzzle Workshops: series of four on at St. Thomas':**

**Tuesday, 25<sup>th</sup> February – 9.30 – 11.30am**

**Tuesday, 3<sup>rd</sup> March – 9.30 – 11.30am**

**Tuesday, 10<sup>th</sup> March – 9.30 – 11.30am**

**Tuesday, 17<sup>th</sup> March – 9.30 – 11.30am**

**Monday, 23<sup>rd</sup> March:**

**Helping your child make S=P+A+C+E for ME – looking at the needs for resilience and good mental health (Session 3 of 3)**

**Helping your child with anxieties or worries**