

# How St. Mary's promotes and teaches Social, Emotional and Mental Health (SEMH)

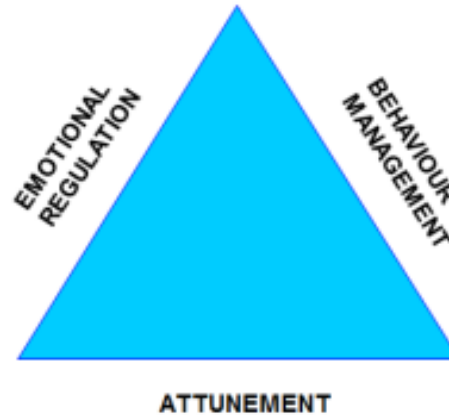


# Behaviour Policy

## 7. Our approach to achieving positive behaviour

Our approach to achieving positive behaviour is achieved by focusing on the following:

### 7.1 Framework of emotional wellbeing



Based upon the Solihull approach

The emotional wellbeing framework is based on 3 core concepts:

**Emotional Regulation:** The process where we adjust our internal state in response to external demands which allows us to maintain optimal levels of arousal (be in our thinking brains). In school this involves supporting children to express their emotions safely and build resilience in dealing with their emotions.

**Attunement:** A reciprocal responsive interaction where we are in tune with another person and they feel like we really 'get them'. When we feel like someone is really in tune with us, it helps us to organise our thoughts and feelings. In school, this involves improving our relationships with each other and ensuring that everyone feels safe.

**Structure:** A consistent response that provides a structure that we can all understand which encourages feelings of safety. This includes having clear expectations, boundaries, consistency and behaviour management.

## **7.2 Teaching emotional literacy and PSHE**

Emotional literacy is the ability of people to recognise, understand, handle and appropriately express their own emotions and to recognise, understand and respond appropriately to the expressed emotions of others. We teach children emotional literacy and PSHE through assemblies, whole-class teaching time, circle times, small group work, role play and modelling. Each classroom has a display dedicated to emotional literacy designed to support this learning.

## **7.3 Our rules**

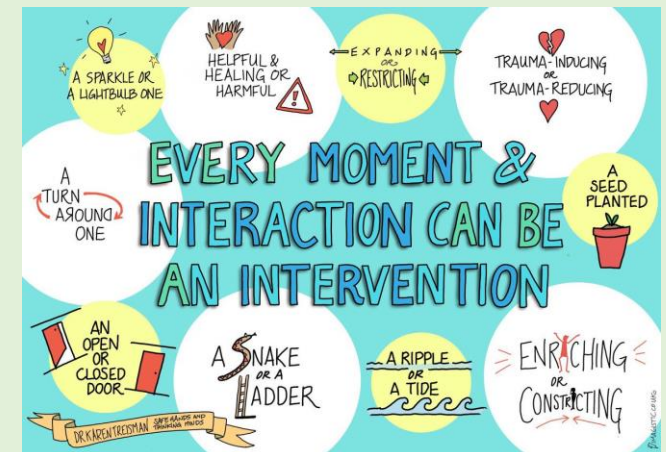
- Ready
- Respectful
- Safe

# Key Workers

- At the start of every academic year each child nominates a key worker.
- This is an adult they trust and feel comfortable with, which encapsulates the TIS approach and every child in school having access to an emotionally available adult.
- The key worker usually, without COVID restrictions, meets regularly with their key pupils, chats to them and informally catches up with how they are doing and feeling.
- With the bubble restrictions children can request to see their key worker and meet in a socially distanced way e.g. outside on the field or in the Faith Forest.

# Trauma Informed Schools (TIS)

- Mrs Waind has completed the ten day Practitioner TIS diploma and Mrs Gilles is due to complete this by the end of the month as well.
- Mrs Healy and Ms Tuplin have completed the 2 day training for SLT and the whole staff have attended a whole school training on TIS
- A trauma informed school is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.
- We don't know who or when anyone suffers trauma but the TIS approach is good for everyone.





"You are SO angry, I'll help you with these big feelings"  
 "No wonder you are upset that must have been so hard"

emotional not agitated x

Listen until they STOP

# empathy



Snap



tone  
 = pace  
 intensity

"I wonder..."  
 "Tell me about that..."  
 "I will be curious for you..."

prepare to be influenced



P.A.C.E  
 yourself  
 help children feel secure

nibblesandbubbles.co.uk  
 @emma195wilton



# curiosity

OPEN MIND



GO DOWN TO THEIR TRUTH  
 The Well of Understanding

Can I join in?  
 Let's skip / dance / go crazy

spontaneous

DON'T SWEAT THE SMALL STUFF



# acceptance



"You are loved no matter what"  
 "Your feelings aren't right or wrong, they just are."

unconditional positive regard



# PACE

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for **Playfulness**, **Acceptance**, **Curiosity** and **Empathy**. These principles help to promote the experience of safety in our interactions with young people. Children need to feel that we have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

**Connect and redirect: When a child is upset, connect first emotionally, right-brain to right-brain. Then, once the child is more in control and receptive, bring in the left-brain lessons and discipline.** The Whole Brain Child, Daniel J. Siegel and Tina Payne Bryson

Once a child feels that we have connected with their level of emotion, they can stop showing us. Children show you how they feel through their behaviour, often in ways that are very unhelpful to us and also to themselves.

## Playfulness

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if we were telling a story, shows our interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light. It does not mean we do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if we need to deliver a short reminder about behaviour in the classroom.



## Acceptance

Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means we are sitting together with the child and some strong emotions. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others (e.g. "nobody loves me", "I'm stupid", "I'm bad", "you hate me") it is hard not to challenge them as being wrong, but it is really important we accept those feelings and acknowledge them using curiosity and empathy. Accepting the child or young person's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child's viewpoint, but for true acceptance to take place, it is important that the child also knows we can see them beyond their behaviour. When a child is very challenging, on a daily basis, this can be hard to do. As a team, staff reflect on the child beyond their behaviour as well as expressing their own feelings about the challenges.



# Curiosity

It's important to be curious about a child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: we connect with the emotion before we engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience. We try and show the child we are curious by wondering, not telling them. Try to avoid asking "Why?". Instead you might ask:

"Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas."

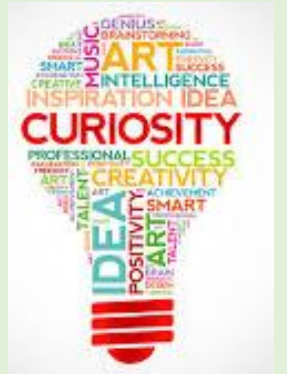
or

"What do you think was going on?", "What do you think that was about?"

or

"I wonder what...?"

We try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows our interest in understanding it and accepting the feelings that were involved.



## Empathy

When we show empathy we are showing the child that their feelings are important to us, and that we are alongside them in their difficulty. We are showing that we can cope with the hard times with them and are trying hard to understand how it feels. Understanding and expressing our own feelings about the child's experience can often be more effective than reassurance. For example, if a child says "You don't care", we can respond by saying "That must be really hard for you. I feel sad that you experience me as not caring"



**Acceptance and empathy are your Emotional A&E. They are at the heart of the child starting to feel safe at school, which reduces conflict, stress and withdrawal. This is the approach we use at St. Mary's.**

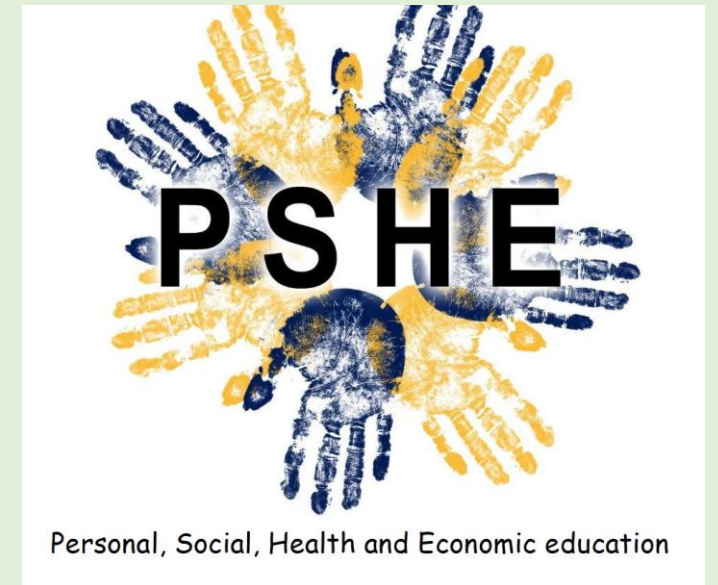
# Meet and greet

- Teachers and teaching assistants, emotionally available adults, personally meet and greet every child every day.
- The “meet and greet” that teachers do before class begins seems to be a critical benchmark for many children. Most respond positively when teachers hang out by the door saying “Hello” and calling them by name, noticing something about them, checking in on how they are or something you know they did the day before.
- A personal and genuine smile, a high five, a thumbs up, a playful comment, makes a big difference to how children start the day and after transitions or the start the next session.



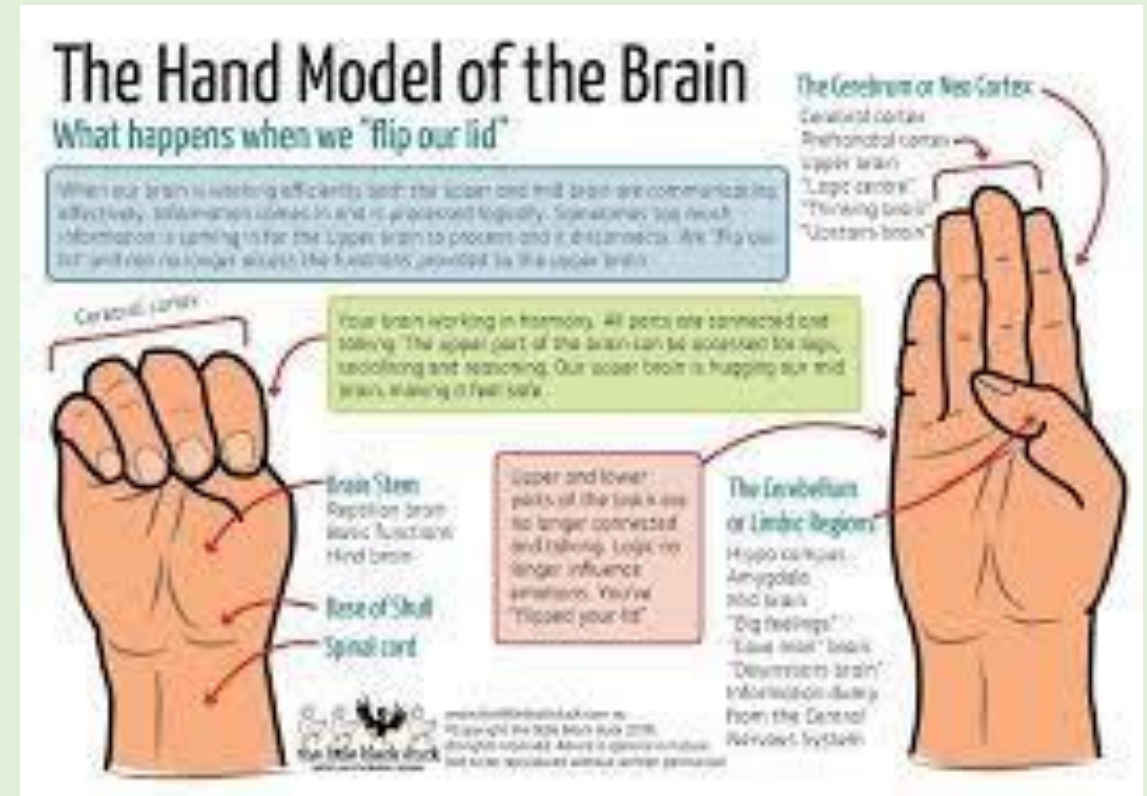
# P.S.H.E Assembly

- Every week Mrs Waind delivers a P.S.H.E assembly to the whole school. Currently this is a recorded assembly.
- Assemblies are varied ranging from special remembrance days e.g. World Mental Health Day and International Day Of People With Disabilities to Black History Month, Famous Failures and Resilience and World Bee Day!
- We have also done work on neuroscience – learning about the brain, how to look after our brain and how our brains control our emotions.
- Pupils from Year 5 have also developed their own assembly in response to our Zones of Regulation work and delivered this to the whole school this year.



# P.S.H.E lessons

- Class teachers teach P.S.H.E and R.S.H.E which covers many aspects of SEMH.
- Mrs Waind teaches P.S.H.E lessons every week to each class Y1-Y6. These lessons have been focussing on emotional literacy, some neuroscience and introducing the Zones of Regulation through school.

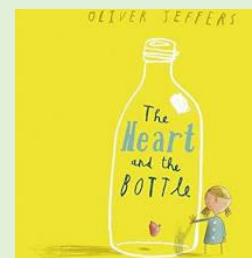
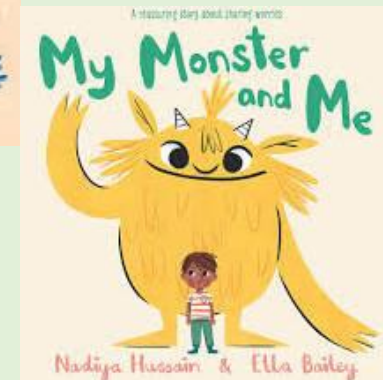
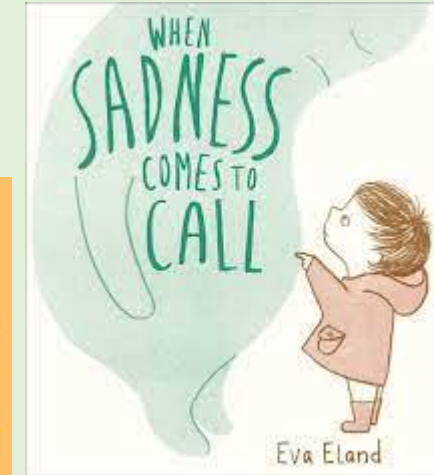
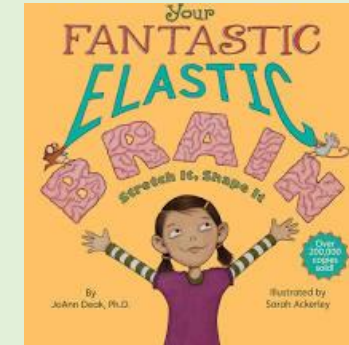
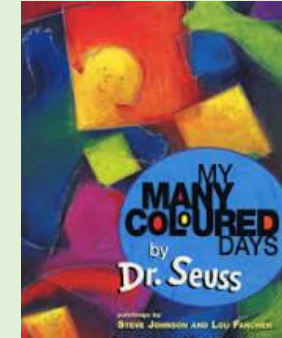
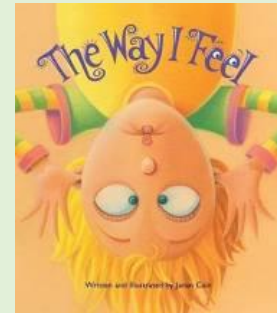
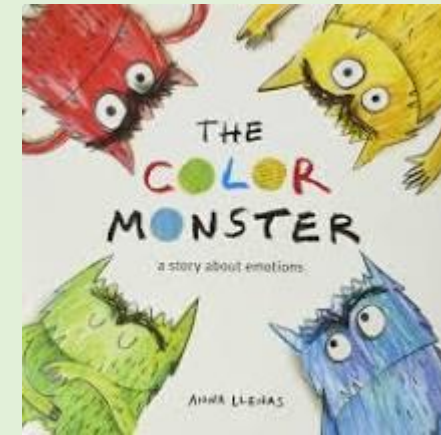


# Books and stories

... are used widely in school assemblies, P.S.H.E lessons and throughout the curriculum.

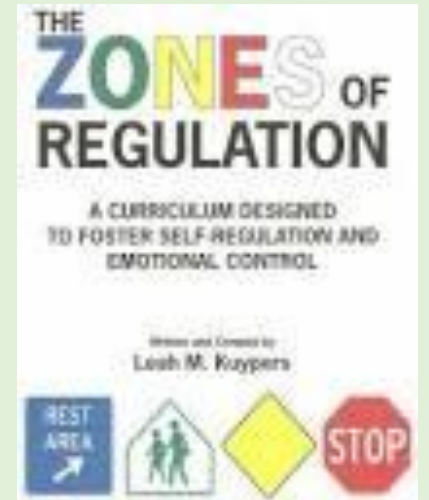
Stories can help children

- to feel understood
- identify with a character/plot/issue in a safe way
- validating and make sense of their own feelings
- speak about the unspeakable
- help children work out helpful ways of managing different feelings



# What are The Zones of Regulation?

The Zones of Regulation is a curriculum full of a range of activities to help your child develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when your child plays in a basketball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.



# Who is The Zones of Regulation for?

We need to teach ALL of our children good coping and regulation strategies so that they can help themselves when they experience emotions such as anxiety or stress. Teaching children these tools at a young age will support them in later life.



# Aims of The Zones of Regulation




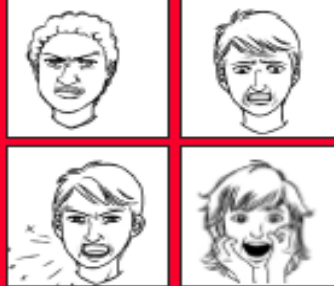
1. To help children recognise when they are in the different Zones and how to change or stay in the Zone they are in.
2. To gain an increased vocabulary of emotional terms so that they can explain how they are feeling.
3. To gain insight into events that might make them move into the different Zones eg. disagreement with a friend, a certain subject being taught or a fire drill.
4. To help children understand that emotions, sensory experiences, physiological needs (eg. hunger/lack of sleep) and environments can influence which Zone they are in.
5. To develop problem-solving skills.
6. To identify a range of different calming and alerting strategies/tools that support them. Tools identified may be personalised sensory supports (eg. use of putty at key times), calming techniques or thinking strategies.

# The Zones can be likened to traffic lights:

- **Green:** you are 'good to go!'
- **Yellow:** slow down or take warning
- **Red:** stop and regain control
- **Blue:** rest area where you pull over when you're tired and need to recharge.



# The ZONES of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

# There is no such thing as a bad ZONE.

- When it comes to The Zones of Regulation, it is imperative to state, restate, and restate again that there is no “good Zone” or “bad Zone”; and that all Zones - the full rainbow spectrum of emotions - are expected in life
- Everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones.
- All of the zones are *expected* at one time or another.
- Our behaviour DOES NOT determine the Zone! Our behaviour is a by-product of how we manage our Zone. The Zones curriculum teaches individuals to become aware of their feelings and provides tools people can use to regulate those feelings rather than being at the mercy of their feelings. When we MANAGE our Zone, it is expressed in a way (our behaviours) that is adaptive and prosocial given the current situation.
- The Zones of Regulation approach is intended to be neutral and not communicate judgement.
- We can talk about if behaviour is *expected* or *unexpected* in a situation.
- Part of the curriculum is intended to show children how their expected or unexpected behaviour can influence others’ thoughts about them

# Expected and Unexpected Behaviours

- Expected behaviours are the behaviours that give people around you good or comfortable thoughts about you.
- Classroom rules are the expected behaviours in the classroom and are taught consistently.
- Unexpected behaviours are the behaviours that give people uncomfortable thoughts about you.
- It is important to teach children about how unexpected behaviours can affect their learning, as well as the learning of others.

Furious

Mad

Irritated

Resentful

Annoyed



Skeptical

Jealous

Withdrawn

Embarrassed

Frustrated

Joyful

Loving

Interested

Playful

Happy



Confident

Sensitive

Hopeful

Courageous

Lonely

Bored

Ignored

Unhappy



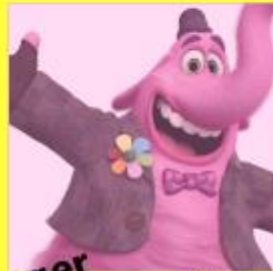
Guilty

Regretful

Sleepy

Alone

SURPRISED



Eager

Excited

Shocked

Amazed

Dismayed

Confused

Startled

Astonished

Hesitant

Disappointed

Revolted

DISGUST



FEAR



Anxious

Humiliated

Scared

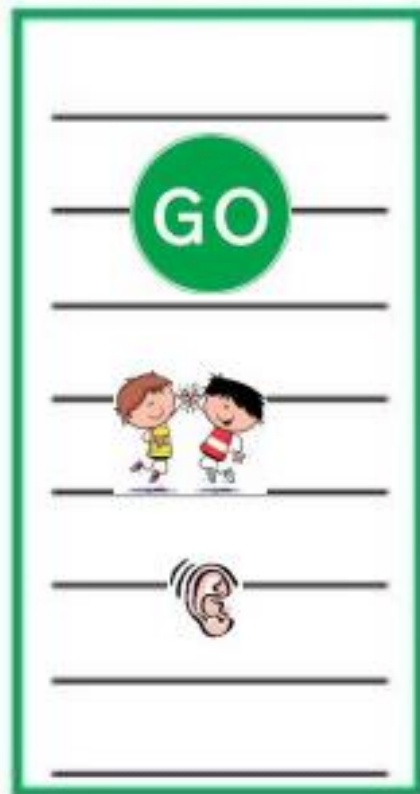


# \_\_\_\_\_ 's **Toolbox**

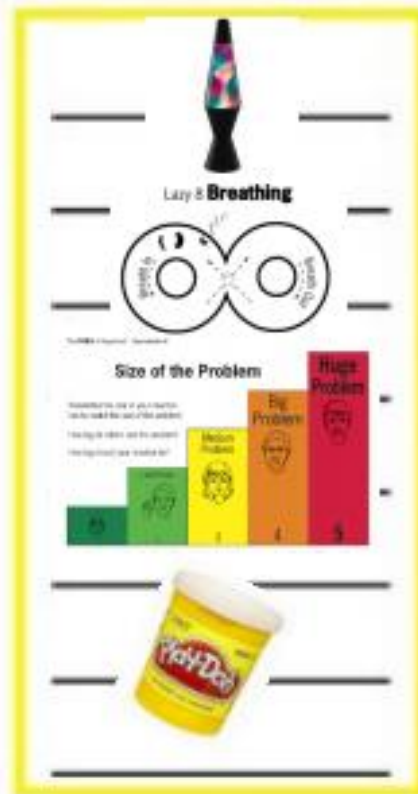
## Blue Zone Tools



## Green Zone Tools



## Yellow Zone Tools



## Red Zone Tools



# Calming techniques



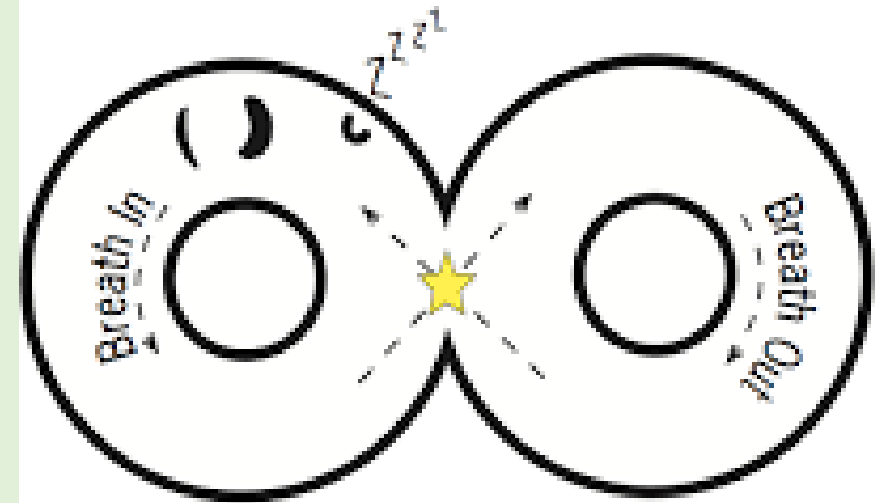
The **2015** of Regulation® - Reproducible 5

## The Six Sides of **B**reathing

Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, holding your shoulders out as far as they go. Take your breath out so you feel your breath in a moment. Slowly breathe back in and trace the bottom side of the hexagon. Continue tracing around the hexagon three times - complete another deep breath. Continue the six sides of breathing until you feel calm and relaxed.

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From The Sixes of Regulation® by Lendyl R. Hedges • Available at [www.socialpathways.com](http://www.socialpathways.com)

## Lazy 8 **B**reathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.


Continue breathing around the Lazy 8 until you have a calm body and mind.

# Thinking strategies

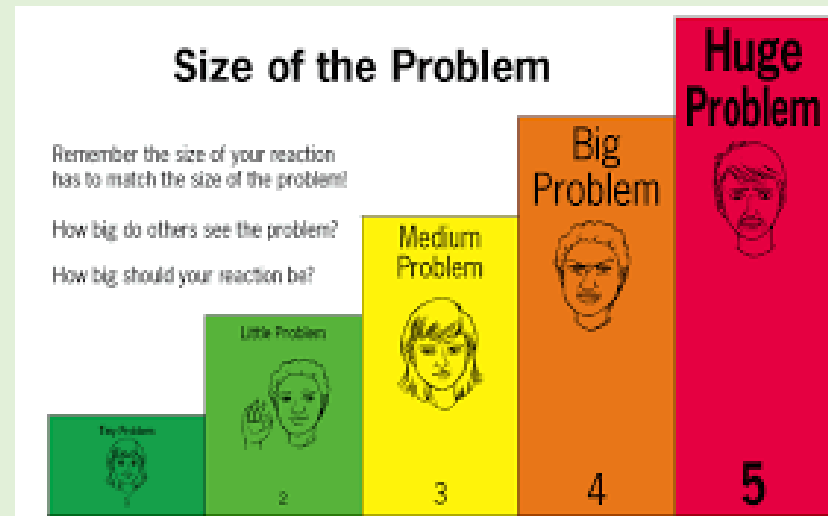
- Inner Coach vs Inner Critic

Thinking Strategies

- Inner Critic Vs. Inner Coach – similar to Friends Lessons



- Size of the Problem



INNER CRITIC	INNER COACH
	
I am not good enough.	I matter, and I am enough.
I'm bad at this.	Mistakes help me learn.
I can't do it.	I will try my best.
I don't fit in.	I am unique and awesome.
No one cares.	It's okay to ask for help.
I am behind.	I am exactly where I need to be.
This is awful.	I will get through this.
No one likes me.	I choose how I feel about myself.

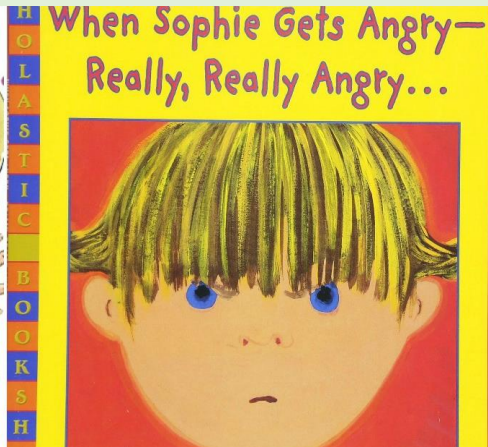
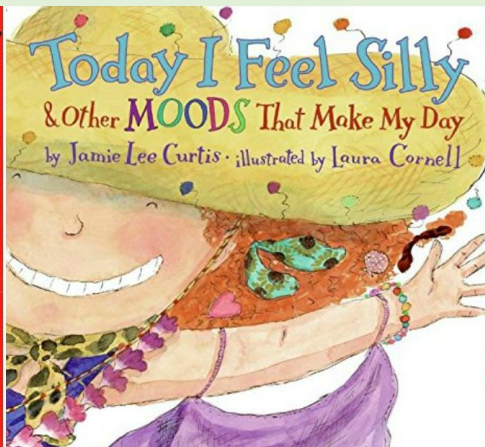
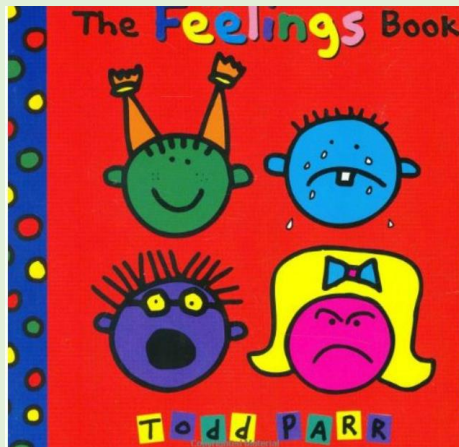


# How can you help your child use The Zones of Regulation?

1. Identify your own feelings using Zones language in front of your child (e.g. “I’m frustrated, I think I am in the Yellow Zone.”)
2. Talk about what tool you will use to be in the appropriate Zone (e.g. “I need to take 4 deep breaths to help get me to the Green Zone.”)
3. At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film/book might be in (eg. “You look sleepy, are you in the Blue Zone?”)
4. Engaging your child in discussion around Zones when they are in the Red Zone is unlikely to be effective. You need to be discussing the different Zones and tools they can use when they are more regulated/calm.

5. Teach your child which tools they can use (e.g. “It’s time for bed, let’s read a book together in the rocking chair to get to the Blue Zone”).
6. Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone you could comment that their behaviour is also helping you feel happy/go into the Green Zone.
7. Put up and reference the Zones visuals and tools in your home.
8. Praise/encourage your child to share which Zone they might be in.

Read books that generate discussion about feelings



- Play games .... take turns choosing emotions from a stack of cards or papers and act it out using only face and body clues.
- Guess each other's emotion, discuss which Zone it's in and why. (Added challenge: Name a tool you could use when feeling that emotion).
- Play "Name that feeling" - People watch and guess the feelings/zones of others.
- Name the feelings of characters while watching a movie (and point out any strategies they use).



- Create your own zones check in at home for family members to use.

## Make A Zones Check-in at Home

Have you been learning about *The Zones of Regulation*? Follow these easy steps to make your own *Zones* check-in for everyone to use in your home.

**Step 1:** Watch the video directions

**Step 2:** Decide what you want your Check-In to look like

*For example: Use the handout provided, Legos, colored paper, emojis, characters from a show, etc.*

**Step 3:** Gather your materials

*For example: paper, scissors, glue, Legos, magazines, print pictures, etc.*

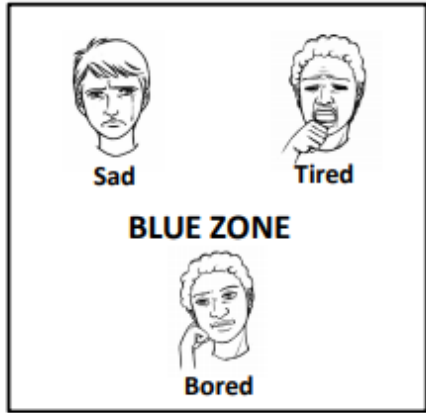
**Step 4:** Create your Zones Check-in which includes:

- Red, Yellow, Green and Blue Zone areas
- A way to represent each person in your family

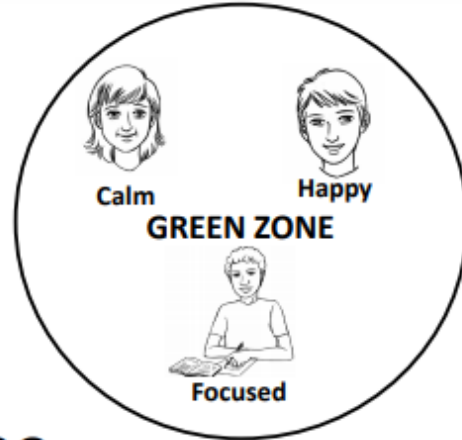
*For example: Names or pictures on Post-its, magnets, clothespins, or paperclips*

**Step 5:** Display in a place where your family spends lots of time.

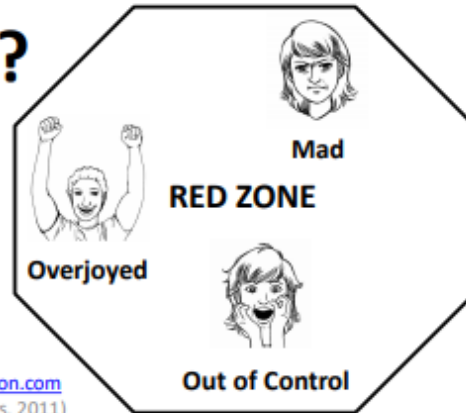
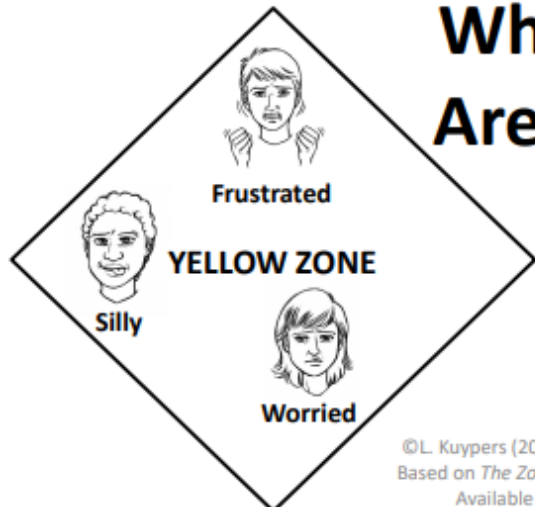
**Step 6:** Start Checking-In! Do so as often as you want, but for sure everyday.



The Zones of Regulation can help us think and talk about how we are feeling. All the Zones are OK!



## What Zone Are You In?



# Healthy Minds

We are happy to report that our school is involved in a joint project with Sheffield Child and Adolescent Mental Health Services (CAMHS) called Healthy Minds.

Healthy Minds is a project that focuses on developing the whole school environment to best support young people's mental health, rather than working on a one-to-one basis with students.

The Healthy Minds project includes:

- Training for all school staff on the fundamentals of young people's mental health and the implications for learning.
- A Healthy Minds survey for students, parents / carers and staff. This helped us to find out a range of views so that we can best understand the specific needs of our school.
- Based on the Healthy Minds survey, a mental health action plan has been developed for our school. This includes whole school interventions designed to meet mental health needs across the school.
- Clarity for staff, students and parents about who they can talk to if they are worried about a young person's mental health.
- Specialist mental health training for key staff in schools – Mrs Waind and Mrs Gillies.

- As part of this school will be creating a group of student Healthy Minds Champions. These students will represent children at our school making sure their views are heard and integrated into the school's mental health action plan.
- We would also like to recruit Healthy Minds Parent Champions as well.
- If anyone would like to volunteer for this please get in touch with Mrs Waind via [enquiries@st-marysgreen.sheffield.sch.uk](mailto:enquiries@st-marysgreen.sheffield.sch.uk)

# MAST Drop ins

## Multi-Agency Support Teams (MAST)

### MAST & School Advice Sessions

Tuesday 27<sup>th</sup> April 2021

Do you need support with:

- Talking about difficult issues at home
- Managing challenging behaviour
- Improving routines, boundaries and sleep
- Supporting your child's emotional or mental health
- Making home a more positive place to be for the whole family

#### What We Offer

Advice  
Signposting  
Solutions

#### How Do We Do It?

A MAST worker and member of the school staff team (Mrs Waind) can talk with you via zoom or by telephone to discuss any issues you may have. The MAST worker and school will work together with you to help to address your family's needs and create happier children and families.

#### How to make an appointment

Telephone school 0114 2848488 to make an appointment.

Use the Zoom link sent to you once you have booked and join the Zoom call at your appointment time.

MAST



Monica Secretan

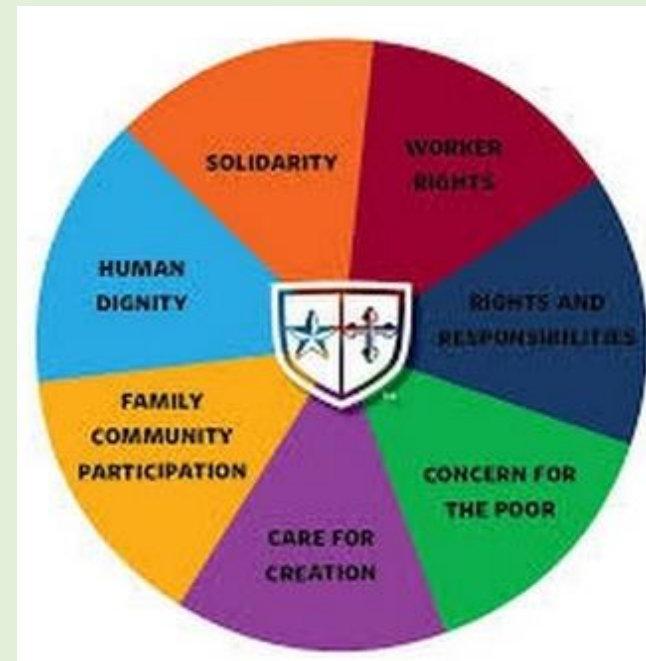
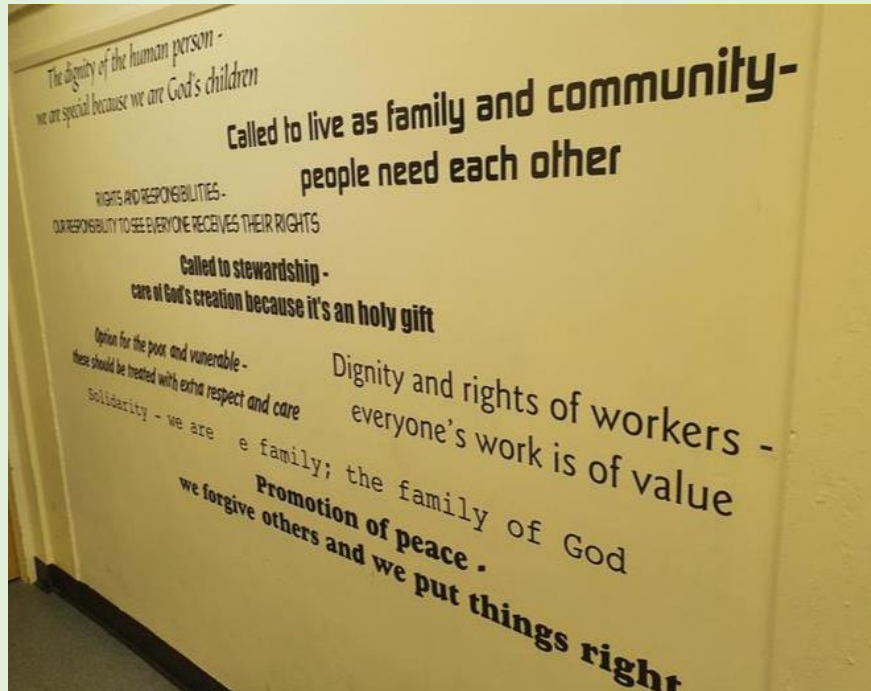


# Other ways we promote SEMH

- Acts of kindness
- Mission Statement Marvel
- Values
- Statements to live by
- Interventions – Mighty Minds
- Ready, Respectful, Safe boards
- Mini Vinnies

# Catholic Social Teaching

- At St Mary's, Catholic Social Teaching is incorporated into our curriculum. Children are asked to put their faith into action and reflect on how their learning enables them to do so. Each collective worship refers to Catholic Social Teaching which helps make the worship relevant to our lives today. Much of this is linked to SEMH.



**LIFE IS 10%  
OF WHAT HAPPENS  
TO YOU AND  
90% OF HOW  
YOU REACT TO IT**