



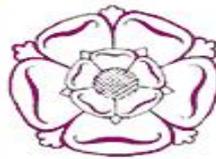
**Kings Langley
Secondary**



**Bedmond
Primary**



**Bovingdon
Primary Academy**



**Kings Langley
Primary**



**Nash Mills
Church of England
Primary**



**Sarratt
Church of England
Primary**



**St Pauls Chipperfield
Church of England
Primary**

Kings Langley Partnership of Schools

Working Together to Prepare our Children for the Challenges of Tomorrow

Developing Confident and Resilient Children

Rosemary Inskipp

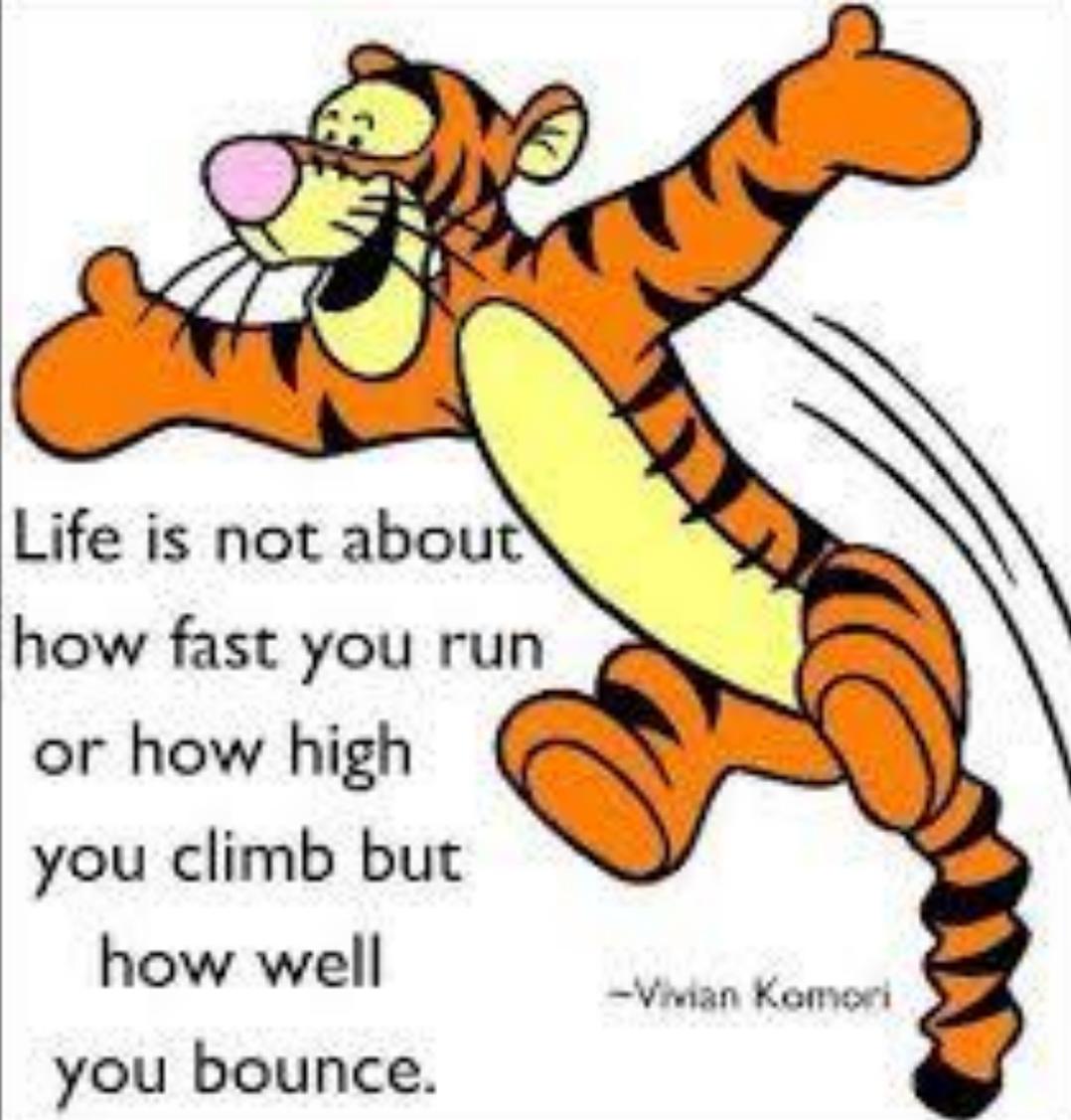
Student and Family Services Manager

Kings Langley Schools Partnership Family Support

Developing and Building Resilience

- What is self esteem and resilience
- Parenting styles for developing resilience
- Positive Discipline, clear rules and boundaries
- The power of Praise and Empathy
- The power of positive language and communication
- Developing responsibility, motivation, persistence and resilience

Resilience



Life is not about
how fast you run
or how high
you climb but
how well
you bounce.

-Vivian Komori

BECAUSE
REAL LIFE
IS HARD,
AND IT'S
MY JOB
TO PREPARE
YOU.

BUT IF IT'S
GOING TO BE
SO HARD,
WHY NOT
LET ME
HAVE FUN
NOW ?

Developing Confidence Self Esteem and Resilience

- Confidence and self worth is the most important gift we can give our children
- Parents can make a real difference
- Confident people have happier lives and statistically do better in life

Confidence and self esteem brings Resilience

Developing Self Esteem

Our Parenting Style

- Our Self Esteem is shaped in childhood by the way we were treated
- The way we think and feel about ourselves is a reflection of the way others seem to think about us (*whether accurate or not*)
- This can get transferred to our children and impact their feelings towards themselves
- Adult reactions and support to situations can make all the difference

Developing Resilience

- 1 in 10 children/young people will experience a problem with their mental health
- Statistically, 3 students in every class will experience a mental health problem
- Mental Health is misunderstood by so many
- Children worry about being judged, ostracised, treated differently

Resilience is Key to Good Mental Health

Emotional Baggage

- One minute you are feeling great, the next you might be worrying about work or your family
- We all have worries that we carry around all the time
- Some people are born with the ability to carry around more than others and feel ok
- There is no such thing as a worry free life – our children need to understand this
- Some worries are part of taking up new challenges – our children need to understand this

Self Esteem/Self Awareness

- Being aware of and sensitive to our own needs is important
- Take responsibility for our own needs
- Understand how our own childhood experiences affect us as adults/parents
- Our experiences affect how we respond to our children
- Self awareness helps us to be more understanding and nurturing to others

Developing Self Esteem and Resilience

- The most effective way to develop self esteem and resilience is role modelling
- Parents are the most important coach
- We need to lead, teach and guide at home

Remember your behaviour has a major impact on your child

How is our Resilience

How do I
respond to
stress. How is
my resilience?

How do my
children
respond to
stress. How is
their
resilience?

Developing Resilience

Our Parenting Style

- Children need an **Assertive** parenting style:
 - Offers clear rules and guidelines
 - Offers acceptance, independence and expectations
 - Is democratic – your children have a voice
 - Parents will be responsive and willing to listen
 - Sanctions offer understanding and nurture not just punishment
 - Parents are assertive but not intrusive and restrictive
 - Discipline is supportive and offers guidance

Developing Resilience

Our Parenting Style

- Be clear about rules and consequences
 - But always explain your reasons
- Be mindful of your child's need for increasing independence
- Ask your child's opinion
 - Listen and respect their views, if you agree let them know, if you don't... explain why
- Negotiate your family rules **WITH** your child so they have a say in how they are decided

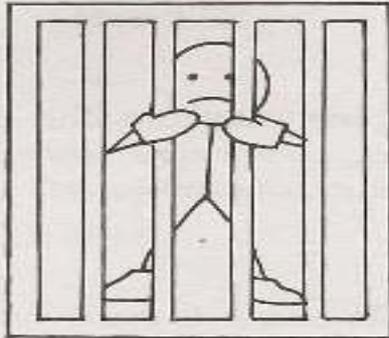
Be consistent

Developing Resilience

What Children need to know

- They are loved and valued for what and who they are
.....as well as for what they do or achieve
- That they Belong
- They are important and have a say in things
- They have some influence over what happens in their lives

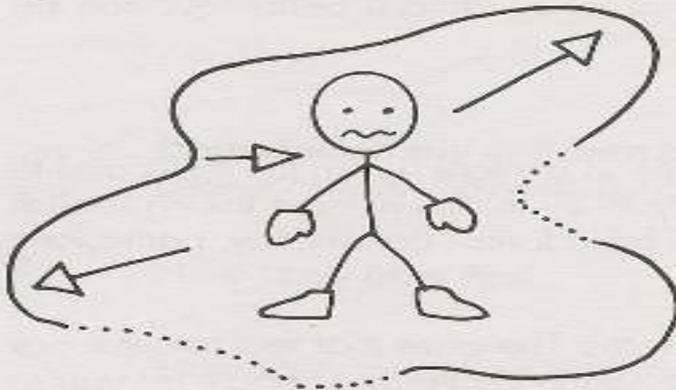
Boundaries and Setting Limits



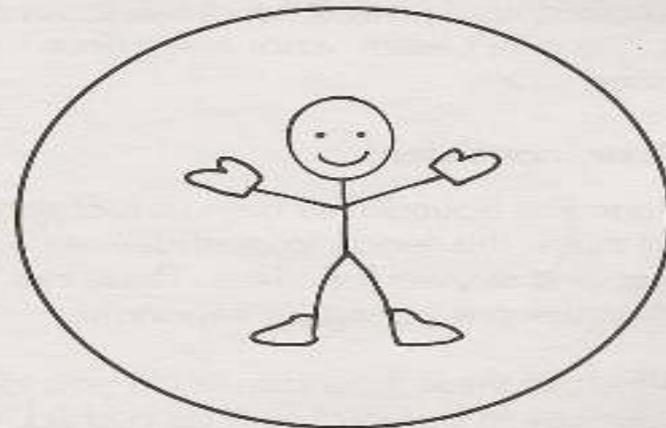
Constricting Lots of rules and regulations, often backed up with severe punishments, little room to explore, do-as-you're-told – like a dictatorship



Absent No limits, anything goes, neglectful or indulgent – like anarchy



Inconsistent Often a mixture of constricting and absent – strict one day and indulgent or neglectful the next



Clear, consistent Safe, fair limits with clear expectations, stability with plenty of room to explore and grow – like a democracy

Developing Resilience

The Six 'C's of Resilience

- Competence
- Confidence
- Connection
- Contribution
- Coping
- Control

The Seven 'C's of Resilience

Competence

- Helping our children focus on individual strengths
- Empowering our children to make decisions
- Mistakes are all part of learning
- Balance protecting your child against sending them a message you don't think they can handle things
- Treat each child individually and avoid comparisons

Seven 'C's - Competence

Appropriate Expectations

- Children flourish when what they can do matches our expectations
- Children grow in different ways so we need to match our expectations with what they can *actually* do
- Too much or too little affects their self esteem and behaviour
 - *Anger, rebellious, frustrated, despair, give up*

Seven 'C's - Competence

Encouraging Independence

- Encourage your child to solve their own problems with your support
- Guide and empower them to make their own decisions
- Give your child responsibilities
 - If I do it for them.....
 - If the child does it for themselves.....
- Continue to Praise - *Use descriptive praise, say what you see*

The Seven 'C's of Resilience

Confidence

- Focusing on the best in each child so they can see it
- Expressing good qualities – fairness, integrity, persistence, kindness
- Recognising when they have done well
- Praising honestly about specific achievements
- Appropriate expectations

Seven 'C's - Confidence

We need to be able to hear and receive
Criticism and Praise



chide
fault
severe
denounce
develop
people
review
remark
verbal
bash
review
constructive
disapproval
critique
condemn
blame
scorch
negative
peer to peer
judgment
boss
chastise
decry
opinion
public
sideswipe
assessment
private
put down
advice
attack

CRITICISM

www.pr

Very well done!
Luv it!
Super!
That's fantastic!
Aren't you clever!
Wonderful!
Stupendous!
Marvelous!
You're the best!
How cute!
Awesome!
Magnificent!
Terrific!
Delightful!
Great!
Amazing!
Very good indeed!
Unbelievable!
That's gorgeous!
Witta Star!
Brilliant!

Seven 'C's - Confidence

The Power of Praise

- Receiving Praise is key to Resilience and self esteem
- Children feel good about themselves so are more likely to behave and learn well
- We need to notice the good things about our children – rather than their faults
- Children remember what we would like them to do
- Praise what we like, not notice what we don't

**What we pay Attention TO is
what we get more of**

Seven 'C's - Confidence

The Power of Praise

- Notice what kind of praise you give and how you give it
 - Be specific and describe what you like
 - Mean it, be sincere and let it who in your body language and tone of voice
- Praise everyone in the family at least once
 - Praise for **BEING** and Praise for **DOING**
- Give Pride to the child
 - “You deserve to feel proud of yourself”
- How about the adults in the house
 - You need it too

Praise

What do we Praise

How do we Praise

Praise for **Being** as well as Praise for **Doing**

The Seven 'C's of Resilience

Connection

- Building a sense of physical safety and emotional security
- Allowing the expression of all emotions
- Addressing conflict to resolve problems
- Creating family time
- Model what you want to see more of
 - Phones, conversation, limiting screen time

Seven 'C's - Connection

Identifying and Naming Feelings

- We need to encourage our children to:
 - Identify feelings
 - Name different feelings
 - Find ways to express our feelings
- All feelings are valid
- Behind every behaviour there are feelings
- We need to help our children express them healthily and to respect the feelings of others

Seven 'C's - Connection

Managing Difficult Feelings

- Words, tone of voice and body language must match
 - A mis-match confuses children
- Adults can be dishonest in trying to protect children's feelings
 - Be honest and say how you feel
- Acknowledging your feelings is the best role model to help children manage theirs
- Modelling how to manage feelings
 - We cannot expect our children to control their behaviour if we are 'flipping out'

The Seven 'C's of Resilience

Contribution

- They need to understand the importance of personal contribution
- Model helping others by generosity
- Create opportunities for each child to contribute in some way
 - Home
 - School
 - Community
 - Helping family members
 - Helping friends

The Seven 'C's - Contribution

- Encourage extra curricular activities
- Get involved in life outside of the home
- Parents and wider family and friends are key role models
- Discuss how you can help or get involved as a family
 - PTA, helping in the community, helping friends or family members

The Seven 'C's of Resilience

Coping

- Model your own coping strategies
 - Also admit your mistakes
- Guide your children to develop positive coping strategies
- Focusing on positive behaviour not negative behaviour
- Use positive discipline to help them understand how to learn from mistakes

The Seven 'C's of Resilience

Control

- Help them understand the outcomes of their decisions
- Help them to understand life events are a result of choices and actions
- Discipline is about teaching – not punishing or controlling
- Use discipline to help our child to understand that their actions produce consequences

Seven 'C's – Coping & Control

Positive Discipline

- Focus on praise, rewards and giving choices
- Introduce negotiating and responsibility
- Offer fair penalties for poor choices and behaviour
- Helps children learn how to manage their behaviour

Negative discipline uses punishment and fear and is stressful for everyone

Seven 'C's – Coping & Control

Positive Discipline

- Be clear about rules and consequences
 - But always explain your reasons
- Be mindful of your child's need for increasing independence
- Ask your child's opinion
 - Listen and respect their views, if you agree let them know, if you don't.....explain why
- Negotiate any family rules with your children so they feel involved

Be Consistent

Family Rules

What is working
well

What would I like
to change

How might we develop our Family
Rules

Resilience Strategies

Empathy

- Tuning into someone else's feelings
- Showing an understanding of their emotional point of view
- You may not agree with their thoughts but can be sensitive to the way they feel
- Models respect

Children who are treated with empathy will learn to be empathic and respectful towards others and have better self esteem

Steps for Showing Empathy

- Stop what you are doing, give full attention and show you are listening
- Give appropriate eye contact/body language and facial expressions
- Try and find the feelings behind the words
- Allow them time to tell their story – LISTEN
- Avoid questioning, commanding, advice or instructions
- Keep focused on their feelings

Empathy builds sense of self and raises self esteem

Changing our Responses

I hate my sister!

Can you help me to understand what makes you feel like that?

You always love her more

Well that must be horrible for you to feel– what is it that I do that makes these feelings happen?

You play with her more

Well I'm obviously not doing a good job! I've got so much love and I'm not showing it! Will you help me work this out?

Resilience Strategies

Communication and Using “I” Statements

- Say how we feel – using feelings words
- Describe the situation without blaming or criticising the person involved
- Avoid the word “**You**” and keep the description general
- Be clear about why this is a problem for us
- Think about what might help to solve the problem from our point of view
- This strategy cuts down on blame and conflict
- We can also use “**I**” statements to tell someone how delighted we are

Communication – *You Messages*

“You make me furious – you’re always criticising my cooking. You can cook your own meals”

“This bedroom is a pigsty. You’re so lazy and untidy you don’t deserve to have any toys”

“I can’t believe you have made such a mess. You are always so untidy. Tidy this up now”

Communication – “I” Statements

“I feel upset when my cooking is criticised as I have worked hard to produce the meal.”

“I feel cross when I see a messy bedroom when I have helped to tidy it up. I expect toys to be looked after.”

“I feel frustrated when I see a messy room that only a while ago was tidy. What I would like is for you to tidy up after yourselves rather than just leave a mess for me to see”

Using “I” Statements

- I feel
(say how you feel, upset, hurt, worried, annoyed)
- When
(describe the situation, avoid using the word “you”)
- Because
(state your need not being met)
- What I’d like is (or what would be helpful is).....
(describe the behaviour that would meet your need)

Positive Communication Enhances Resilience and Confidence

What NOT to do

- Tell them what to do – *“Well obviously you need to.....”*
- Lecture them – *“When I was your age.....”*
- Moralise – *“Well it wouldn’t have happened if YOU hadn’t.....”*
- Minimise their worries – *“It’s not that bad.....”*
- Solve their problems – *“You should do.....”*

Encourage them to keep talking

Encourage them to solve their own problems

Resilience Strategies

Putting it into Perspective

- Discuss the specific issue that is causing the anxiety
- Ask – What is the worst case
- Ask – What is the best case
- Be Real – Ask what is the most likely to happen
- Plan – Help them to develop a plan of what they can do

Resilience Tips and Techniques

- Don't accommodate every need
 - Over protecting and over reliance fuels anxiety and dependence
- Avoid eliminating all risk
 - Eliminating risk robs children of learning resilience
 - Giving age appropriate freedom helps them learn their own limits
- Teach them to problem solve
 - Support your child in working out how they can handle challenges
 - Help them to work out what works and what doesn't
- Avoid 'Why' Questions
 - Ask 'How' questions to help them to solve their own problems

Resilience Tips and Techniques

- Don't provide all the answers
 - 'So how might you handle that'
 - What do you think you could do differently
- Let your children make mistakes
 - Helps them to see the consequences of their actions and make better decisions next time
- Help them to manage their emotions
 - Teach children that emotions are ok but they need to be expressed safely
- Model Resilience
 - We cannot expect our children to control their behaviour if we are 'flipping out'
 - When we make a mistake admit it

Managing Pressures

How can Parents Respond

- Listen out for clues as to how they are feeling
- Try not to belittle what they are going through, see it from their perspective
- Acknowledge their feelings
- Encourage healthy eating, regular exercise and reduce 'screen time'
- Listen to your instincts – Don't be afraid to ask for help



Schools Family Support Service

- Support on a One to One Basis
- Supporting Parents in School
- Providing Advice and Guidance to Parents
- Supporting Parents with other Services
- Signposting Parents to Specialist Support
- Parents Courses and Workshop
- Provides Pupil Support and Mentoring in Schools

Parenting Styles

- What am I going to do less of?
- What am I going to do more of?
- What am I going to do differently?

**Thank you for
attending. Don't be
afraid to Ask for
Help**