



## Values - Relationships - Behaviour

**At Milborne, we nurture and celebrate every unique child**

## Our Milborne Mission (#respectforall)

**We are kind to ourselves and responsible for our own learning**

**We are kind to each other. Our differences make us stronger**

**We are part of nature. We work together to make our world a better place**

## Values - Our Golden Thread

**What** - Respect for Self, Respect for Others, Respect for our World.

**How** - Be kind, be kind, be kind - to yourself, others and our world.

**Why** - Because together we have the power to change the world.

**Dandelion** - Reminds us that what you see depends on what you look for.

### Respect for self...



Each person has the potential to grow and flourish given the right conditions as resilient, unique individuals.

**We are kind to ourselves and responsible for our own learning.**

### Respect for others...



What you see depends on what you are looking for. Everyone has the right to feel safe and celebrated. Diversity is strength.

**We are kind to each other. Our differences make us stronger.**

### Respect for our world...



We each have the power and responsibility to make a difference, to follow our own journey and to have a positive impact on our world.

**We are part of nature. We work together to make our world a better place**

These three respect badges can be earned by the children each year. They can be sewn or ironed onto the jumper sleeves. We want the children to be very proud of their achievement and for others to be able to share that pride and joy with them.

We hope that this also means that the children will take increased responsibility for their clothing as their jumper will have badges they have had to earn on them.

## Why do we do what we do?

We have based our plan on extensive, evidence-based research and training:

- Paul Dix 'When the adults change everything changes'
- Incredible Years -Stars Programme
- Trauma Informed Schools Training
- Mental Health Lead Training
- Five to Thrive Programme

### Trauma informed Practice

Trauma can cause children to become dysregulated i.e. unable to manage their emotions. Trauma can be significant or it can be something we would perceive as being very small as adults, but is traumatic for that child at that time.

We know that the way adults respond to children shapes how their brain develops. Generally, children are not making poor choices they are responding to a basic instinct - Flight (run off) Fight or Freeze

We must ask ourselves the question: What's going on beneath the behaviour, rather than reacting to the behaviour itself.

*"When a child's too painful or difficult feelings are left untalked about they leak out in difficult and challenging behaviours"*  
**Margaret Sunderland**

When a child is in a dysregulated or heightened state he/she is unable to respond appropriately. How they understand situations will be limited.

The term 'flip your lid' is a useful way of thinking of the three key parts of the brain.



[The Three Main Parts Of Your Brain by Dr. Russ Harris](#)

Children displaying challenging behaviour are in a stressed state. There is a lot of adrenaline and cortisol racing through their body in these times. In essence, your child cannot think clearly or apply previous learning when in this state and needs to learn strategies to 'buy them time' so that they regulate themselves first. This might be by taking deep breaths, counting to 10, walking away, going somewhere quiet and peaceful either in reality or in your head.

### Interesting facts:

- The more connected we feel to others, the better we feel about ourselves and the healthier we are.
- One of the best predictors of health is the number of groups you belong to and the number of strong relationships that you have.
- Our brain processes social threats and pain in much the same way that it processes physical threats and pain

## What can this look like in school?

We understand that all behaviour communicates an unmet emotional need. We know that not all children who are struggling present with challenging behaviour and often the children who are quietly suffering or struggling need our help even more. At Milborne, we pride ourselves on how we take notice. All staff do this all the time and are very attuned to your child's emotions, often preempting difficulties before they have even arisen. We can do this effectively because we have built genuine, respectful, trusting relationships with the children. We know that children need the safety of knowing boundaries and that there will be consequences. These consequences happen after the child has regulated their emotions and is connected with a key adult. This can sometimes look from an outsider's point of view as if a 'naughty' child is being rewarded. In reality, the child is being helped to calm down and then the behaviour and consequences will be discussed.

Response from adults needs to show empathy, validation of a child's feeling and then shared mental talk.

### Connect before you correct

We need to give children permission to feel their feelings and not dismiss them but also to know that their actions are sometimes not okay.

We try to make good what has happened and so consequences generally reflect the action and the need to make things right for all involved. For example, if while in a stressed or distressed state a child breaks a cup then with support they would pick up the pieces and tidy up.

**Ultimately, we know that we need to develop outstanding relationships with your child built on trust and respect.**

## At the request of parents, here are some Top Tips:

**Hi's and Byes** Make these positive and meaningful

**5 minute warning** Use this to pre-warn children of the end of an event, time or game

**First ...then** This is a great way of ensuring children do what they need e.g. "First you need to put your shoes away then you can watch TV"

**Offer a choice of two** e.g. "You can read now or after snack. Which would you prefer?" It is implied that the child will definitely be reading

**Connect (the relationship) before you correct (the behaviour)** Repair relationship before you correct the behaviour

*"We all get upset. Your goal is to regain self-control once you become upset, before you deal with your children. You must discipline yourself first, and your children second"* **Dr. Becky Bailey**