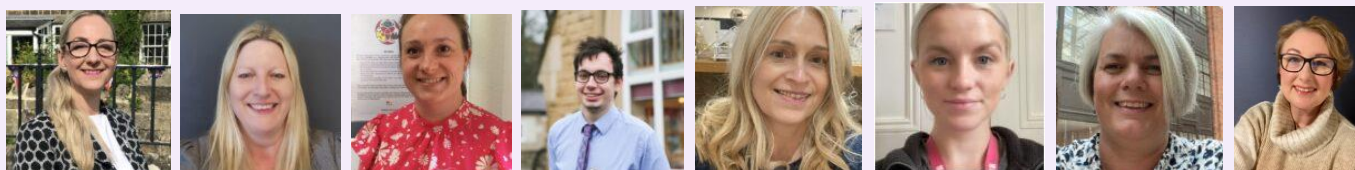


Article 1: All children under 18 have rights
 Article 19: I have a right to be protected from being hurt or badly treated
 Article 24: I have a right to ... a safe environment...
 (UN Convention on the Rights of a Child)

Safeguarding News

If you are worried about a child or need any advice, please do not hesitate to contact a member of our Safeguarding Team. This can be via the office or by email dsl@uppernidderdalefed.school



Miss Thornber Mrs Wilkinson Mrs Thomas Mr Caswell Mrs Lumley Miss Newton Mrs Fearnley Mrs Haneskog



<p>1. DESIGNATE A TRUSTED ADULT</p> <p>It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.</p>	<p>5. BE 'A DYSREGULATION DETECTIVE'</p> <p>While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.</p>	<p>9. MODEL GENUINE FEELINGS</p> <p>Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.</p>
<p>2. MEET CHILDREN HALFWAY</p> <p>Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.</p>	<p>6. USE SUITABLE LITERATURE</p> <p>There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.</p>	<p>10. FORMULATE A PLAN</p> <p>As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it <i>does</i> happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.</p>
<p>3. FACTOR IN THEIR BASIC NEEDS</p> <p>Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.</p>	<p>7. TRY SENSORY RESOURCES</p> <p>An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.</p>	
<p>4. REMAIN PATIENT</p> <p>If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.</p>	<p>8. NURTURE INDEPENDENCE</p> <p>If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.</p>	

PSHE
 This half term we will be looking at 'Me and my future'

Courses available

Email for details:
familysupportworker@uppernidderdalefed.school

<p>Understanding your child: from toddler to teenager</p> <p>6 MONTHS TO 19+ YEARS</p>	<p>Unlocking SEMH for Parents/Carers <i>To understand and support your child's social, emotional and mental health needs at home</i></p>
<p>Understanding your child's mental health and wellbeing</p> <p>6 MONTHS TO 19+ YEARS</p>	<p>Reducing Parental Conflict <i>For some children conflict between their parents is part of everyday life and more often than not, parents are not aware of the impact this may have.</i></p>

Safeguarding is a priority here!