

Lighthouse Newsletter



Spring 2025

Welcome to our first newsletter of the new year! We will send a new one each long term- so keep an eye out. We will be sharing the events and courses we are running, top tips and more! See below for more information on who we are and what we do.

Who are Lighthouse?

We are an Early Intervention service supporting children and their families within the Blue Kite Academy Trust schools. We are made up of Family Workers, Inclusion Workers, an Educational Psychologist, Educational Welfare Officer and a Trainee Play Therapist. We work in many different ways- sometimes directly with children, sometimes with parents and carers. We also offer regular workshops, courses and 1:1 drop-in sessions for one off advice - please speak to your child's school for more information or if you feel you, or your child, may benefit from Lighthouse support.

Events

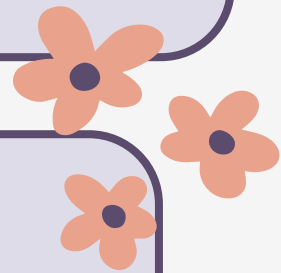
We have had a little break from running parent workshops this term while we focused on delivering assemblies across our schools. The theme of these assemblies was 'Resilience'. We have been teaching the children what it means to be resilient, how to show it and how to improve it. The children have been loving the idea of 'The Power of Yet'- the idea that if you can't do something, then you add on the word 'YET', it reminds us that just because they can't do something now doesn't mean they never will. The children loved sharing examples of their own resilience- from bike riding to finding ways to cope when worried!

We have our next Family Foundations course after half term, your school should have shared details of where and when and how to book a space. Please speak with your school if you haven't received this and would like more information.



This Month's Focus: Managing Behaviour

A common topic that we support with is managing children's behaviour- both at home and in school. The word discipline comes from the word disciple- to follow. When we think of discipline we can think of more outdated and harsh methods and- while these may appear to work in the short term, in the long run they can cause more problems- both with behaviour and emotional wellbeing. We want our children to behave in a certain way because they know it is the right thing to do, and not because they are scared into it. We guide, lead and teach instead of using punishment to make them comply. Often adults resort to these harsher methods when they feel at a loss of what to do instead, so we hope to share some useful alternatives below. They may be different to methods you have seen, used or been exposed to yourself as a child but they are backed by research and experience and, if used properly, are very effective at supporting children to understand, follow and respect boundaries given to them. Connection is one of the most important parts of promoting positive behaviour, if they feel connected to you they are far more likely to show respect and follow the boundaries you give. If boundaries are being pushed often, consider if there are ways of boosting your connection through quality time, open discussions and using the PACE method in your parenting (lots of information on this online!)



Behaviour Strategies

Consequences- These should ideally be natural, relevant and/or positive.

- Example of a natural consequence- 'You didn't tidy the toy away so now your brother has it.' Don't use it in a 'told you so' way but through conversation- either to pre-empt a possible natural consequence or to see one after the event.
- Example of a relevant consequence: 'You didn't come off the iPad when asked so tomorrow you will have 15 minutes less than your allowed time. OR You didn't come home at the agreed time so tomorrow you will not be going out, we can try again the following day.
- Example of a positive consequence- If you are able to leave the park nicely when I ask then we can go again tomorrow. OR If you can walk nicely next to me in this shop then you can choose which fruit we buy. Rather than giving a threat for if they break a rule, introduce a positive outcome for if they adhere to it.

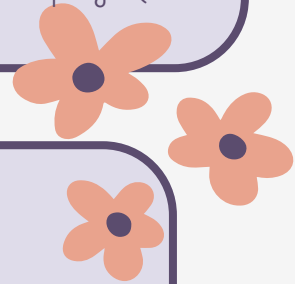
Choice and Consequence Script: It can help to have a script to follow. Ensure you only use this in times when both choices are acceptable (even if you have a preference) and follow through with what you say. The script is as follows: 'NAME, you have a choice. You can either (one choice) or you can (other choice) if you (one) then (one outcome), if you (other) then (other outcome). Its up to you, its your choice. For example- 'NAME, you have a choice. You can either speak to me respectfully or continue with that tone. If you speak to me respectfully I will give you a response, if you continue with that tone I will not discuss it any further right now. Its up to you, its your choice.

What we pay attention to is what we get more of: This is one of our favourite catchphrases when it comes to behaviour. If you only notice when they start to break the rules or push the boundaries they will learn that this is what gets them attention. If we try to 'catch them being good' and notice when they are doing what you would like with the use of praise we are more likely to see this behaviour more often.



Flipping the Lid and Behaviour

One of our favourite ways of thinking about behaviour is by using a concept by Dr Dan Siegal- an expert in the brain. He explains that within our brain we have a part called the 'Amygdala' which is our centre for emotions. On top of this sits our 'thinking part of the brain', it looks a little like a lid. The thinking brain knows the rules, understands language, knows right from wrong and understands cause and effect (eg if I throw this it will break). When this lid is closed on top of the amygdala we still feel the emotions but can manage them rationally and logically. However if something happens that overloads our amygdala it goes off like an alarm and the result of this is that the 'thinking brain' lid flips open and stops working, meaning we lose the skills that this section controls. This is why your child might suddenly begin shouting, throwing, hitting or might shut down completely. Whilst the lid is open we can't reason with them or put in a consequence as this might flip their lid further or for longer. We have to help them to close their lid again, using regulation methods and staying calm ourselves, and then think about consequences a little further down the line. Consider your own lid too- if you flip yours in response to them doing so then we end up with two unregulated people and the situation can worsen. Follow our Instagram page (see below) for some regulation strategies coming out soon!



A final note...

We have noticed an increase this term in children watching or accessing unsuitable TV shows and games. Squid Games has been coming up a lot, something none of our children should have seen due to its rating as a 15 which is due to 'its violent nature and sexual content'. We are sure you appreciate the issues it can cause by allowing children to access this content, not only are the topics inappropriate and often scary, it brings a strong chance that the children begin to normalise the level of violence shown, something we don't want at any age but especially at this very vulnerable primary age. Please be aware of what your child is watching as a lot of the clips are taken from the original show and shared on YouTube shorts and TikTok (another app that none of our children should have access to!)

We appreciate parents working with us to ensure the safeguarding of all children in accessing appropriate things only.



Follow us on Instagram
@Lighthouse_BlueKiteTrust
for regular tips, ideas and
information on upcoming events!