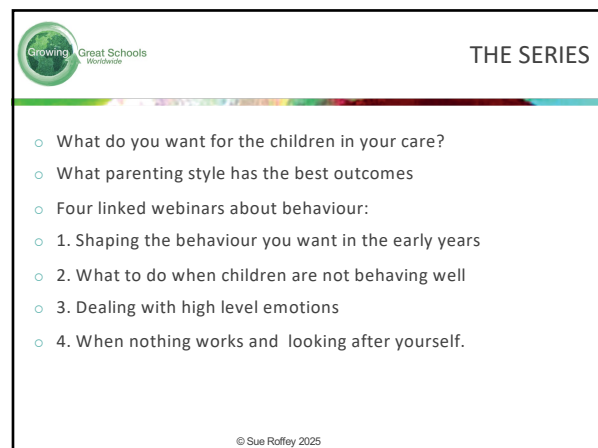




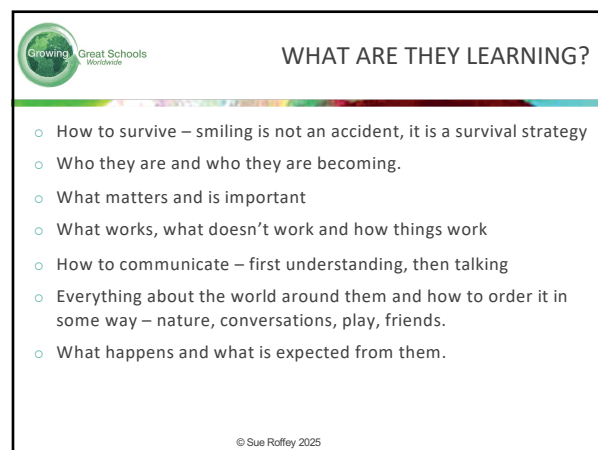
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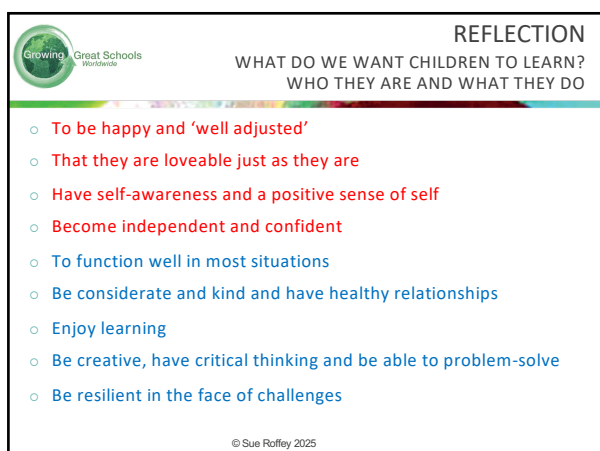
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SO HOW DO OUR CHILDREN LEARN TO BE IN THE WORLD?

- By what they see and hear around them
- By the relationships they have
- By the values demonstrated by significant others
- By expectations put on them
- And how all this interacts with their unique personality and pre-dispositions
- **We need to be pro-active in our interactions with children, not just reactive. This helps shape how our children develop.**

7

'MOST OF US DO OUR BEST BUT...



8

PARENTS AND CARERS

- Usually want the best for children but don't always know what that is.
- And even if they do know it is hard to do your best when exhausted, challenged and under pressure.
- In order to be the best parent and carer with the best outcomes for children you need to look after yourself.
- All of the strategies here are aligned with healthy child development
- And most are just a slightly different way of doing things.

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PARENTING

- There are several different parenting styles – the most common are permissive – letting kids do what they like – and facilitative
- **Parents and carers who are facilitative are warm and loving but also have high expectations. They help children become the best of themselves and are flexible when necessary.**
- **The facilitative approach has the best outcomes** for kids who become independent, self-aware and confident, able to form healthy relationships and be resilient.
- What we are talking about today is based in this parenting style.
- But parenting changes over time, age and stage.

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WHAT CHILDREN NEED AS THEY GROW

- **Babies** – attachment, responsiveness
- **Toddlers** – lots of interactive language, opportunities to be independent and develop agency. They need adults who are kind, can be trusted are not controlled by tantrums.
- **Pre-schoolers** – opportunities and encouragement to develop social and emotional skills - share, take turns, help, learn about others, feel connected
- **School children** – someone to listen, encourage them to learn to problem-solve and have mutually supportive friendships.
- **Adolescents** – to develop a secure identity and become increasingly independent.

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DON'T DO AS I DO, DO WHAT I TELL YOU DOESN'T WORK!



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NEITHER DOES REWARD AND PUNISHMENT

- Obeying rules because you get into trouble if you don't leads to fear, anxiety and perhaps confusion. These are not emotions we want to foster in children as they shut down cognitive pathways and inhibit both learning and healthy relationships.
- Obeying rules because you get a star if you do can lead to a focus on the star not the behaviour. This is **behaviour from the outside in** and does not have long term sustainable outcomes
- Children behave well when they know what to do, are able to do it, are not overwhelmed by negative feelings and feel good about the outcome – **behaviour from the inside out.**

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SHAPING THE BEHAVIOUR YOU WANT

- **Behaviour begins with a "c"**
- Connections
- Copying
- Context
- Catching the child being 'good'
- Comments to build confidence
- Consistency
- Clear and Concise
- Collaboration
- Being Creative

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POSITIVE CHILD-ADULT RELATIONSHIPS

- Believing in the best of someone
- Acceptance of who they are – not what you want them to be
- Showing interest in what they say and do
- Affection and warmth
- Positive strengths-based communication
- Clear boundaries, grounded in values
- Appropriate developmental goals



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WHO ARE YOU CONNECTING WITH?



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DOES IT MATTER WHERE THIS CHILD IS?



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CONTEXT

- There is no such thing as good and bad behaviour!!
- Shouting and screaming at a football match is perfectly acceptable. Do it on a bus and there's trouble!
- Refusing to do what a bully tells you is admirable. Refusing to do what your parent tells you might not be
- Children need to learn not just what behaviour is wanted but when, with whom and how.
- This is a lot of learning!
- Kids need guidance, help and practice

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 **CHILDREN SEE, CHILDREN HEAR, CHILDREN COPY**



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 **ROLE MODELS**

- What models do your children copy?
- What behaviours, values, attitudes are they copying?
- Be aware of what your children are seeing on screens.
- The values in books and stories matter

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 **WHEN GIVING INSTRUCTIONS
BE CLEAR : BE CONCISE**

- If I say don't throw the rubbish in the road what is the picture in your head?
- If I say rubbish belongs in the bin what is the picture in your head.
- Tell children WHAT TO DO – not what not to do
- Children can only access a certain amount of information at a time so use as few words as possible.

You know that piece of wrapper that was around your biscuit, well that is rubbish and if you just throw rubbish on the street someone else has to clear it up and you never know, it might end up in the sea, polluting where the fish live.....

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 **CONSISTENCY AND ROUTINES**

- Kids need routines because it helps them remember expectations
- If you have the same expectations day in, day out they get lots of practice and opportunities for re-inforcement.
- When things are haywire and chaotic kids are MUCH more likely to be challenging. They will be confused about expectations.

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 **CONSISTENCY AND EXPECTATIONS**

- Avoid saying no where possible.
- Choose other phrases: I will think about it, put it on your wish list.
- Once you have firmly said no – stick with it LIKE GLUE
- If a toddler makes a huge fuss and you give into their demands they will learn that...
- The more they scream and shout the more likely they are to get what they want
- They will then scream & shout louder, for longer and more often.
- So nip it in the bud at the outset
- Some adults have not got over this toddler behaviour.

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 **CHANGES – GIVE PRIOR WARNING**

- Nursery: When things are going to be different from usual give children notice several times and check in whether they have remembered, i.e someone else picking them up from nursery, a new member of staff
- Home: When it is time to leave a friend's house or a playground give 10, 5, 3 and 1 minute warnings – perhaps with a phone timer that the child switches on – giving them some control. You won't stop all the tantrums but you will lessen the chance of them.
-

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 'CATCHING' THE BEHAVIOUR YOU WANT

- What do you notice? What do you say?
- We often ignore the behaviour we want rather than giving it attention and reinforcing it.

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 SUPERMARKET STORY



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 POSITIVE COMMENTS

- Thanks for doing that, you are such a helpful person*
- I am proud of how you handled that.*
- I noticed you ate ALL your dinner today*
- You are becoming such a kind person*
- My goodness that is so creative*
- You did that all by yourself – wow.*
- I am going to tell your dad how you helped cook dinner*

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 WORDS MATTER

- Comment on the positive to help construct your child's self-concept. Be specific – not just well done - but well done FOR...
- Referring to effort encourages a growth mindset
- Asking rather than telling engages thinking
- Admitting mistakes and apologizing is good modelling and helps children understand we are all learning and do not need to be perfect.

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 WORDS ARE POWERFUL FOR INDIVIDUALS

- What we say to children helps create their self-concept – how they think about themselves and who they are.
- No child should hear they are lazy, naughty or stupid. They are then more likely to act out these labels.
- We need to be using strengths-based language
- When children hear themselves described as friendly, helpful or kind they are more likely to try and live up to this image.



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 STRENGTHS REFLECTION

What are children's strengths

- Relationship skills that enable them to connect well with others
- Resilience strengths that enable them to bounce back from difficulties
- Personal strengths – that define quality of character
- Other - skills and talents
- How does a child know they have these strengths – do the adults around show they are proud of them?



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COLLABORATION

- Most children will choose independence given the choice
- They want to have agency –self-determination is fundamental to healthy child development
- But this is a journey that may have several steps
- One of these steps is doing things together
- Building constructions, doing puzzles, self-help
- They might be able to begin to dress themselves but need help for fasteners
- Emphasise how much pleasure it gives you to do things together.
- Children who help are more likely to feel they matter.

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OPPORTUNITY, ENCOURAGEMENT, MODELLING



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BEING CREATIVE AND HAVING FUN TOGETHER

- Can you do this before I get to the end of this song?
- I am going to close my eyes and count to 20 and then say abracadabra (Like Winnie the Witch) and open them and see what's happened.
- Talk through soft toys, teddies etc. Do you think that Can pick up all these pieces. You think she can. I'm not sure. I wonder who's right, me or Teddy, What do you think?
- Ask good questions?
- Is that an inside voice or an outside voice?
- Distract – take a toy and a book wherever you go – let your child choose.
- Be larger than life sometimes.
- Be silly sometimes

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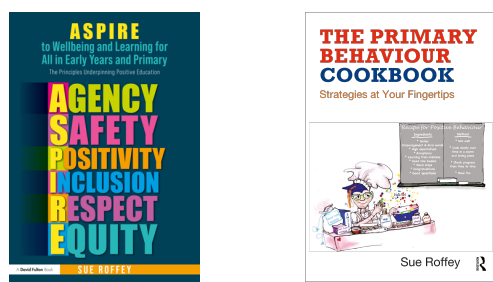
NEXT TIME WHAT DO YOU DO WHEN BEHAVIOUR IS CHALLENGING

- AT THE TIME
 - Check the basics
 - Comment on the behaviour NOT the child
 - Curb attention
 - Conserving energy
 - Consequences – not punishment
 - Helping kids out of corners
- AFTERWARDS
 - Comfort
 - Conversations

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CHECK OUT

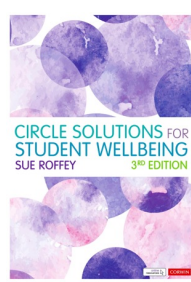


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CONTACTS AND FURTHER INFO

- sue@sueroffey.com
- www.growinggreatschoolsworldwide.com – signing up gets you 4 newsletters a year alerting you to all things wellbeing in education
- OVER 20 books on behaviour, relationships, social and emotional learning. I am currently writing a book on behaviour to be published by Routledge next year.
- I train teachers in social and emotional learning with a safe, solution focused pedagogy.



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