

Supporting Emotional Literacy

At Ashley School, we use the language of Zones of Regulation to discuss our emotions and the actions we can take to make good decisions, based on our feelings. There is a video presentation on our website.

The ZONES of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

Supporting Emotional Literacy in School

Sensory Circuits & movement breaks

Positive reinforcement and developing relationships

Zones of Regulation & Emotional literacy

Problem Scale

Daily 'Time In' Mindfulness

Calm Corners

Worry Monsters / boxes

Non-verbal communication

Concentration tools

JUST CHECKING IN



Mindworks Surrey
Support for Parents

SURREY ADULT LEARNING
Parenting Advice



Useful Contacts

Your child's teacher should be your first port of call if you have concerns about your child's learning and development. Arrange a meeting through the school office.

parents@ashley.surrey.sch.uk
senco@ashley.surrey.sch.uk

Mindworks
Mental Health & Wellbeing Support
<https://www.mindworks-surrey.org>

Mental Health Crisis Line
0800 915 4644
24/7 service for families and young people

Surrey Local Offer

Check out the local offer to support parents and children with additional needs.

SEND Advice SURREY
Special Educational Needs and Disabilities information, advice and support

NEURODIVERSITY ADVISOR PADLET
FOR PARENTS/CARERS

We understand that navigating life with a Neurodivergent child can be overwhelming. We have brought together key resources and information in a easy to use format.

Please scan the QR code to access our Padlet for Families.

NDAvisors@surreycc.gov.uk



AN INFORMATION GUIDE FOR PARENTS AND CARERS

ANXIETY



CARE CHALLENGE EXPLORE



www.ashleyschool.org.uk



What is Anxiety?

Just like adults, children and young people feel worried and anxious at times. But if your child's anxiety is starting to affect their wellbeing, they may need some help. Children can feel anxious about different things at different ages. Many of these worries are a normal part of growing up. Anxiety becomes a problem for children when it starts to get in the way of their everyday life. Anxiety can start to cause problems for your child when:

- it's very strong, or getting worse, and does not go away
- it gets in the way of daily activities, stopping your child doing things they enjoy

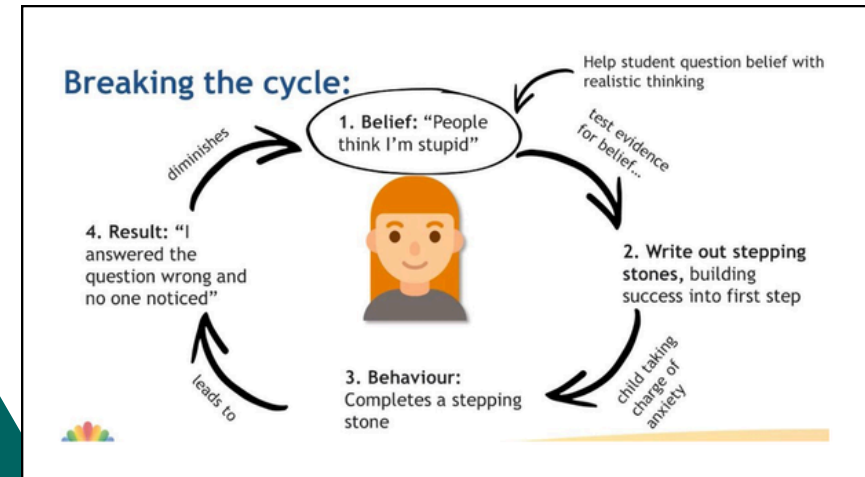
Severe anxiety like this can harm children's mental and emotional wellbeing, affecting their self-esteem and confidence. They may become withdrawn and go to great lengths to avoid things or situations that make them feel anxious.

What not to say/do:

1. Avoid giving excessive reassurance (Children may think that because it is being spoken about a lot, it must be something to REALLY worry about)
2. Avoid saving or rescuing or taking over the problem (It gives the message that the problem is too big for the child to handle)
3. Avoid avoiding the problem (It may then seem so scary the child believes they'll never get through it)
4. Avoid threatening consequences (The child may prefer the consequence than actually facing their fear)
5. Avoid giving too much time and attention to negatives (If this is all everyone talks about in front of the child, they may believe it is REALLY serious)
6. Avoid a mismatch between your body language and words (Children will see through it if you say it's okay but look terrified)
7. Avoid praising being brave (If the child has to be brave to overcome it, then it must be too scary for them to overcome)
8. Avoid using a charm or a comforter (The child may believe they only overcame it because of the charm)

Stepping Stones Approach

One approach to help break the vicious cycle of anxiety is to break down the steps towards doing the thing causing them anxiety into small steps. Before doing each step, the child rates how 'bad' the action will be using the key questions below, has a try at the very small step, then rates it again. The child receives an already agreed reward for completing the step. This continues until they have reached their goal and their resilience grows.



Key questions for Realistic Thinking

1. How likely is this to happen - and how do you know?
2. What has happened in this situation before?
3. What else could happen in this situation?
4. What would a friend say?
5. If it did happen, how would you cope?

Finally: What is your realistic thought now?



Beacon beaconschoolsupport.co.uk



The inclusion section of our website shares more about the process of identifying and supporting needs.