

HPF Parent SEN and Health Workshops 2025-26

Term 1 'Meet the Team'



Helen Lees
Assistant Headteacher
Inclusion Leader/SENDSCO



Fee Dimond
Pupil and Parent Link



Beth Green
Early Mental Health Practitioner



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Signposting T1 Session Summary

We had 3 professional groups joining us at our first parent workshop and lots of parents which was great to see! The professionals explained their services and shared leaflets which parents can find in our main Reception area. Our guests were:

Beth Green

Beth is our Early Mental Health Practitioner (EMHP) from the Mental Health in Schools Team (MHST). She works at whole school level doing staff training and assemblies. Her work can also be for groups of children on particular themes. She also works with children and parents 1:1. The main focus of her work is low mood and low to moderate anxiety. Beth works on a Thursday and referrals are made via Mrs Lees or Mrs Dimond following an initial chat with the class teacher.

School Health Nurse Team

The school nursing team work with children, young people, parents and carers to maximise health and well being. They offer a multitude of services which can be found using the QR code on the leaflet located on the website and on leaflets in the school foyer. parents and school can refer.

Caring for Communities and People (CCP)

CCP provide family and parenting support for children, young people and families throughout South Gloucestershire. You can find out more at <https://www.ccp.org.uk/> and there are leaflets in the reception foyer.

South Gloucestershire Parents and Carers (SGPC).

Unfortunately SGPC couldn't join the workshop but they are a fantastic organisation supporting parents and carers on all SEND matters and they offer a drop in service to have a coffee and chat. Leaflets are in the main reception area and the link to their website is here. <https://sgpc.org.uk/>

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Challenging Behaviour T2 Session Summary

Coffee Morning: Managing Challenging Behaviour at Home

Thank you to everyone who attended our recent coffee morning on Managing Challenging Behaviour at Home – it was very well attended and sparked some great discussion. All strategies shared are evidence-based, drawing on research from the University of Exeter (search Connection Before Correction and Selective Attention for more information).

Start with the Positive

Children are more motivated when they feel good. Connection before Correction is always the best place to start.

The Power of Praise

Specific, positive praise helps children understand what they are doing well and encourages them to repeat it.

For example: “Well done for putting your toys away – that’s really helped.”

Top tips for praise:

Be clear about what you are praising

Praise effort, not just success

Avoid adding criticism afterwards (“the sting in the tail”)

Avoid comparisons with siblings or other children

Calm Communication

Make sure your child is listening (eye contact, calm voice, at their level)

Give clear, simple instructions – one at a time

Allow time for them to respond

Praise any attempts

Family Rules

Keep rules simple, positive and shared by everyone (e.g. Be Ready, Be Safe, Be Respectful). Focus on the behaviour you want to see, not just what you don’t.

Rewards and Routines

When introducing new routines or expectations, rewards can be helpful.

- Use a reward chart that clearly links to positive behaviour.
- Rewards don't need to be physical items – they can include time together, a story, or a trip to the park.

Correction Techniques: Consequences

Positive attention should always come first, but consequences may sometimes be needed.

- Natural consequences: These happen naturally (e.g. not wearing a coat may lead to feeling cold).
- Logical consequences: These are set by adults and should be:
 - Proportionate
 - Immediate
 - Clearly explained
 - Something you can realistically follow through with

Selective Attention

Children seek attention. The more positive attention we give for positive behaviour, the better. For low-level behaviours (e.g. whining, complaining, arguing), selectively ignoring them can be effective.

- Focus on one behaviour at a time.
- Be consistent.
- As soon as the behaviour stops, give positive attention.
- Expect an extinction burst (the behaviour may initially increase before it improves).
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Final Tip 😊

A firm favourite: “When... then...”

(“When your shoes are on, then we can go outside.”)



Next Workshops

Term 3

Thursday 5th February

Sensory Needs

Claire Phillips

