

PRIMARY BEHAVIOUR

Primary Behaviour Service and Children's Wellbeing Service

Structure

The Clifford Centre

- New Forest and Test Valley (South)
- Team Manager: Lindsey Smith

The Keppel Centre

- Eastleigh
- Team Manager: Lindsey Smith

The Lennox Centre

- Fareham and Gosport
- Team Manager: Matthew Gaston

The Harewood Centre

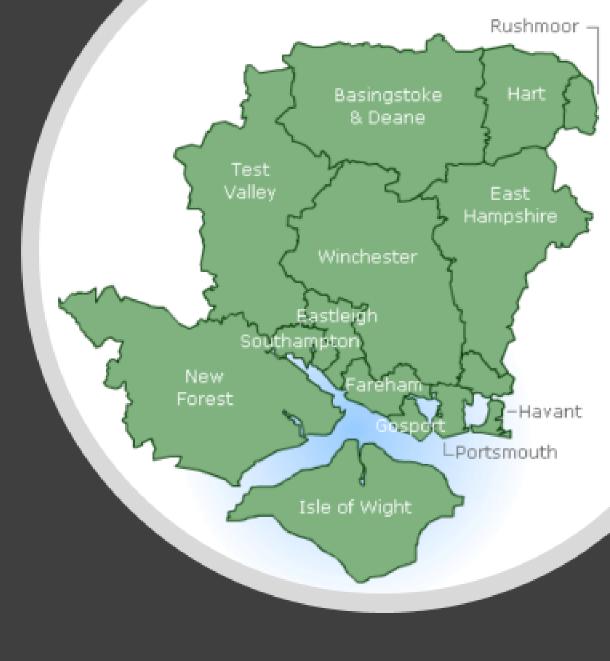
- Basingstoke and Test Valley (North)
- Team Manager: Elissa Whitby

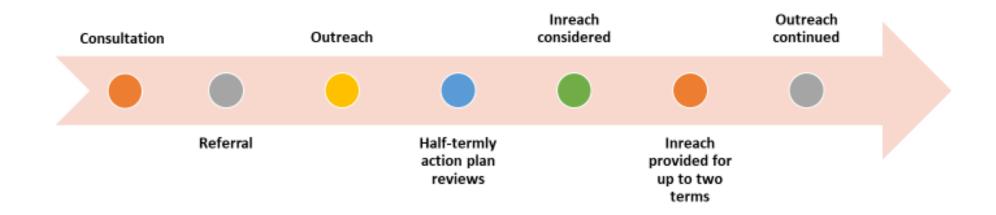
The Hive

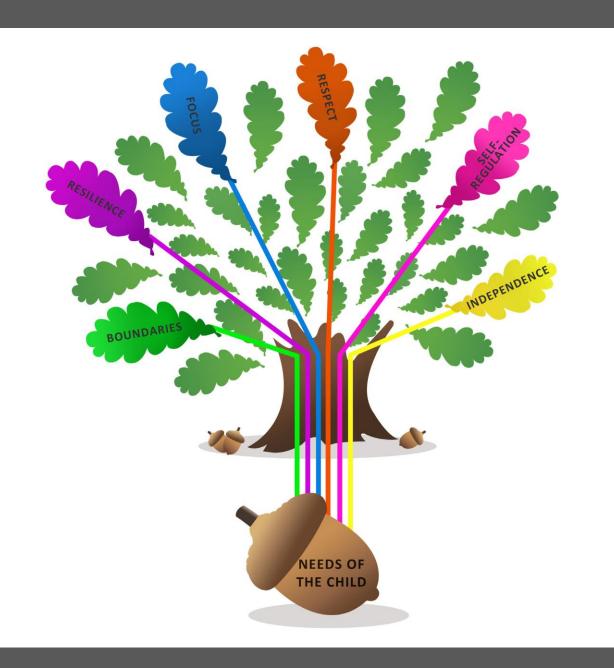
- Hart, Rushmoor and East Hants (North)
- Team Manager: Elissa Whitby

Robin's Oak

- Havant and East Hants (South)
- Team Manager: Matthew Gaston









Twilight	Twilight Description
De-escalation	A highly popular session that explores how to respond reactively and appropriately to dysregulated children in a time of crisis.
Co-regulation	A session that explores the relationships and how adults can proactively support children to regulate their emotional states. Date: 28/06/2023 Contact: pbs.thehive@hants.gov.uk
School Avoiders – Steps to Success	A session that explores how to use the 'Steps to Success' approach to re-integrating children into school and/ or class. All attendees will receive a copy of the PBS 'Steps to Success' resource.
Mind Your Language	A session that explores how the language we use when dealing with all aspects of behaviour can help to shape and promote an ethos that supports and benefits all individuals, no matter their background, experiences or needs.
Working with Parents	Working in collaboration with parents is essential when supporting children with complex SEMH needs. This session with our experienced Parent Support Advisors focusses on how this can be achieved successfully.
ACEs and Developmental Trauma	A brief introduction to the ACE revolution and how to support children who may have been or be experiencing trauma.
Anxiety	A session that explores anxiety in schools and how adults can respond to this to best support children who experience anxiety. Date: 05/07/2023 Contact: pbs.thehive@hants.gov.uk
Transition	A session that explores the concepts of endings, loss, moving on and how pupils can be supported effectively across the primary age range.
PBS for New SENCos and Headteachers	A session for SENCos and Headteachers who are new to their role and would like to know more about PBS, how we work and what we can offer. Come along and meet your local Team Manager and Assistant Manager.

Relational skills

Skills and strategies for building relationships with children in ways that support their social and emotional development:

- · the attitude of PACE
- · the Vital Relational Functions
- skills in self-awareness, critical reflection and problem-solving



Thrive activities

Creative and playful activities that provide ways of working with children and young people to support their social and emotional development



Thrive-Online

An online tool to:

- assess and monitor children's social and emotional development
- suggest appropriate strategies and activities for meeting all children's social and emotional needs



Thrive theory

A synthesis of relevant psychological theory, including:

- · attachment theory
- · child development theory
- · research into play, creativity and the arts



Neuroscience

Established research from neuroscience concerning:

- the structure and function of the brain and nervous system
- how the brain and nervous system develop in childhood and adolescence
- how we can provide opportunities to grow healthy new pathways in the brain



Thrive: a whole-setting approach

Supporting right-time development:

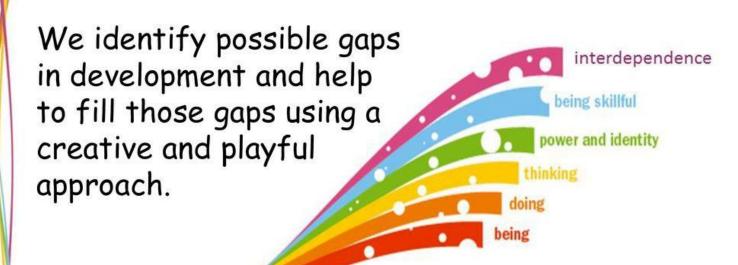
Adapting the ethos, curriculum and environment to meet the needs of all children as they arise naturally in line with age-related expectations

Responding to key times:

Using relational strategies to meet the needs of children and young people when they are experiencing change, loss or significant life events

Repairing interrupted development:

Using targeted reparative work to fill the gaps where children's needs have not been met at the right time in their development





Thrive Activities at The Harewood Centre

















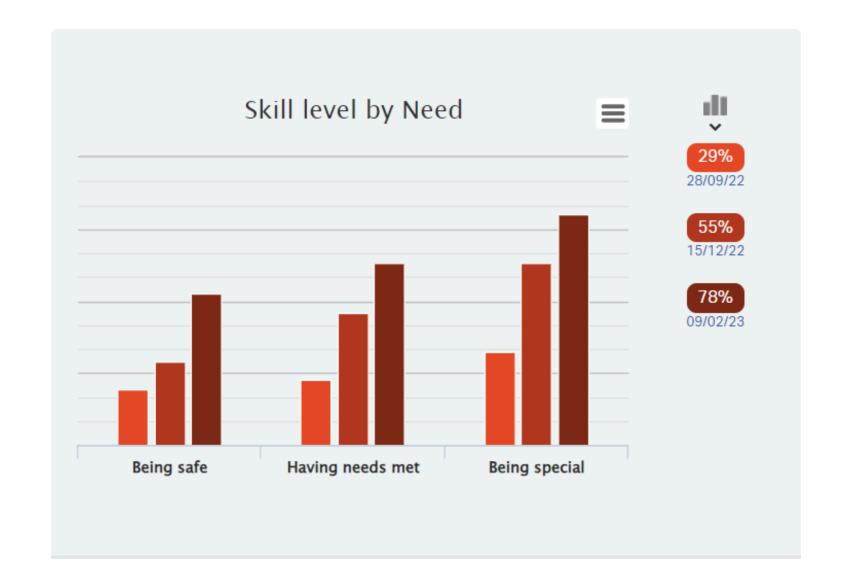








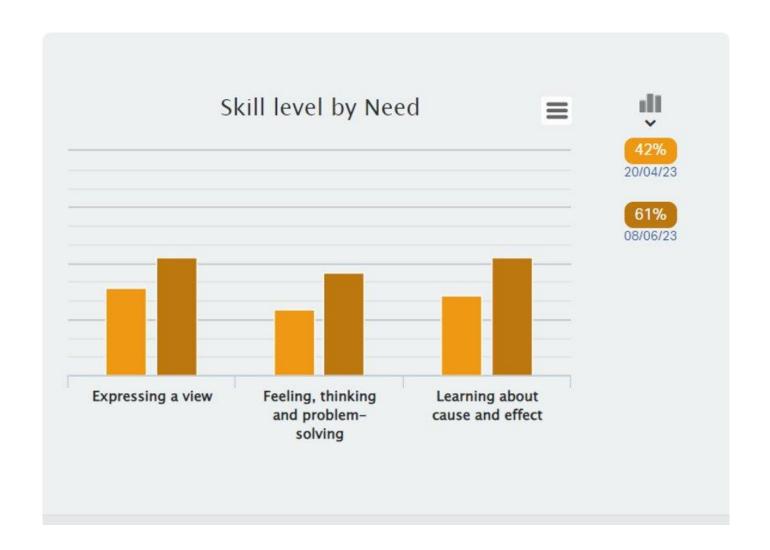
Case Study H



Case Study H continued



Case Study H continued



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