

Parent Behaviour Toolkit



Our Parent Behaviour Toolkit has been created to support families in understanding and responding to children's behaviour in a positive, inclusive and practical way. Children's behaviour is closely linked to their emotional development, sleep, health and daily routines. This toolkit brings together trusted resources to help families try supportive strategies at home. We encourage parents and carers to explore these resources first and then work in partnership with the school so that together we can support every child to feel safe, understood and ready to learn.

What the school can help with

We recognise that children's needs are individual, and that behaviour is often a form of communication. School staff can support families in a range of ways, including:

- Supporting early identification of emotional, behavioural, or additional needs
- Talking through concerns and helping you decide which strategies or resources may be most helpful
- Sharing observations about how your child manages emotions, routines and learning in school
- Supporting consistency between home and school approaches
- Providing guidance around emotional regulation, behaviour support and positive relationships
- Making reasonable adjustments to support your child's needs in school
- Offering SEND and inclusion advice where appropriate
- Signposting to external services for further support when needed

If you have tried strategies from the toolkit and concerns remain, or if you would like support at any point, please contact the school. Early communication helps us work together effectively.

SEND and Inclusion

At our school, we take an inclusive approach to behaviour. We understand that some children may need additional support due to special educational needs and/or disabilities (SEND), emotional wellbeing needs, or other life experiences. Behaviour does not always mean a child is being "naughty" — it can be a sign that a child is finding something difficult.

The Parent Behaviour Toolkit supports our inclusive practice by helping families understand possible underlying factors and try supportive strategies at home. Where a child has identified SEND, emerging needs, or ongoing concerns, the **school will work** closely with families to put appropriate support in place. This may include additional strategies, reasonable adjustments, targeted interventions or referrals to specialist services.

Our aim is always to work in partnership with families to ensure every child feels supported, included and able to succeed.

What's included in this toolkit?

Continence

Support and guidance around toileting, daytime wetting, constipation and related concerns that can affect children's comfort, confidence and behaviour.

Continence - [Continence - Compass](#)

Sleep

Information and strategies to support healthy sleep routines, as tired children often find it harder to manage emotions, attention and behaviour during the school day.

Sleep - [Bedtime Routine - Compass](#)

Emotion Coaching

Guidance to help children understand, and manage their emotions, building emotional regulation skills that support positive behaviour and relationships.

Emotion Coaching Guide - [Microsoft Word - Parent EC BrochureGeneric.docx](#)

Positive Parenting

Practical, strengths-based approaches to encourage cooperation, build strong relationships and support children's development in a calm and consistent way.

Positive Parenting - [Positive parenting](#)

Behaviour Management

Clear, practical strategies for setting boundaries, responding to challenging behaviour, and supporting positive behaviour at home.

Behaviour management - [Managing children's behaviour | Compass](#)

Services Directory

Links to local and national services that can provide additional advice and support for children and families when needed.

Link to services directory in mental health section on the website. (Parent tab)

Working together

We understand that every child and family is different. These resources are designed to support you, not to replace individual conversations. If you have tried these strategies and continue to have concerns, or if you would like guidance on where to start, please get in touch with the school. We are here to work in partnership with you to support your child's success and wellbeing.

Frequently Asked Questions About Children's Behaviour

Is my child's behaviour normal for their age?

Children develop emotional regulation and self-control at different rates. Many behaviours are part of normal development, especially during times of change or stress. If behaviour is frequent, intense or affecting learning or relationships, it may be helpful to seek support.

Why does my child behave differently at school and at home?

This is very common. School and home place different demands on children. Some children adapt well to the clear routines, consistency, and structure of the school day, which can help them manage their behaviour. Others may find the busy school environment more challenging or work very hard to cope at school and then release their emotions at home. Understanding these differences helps us support children more effectively across both settings.

Could my child's behaviour be linked to tiredness, anxiety or emotions?

Yes. Behaviour is often a way for children to communicate unmet needs or feelings. Difficulties with sleep, emotional regulation, anxiety, change or friendships can all affect behaviour.

Is my child being 'naughty' or struggling with something?

We understand behaviour as communication. While clear boundaries are important, behaviour can also indicate that a child is finding something difficult. The focus is on understanding what a child needs and teaching them positive ways to manage their feelings and actions.

When should I be concerned about my child's behaviour?

You may wish to seek support if behaviour:

- Is ongoing or worsening over time
- Is affecting your child's learning, friendships or wellbeing
- Is very different from what you would expect for their age
- Is causing distress at home or school

If you are worried, please contact the school for advice.

Could my child have additional needs or SEND?

Some children who find behaviour and emotional regulation difficult may have additional needs. The school uses a graduated and inclusive approach to identify and support needs early and will always work in partnership with families.

What strategies should we try at home?

Simple, consistent strategies often help, such as:

- Clear routines and boundaries
- Calm responses to behaviour
- Supporting children to name and understand their feelings
- Positive reinforcement and praise

The Parent Behaviour Toolkit provides guidance in these areas.

How long should strategies take to work?

Some changes may be seen quickly, while others take time and consistency. It is important to allow strategies time to embed, while keeping communication open with the school.

What happens if strategies at home don't help?

If concerns continue, the school can work with you to explore further support, including school-based strategies, reasonable adjustments or referrals to external services if appropriate.

Who should I speak to if I'm worried?

If you have concerns about your child's behaviour, please speak to your child's class teacher, SENDCO or contact the school office, who can direct you to the appropriate member of staff.

FAQs About Behaviour and SEND

Could my child's behaviour be linked to SEND?

Some children with SEND may find emotional regulation or behaviour more challenging. The school takes an inclusive approach to identifying and supporting needs.

Does behaviour automatically mean SEND?

No. Behaviour alone does not mean a child has SEND. However, ongoing concerns may lead the school to explore whether additional support is needed.

How does the school support children with SEND and behaviour needs?

Support may include reasonable adjustments, targeted strategies, emotional support, or a graduated response based on individual needs.

Will my child be labelled because of behaviour concerns?

No. The school focuses on understanding needs and supporting children positively, not labelling them.

Do I need a diagnosis for my child to get support?

No. Support can be put in place based on need, without a formal diagnosis.

Will the school involve me in decisions?

Yes. Parents and carers are always involved in discussions, planning and next steps.

What if my child needs more specialist help?

The school can work with families and, where appropriate, seek advice or referrals to external services.