

# Supporting Students Develop Emotional Resilience



Sutton House is committed to ensuring that all staff and stakeholders are supported and equipped to support students in emotional crisis, when they find it hard to communicate their bigger thoughts wishes and feelings. Emotional crisis can present itself in different ways and be triggered by anything perceived as a threat or challenge...

**Tone of voice**

**Request or instruction**

**Perfume**

**Perceived injustice**

**Tired**

**Peer responses and treatment**

**Hungry**

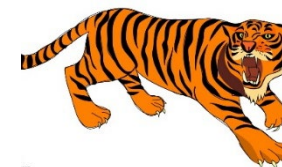
**Lack of understanding**

Our responses vary...

For some of us it could be shutting down and retreating into our shell,



For others it could be projecting all those bigger feelings onto those around us either physically or verbally.



In that moment we are often unable to hear the support available to us and need physical and emotional reassurance and presence to support emotional regulation.

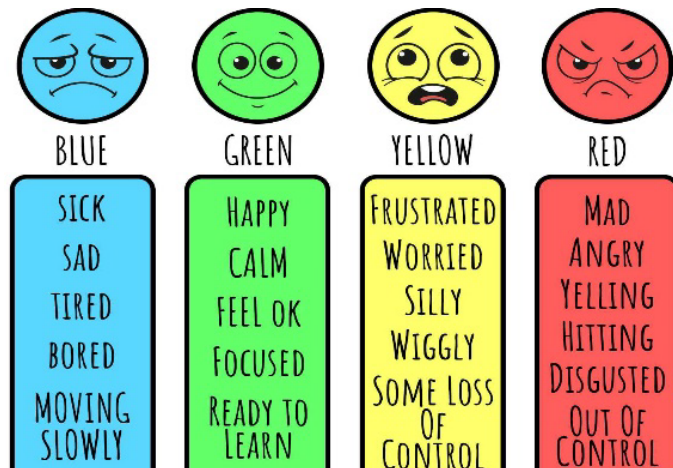
### How do we do this?

- Through our whole school curriculum.
- Personal bespoke interventions.
- Ensuring every student has bespoke pupil profile, reflecting, developed and reviewed with them.
- Working with families and external services.

Staff work with students to support them learn to recognise, name and start to manage bigger feelings, through talking reflecting and identifying practical strategies to manage.

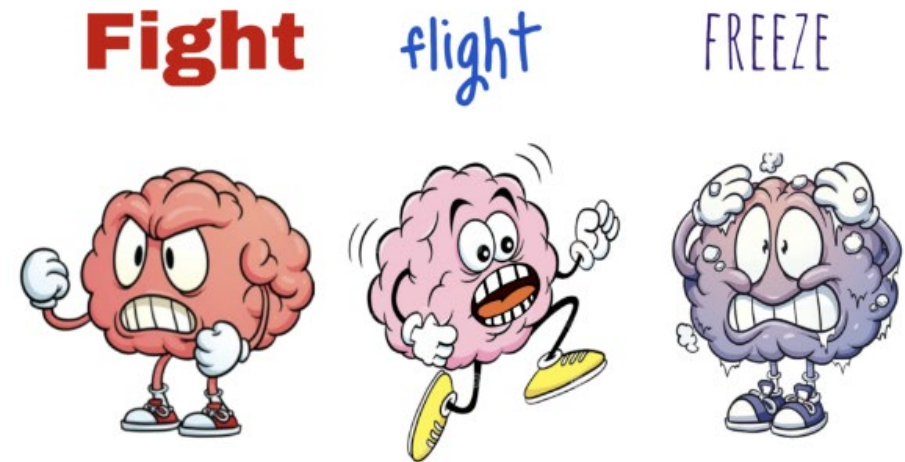
Emotional regulation is an intrinsic part of our core and wider curriculum, where we support students learn to recognise their triggers and support emotional regulation and resilience.

We use the model of hand to support students understand how they respond to situations and how they can use that model to support regulate their emotions. Zones of regulations is used to give students practical and visual strategies to manage these feelings.

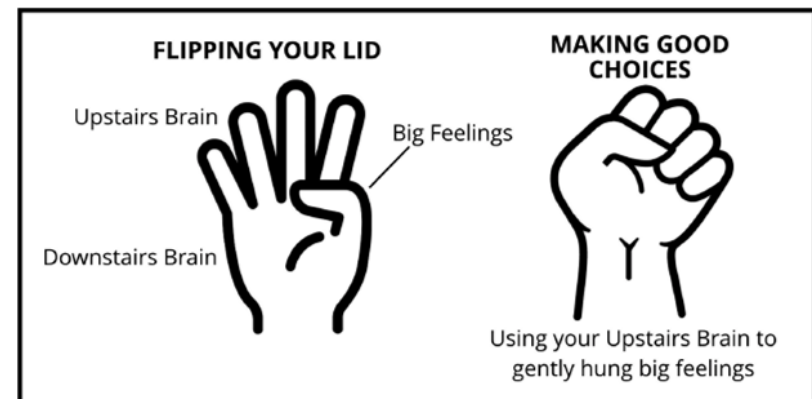


### Our natural responses:

When information comes into the brain, it immediately goes to the fear centre which decides safe or not safe. If it is safe, it lets our cortex or thinking brain come online. But when it's not safe, it throws the thinking brain offline. When you're not feeling safe, you can look like you're out of control. This is because our fear centre has thrown our thinking brain offline, all those wise thoughts that help us control our behaviour are out of our reach.



**It is important to remember we must connect, before we correct. Until we feel safe in our bodies our thinking brain will not come back online.**



To support students, we can start to understand that when someone is behaving irrationally or in unsafe ways this tells us that their fear centre is in charge and we need to avoid attempts to control, manage or discipline someone in this moment. We need to reflect the emotions we're experiencing from that person and find a way to honour their survival strategy, not shame their survival strategy. When we do this, we can support the person in experiencing a felt sense of safety which will lead to them having the ability to work cooperatively with others.

If you would like further support or advice on how to support young people recognise and regulate their emotion, please speak to one of the staff members below.

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