

Principal's Report | - 4

This week in the Principal's Report the following topics are covered:

- * Student Leadership 2023
- * Parent Opinion Survey
- * Attitudes to School Survey - Students Year 4-6
- * Yr 3-4 Instrumental Concert
- * Prep 2023 Transition Program
- * EBPS Art Show is back!
- * Yr 7 2023 Orientation Day
- * Thunderstorm Asthma Season

BREAKFAST CLUB

8:15am-8:45am

Children must arrive before 8:30am in order to be served breakfast in time.

There are some Grab 'n Go items and fruit if students arrive after 8:30am

Please email Christine if your child has any food allergies

christine.kennedy@education.vic.gov.au

Thank you

Reporting Student Absences



Please remember to let the school know about any student absences by logging into COMPASS and entering an attendance note Thank you

Diary Dates

Moving Up - Y6 Mon 17th Oct

Maypole Festival Y2+3 Tues 18th Oct

Special School Walking Bus Wed 19th Oct
8:30am

Cybersafety Workshops Thurs 20th Oct
(Mainstream Y3-6 Steiner Y4-6)

Orchestra Concert - Wed 26th Oct
4:00pm - 5:30pm

STUDENT FREE DAY - MONDAY 31ST OCT

MELB CUP PUBLIC HOL. TUES 1ST NOV

Y5/6 Talk About it Program 3rd & 10th Nov

Prep Swimming Program 21st-25th Nov

School Dental Visit - from Mon 21st Nov

Student Led Conferences Mon 28th &
Tues 29th Nov

Carols - Wed 7th Dec 4pm-5pm

Y6 EOY Excursion Mon 12th Dec

Y7 2023 Orientation Day Tues 13th Dec

Grade 6 Graduation 6pm Wed 14th Dec

Awards Assembly Fri 16th Dec 9am



East Bentleigh Primary School

Bignell Road
East Bentleigh 3165
Phone: 9570 3525

Email: east.bentleigh.ps@education.vic.gov.au

13th Oct 2022

Term 4 / Week 2, Issue 1

SCHOOL VISION:

East Bentleigh Primary School provides a rich, inviting, child-focused environment ensuring that all students feel safe and stimulated. Our students are able to achieve their full academic, creative and social potential, equipped for the challenges of lifelong learning. Students develop into healthy and confident individuals, actively contributing to the world in which they live.

At East Bentleigh Primary School we are committed to child safety.

Principal's Report - Maria Shearn

Hello everyone,

I hope you're managing to stay warm and dry as this very wet snap hits Victoria. I encourage you all to ensure you keep abreast of the goings on around our school in coming weeks by checking both Compass and your emails for important announcements from us.

Student Leadership - 2023

It is an exciting time for our Grade 5 students at the moment because it is at this time of the year our selection process for our Student Leadership team takes place. The teachers and I will be working through this process with the students in the next few weeks. We will talk about and ask our Year 5's to think about the following very important facts - that student leadership within the school environment comes with responsibilities which includes being a strong and positive role model for others and promoting our school values:

- * by setting an example for fellow students,
- * by participating in all house sporting events and school activities,
- * by acting responsibly,
- * by being confident and well spoken,
- * by being supportive of other children encouraging tolerance & compassion,
- * by displaying leadership qualities and a team approach,
- * by adhering to the school code of conduct
- * by being punctual to school and having high attendance at school

All of the above are what we see as vital components of strong leadership in our students.

There are three stages involved for the selection of our student leadership team for 2023. Sue and I will meet with our Year 5's and their teachers to explain the process on Monday 14th November. Then, interested students will be asked to submit written applications by Friday 25th November.

Student Speeches will be held on Friday 28th November at 11.30am, then finally those students wishing to apply for a School Captain position will sit an interview shortly after - this date TBA.

I wish all of our students who would like to be considered the very best of luck. All positions will be announced at the Awards Assembly on Friday 16th December.

Continued next page.....



East Bentleigh Primary School acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respect to Aboriginal and Torres Strait Islander cultures and to Elders both past and present.

Principal's Report - Maria Shearn

Parent Opinion Survey

Thank you to all our parents who completed the Parent Opinion Survey earlier this year. We had 54 respondents in total, (20%) of our school population, across all year levels.

Please see the data below regarding the feedback you have given us. This year our school has focussed on improving student engagement and wellbeing, as well as re-establishing positive learning behaviours. We will continue the work on the areas that require our focus as we move towards our next school review in 2023.

Framework Factor	East Bentleigh Primary School Results		
	% Positive	% Neutral	% Negative
General satisfaction	80%	13%	7%
Overall, I am satisfied with the education my child receives from this school	80%	13%	7%
Physical environment	87%	9%	4%
This school has clean and well-maintained facilities and grounds	87%	9%	4%
School improvement	67%	25%	8%
This school always aims to improve the quality of education it provides	89%	6%	6%
This school has a clear understanding of its strengths and areas for improvement	44%	44%	11%
School pride and confidence	79%	16%	5%

Summary Measures, FISO: Excellence in teaching and learning

DOMAIN: STUDENT COGNITIVE ENGAGEMENT

Framework Factor	East Bentleigh Primary School Results		
	% Positive	% Neutral	% Negative
High expectation for success	85%	13%	3%
Teachers at this school expect my child to do his/her best	91%	5%	4%
This school celebrates student achievements in all areas	78%	20%	2%

Framework Factor	East Bentleigh Primary School Results		
	% Positive	% Neutral	% Negative
Student motivation and support	80%	13%	7%
My child gets extra help with learning from teachers when needed	77%	18%	5%
My child feels motivated by his/her teachers to learn	84%	7%	9%
Stimulating learning environment	78%	13%	9%
This school provides diverse programs for my child's interests and abilities	70%	18%	13%
The academic standards at this school provide adequate challenge for my child	75%	13%	11%
The teachers are very good at making learning engaging	89%	7%	4%
Effective teaching	81%	11%	8%
Teachers are enthusiastic and positive about teaching	93%	2%	5%

Attitude to School Survey - Students Years 4-6

Earlier this year our senior students took part in this annual survey. We were very pleased to read this feedback from our students which has given us a clear picture of our student's perceptions of their school lives, especially in the all important areas of students safety and effective teaching and teacher relationships.

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Principal's Report - Maria Shearn

EFFECTIVE TEACHING PRACTICE FOR COGNITIVE ENGAGEMENT

Framework factor	East Bentleigh Primary School Results											
	Overall 2022 % Positive (n=132)	Total (n=41)	Year 4 - % Positive Female (n=14)	Male (n=27)	Total (n=45)	Year 5 - % Positive Female (n=24)	Male (n=21)	Total (n=46)	Year 6 - % Positive Female (n=14)	Male (n=32)	Female % Positive (n=52)	Male % Positive (n=80)
Effective teaching time	76%	74%	70%	77%	72%	74%	69%	81%	82%	80%	75%	76%
My teacher tells us what we are learning and why	80%	78%	71%	81%	76%	88%	62%	87%	93%	84%	85%	78%
My teacher asks questions to check that we understand	85%	80%	86%	78%	84%	83%	86%	89%	86%	91%	85%	85%
My teacher asks me questions that challenge my thinking	72%	73%	64%	78%	69%	67%	71%	74%	79%	72%	69%	74%
My teacher explains difficult things clearly / My teacher helps me understand things*	66%	66%	57%	70%	58%	58%	57%	74%	71%	75%	62%	69%
Differentiated learning challenge	82%	80%	76%	81%	78%	78%	78%	88%	93%	86%	81%	83%
My teacher understands how I learn	70%	63%	64%	63%	62%	58%	67%	85%	86%	84%	67%	73%
My teacher helps me to do my best*	91%	90%	86%	93%	89%	88%	90%	93%	100%	91%	90%	91%
My teacher gives extra help when students need it	85%	85%	79%	89%	82%	88%	76%	87%	93%	84%	87%	84%
Stimulated learning	71%	78%	68%	83%	59%	65%	52%	77%	86%	73%	71%	71%
My teacher makes the work we do in class interesting	71%	78%	64%	85%	64%	67%	62%	72%	79%	69%	69%	73%
My teacher makes learning fun*	71%	78%	71%	81%	53%	63%	43%	83%	93%	78%	73%	70%
Effective classroom behaviour	71%	79%	73%	81%	67%	70%	63%	70%	64%	72%	69%	73%
Students at this school treat teachers with respect	55%	66%	50%	74%	47%	54%	38%	52%	57%	50%	54%	55%
My teacher expects students to pay attention / My teacher expects me to listen*	93%	93%	86%	96%	93%	92%	95%	93%	93%	94%	90%	95%
My teacher sets clear rules for classroom behaviour	91%	95%	93%	96%	89%	92%	86%	89%	79%	94%	88%	93%
Students at this school treat each other with respect	47%	61%	64%	59%	38%	42%	33%	43%	29%	50%	44%	49%

Framework Factor	East Bentleigh Primary School Results		
	% Positive	% Neutral	% Negative
Teachers provide useful feedback and respond to the learning needs of my child	75%	14%	11%
My child can explore their own interests when it is related to their class work	80%	13%	7%
I understand how my child is assessed	75%	14%	7%

DOMAIN: STUDENT DEVELOPMENT

Framework Factor	East Bentleigh Primary School Results		
	% Positive	% Neutral	% Negative
Student agency and voice	71%	20%	9%
This school provides opportunities for my child to make decisions and solve problems	84%	13%	4%
This school provides opportunities for my child to develop a sense of responsibility	86%	11%	4%

TEACHER-STUDENT RELATIONS

Framework factor	East Bentleigh Primary School Results											
	Overall 2022 % Positive (n=132)	Total (n=41)	Year 4 - % Positive Female (n=14)	Male (n=27)	Total (n=45)	Year 5 - % Positive Female (n=24)	Male (n=21)	Total (n=46)	Year 6 - % Positive Female (n=14)	Male (n=32)	Female % Positive (n=52)	Male % Positive (n=80)
High expectations for success	87%	87%	86%	87%	80%	83%	76%	95%	100%	92%	88%	86%
My teacher expects me to do my best	89%	90%	93%	89%	82%	83%	81%	96%	100%	94%	90%	89%
My teacher believes that I can do well at school / My teacher thinks I can do well at school*	85%	83%	79%	85%	78%	83%	71%	93%	100%	91%	87%	84%
Effort	71%	75%	74%	75%	63%	65%	60%	77%	83%	74%	72%	71%
I usually pay attention in class	72%	74%	71%	76%	60%	63%	57%	80%	86%	78%	71%	72%
My teacher expects nothing less than our full effort	82%	85%	79%	89%	73%	71%	76%	87%	93%	84%	79%	84%
I enjoy doing my work in class	61%	64%	71%	60%	56%	63%	48%	63%	71%	59%	67%	56%
Teacher concern	69%	77%	81%	75%	55%	58%	51%	77%	86%	73%	72%	68%
My teacher cares about how I am feeling / My teacher looks after me*	83%	83%	93%	78%	73%	75%	71%	91%	100%	88%	87%	80%
My teacher seems to know if something is bothering me	59%	68%	71%	67%	44%	46%	43%	65%	79%	59%	62%	58%
I can talk to my teacher if something is worrying me	67%	80%	79%	81%	47%	54%	38%	74%	79%	72%	67%	66%

STUDENT SAFETY (SCHOOL SAFETY)

Framework factor	East Bentleigh Primary School Results											
	Overall 2022 % Positive (n=132)	Total (n=41)	Year 4 - % Positive Female (n=14)	Male (n=27)	Total (n=45)	Year 5 - % Positive Female (n=24)	Male (n=21)	Total (n=46)	Year 6 - % Positive Female (n=14)	Male (n=32)	Female % Positive (n=52)	Male % Positive (n=80)
Advocate at school	83%	85%	87%	83%	79%	82%	75%	86%	90%	84%	85%	82%
At this school, there is a teacher or another adult who cares about me	87%	88%	86%	89%	82%	88%	76%	91%	93%	91%	88%	86%
There is a teacher or another adult at this school who believes that I can be successful	85%	85%	93%	81%	80%	79%	81%	89%	86%	91%	85%	85%
At this school, there is a teacher or another adult who listens to me when I have something to say	83%	80%	93%	74%	76%	71%	81%	91%	93%	91%	83%	83%
I have someone at school who I can share any problems with	71%	83%	79%	85%	64%	75%	52%	67%	79%	63%	77%	68%
There is a teacher or another adult at this school who tells me when I do a good job	90%	87%	86%	88%	91%	96%	86%	91%	100%	88%	94%	87%
Managing bullying	70%	76%	76%	75%	67%	69%	63%	69%	67%	70%	71%	70%
I feel safe at this school*	77%	76%	71%	78%	76%	79%	71%	78%	79%	78%	77%	76%
This school deals fairly with bullying problems	55%	68%	79%	63%	51%	54%	48%	46%	43%	47%	58%	53%
I know where to get help if I feel bullied / I know where to get help if someone hurts me or if I feel upset*	80%	83%	79%	85%	73%	75%	71%	83%	79%	84%	77%	81%
Respect for diversity	78%	85%	86%	85%	71%	71%	71%	78%	79%	78%	77%	79%
All students are treated fairly at this school	65%	76%	79%	74%	58%	54%	62%	63%	57%	66%	62%	68%
It is okay to be different at this school	91%	95%	93%	96%	84%	88%	81%	93%	100%	91%	92%	90%

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Principal's Report - Maria Shearn

Year 3-4 Instrumental Concert

I had the pleasure yesterday of attending the year 3 and 4 lunchtime instrumental concert prepared and facilitated by our wonderful Felicite and Jonathan. For some of our performers it was their first outing in front of an audience with an instrument in hand and whilst they were understandably nervous on occasion, I was so proud of their persistence and grit. The look of accomplishment as they took their bows was wonderful to see. Well done to Salome T; Ginger D; Vivien G; Henry C; Reuben L; Dottie M; Jun Y; Isaac H; Tilda T; Zenkyle H; Majken L and last but not least, parent Jill Griffiths for her fabulous accompaniment to a number of pieces and our appreciative audience of students and parents. I can't begin to tell you how much it swells my heart to have performances again as a regular part of our school life.



Prep Transition Program

In an indication that we are entering the time of the year that seems to disappear before our eyes in schools we have now settled on the dates for the Prep Transition Program where the new intake of students for 2023 make their first formal visit to the world of school. The dates are Wednesday 16th and 23rd of November starting at 9.30am. It is always a very exciting and sometimes emotional morning for children and adults alike. Whilst the children share some time with their peers and teachers in the classrooms, new parents will have the opportunity to learn more about our school and get to know one another over some refreshments.

EBPS Art Show is back!

On Friday 21st October from 3:30- 4:30pm we will be holding our annual **East Bentleigh Art Show** showcasing the many talents of our students across the whole school - an event not to be missed.

If you can't make it on this Friday afternoon, the Art Show will also be open on Saturday morning - 28th October from 10:00am till 12:00noon to coincide with our regular **Bentleigh Farmers' Market** which will be on between 8:00am and 12:30pm. My thanks to Janette Grunfelder for all her hard work in staging this event for us all.

Year 7 2023 Orientation Day

As part of the preparation for 2023, our Year Six students will be attending their assigned secondary college on Tuesday, 13th December for their YEAR SEVEN ORIENTATION DAY.

Our Year 6 Graduation Ceremony will follow on Wednesday 14th December. On that night we celebrate our students learning journey and wish them all the best for their future education.

Thunderstorm Asthma Season

Grass pollen season, which runs from October to December each year, brings an increase in asthma and hay fever symptoms. It also increases the risk of thunderstorm asthma. For people with asthma or hay fever, especially those who experience wheezing or coughing with their hay fever, thunderstorm asthma can be sudden, serious and even life threatening.

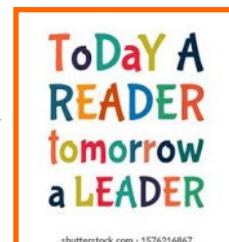
We implement a range of measures to keep our school community safe when the risk of thunderstorm asthma increases. Our staff is trained in asthma first aid, and we monitor the VicEmergency app to receive thunderstorm warnings, and, where appropriate, keep students indoors when weather forecasts identify greater level of risk.

As a parent or guardians there are some things you can do to prepare and protect yourself and your family.

- If your child has ever had asthma: talk to your doctor about what you can do to help protect your child from the risk of thunderstorm asthma, including updating your asthma action plan. Taking an asthma preventer properly and regularly is key to preventing asthma, including thunderstorm asthma.
- If your child has hay fever: see your pharmacist or doctor for a hay fever treatment plan and check if you should have an asthma reliever puffer. These are available from a pharmacy without a prescription.
- If your child has hay fever and experiences wheezing and coughing: it is important to make sure they don't also have asthma. Speak to your doctor about an asthma action plan.
- Where possible, avoid being outside during thunderstorms from October to December, especially during the wind gusts that come before the storm. Go inside and close your doors and windows. If you have your air conditioning on, turn it to 'recirculate'.
- Protect yourself this pollen season – managing asthma and allergies matters and remain vigilant for COVID-19. It is important for students to manage any hay fever or asthma symptoms, as these conditions can produce symptoms such as fever, chills, cough, sore throat, shortness of breath, runny nose, and loss or change to sense of smell or taste, which are similar to COVID-19 symptoms. If your child experiences these symptoms in different or worse ways to their usual hay fever or asthma symptoms, medical advice should be sought.

****Thought****

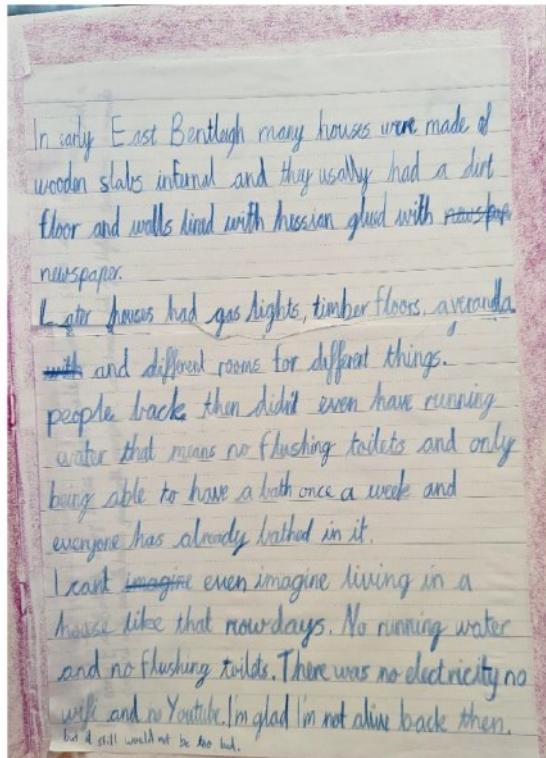
Until next time - Maria Shearn Principal



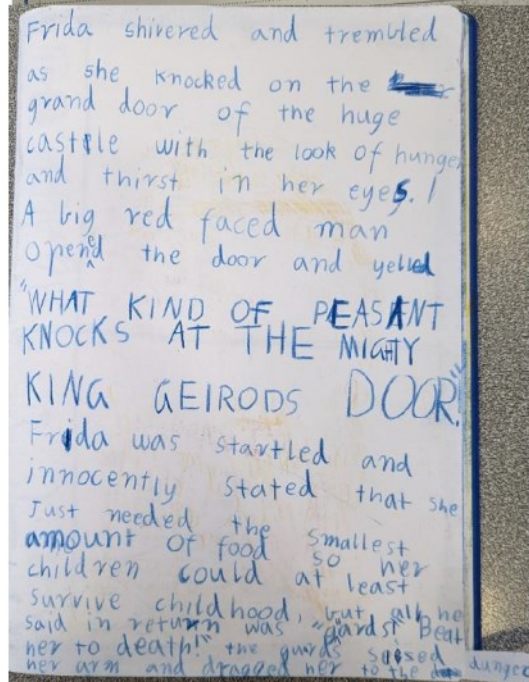
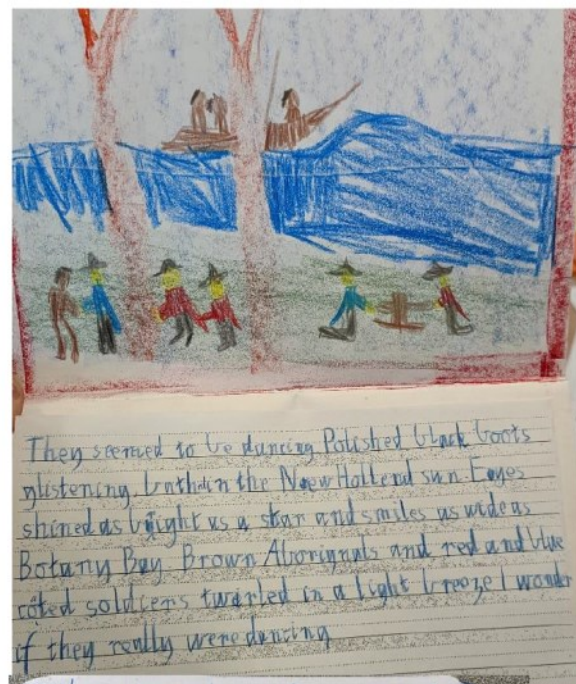
Literacy @ East Bentleigh PS

Celebrating Writing in 4L

The students in 4L have been writing in a wide variety of genres across the year. As part of this, the use of Six Traits of Writing has been used to up level their writing. The Six Traits are Voice, Ideas, Word Choice, Sentence Structure, Orientation and Conventions. A big focus has been Word Choice, as can be seen in these wonderful examples. The students had to think of some wonderful describing words to use in their writing.



Writing by Sienna, Reuben and Dottie, 4L



Maths at EBPS

MATHS GAMES WHILE YOU WALK TO SCHOOL:

We are currently participating in the Active Schools Walk-to-School competition, so hopefully lots of families are enjoying their walks to and from school.

While walking to school, or while you walk around the park on the weekend, there are lots of great games you can play to develop your child's mathematical fluency, here are a few ideas!!

Count it out - How many can we count to before the light turns green?

Before we reach the train tracks Before we get to school?

Start with smaller distances for younger kids and count out loud with them to see how many you can count to before you reach your goal. As they get better at counting take it in turn to say each number - you start with 1 and have your child say 2, etc.

For older kids you can count in twos or fives or tens or even in French. You can also talk about time, how to count seconds and how many seconds are in a minute.

Number hunt - Call out a number and the first person to spot that number - on a letter box, sign, number plate, etc - yells it out! If you are the first to spot the number you get to choose the next number to hunt for.

For the older kids - the first person to see a number can square the number and say it aloud (e.g. 49), the other people walking with you need to find the number the person has squared (e.g. the 7)

How far? - Count the number of steps to the next tree. Count the number of light poles till the next traffic light. Count the number of letter boxes till the next corner.

Talk about different ways to measure and estimate distances and see if you can estimate the distance between two points.



From the Maths team at East Bentleigh – Sinead, Aaron, Emma, Andrea and Tanja

Wellbeing at EBPS

Morning Circle in 3/4S

There are 6 components to our Morning Circle which we do each day at 9am. In our class, we do What Went Well at the end of the day. Here is what 3/4S enjoys about Morning Circle.

Greeting

We like saying hello or good morning in different languages. For example, Chinese, Serbian and Hebrew.

Ni Hao!

Zdravo!

Boker

Tov!



Announcements

We like listening to what is happening in our classmate's lives and sharing funny stories. It means we always know what is coming up next.

Expectations

We get to see all the fun things we are going to do and make sure we are acting sensibly in class. We can focus on one thing for the day and try to improve.

Values

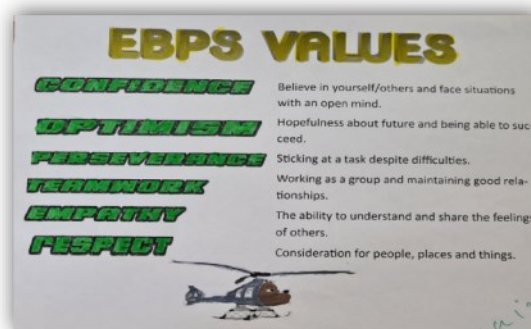
Every week we learn a new value which helps us improve myself in a positive way! We made posters about each value. We use the word COPTER to help us remember them.

Positive Primers

We get to play fun games and do activities every day. Positive Primers get us up and at 'em and help wake us up and get our brain working. Our favourite activity is 21 and Pass the Beat Around the Room.

What Went Well

We get to tell the whole class good stuff that happens during the day. It's nice leaving the room on a positive note.





Go for Gold 2022

one lucky student will win a Fitbit Ace

You should have received your golden ticket and each time you walk, ride or scoot to school, tick one of the boxes on your ticket.

The more active you are, the better our school's chance at becoming Glen Eira City Council's Active Schools Champion for 2022. Be active and help us win!

This coming **Wednesday 19th October** please join us for our car-free day. The whole school is encouraged to walk, ride or scoot to school together and travel actively to school. ***Our School walking bus will meet at the Brady Rd Tennis Club at 8.30am.*** There will be giveaways for those who participate!

For further information, please visit
www.gleneira.vic.gov.au/active-schools.

BREAKFAST CLUB in the PAC

from 8:15am - 8:45am

Children need to arrive before 8:30am in order to be served breakfast in time.

There are some Grab 'n' Go items and fruit if students arrive after 8:30am

Please email Christine if your child has any food allergies

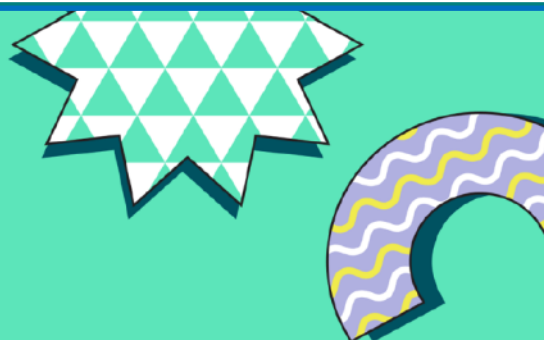
christine.kennedy@education.vic.gov.au

Thank you

Parent Information



Newsletter



It's Halloween!

Celebrate this spooky day with fun (but not scary!) themed experiences.



Monday, 31 October



Your OSHC.



Book now

A message from your Coordinator

Hello Parents and Families,

I hope you all had a well-deserved break!!

We are back for a massive Term 4. Last week in our OSHC we welcomed many new children in our care. Children were very excited and happy in sharing their holidays experience with us. Currently children are enjoying spring craft activities and filling in our CA way nature walk templates this week. We are providing children with many opportunities to play inside and outside. A sun smart policy applies in term 4, a gentle reminder for the parents, can you please provide your child with a spare sun hat in their school bags.

We aspire to cater to your children's needs, interests and abilities therefore will always have a variety of activities at OSHC so they can have an enjoyable time!

If you have any questions regarding our program plan, please feel free to call us on 0422836342 or can visit us in the school library.

Thanks and warm regards,

Nidhi Srivastava



Activities coming up

- Mosaic designing
- Clay Modelling
- Halloween Crafts

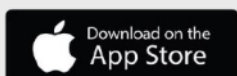


What's on the menu

- Pita chips with salsa
- Carrot cake
- Banana bread

It's free to register

To attend our program, you must register your child. You can register an account with us at pp.campaustalia.com.au or by downloading our Camp Australia smartphone app from the Apple App Store or on Google Play. Once registered, it's easy to make bookings and manage your account.



Blog

Visit our blog

New articles are added each week for parents and cover various topics to help families.

Visit our blog

Your OSHC.

www.campaustalia.com.au



INSIGHTS

Supporting a highly sensitive child



Does your child cry easily? Is she prone to becoming overwhelmed in loud or busy places? Does your child seem sensitive to the moods and emotions of others? Does he tend to “meltdown” or “shutdown” when there is a lot going on? Does your child startle easily? Do you consider your child to be highly sensitive?

Raising a highly sensitive child can come with a unique set of parenting challenges but it also gives you—the parent—more influence to positively shape your child’s development! Yes, that’s right. Parents have even more influence on the development and wellbeing of their highly sensitive child compared to less sensitive kids.

Research shows that highly sensitive children are more strongly affected by their environment, including parenting, than less sensitive children. Let me explain.

Just as we all differ on temperament traits such as extroversion, agreeableness, and consciousness, we also differ on another temperament trait: sensitivity. All of us fall somewhere on the sensitivity continuum from low sensitivity to high sensitivity.

Approximately 30% of us—and our kids—are highly sensitive. Highly sensitive kids tend to process information from the environment more deeply, are prone to overstimulation, have greater emotional reactivity (think more crying and more intense emotions) and higher empathy, and have a greater capacity for sensing subtleties in our environment. We can think of highly sensitive kids as living smoke detectors who are capable of detecting subtle changes in the environment that the majority of people may miss. It is thought that a finely tuned, highly reactive nervous system underpins high sensitivity.

Research shows that highly sensitive kids tend to do exceptionally well in nurturing and supportive environments but are at higher risk for developing a range of physical and mental health conditions in harsh and unsupportive environments compared to children who are less sensitive. In other words, highly sensitive children are more sensitive to their environment for better and for worse.

So how do we support our sensitive kids and provide them with the nurturing environment they need?

Understand and accept your child’s sensitivity

Our temperament is biologically based, it is not something we can simply switch on and off or turn up and down. Learning more about our child’s temperament will help us to understand them better.

By seeing our child’s temperament as an important part of who they are, we can practice accepting their sensitivity rather than seeing it as something problematic that needs to be changed or ‘fixed’. Your child doesn’t need to be less sensitive. They need their sensitivity to be understood.

This can feel like a relief to parents who have been thinking that perhaps they had somehow caused their child to be sensitive. While nature and nurture do interact to shape our child’s development, your child was born with their own unique temperament, including their sensitivity.

parenting*ideas

Provide your highly sensitive child with the nurturing relationship they need to flourish

Highly sensitive children thrive in nurturing and supportive environments. We know that children don't benefit from harsh or punitive parenting, but this is especially true for our highly sensitive kids who need a more nurturing parenting approach. In healthy parent-child relationships, our kids use us as their "safe haven" to come back to for protection and nurturing when they are tired, sick, stressed, or experiencing big feelings.

Often parents of highly sensitive kids will report that their child is "clingy" and tends to stay close to their parent until they feel comfortable in a situation. This is rarely cause for concern. Clinging is a child's way of signalling that they need their parent to help them feel OK again. Sometimes they simply need our presence, other times they may need our affection and gentle words. We live in a society that has a history of discouraging children from being "too dependent" or "too clingy". Often this view comes from a place of not understanding child development and not understanding children's attachment needs. By trusting our child's needs and responding to those needs with attunement and sensitivity, we can provide our kids with the support they need so that they can grow-up feeling secure in their relationship with us (knowing that we have their back), and, in turn, feeling secure in themselves and the world.

Be an emotion coach for your child

Highly sensitive children often have big emotions and lots of them! This means that your highly sensitive child will need your help to understand and manage their emotions. From as early as you can, label your child's emotions to help them develop their own emotional vocabulary so that they can express their emotions as they get older. You can say things such as, "you look sad" or "I can see you are angry". Once you've labelled your child's emotion, it's important to show your child that you accept their emotions—the good, the bad, and the ugly.

It's important that you validate your child's emotions and avoid dismissing their emotions, even when your adult brain might judge their emotion as an "over reaction". Instead of saying, "don't be so sensitive" or "it wasn't a big deal, she didn't mean to hurt your feelings", you can say things such as, "it's okay to feel angry, I get it" or "I know you feel sad, that hurt your feelings". By accepting and validating the full range of our child's emotion, we not only help to soothe them in the moment, we also teach them healthy ways of responding to their own emotions—this is a lesson they will carry with them throughout their lifetime.



Rachel Samson

Rachel Samson is an Australian-based Clinical Psychologist and Family Consultant with a passion for supporting parents to develop healthy parent-child relationships that promote optimal child development. For further details visit [Instagram @australianpsychologist](#) and [Facebook @sensitivityproject](#).

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