

## Supporting your child



### Active Listening

**Listening can be hard work! Look at the list below... how do you measure up as a “good listener”?**

- Focus on the speaker, give them your full attention
- Look at the speaker - make sure your face says you are listening
- Wait until they have finished before saying anything – give them enough time – sometimes it is very difficult to talk about something
- Give helpful nods, smiles, appropriate expressions of understanding (oh..., I see..., mmm..) while they are talking
- Make eye contact, but be careful not to stare
- Use a helpful, supportive tone of voice
- Only offer advice or suggestions if asked
- Try to reflect back speaker's feelings in relation to what has happened, this will help them to know you are really listening
- Try to understand rather than judge what they are saying
- Don't tell them what to do, help them to problem solve for themselves

Give time – try to stop what you are doing and listen.

## Your Parent Support Advisor



If you do have any concerns about your child's behaviour or you are not sure how you can help your child learn to take responsibility for their actions or understand the impact of their own behaviour and you want some help do not hesitate to contact your PSA, Linda Parry or Kate Wakeford.

Linda and Kate have been supporting the schools in the Wavell Cluster since February 2009 and is happy to discuss any concerns, no matter how simple. Sometimes it is better to talk to someone regarding any worries, by talking and asking for help we can try to do something positive, together.

### The Wavell Cluster Group includes:

**The Wavell Secondary School**  
**South Farnborough Infant School**  
**South Farnborough Junior School**  
**Talavera Infant School**  
**Talavera Junior School**  
**St Peter's CE Junior School**  
**North Farnborough Infant School**  
**Marlborough Infant School**  
**St Patrick's Catholic Primary School**  
**St Bernadette's Catholic Primary School**  
**Rowhill Secondary School**

**You can contact Linda/Kate 01252 785008**  
**Email - [linda.parry@wavell.hants.sch.uk](mailto:linda.parry@wavell.hants.sch.uk)**

General support and information updated August 2021

# Helping your child take responsibility for their actions



## A simple guide to help you help your child understand and take responsibility for their own actions.

# How to help your child understand emotions and the impact of their

Taking responsibility by recounting the event

## Ask your child

### Not using Why:

Why often comes across as an accusation question and many children may struggle to answer in that moment. You may get a true response if you check in with them:

### What happened?

Always listen to the response before asking further questions. This may help your child understand it was THEIR actions that may have been responsible for a certain outcome.

### What were they thinking at the time?

Give them an opportunity to express their feelings at the time of the event.

Always actively listen to the response before you ask any further questions.



### Do they think any harm has been caused?

Give them an opportunity to think about their actions and how their actions may have caused any harm, emotional/physical/psychological. This may help them to understand that THEIR actions impact on other people.

Identify who has been affected and how

## Ask your child

### Who has been affected?

Getting your child to think about who has been affected may help them realise that THEIR behaviour impacts on more than just themselves.

### How have they been affected?

This may help your child understand that THEIR behaviour can have a negative impact, not only for themselves but for another child.

It is important to try and let your child explain to you how the other child may have been affected rather than you providing suggestions. This way your child may begin taking responsibility for their actions.

### What have you thought about since?

It is important to help your child understand that they have also been affected by their own behaviour. It may be that they feel guilt, upset, remorse, misunderstood. Getting your child to acknowledge how they feel helps them to learn how to deal with their own emotions and understand others.



Making it right

## Ask your child

### Do you think you need to repair any harm?

Getting your child to think about what they can do to put it right helps them to manage their behaviour. It is not about you TELLING your child what to do but giving them a chance to put it right.

### What do you think needs to happen now?

Getting your child to think about how THEY intend to 'put it right'. Practice actively listening to your child and support their ideas.



### What do you want to happen now?

Getting your child to think about what they want to happen next, do they want support to help them understand their actions, their emotions or the impact of their behavior? Do they want help and support in making the 'right choice'?

