



Building Positive Connections

Coffee mornings Pre Form



A child's behaviour
is not always what
it appears

Behaviour is
communication



How does your behaviour shape your Childs friendships?

- Social learning theory- shows that children learn by observing adults
- Modelling behaviour: children mimic how we interact with others
- Avoiding conflict: when we avoid conflict resolving issues, children learn to avoid difficult conversations
- Positive communication = positive relationships for your child



THE IMPORTANCE OF POSITIVE FRIENDSHIPS



EMOTIONAL SUPPORT

Friends provide comfort and encouragement in tough times



POSITIVE INFLUENCE

They encourage healthy choices and behaviors



SELF-ESTEEM

Good friends help foster a sense of belonging and self-worth



SOCIAL SKILLS

Friendships strengthen communication and conflict resolution skills

Why Parents Should Model Positive Friendships

Social Learning Theory (by Albert Bandura) says that people—especially children—learn behaviours by **observing and imitating others**, particularly role models like parents.

Observation Shapes Behaviour

Children watch how parents interact with their own friends. If parents show kindness, respect, and healthy boundaries, children learn these as “normal” behaviours.

Reinforcement Matters

When parents demonstrate that positive friendships bring joy, support, and trust, children see the benefits and are more likely to seek similar relationships.

Future Social Skills

Modelling good friendships teaches:

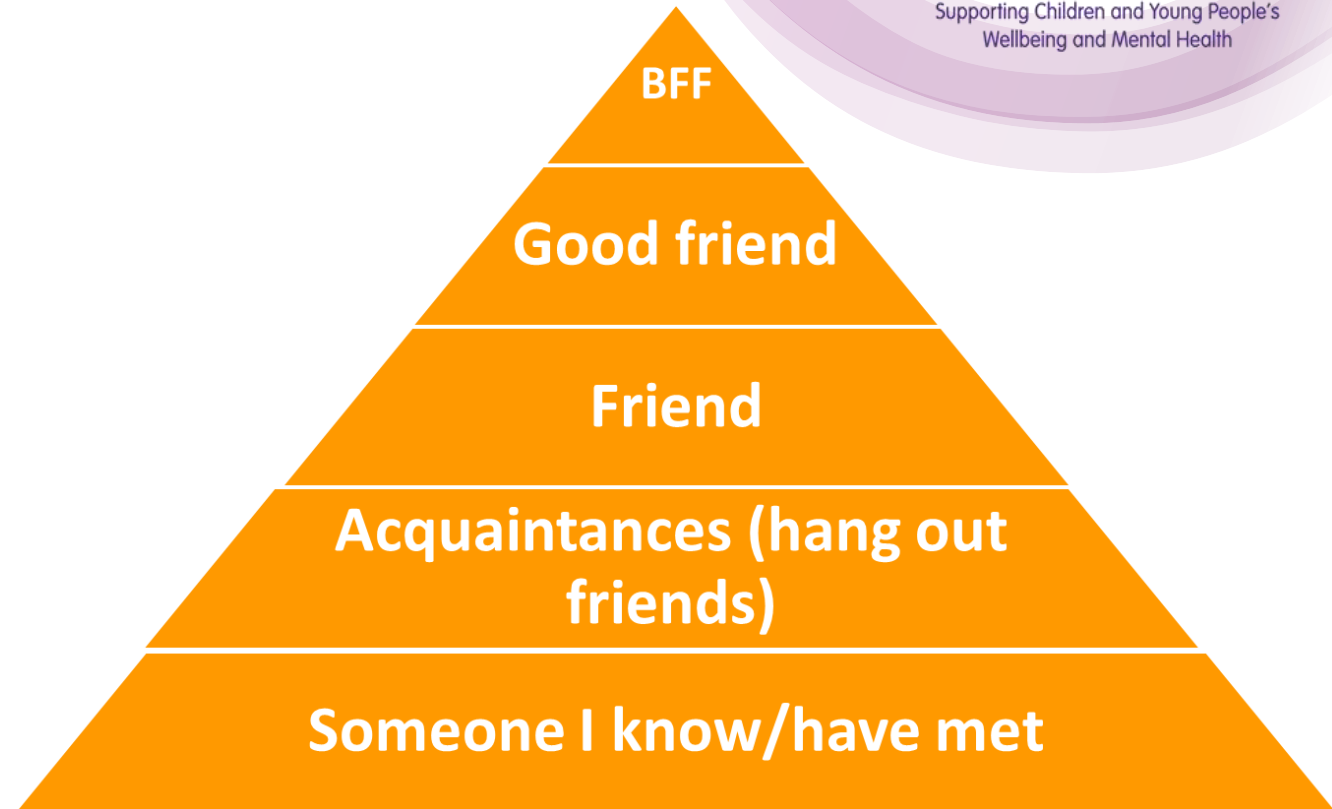
- **Communication skills** (listening, empathy)
- **Conflict resolution** (handling disagreements calmly)
- **Emotional regulation** (managing feelings in social settings)

Long-Term Impact

These learned behaviours influence how children form friendships in school, work, and adult life. Positive modelling reduces the risk of unhealthy peer relationships and promotes resilience.

Friendships are not a straight lines

- It is natural for your child's friendships to grow and change as they do.
- As adults we can support children to navigate these changes by teaching them to set boundaries, understand differing views and build resilience.



Practising skills at home



Empathy
Reading Books



Resilience
Playing games



Curiosity about others
Open questions



Communication skills



Regulating Emotions



Cooperation



Resolutions



How are you helping your
children to develop these
skills already?

Holding Conversations

01

Stay calm

02

Give them your
full attention

















03

Validate their
feelings and
use empathetic
listening

04

Support your
child to come
up with
solutions

The Zones of Regulation

| Blue Zone | Green Zone | Yellow Zone | Red Zone |
|--|--|--|--|
|     |     |     |     |
| Sad Tired Bored Depressed | Sick Hurt Shy Depressed | Frustrated Silly Embarrassed Upset | Worried Annoyed Confused Excited |
| Happy Focused Ready to Learn | Calm Good Ready to Learn | Angry Mad Out of Control | Terrified Mean |
| Running Slow | Good to Go | Caution | STOP! |

5 things you can see

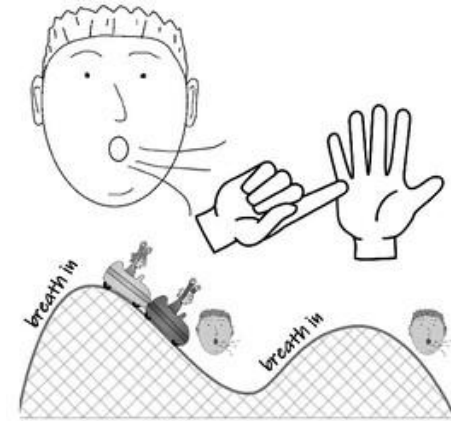
4 things you can feel

3 things you can hear

2 things you can smell

1 thing you can taste

roller coaster
BREATHING



Staying Calm

THE PEACE PROCESS



Supporting Children and Young People's Wellbeing and Mental Health

Step 1: Breathe

Take a breath:

- In like a flower (count 1-2-3)
- Hold (count 1)
- Out like a birthday candle (count 1-2-3-4)

Take as many breaths as you need to feel calm



Step 2: "I" Statements

I feel _____ because _____.

The other person repeats what they heard:

What I heard you say is that you feel _____ because _____. Did I get it right?



Step 3: Repairing the Harm

How can I make it better?

- Say "I'm sorry for _____."
- Next time, _____.
- I need _____.

Can we agree to that?



Step 4: Moving Forward

End The Peace Process with:

- Fist bump
- Handshake
- High 5



If you do not feel The Peace Process solved the problem, or if you need help with the process at any step, let a teacher or grown-up know.

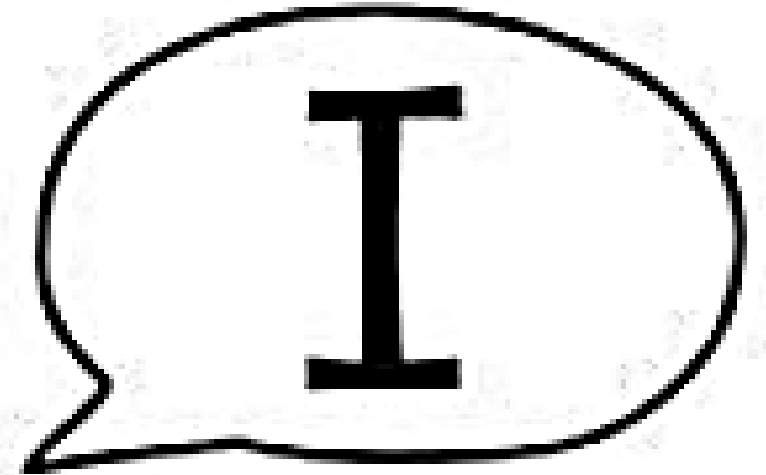


Step 2: "I" Statements

I feel _____ because _____.

The other person repeats what they heard:

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DIFFERING

Name: _____

Date: _____

PERSPECTIVES

PERSPECTIVE OF:

PERSPECTIVE OF:

THOUGHTS:

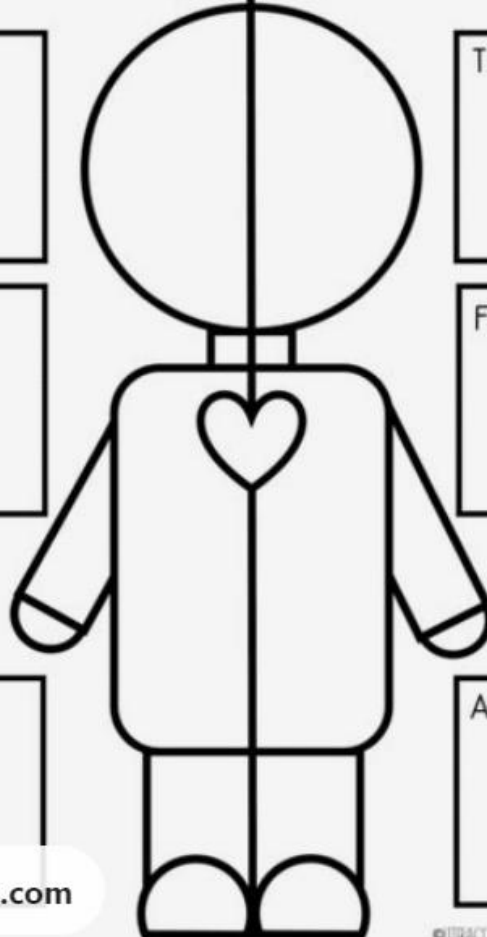
THOUGHTS:

FEELINGS:

FEELINGS:

ACTIONS:

ACTIONS:






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Problem Solving Map



What's the problem?

What are three ways you could solve this problem?

|  Solution #1 |  Solution #2 |  Solution #3 |
|---|---|---|
| | | |

What are possible consequences of each solution?

|  Consequence #1 |  Consequence #2 |  Consequence #3 |
|--|--|--|
| | | |

Which solution has the best consequences? (Circle One)

Solution #1, #2, #3



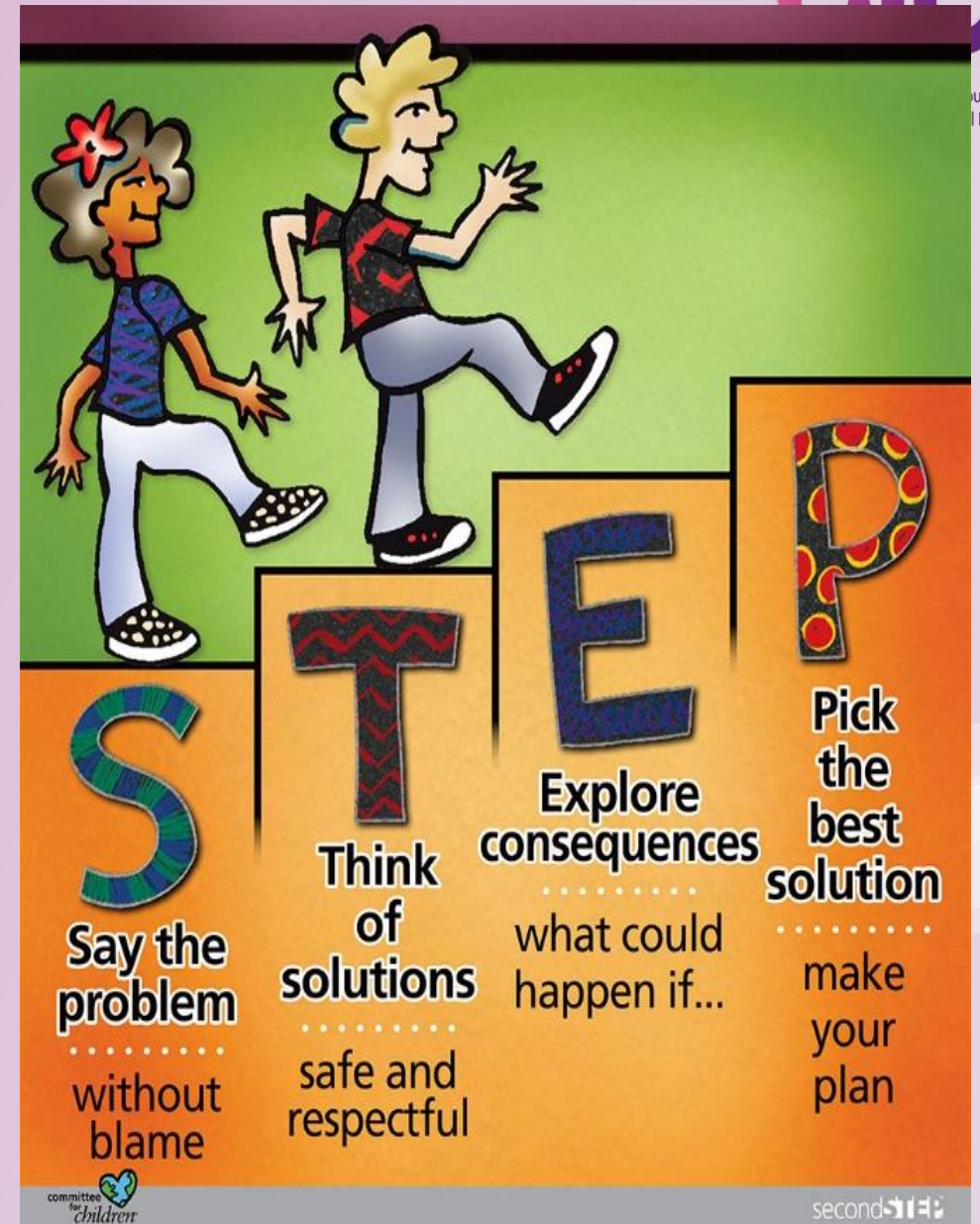
Why did you pick that solution?



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Working to Resolutions

1. Can you tell me what happened?
2. What were you thinking/ feeling at the time?
3. How have you been thinking/ feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?



Final Thoughts

Coffee mornings- Post forms

