

The background of the slide features silhouettes of people against a sunset sky. At the top, a person is seen in a dynamic, jumping or running pose. Below them, several other figures are visible, some appearing to be in conversation or a group activity. The sky is a mix of dark blue, orange, and yellow, suggesting the time is either dawn or dusk. The overall mood is energetic and positive.

Mission to Thrive: Easy Actions, Lifelong Rewards

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Purpose:

- To discuss different parenting styles and their effects on children
- To reflect on current parenting practices and explore strategies to promote academic success and well-being
- To facilitate a dialogue between parents and educators on how the school and families can work together
- To promote consistency across school and home environments
- To share practical tools, strategies and techniques



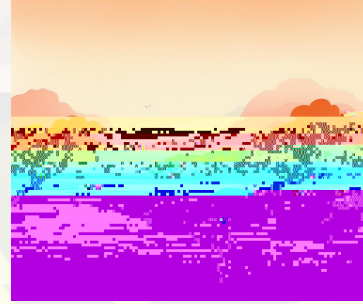
Agenda



**Introduction
& Sharing**
25 minutes



**Group
Discussion**
15 minutes



Sharing
10 minutes



Q & A
10 minutes



1

LANNA's Safeguarding Policies



While you are on the school campus we ask you to:

- Report any safety concerns to School Reception

• Do not

• Do not photograph or film children or staff

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• Do not photograph or film children or staff

• Do not

• Do not

• Do not

• Do not

• Do not

- Maintaining a safe and predictable environment
- Intervening if we believe a child is being mistreated.

It is a requirement for all staff

to speak to a Safeguarding Lead.

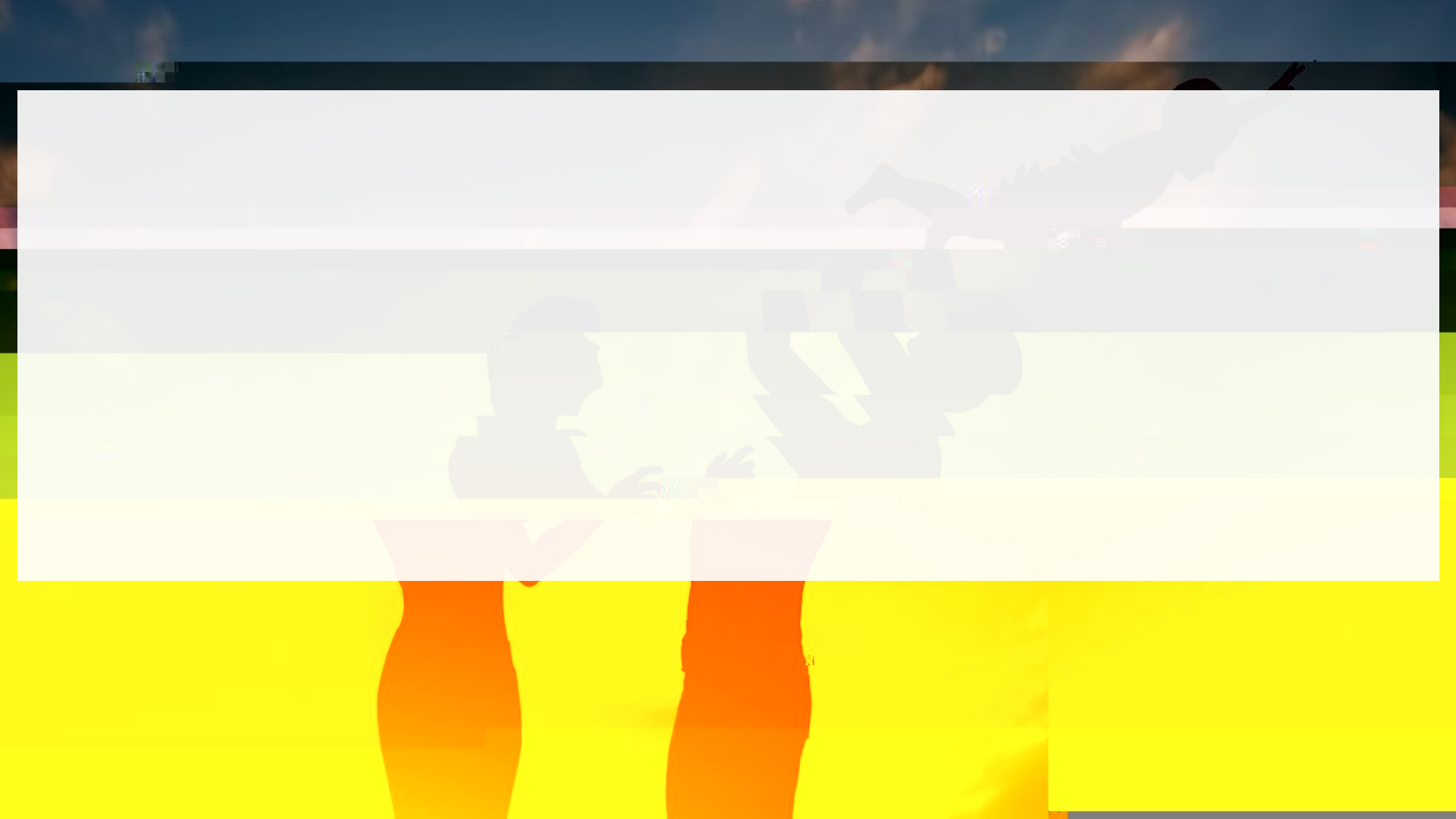
At LA

• Do not photograph or film children or staff

• Do not

• Do not

• Do not



I have a dream that

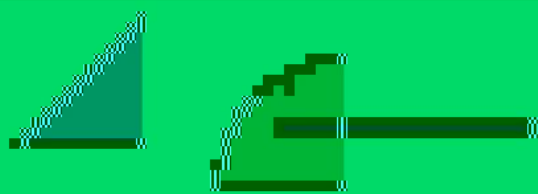
will come true

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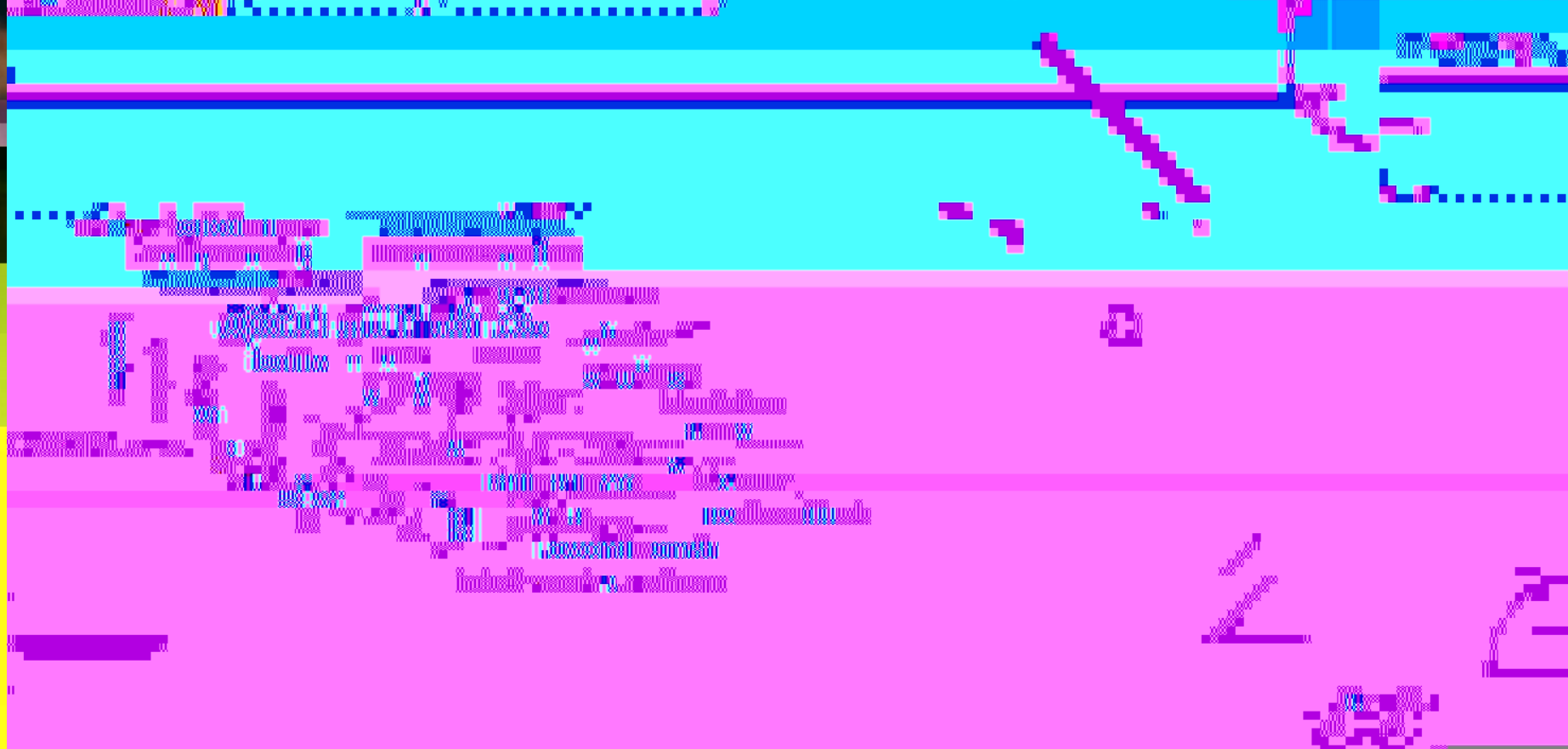
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Commercial cupboards for children need to develop into a well-rounded individual.



2

Baumrind's Parenting Styles



Loving

High

"You're the boss"

"Let's talk about it"

Permissive

Firm

Structured environment

Hostile

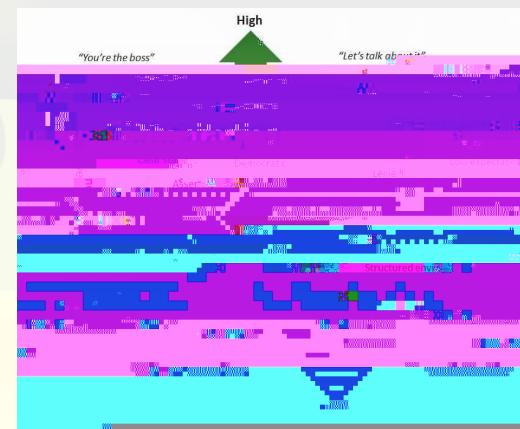


1. Authoritarian Parenting (Rigid Ruler)

Characteristics: Strict rules, harsh punishments, limited child input.

Associated Outcomes: Lower social skills and reduced self-esteem.

Dynamic: The child feels powerless with no influence on decision-making.

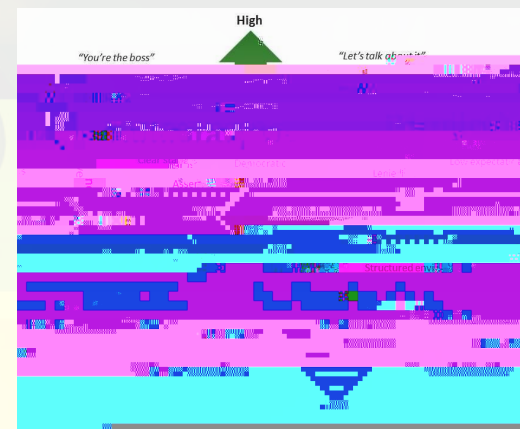


2. Permissive Parenting (Indulgent-style)

Characteristics: Few or no rules/boundaries, minimal expectations.

Associated Outcomes: Higher aggression and lower maturity.

Dynamic: Lack of structure can lead to behavioural challenges.

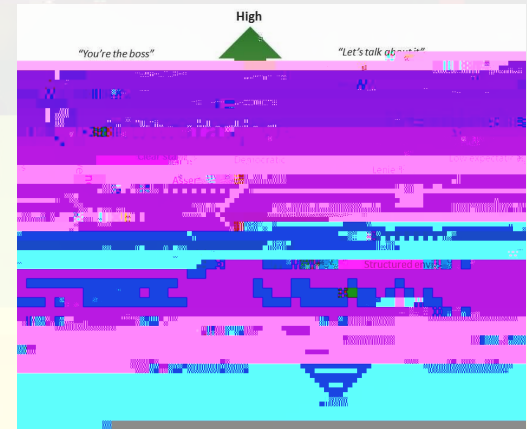


3. Authoritative Parenting (Tender Teacher Approach)

Characteristics: Clear rules with enforcement, high responsiveness, open discussion, and compromise.

Associated Outcomes: Higher self-esteem, self-reliance, and social competence.

Dynamic: Empowering children while maintaining parental authority promotes balanced development.

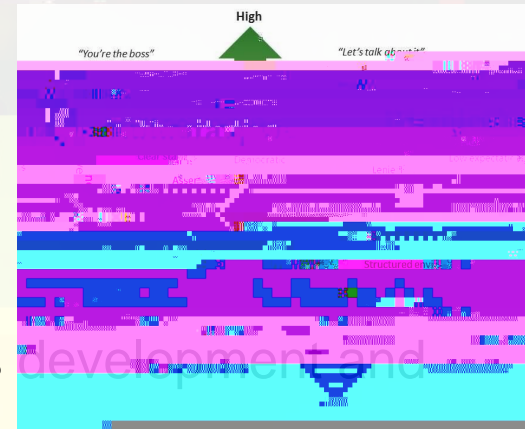


4. Neglectful (Uninvolved) Parenting

Characteristics: Basic needs are met, but emotional and developmental engagement is lacking.

Associated Outcomes: Lower social competence and poor school performance.

Dynamic: Emotional neglect can impede the child's sense of security.



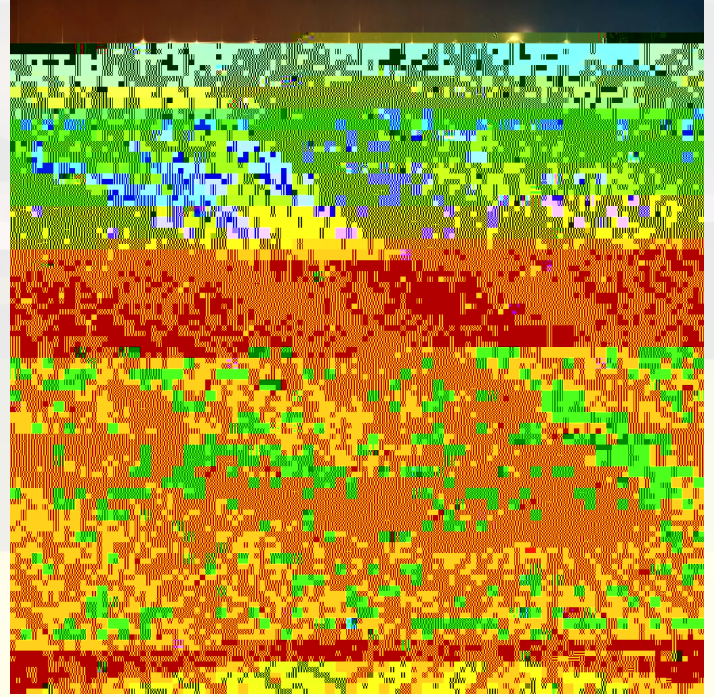
Additional Considerations

Correlation vs. Causation: The associations do not imply direct causation.

Child Influence: Children's temperament or personality traits may shape parenting behaviour. For example, a child's challenging behaviour might lead to stricter rules.

Genetic and Environmental Interplay: Shared genetics between parents and children may contribute to behavioural outcomes, adding complexity to these relationships.





3

The Long-Term Effects of Authoritarian Parenting



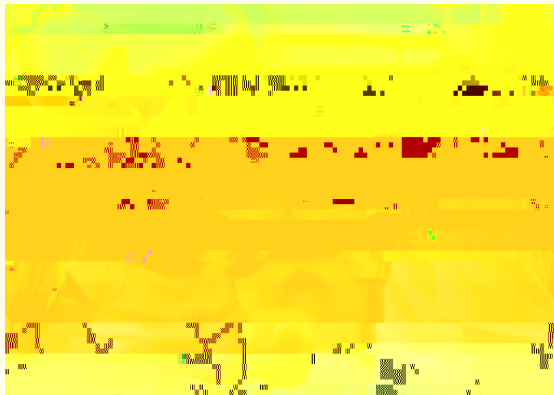
Discussing potential harms is **not** to instill fear but to empower us to use **proactive approaches**.



The Potential Negative Impacts on Stages of Life 0-6 Years

0-1 years old

- Insecurity and anxiety
- Struggle to develop a sense of trust
- Difficulty forming trusting relationships



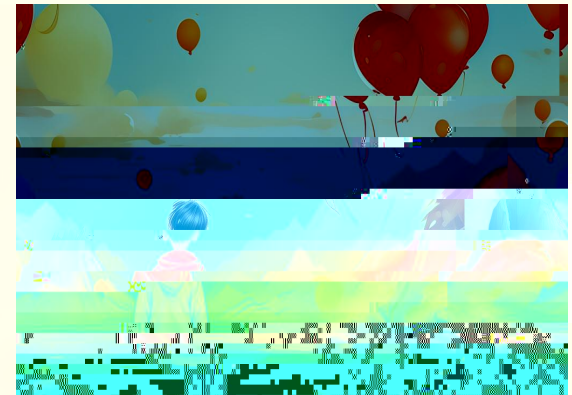
2-3 years old

- Lack of confidence and self-doubt
- Fear of failure and shame



3-6 years old

- Guilt and Low Self-Esteem
- Inhibited Creativity and Exploration
- Child's sense of initiative stifled



The Potential Negative Impacts on Stages of Life 6-40 Years

6-12 years old

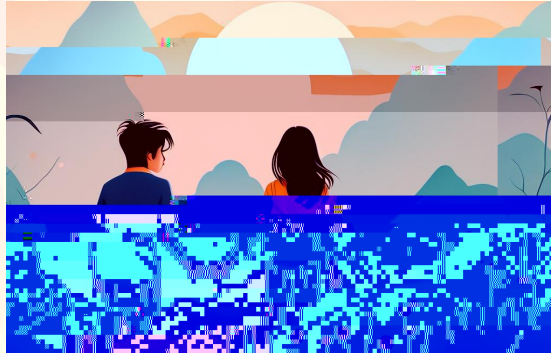
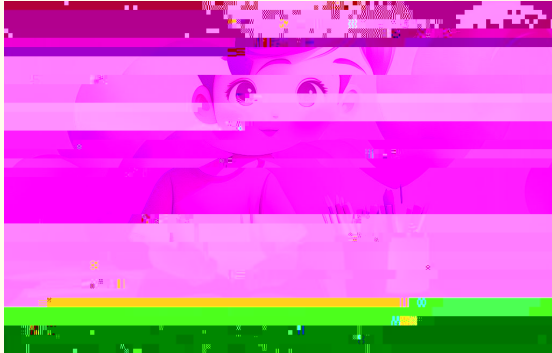
- Fear of making mistakes
- Feelings of inferiority

12-18 years old

- Rebellion or withdrawal
- Low self-esteem and conformity
- Identity confusion

18-40 years old

- Fear of vulnerability
- Difficulty forming close relationships
- Tendency toward isolation




4

Easy Actions



Positive Behaviour Management

Active listening 

Clear expectations 

Positive feedback 

Collaborative problem solving 



Active Listening

Teachers look at students and listen carefully when they talk. They allow students to finish speaking before responding. Repeating back what students say helps show understanding. Teachers ask questions to encourage students to share more. They acknowledge students' feelings to show empathy and build trust.



Clear Expectations

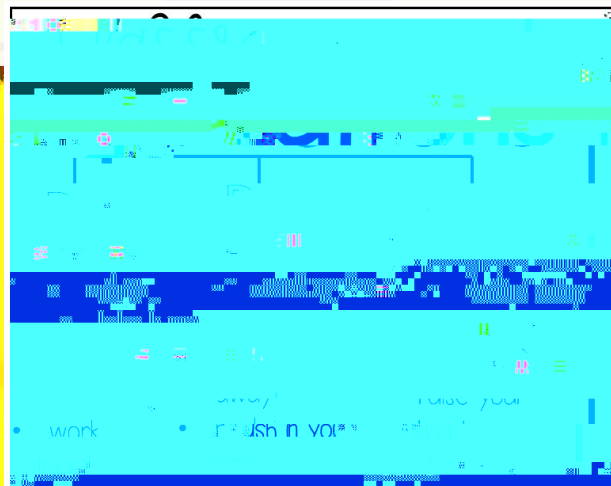
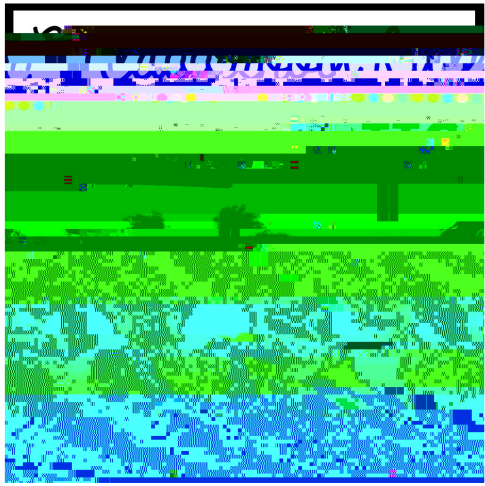
Teachers explain rules using short and simple language.

They remind students of the rules regularly.

Visual aids like pictures or charts are used to support understanding.

Teachers model the rules by demonstrating the behavior themselves.

Expectations are reviewed after breaks, transitions, or when needed.



Positive Feedback

Teachers praise effort, not just success, to encourage persistence. They use specific praise, such as, “Great job raising your hand to speak!” Verbal praise is often paired with small rewards, like stickers or smiles. Feedback is given promptly to reinforce positive behavior. Teachers balance praise with gentle advice for further improvement.



Collaborative Problem-Solving →

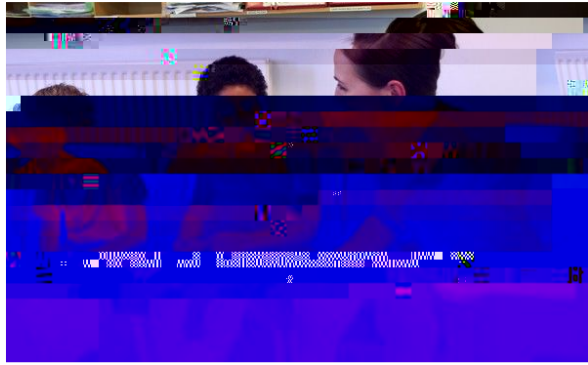
Teachers guide students in identifying problems together.

They involve students in brainstorming solutions.

Students are encouraged to express their feelings using “I feel...” statements.

Teachers use role-play or practice to help students learn conflict resolution skills.

They follow up to check if the solution is working and adjust if needed.



The background features a collage of images. At the top, a student is shown in mid-air, performing a backflip. Below this, two students are seen from the back, cheering with their arms raised. The entire scene is overlaid with a semi-transparent white rectangle. A large, bold, green number '5' is centered within this rectangle. The bottom of the image has a solid yellow background.

5

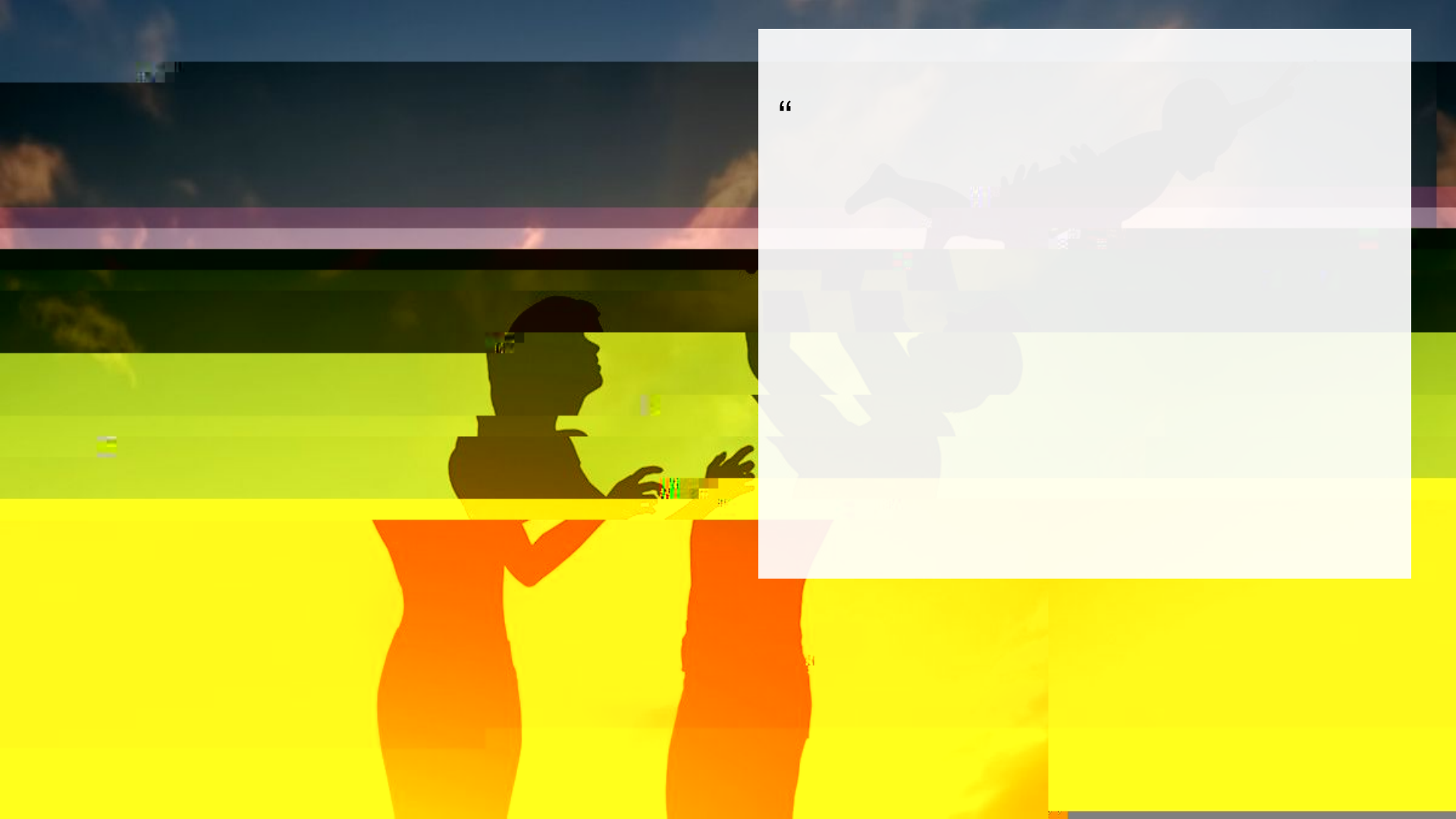
LANNA Students



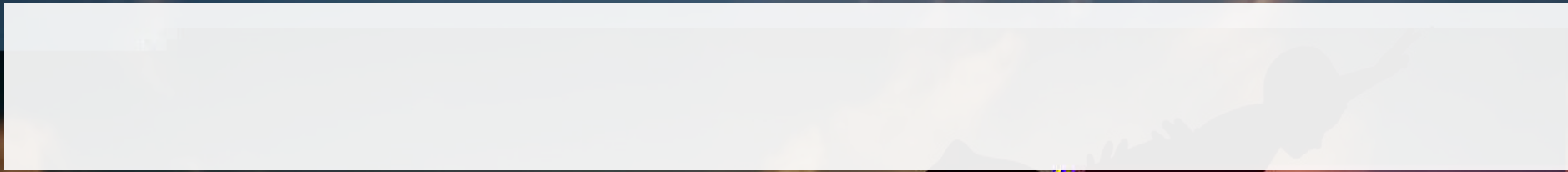
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Mission to Thrive





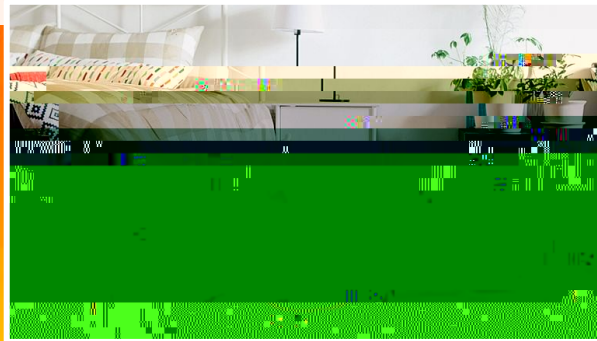
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What can we do to help our children feel **Seen, Soothed, Safe & ultimately Secure?**

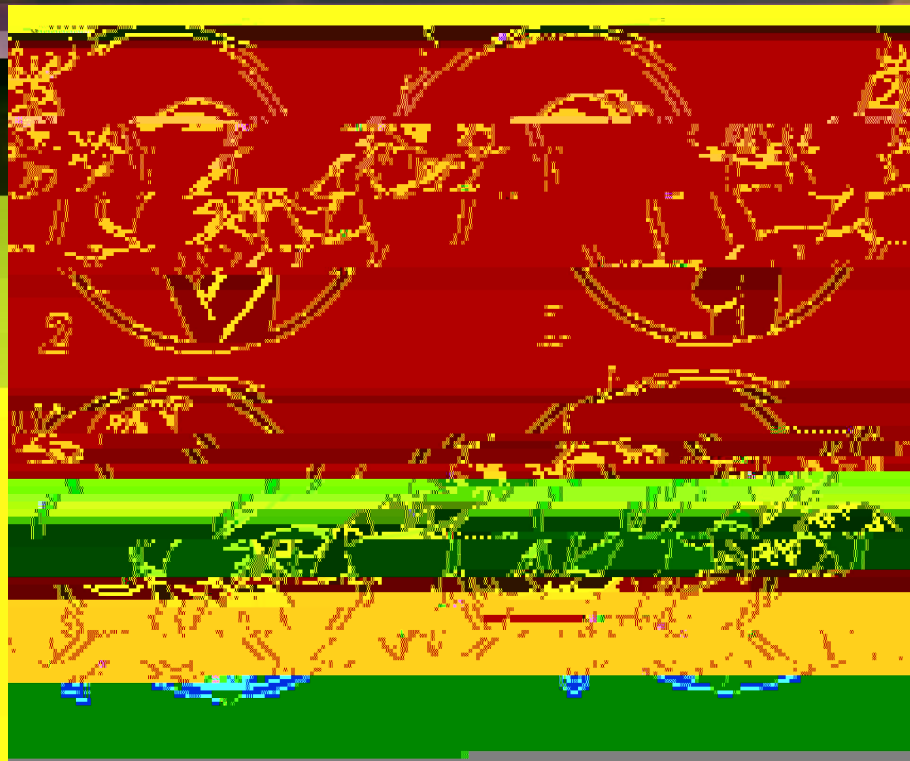
3. Morning Routine Struggles

Scenario: A child refuses to get dressed for school and instead insists on playing with toys. The parent, running late,





*“The greatest gift you can give your children
is your own happiness”* Gabor Mate



Academic Excellence within a Caring Community

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