



HAZLEGROVE

Deo Juvante

Treasure Groups

Lower School

@HazlegrovePrep

#HazlegroveFamily

www.hazlegrove.co.uk

What is the aim of Treasure Groups in the Lower School?



- To provide emotional support to children who are struggling to navigate friendships and/or feelings.
- To share strategies or 'tools' to empower the children to respond calmly and positively to situations they may find themselves in.
- To help children to develop the correct language to help make themselves understood and to be able to feel confident in articulating their situation.
- To help the children to understand that they are valued and precious and a respected part of our community.
- To help children know that they have the right to be heard and that their opinions and concerns matter and will be supported.
- To provide the emotional support needed for a child to develop their own resilience as they grow into young adults.

What is a Treasure Group?



A Treasure Group is formed when staff, parents or House Parents highlight the need for greater emotional support for a particular child in the Lower School. Parents will always be consulted before a child begins a Treasure Group.

An experienced member of staff will guide the children through an emotional literacy strategy that will help to develop confidence, self-awareness and give practical 'tools' to help the child to navigate relationships or help to regulate their behaviour towards others. The group meets weekly for six sessions (out of curriculum time) in a safe, comfortable environment in order to share and explore the child's own experiences.

Listening, sharing, and being understood is key to the success of the session. Notes are made following these sessions and shared with staff/parents where appropriate to support the children's emotional development.

What are the main focuses of Treasure Groups?



Three groups run currently in the Lower School which focus on:

Brave and Bold

To help with anxieties to do with friendships, school, sleep and separation issues.

Best I Can Be

To help with anger and frustration both at school and to support family life.

Warm and Fuzzy

To help with body language and facial expressions, to develop emotional literacy vocabulary.

What does a Treasure Group session look like?



Creating a calm, relaxed atmosphere means that the children enjoy coming along and therefore will be more responsive to suggestions and more willing to share any concerns they have.

1. The children begin by sharing a happy moment of their week.
2. A game or team building activity helps to relax and settle the children.
3. Breathing and focusing, calming ourselves down helps to create a positive atmosphere, one where we are in the right frame of mind to listen and share.
4. Reflect on the week. Any strategies that have been used?
5. Worries or concerns – shared and discussed (where appropriate).

What does a Treasure Group session look like?



6. Teacher leads/introduces a strategy. E.g. Breathing techniques, looking at how our brain works (fight or flight), looking over our problems (focusing on a positive to come/work towards), standing tall (Superman/woman pose – positive mantra's/mindsets), being kind to ourselves (physical actions/letting things go), keeping a box, jar, journal of positive things to keeps thoughts in perspective. Practical support (walking, fresh air, water on hands, use of playdough, kicking leaves etc).
7. Role play is key to helping break down situations and look at empathy and facial expressions and the importance of body language.
8. Sharing a 'colour' (often a coloured token) is used to highlight how we feel about someone in our group. The token is given to another child. E.g. "I want ---- to have this blue token because he/she makes me feel calm and positive like the sea".
9. Session ends with the opportunity for the children to stay behind or make a time to see the teacher individually.
10. Always ends with a huge well done for sharing and being brave/honest.

What tools and techniques are explored?



- Breathing techniques, looking at how our brain works (fight or flight).
- Looking over our problems (focusing on a positive to come/work towards).
- Standing tall (Superman/woman pose – positive mantras/mindsets).
- Being kind to ourselves (physical actions/letting things go), keeping a box, jar, journal of positive things to keep thoughts in perspective)
- Practical support (walking, fresh air, water on hands, use of playdough, kicking leaves etc).
- Sharing, not bottling things up. Being aware of who you can turn to and how these people can help.

How can parents, tutors and House Parents support these sessions?



- Gently enquiring about the sessions will create a possible opening for the child to share a 'tool' they have learnt/exploring.
- Together ask if there are 'tool'/ideas that you could use/support them with either in the class or at home.
- Be positive but respectful. The child is learning new skills and maybe does not have the language to explain currently.
- Feel free to follow sessions up with the member of staff in order to support the child's emotional development.
- Be respectful – the child's time in these sessions is their own. They may want to keep these things private or just need a little more time to process how/what they are feeling.
- Share – if 'tools' are used or encouraging signs of emotional development witnessed please let the parent/tutor/staff leading the group know – that is the exciting bit. When we can see the child developing resilience or greater confidence.