



Non-Violent Resistance (NVR)

A 12 session programme for parents

Starting January 2027

Mondays 6-7.30pm, virtual sessions on MS Teams

Who is this programme for?

For parents of young people who have low school attendance and are struggling to attend school due to emotional reasons. For parents of young people displaying challenging attitudes and behaviours, this could include defiance, aggression, and/or unwillingness to co-operate for example refusing to go to school. You may have already tried several techniques and feel that nothing is working. You may have one child that is more challenging to parent compared to siblings. You may feel like you have lost confidence and/or control in parenting and that you have a strained relationship with your child.

What does it involve?

10-12 weekly online sessions run by mental health professionals, plus an initial online appointment with individual families to get to know you better before we start. Parents are guided through a set of core principles based on the idea of carefully planned actions to help support the management of challenging behaviour. The group provides a supportive and non-judgemental space for parents to talk through their difficulties.

Who are the Mental Health Support Team (MHST)?

MHST is part of Bexley Child and Adolescent Mental Health Team (CAMHS). We provide preventative and early intervention support for children and their families. We work with a number of schools in the Bexley area and only take referrals from the schools we work with. We are actively trying to reduce stigma and increase accessibility to mental health services. We aim to help prevent serious mental health difficulties from developing in the future by providing education and guided self-help interventions at an early stage.

More information:

Referrals will be made by the school, parents will have the opportunity to express interest in this course at the information session held on the 20th October. There are 20 places available for the upcoming course. If you would like to discuss further, please liaise with your child's Learning Manager or the school's safeguarding team via safeguarding@townleygrammar.org.uk

1. INTRO TO NVR 2. DE-ESCALATION 3. PARENTAL PRESENCE 4. BASKETS 5. RECONCILIATION GESTURES 6. ACTIVE RESISTANCE 7. SUPPORTERS & SELF-CARE 8. ANNOUNCEMENTS 9. SIT-INS 10. SIBLINGS	Introduction to NVR ‘The NVR course lasts 3 months, but the benefits can last a lifetime’	Non - violent Resistance Programme
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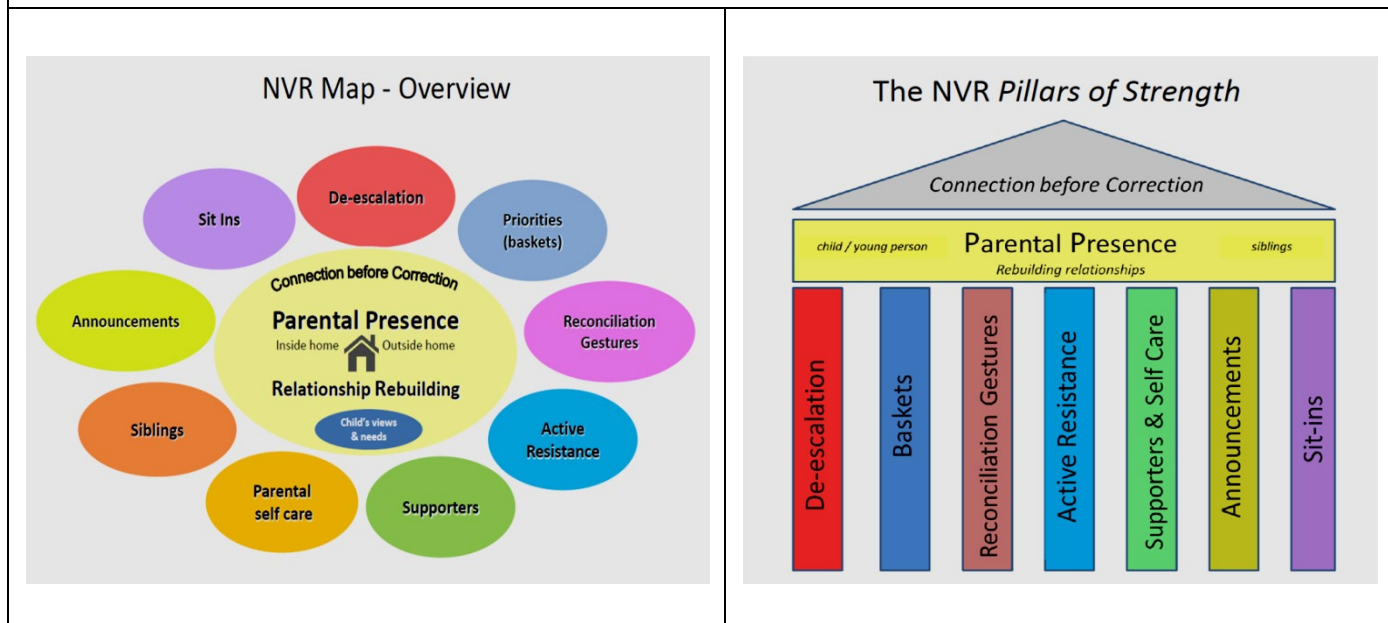
What is NVR? The NVR course aims to offer a series of tools and techniques to support parents and carers of children / young people who display challenging attitudes and behaviours. Parents are guided through a set of core principles based on the idea of carefully planned actions to help support the management of challenging behaviour. As parents gain greater confidence and self-control, this enables difficult issues to be addressed in an effective manner through a process of increasing parental presence. As parental presence grows, so does the rebuilding of the loving parent-child relationship.

Core principles: Central ideas to NVR include:

- ♦ **‘Strike when the iron is cold’** (addressing difficult issues at neutral times using the principle of planned actions, as well as delayed actions, where possible);
- ♦ **‘Connection before Correction’** (learning how to use a set of effective connecting tools, followed by a set of correcting / resisting tools);
- ♦ **‘Two steps forward, one step back’** (working with a process of change which often takes place in an uneven pattern, with slow steady progress). We call this the ‘trickle’ approach as opposed to a ‘magic wand’ approach.

Origins of NVR: NVR is a concept that draws inspiration from those who have sought to bring about changes in society in a non-violent manner. Famous examples include Mahatma Gandhi, Martin Luther King and Rosa Parks. The NVR parenting approach was introduced by Haim Omer in a groundbreaking book *Nonviolent Resistance* (2004). Oxleas pioneered the NVR group programme in the UK in 2006.

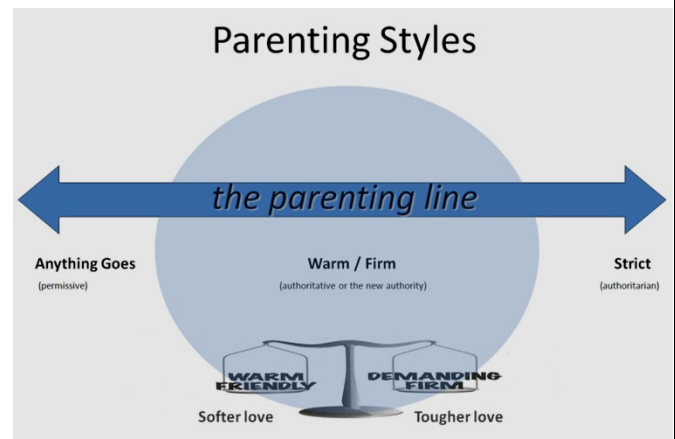
NVR toolkit: We have two maps to illustrate the NVR toolkit. Each map shows the importance of the tools building on each as they are introduced week-by-week (similar to a jigsaw puzzle). Our original map shows the central importance of parental presence surrounded by the NVR ideas and tools. Our alternate map, shows parental presence as the central beam with the NVR tools as supporting pillars.



Four important parenting ideas: In our introductory week we look at four important parenting concepts to set-the-scene for introducing the NVR tools and techniques.

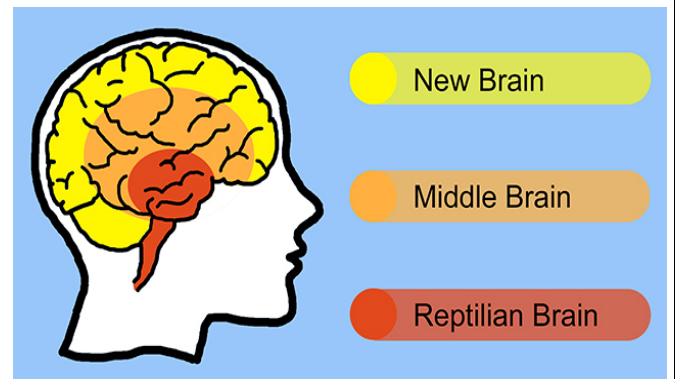
① Parenting line (parent styles)

- ♦ The parent line shows different parenting styles. NVR encourages parents to stay in the 'middle ground' of parenting. Two extremes are permissive and authoritarian, each at different ends of the line.
- ♦ Parents can occupy extremes at the end of each line, or move between ends (the seesaw position).
- ♦ In two parent families, if one parent is at an extreme end, the other parent often moves to the other extreme in an attempt to counter-balance the parenting styles.
- ♦ NVR helps parents to stay in the middle ground, using ideas of connection before correction, as this is the stance that works best in complex 21st century parenting!



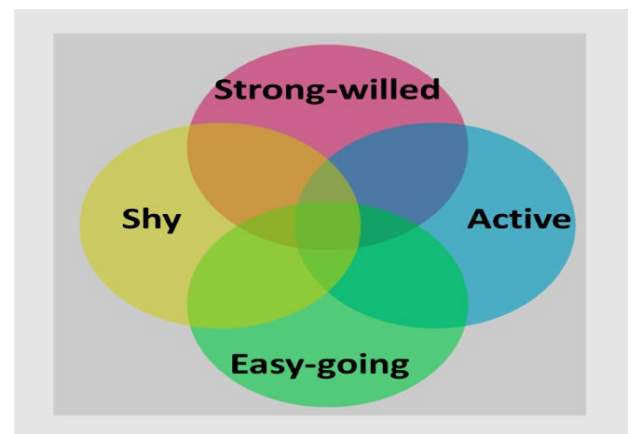
② The Triune Brain

- ♦ The Triune (or three-part) brain model can be very helpful when thinking about NVR parenting tools and techniques.
- ♦ The new brain is our thinking part of the brain, where we think about and reflect on experience. The middle (or mammalian) brain is our emotional part of the brain and our reptile part of the brain is the oldest part – characterised by instinct and fight, fright or freeze.
- ♦ Parents are often invited into 'reptile mode' by children and young people who may inhabit this part of the brain very frequently. Parents are reminded that when reptile meets reptile the only outcome is mutual escalation!



③ Children's Temperaments

- ♦ Not all children are the same! Any parent with more than one child will notice differences between children. Some children are more easy-going and relaxed; others are more intense and strong-willed.
- ♦ We pay attention to the importance of temperaments because bright, verbal, headstrong children can often get caught in negative patterns and seek out negative attention. NVR helps to manage 'difficult' children more effectively, helping them to make better choices.
- ♦ The notion of temperaments (common in much parenting literature) is curiously absent from most mental health literature where the concept of attachment is usually seen as central. In our NVR courses the concepts of temperament and attachment are viewed with equal importance.



④ Teenager 'types'

- ♦ These help to think about young people at risk, due to either 'internalising' or 'externalising' issues (see diagram).
- ♦ 'Co-operators' and 'experimenters' show children functioning within the normal range, while 'non-cooperators' and 'risk-takers' show children who have moved more towards risky behaviour. Some of these children may have additional needs such as ADHD and /or ASD.
- ♦ Children in the risk-taking category can also be caught up in FOMO (fear-of-missing-out) while for children in the non-cooperating category it is more FOJI (fear-of-joining-in).

