

## Western Morning News

### Communities must have a say in wind turbine plans

FOR some they are a gleaming symbol of a cleaner and greener future, towering installations that combine functionality with a design elegance all of their own.

For others they are an eyesore, a blot on the landscape, their giant rotating blades impossible to ignore, blighting views and industrialising the countryside.

Wind turbines have long been an issue that divides people – and particularly in rural settings, scattered as they are across exposed fields, hillsides and coastal areas.

At first they were springing up on a regular basis throughout the land, helped by public subsidies that ensured the renewable technology made business, as well as environmental, sense.

But a backlash over their visual impact on the countryside saw subsidies for onshore wind farms withdrawn in 2016.

Since then, onshore wind has been prevented from competing with other renewable technologies in auctions for contracts for payments to support low carbon energy schemes.

Opponents, including the Campaign to Protect Rural England (CPRE) were able to enjoy a temporary campaign breather.

Now the Government has announced it is lifting its block on onshore wind, to help tackle climate change, in a decision welcomed by environmentalists.

The Government's advisory Committee on Climate Change is among those who have called for a reversal of the block, warning a failure to create a route to market for the technology slows efforts to cut emissions

and increases costs for consumers.

Environmental groups and green energy companies have lined up to applaud the decision. Among them John Sauven, executive director of Greenpeace UK, who said: "Onshore wind and solar are not only some of the cheapest sources of energy, reducing costs for everyone, but they are a vital part of putting the UK on track to net zero as quickly as possible."

The Conservative Environment Network has also welcomed the move, saying that new projects, only where they were supported by the community, could be up and running by the mid-2020s.

Sam Hall, director of CEN, said: "Polling shows that a large majority of people support onshore wind, however it is right that the planning system will give communities the final say over new projects in their areas."

Wind power is undoubtedly one of the answers to the question of how to reduce carbon emissions and slow global warming. But the placing of individual turbine installations must also be weighed against the very real visual impact on cherished landscapes.

Some of our wild and windswept uplands and unspoilt coastal sites of natural beauty can also be places well suited to turbine power generation. The concerns of communities and planning considerations must be taken into account.

We want clean, green energy – and more of it. But also recognising the value of much-loved Westcountry landscapes and the importance they play in the lives of residents and visitors.

**We want to hear your views**  
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### On this day

**1133:** Henry II, the first Plantagenet King (1154-89), was born in Le Mans.

**1850:** The Menai tubular bridge, joining Wales and Anglesey, constructed by Robert Stephenson, was opened.

**1879:** William Henry Beveridge, who produced the report which was the foundations of the British welfare state, was born in Rangpur, Bengal.

**1918:** Moscow was declared the new capital of Russia in place of Petrograd.

**1933:** The Nazi Party won almost half the seats in the German election.

**1936:** The Spitfire fighter plane made its maiden flight.

**1946:** Winston Churchill introduced the phrase "Iron Curtain". He said in a speech: "From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent."

**1953:** Joseph Stalin, Russian Communist leader, died in mysterious circumstances.

**1976:** The pound fell below two US dollars for the first time.

**1984:** Scientists warned of a "greenhouse effect" amid growing concern that carbon dioxide, produced by fossil fuels, would damage the environment.

### Birthdays

**Dean Stockwell**, actor, 84; **Samantha Eggar**, actress, 81; **Eddy Grant**, singer, 72; **Elaine Paige**, singer, 72 (pictured); **Eva Mendes**, actress, 46; **Kimberly McCullough**, actress, 42; **Jake Lloyd**, actor, 31.



► Happy days - but how should parents react when behaviour turns sour?

# Time to rethink 'bad' behaviour

Children need to learn about feelings and triggers, says Rose Webb

CARING for children, whether as a parent, relative or professional, can be a joyful and demanding experience. We watch them wonder, explore, create and play, discovering life's offerings and we share in their delight, feeling good and energised by the part we get to play in their growth. On the flipside, there are times when we are faced with tears, tantrums, frustration, explosions and distress and we may feel confused and fearful of our capabilities to 'manage' or control the situation. We might worry about what other people think and fear may drive us to shout or lose it ourselves. Staying calm in the face of a three-year-old tantrumming in a public place can be extremely difficult. As the mother of twin boys, believe me, I have been there!

The difficulty is, that when we fail to acknowledge the feelings driving a child or young person's emotional behaviour then we miss a vital opportunity to teach them to 'feel and deal' with their emotions. Children's brains are developing through infancy and childhood all the way through to the completion of adolescence, which evidence shows is around the age of 25. We know at these different developmental stages, children and young people need us alongside them to teach them the social and emotional skills required to become emotionally-resilient, intrinsically-motivated adults, who are skilled in communication and relationships, guided by their well-developed value systems.

The adult's role at these different stages changes as children need different things at different times. They require us, as adults, to adapt and change with them, staying curious,

present, emotionally-available and empathic. This is not always easy when the demand can be so high and when we haven't necessarily had our emotional needs attended to in our own development.

At Thrive we have developed a model for better understanding and meeting children's emotional needs. We understand that the starting point for each child is going to be different. By assessing where a child or young person may have missed out on opportunities for developing specific social and emotional skills and the capacity to regulate stress, we can identify what to do and how to be, so that they are better prepared to face challenges in life and in learning.

Behaviour is a form of communi-

**Tomorrow:** Amy Shakespeare looks ahead to International Women's Day

cation and if a child is showing us that they are in distress, then we know there is an emotional need that we can meet to support them so they learn how to calm themselves and respond to their feelings, rather than reacting. It is well-evidenced that when we are experiencing perceived threat or danger our bodies go into the fight, flight or freeze response. This is how we keep ourselves safe from danger and survive threatening situations. Unfortunately, the system that has adapted to support survival can also cause troubling and 'challenging' behaviours.

Our previous experiences shape the amount of emotional response that we can tolerate before we tip into running from, confronting or

shutting down, in the face of perceived threats.

If we look at incidents of exclusion and isolation in schools, it is usually these activated threat-response systems that lead to sanctions. Once any of us is operating from this place of survival, feeling for another, thinking about consequences, choosing how to act, are all options that are unavailable to us. We need to be calmed and supported to come back into relationship with another, to be able to understand what happened.

If we are punished and told to calm down, we don't learn about the feelings or triggers that lead to our behaviour and, without this, we can't do things differently next time. Consequently, we see the same students in detention, isolated or excluded, time and time again. We need to adopt an approach that teaches and empowers, from a position of insight and expertise to change this.

Our jobs as adults isn't to get it right or be perfect all the time, we're human after all. We are faced with an opportunity, though. Neuroscience tells us about how and why we develop socially and emotionally in the way that we do. Using this information and the wealth of expertise now available to us, we can shape the emotional and mental health of future generations.

Through skilled and purposeful relationships, as parents, carers and professionals, we can help all children to thrive.

■ **Rose Webb is relationship manager for the South West at Thrive, a Newton Abbot-based business that works with schools to help children to become more emotionally resilient**

### Thought for the day

**Colossians 3:4** When Christ, who is your life, appears, then you also will appear with him in glory.