



Using the Anchor Approach At Campsbourne School

30th September 2024



THE
ANCHOR APPROACH



What is The Anchor Approach?

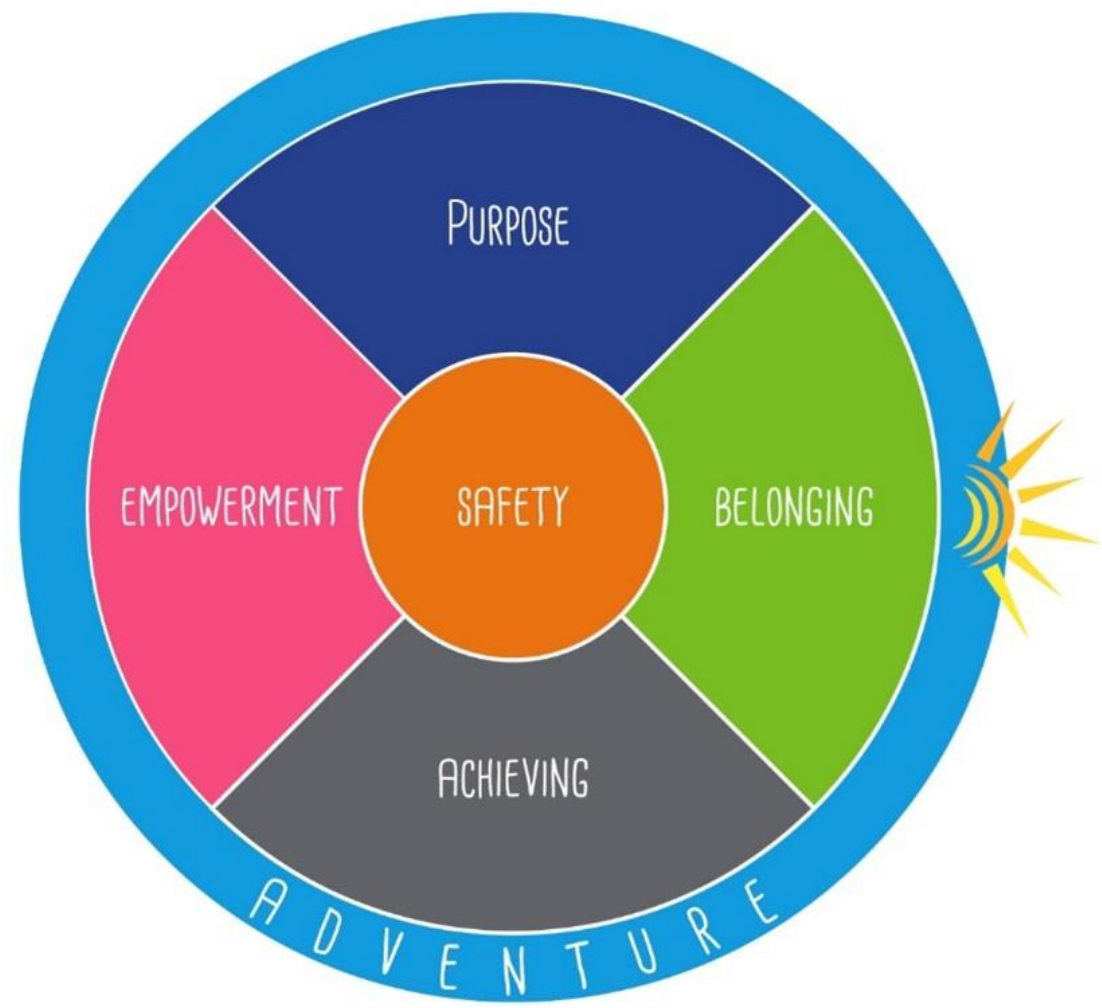
The Anchor Approach was set up by teachers to support children, parents, teachers, schools and the health services to work together to improve resilience and wellbeing for all.

Why is resilience so important?



Resilience helps us to manage the ups and downs of life. Resilient children are more likely to find healthy ways to deal with life's difficulties. Children sometimes need help to build up their resilience.

Children's version



The Haringey Resilience Wheel

BELONGING



WHAT IT IS.....

Feeling connected to others.
Feeling accepted,
understood, valued, and
loved.

WHY WE NEED IT....

It helps us feel secure,
develop trust in others and
helps increase our
confidence.

ACHIEVING

WHAT IT IS

Being successful, sharing skills with others.
Celebrating success.

WHY WE NEED IT

Helps us feel good about ourselves. Creates a feeling of satisfaction, helps build our confidence.



EMPOWERMENT



WHAT IT IS

Being listened to,
having some choice
and control.

WHY WE NEED IT

We all need to feel we have some control over our lives and that our opinions are valued. This gives us confidence to overcome challenges and have a more positive attitude.

PURPOSE

WHAT IT IS

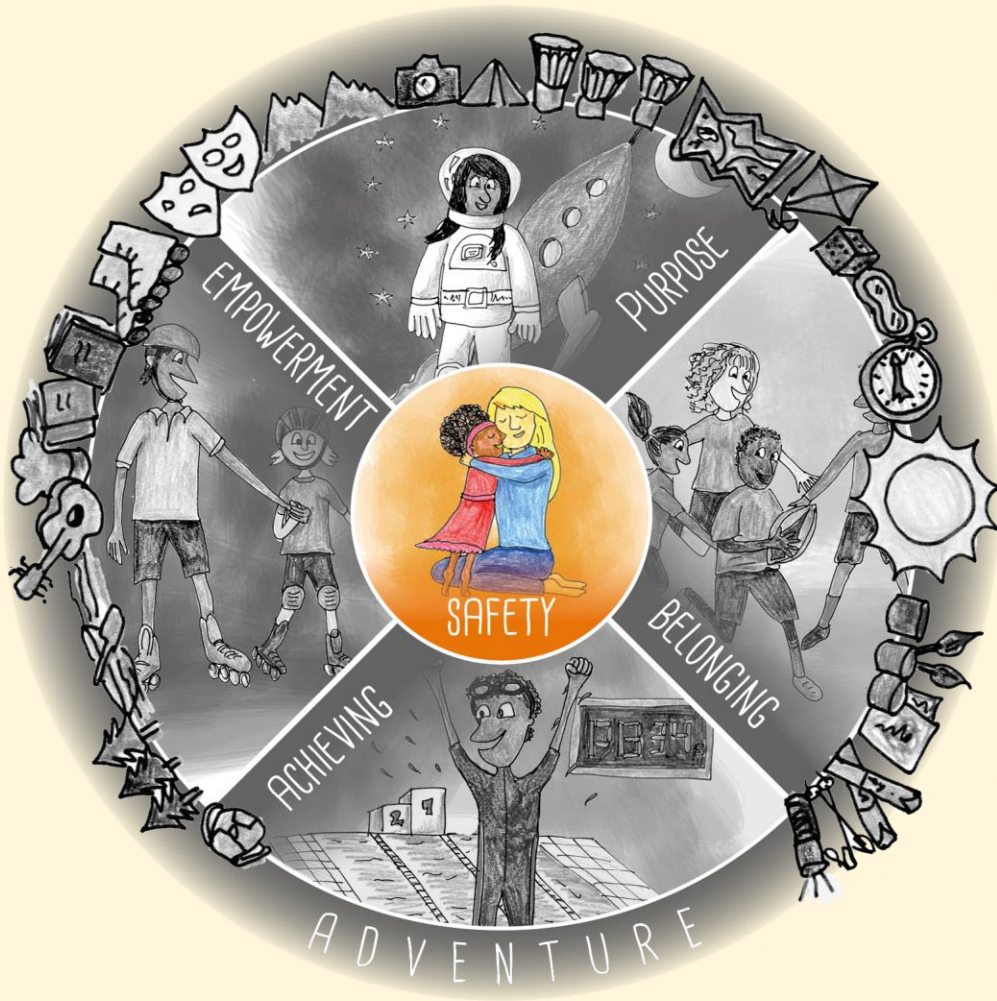
Helping others, contributing to community, feeling valued. Knowing our place in the future.

WHY WE NEED IT

Gives meaning to life and a positive sense of self because our view of ourselves is based on how other people view us.



SAFETY



WHAT IT IS

Basic human needs – physical safety - food, shelter etc. Emotional safety, free from blame, sarcasm etc.

WHY WE NEED IT

Feeling safe helps our children to develop healthy ways to cope with difficult situations and they are better able to learn and grow

ADVENTURE

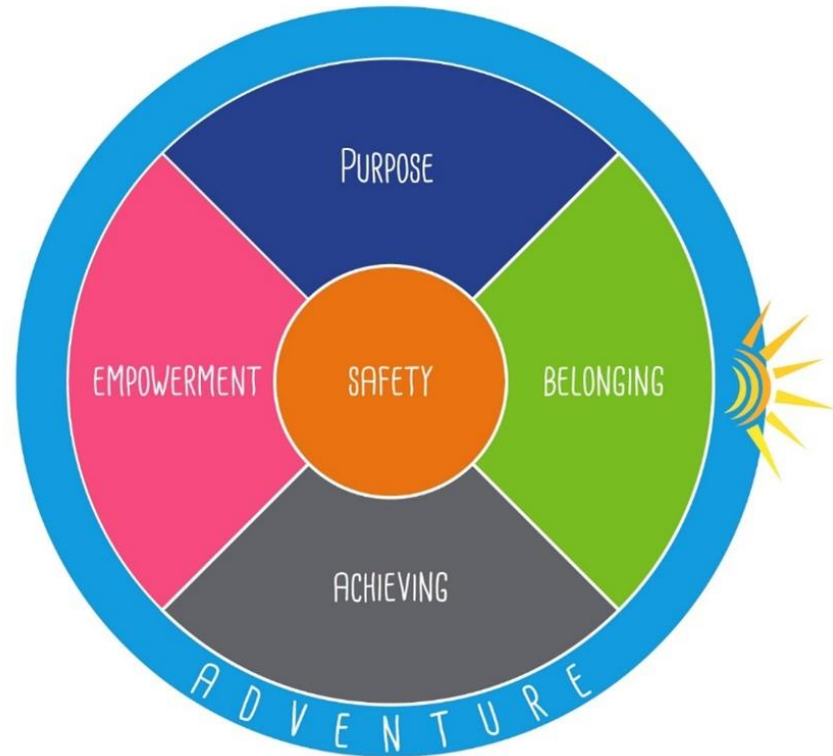


WHAT IT IS

Exploring new places, trying new things, and facing challenges or risks, often with a sense of discovery and enthusiasm

WHY WE NEED IT

Feeling a sense of adventure can bring a sense of joy and excitement and improve our wellbeing.



Using the Anchor Approach in school

In Simple Terms...

Co-regulation is:

- The simplest form of interaction or communication
- When one person takes an action in response to the action of another person
- Being present in the moment and not necessarily having a particular goal or aim in mind
- With neither party in control

It's Significance in Child Development:

- Through this process, the child begins to realize that:
 - There is a 'to & fro' back & forth in an interaction/communication
 - They have something meaningful to bring to the interaction
- Typically, developing children master co-regulation at about 9 months; learnt through adults consistently responding to their crying with a soothing touch &/or gentle rocking from them
- The process forms the foundation of self-regulation

Points to consider:

- If the child has not learned this skill 9 months they will benefit from age appropriate activities that will help them develop this understanding
- If the child is passive and prompt dependent, it helps when the adult avoids prompting so that the child develops confidence in responding consistently when the interaction
- If the child is controlling, it helps when the adult ensures that the child does not take over the interaction and control what the adult sees or does, done sensitively as outlined in the how to lead (Empowerment Wheel)

Activities that support Co-Regulation:

Early Years & Primary:	Upper Primary & Secondary:
<ul style="list-style-type: none"> Have a story Come up with rhyming words Play board with draw line Hold hands and rock back and forth - sing 'The Boat Song' Have a role play - 'Auntie/Grandma' 'Round & round the garden' - draw an apple This little piggy went to market Play 'Simon Says' Draw a letter on his or her back and act it if they can guess it. Practise to fall asleep and get them woken up... 	<ul style="list-style-type: none"> Make a piece together Playing up & down get together Mapping/representation together Singing together - 'Something's happened to each other' Singing - call & response Role Play - 'Auntie/Grandma' Dancing together - rocking & responding to each other Football - chanting - call & response Football - chanting & singing to each other Rolling a ball to one another - correcting when it goes in the wrong direction & being glad to catch Working together on jobs - 'Making events/substitutions together - choosing & function/drawing books together - drawing'

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Training for staff

ANCHOR APPROACH

ASSEMBLIES FOR WELLBEING

Assembly 1

Growing resilience

To know that we can work to build our own resilience and help support the resilience of others.

LINKS TO VALUES

Love • Respect
Kindness • Appreciation
Empowerment
Persistence
Resilience

YOU HAVE:

- Book - 'How you filled a bucket' (see 'Go with Me' card)
- Anchor Resilience Wheel (in pack)
- Anchor Assembly power point slides (on memory stick card)
- Anchor Resilience Wheel (in pack)
- Wheel words laminated in the pack

YOU WILL NEED:

- Projector & screen/interactive white board
- Bin/Bucket
- Post-it notes and pen to write ideas for bucket-filling
- 6 children to read out words and meaning. Also for a bit of role play

Aim

- To introduce the idea that we all have an imaginary wheel inside that helps us to manage when difficult things happen.
- We can do things to strengthen this wheel, to improve how we feel and how other people feel.
- Other people can help us to strengthen our resilience wheel too. (The story uses the image of a bucket).

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Through whole school assemblies

PHILOSOPHY KS2

FOR WELLBEING

GUIDE FOR PRIMARY SCHOOL LEAD TEACHER

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Philosophy Lessons



HANDY GUIDE FOR RESILIENT THINKING

JUST COUNT 5

- SOMETIMES OUR FEELS DIFFICULT, UNCOMFORTABLE OR WORSE
- THAT'S OK - EVERYONE FEELS LIKE THIS
- THE FEELING TAKES US AWAY FROM OUR HAPPY PLACE
- MAKE YOUR WHEEL WE CAN DO SOMETHING ABOUT IT!
- THE BEST WAY IS TO TAKE A BREATH - IT CAN FEEL LIKE YOU'VE FLOWN AWAY BUT YOU'VE NOT!

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Tools to support children

Building Resilience: Empowerment

Building up ALL parts of the Resilience Wheel helps us to be emotionally healthy and resilient.

Ideas for ADULTS & CHILDREN to try...

Did you know...

When we can make choices in our lives we feel empowered.

To help yourself, try:

Choosing to make time to - go for a run, visit the gym or eat healthy food, visit the library

We feel empowered when we choose to look after ourselves or improve our skills.

To help your child, try:

Giving your child a choice of book to read at bedtime (but not what time they go to bed)

- or your teenager a choice of music played in the kitchen or car (but not a choice of what time they come home at night)

Look out for Tips in our newsletters and on our school website

Relationships & Behaviour Policy

Anchor Approach

Review and revision of each page & dates

Page Number	Reviewing Body (Name & Date)	Date (Date)

Approved by: [Signature] Date: [Date]

In our policies and systems

This resource helps children understand how each area of the Haringey Resilience Wheel can help them feel good about themselves.

STUDENT RESILIENCE WHEEL R5

Try and imagine that inside all of us is a wheel. The wheel has different areas and when these are full up it helps us to feel good about ourselves and happy. If some areas are a bit empty, it can make things sometimes feel a bit difficult.

PURPOSE

When this is an area of strength it means we like helping other people, we might volunteer to do jobs for our teacher, and we often share things with our class mates and help them out if they need something. We are good at sharing.

BELONGING

When this is an area of strength, we like school and feel comfortable here. We enjoy teamwork and have lots of friends. We understand our school and class rules and we don't mind being reminded about them. We like coming to school and enjoy taking part in lessons.

EMPOWERMENT

When this is an area of strength, we are good at following rules and routines. We like answering questions in class and saying what we think about things. We know we are good at lots of things and also know that we can influence some situations and people and recognise when we can't.

Speaking up for yourself and knowing you are special and important; means you know you are empowered

Being with our friends and around people who love us can help us feel safe. What helps you feel safe?

Being part of our school or a team or being asked to join in, helps you feel that you belong

ADVENTURE

Every time we try something new, we build our feelings of adventure! Think about some of the adventurous things you have done.

What would you like to do in future?

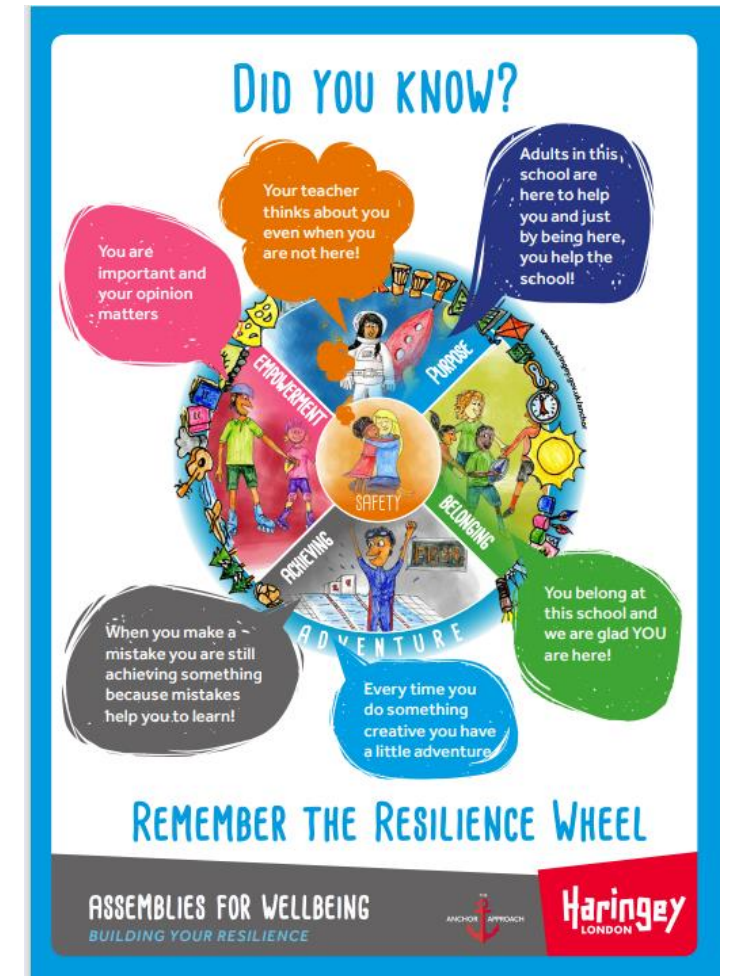
Trying something new like a new food, learning something in maths or even just getting things done (when you don't want to, are all ways of achieving.

ACHIEVING

When this is an area of strength it means we like our lessons and are always learning new skills. We persevere and try our best, even when we don't get something straight away. We listen carefully in lessons and complete the task set.



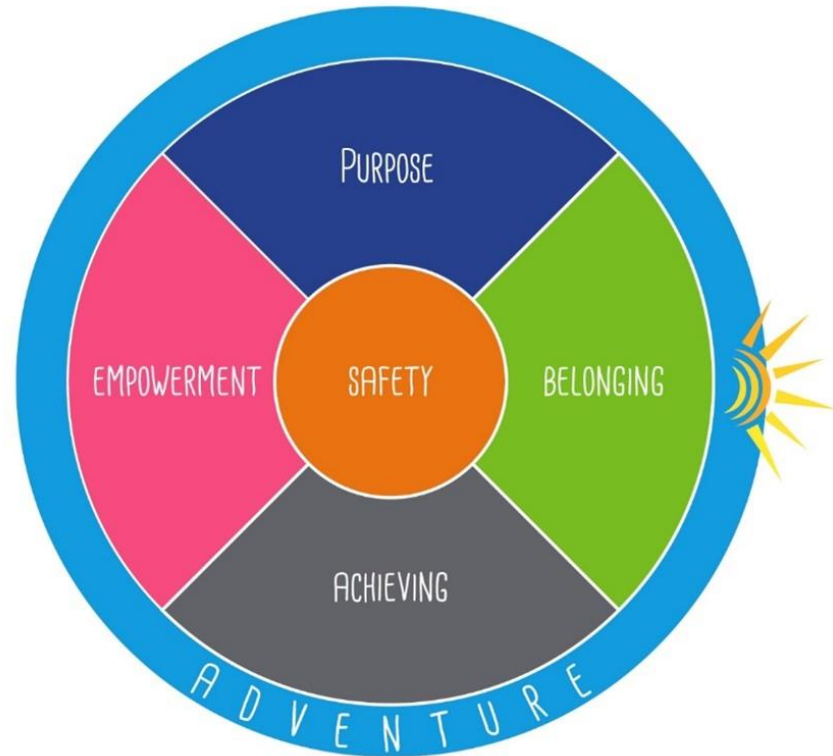
Posters to help children remember the areas in the Haringey Resilience Wheel



Staff Training in the Anchor Approach

All staff receive training on the principles and strategies of the Anchor Approach and try to :

- Use emotionally friendly communication...listening to children, smiling, avoiding shame;
- Use strategies like 'Holding in Mind' – a key strategy that helps build positive relationships with children (helping them know that we are thinking of them and remember things that are important to them).
- Give children reasonable choices, being clear about non-negotiables
- Identify children's individual talents and skills
- Find opportunities for children to be helpful



Things to try ...
building resilience
in our children

Belonging

things to try....



- Meet with other parents
- Arrange play dates with other children
- Say hello and goodbye every time you leave and see your child again
- Go to different places together and with others
- Attend community groups or events with your child
- Help your child to join after-school clubs

Achieving things to try....



- Congratulate your child for trying something, even if they don't succeed
- Give them a reason why they have done well – e.g. *"I like the way you tried to sound out that word"*
- Help them to learn a new skill - physical activity, cooking
- Give your child a job - chopping food, sorting food
- Help your child to problem solve
- Visit the library

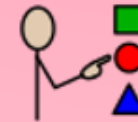


Empowerment

things to try....

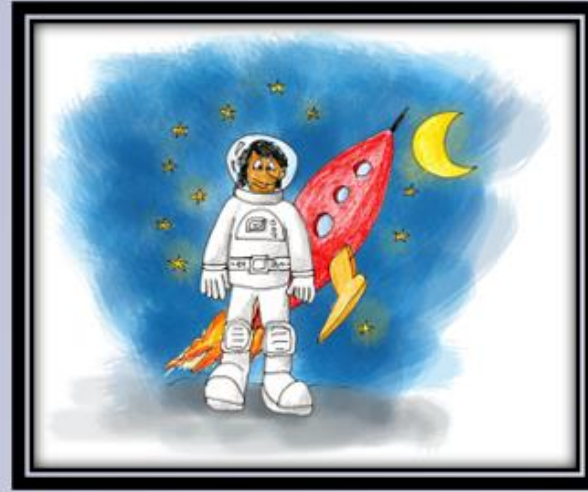


- Give your child age-appropriate choices – i.e. would you like to wear this jacket or that coat today? Choose which book to read.
- Let them decide on a favourite dinner one day
- Show you've listened by talking about something they told you earlier
- Help your child to develop skills and talents, learn to do things their own way
- Remind them of things they have done well in the past if they are struggling with something



Purpose

things to try....



- Encourage and show your child how to help people
- Help your child to notice other people being helpful to them and to say thank you
- Help your child to recognise their interests, skills and talents
- Talk about and encourage them to do things that they like
- Give them jobs they can do well
- Encourage your child to share and play with other children
- Talk with your child about the jobs people do that help the community – doctors, nurses, fire fighters, etc.



Safety

things to try ...

- **BE RESPONSIVE:** When children need our comfort, attention, or reassurance, be there for them.
- **CREATE ROUTINES:** Children thrive on routines. Establishing regular routines for meals, bedtimes and other activities help our children feel more secure and in control.
- **TALK:** Helping our children to think about school as a **SAFE PLACE** will build their ability to develop & learn. It can be helpful to remind them that they are safe now. Help your child identify adults at school who they feel safe with and who they can check in with each day.



THE
ANCHOR  **APPROACH**



**OUR SCHOOL
BEHAVIOUR
POLICY**

What is meant by 'A Relationships-Based' Approach?



- Relationships are valued and any strategies that may damage relationship are avoided, where possible, with a focus on repairing and restoring relationships that have been damaged.
- Building positive relationships with our children takes precedence and sanction-based approaches are avoided where possible.



Using the Anchor Approach At Campsbourne School



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