

## ANCHOR APPROACH GLOSSARY

TERM	DESCRIPTION
<b>Adapted behaviour</b>	Humans need to experience emotional and physical safety, feel understood by those around them and have their bio-social needs well-enough met to thrive. When these needs are not met and we don't feel safe, humans adapt their behaviour in an attempt to feel safe in the environment they find themselves in. While these adapted behaviours may sometimes work for them at home, they may not work so well at school and could result in behaviour challenges that need support. Humans can adapt again, with support.
<b>Brain Integration</b>	The brain is described as 'integrated' when the upstairs <i>brain (thinking brain/frontal cortex)</i> and the downstairs brain ( <i>emotional brain/limbic brain</i> ) are able to work together, easily passing information back and forth. When we experience trauma, emotional experiences can become overwhelming, the emotional brain takes charge (to keep us safe) and we become unable to access our thinking brain. It is possible to build brain integration so that we learn to still be able to access our thinking brain, even when considering ideas/thoughts that have an emotional element. See <a href="#">'Flipping Our Lid: An Adult Guide to Helping Children Understand'</a> and <a href="#">'Supporting Brain Integration for Improved Concentration'</a> downloadable from the SLT/SENDCo RIST Pack.
<b>Bio-social needs</b>	See 'needs' below.
<b>Communication style</b>	How we speak with each other - tone of voice and what our body is 'saying'. Sometimes we can communicate without realising.
<b>Clarify</b>	To make something clear or easier to understand by giving or asking for more information
<b>Connect</b>	When there is a high degree of trust and people come together using verbal or non-verbal communication
<b>Co-regulation</b>	Helping each other to maintain a positive state of mind. The simplest way of communicating when one person responds to the actions of another: just enjoying time together with no goal or task in mind and neither being in control. See downloadable sheet – <a href="#">'Co-regulation in simple terms'</a> .

<p><b>Co-regulation activities</b></p>	<p>Co-regulation activities involve adults working with the student to help them regulate their emotions and behaviour. Here are some examples of co-regulation activities:</p> <ul style="list-style-type: none"> <li>• Board games that involve turn-taking, sharing and co-operation</li> <li>• Skipping games</li> <li>• Rock, Paper, Scissors</li> <li>• Dancing together, noticing and responding to moves</li> <li>• Rapping – take turns with lyrics, singing call &amp; response</li> <li>• Rolling ball to each other – can set up pens or another object to avoid or knock down</li> </ul>
<p><b>Democratic principles</b></p>	<p>A non-authoritarian, highly respectful style of classroom management where everyone’s views are valued. There is shared responsibility for creating a culture of resilience, wellbeing, kindness, integrity, learning, trust and respect. With this approach, everyone has a clear understanding of the expectations in the behaviour curriculum (see Anchor Approach Behaviour and Relationships Policy). If someone does not meet an expectation, the discussion is framed around the needs of others and themselves, creating a feeling of safety in order to support their developmental needs being met. Everyone has a part to play to ensure that this takes place. Within this approach, learning is viewed as a group endeavour, where everyone has; knowledge and skills to share and students are supported to work out a solution and encouraged to find positive resolution to disagreements that occur.</p>
<p><b>Developmental Trauma</b></p>	<p>Brought about by the experience of universal <i>needs (also known as bio-social or developmental needs)</i> not being met over a prolonged period. People with developmental trauma can experience difficulty spontaneously recovering from challenges and regulating their emotions</p>
<p><b>Emotion brain</b></p>	<p>The Amygdala is a significant part of the emotion brain which has the job of looking out for danger. A significant function of the Amygdala is the ‘fight’, ‘flight’, freeze’ response - as soon as there is a sign of danger, or it thinks there is danger. Also known as ‘downstairs brain’. The emotion brain works faster than the thinking brain and takes charge if it senses danger. We cannot think when emotion brain is in charge. The Anchor Approach doc <a href="#">‘Cool Croc – Cranky Croc’</a> can help students understand this (available to download from the SLT/SENDCo RIST Pack).</p>
<p><b>Emotion Coaching</b></p>	<p>Emotion Coaching is an evidence-based intervention developed by American psychologist John Gottman. Emotion Coaching provides a framework that helps staff and parents to support emotion regulation.</p>

	<p>Emotion Coaching involves:</p> <ol style="list-style-type: none"> <li>I. validating how students feel to help normalise their feelings (which reduces anxiety and feelings of judgement)</li> <li>II. empathising to help students feel understood and giving them the words to help them tell the story so that they can make sense of what happens to them</li> <li>III. limit-setting (if required)</li> <li>IV. offering guidance.</li> </ol>
<b>Emotionally Friendly Communication</b>	<p>Communicating in a way that helps to ‘contain’ emotions that might cause someone else to feel overwhelmed and become unregulated. It involves creating a safe and supportive environment that values and prioritises the emotional well-being of students. (See the <a href="#">‘Emotionally Friendly Communication Booklet’</a> available in the SLT/SENDCo RIST Pack).</p>
<b>Emotion regulation</b>	<p>Refers to the ability of humans to self-soothe so that they are able to manage their emotions, feelings and behaviour. The ability to self-soothe prevents them becoming overwhelmed by emotions. This is learned from primary carers who model self-soothing behaviour in the early months and years of life, particularly. For students who have not learned to self-soothe, it can be taught by adults regularly in contact with the student who offer emotional and physical safety and who meet the student’s needs.</p>
<b>Helper not Fixer</b> <i>(How we offer guidance when Emotion Coaching)</i>	<p>Helpers assist students to understand, problem-solve, learn from their mistakes and find alternatives to their situation.</p> <p>A fixer might be tempted to dismiss what is being said; tell students what to do next; not facilitating students to think for themselves.</p>
<b>Hold in mind</b>	<p>When an adult communicates to the student that they have thought about them when they are not with them. They remember to wish them well in something they are going to do after school or at the weekend (that they discussed earlier) and remember to ask how they got on the next time they see them. They may talk about something they saw that reminded them of that student.</p>
<b>Hyper-vigilance</b>	<p>When students are constantly looking out for danger because the emotion brain thinks it’s in danger when it’s not. These students notice everything that happens in class and struggle to concentrate.</p>
<b>Intrinsic/Extrinsic motivation &amp; reward</b>	<p>Intrinsic motivation and reward is when our drive to do something has been internalised so that our own sense of achievement drives our motivation to do it again. Intrinsic motivation and reward is central to good long-term outcomes.</p>

	Extrinsic motivation and reward is when our drive to do something is externalised and motivated by an external reward, it is dependent on others, e.g., stickers, money and seeking praise.
<b>Key adult</b>	An adult selected by the school to get to know the student and is able to meet with the student regularly, talk to them, plan with them and work with other staff as needed.
<b>Misbehaviour</b>	The dictionary definition of misbehaviour is 'bad behaviour'. The Anchor Approach uses the term 'unwanted behaviour' as a reframe of 'misbehaviour ( <i>used by the DfE</i> ) as it more readily conveys action to teach desirable behaviour outlined in the behaviour curriculum.
<b>Needs</b> <i>Sometimes called:</i> - <b>Developmental,</b> - <b>Universal</b> or - <b>Bio-social needs</b>	We all have core needs that we need to be met to thrive. These are known as developmental needs, universal needs, or bio-social needs. They include: Belonging, Achieving, Empowerment and Purpose. When these needs are met, we have higher levels of resilience, wellbeing and mental health. In Haringey we use the Haringey Resilience Wheel to help us think about how we can meet these needs to support resilience and wellbeing.
<b>Unmet needs</b>	This refers to the core needs of Belonging, Achieving, Empowerment and Purpose not being met. In Haringey we use the Haringey Resilience Wheel to identify unmet needs by looking at what students say and do and interpreting what they are communicating through this. We then identify strategies to meet those needs.
<b>Problem-solving</b>	See 'Helper-Fixer' above.
<b>Quiet box</b>	Kept in a designated area of the classroom where students can go to help them settle. It is typically filled with sensory items / stress relievers that help students regulate their emotions, reduce anxiety and improve focus and attention. Contents vary and should be agreed in partnership with the student. They may include items such as, fidget toys, stress balls, colouring books/pens, a favourite book, etc.
<b>Regulating physical state</b>	Being able to soothe yourself and others - adjust your heart rate, reduce the amount of stress hormone in your body; slow the speed of any physical movement; reduce speed and pitch of your voice.
<b>Relational approach</b>	A 'relational approach' is a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation and humility. Relationships are central to learning new concepts and behaviours and are our greatest asset.

<b>Resilience</b>	The ability to recover quickly from difficulties in your life and to be able to manage and learn from situations.
<b>Restorative approach</b>	Focusing on repairing a relationship/friendship following a disagreement. Helping students find ways to make amends following a disagreement. Also finding ways to repair an object or situation.
<b>Resilience wheel</b>	The Haringey Resilience Wheel has been developed by the Anchor Approach, in partnership with colleagues from CAMHs. It is based on the work of American psychologists Brendtro, Brokenleg and Van Brokern. The Haringey Resilience Wheel has been adapted with agreement from the authors. It is used to interpret what students say and do so that unmet needs are identified, and strategies can be applied as appropriate.
<b>Safe adult</b>	An adult who the student chooses to talk to and/or to be with when they are finding things hard. Safe adults are reliable, kind, consistent and fair, and put the interests of student first.
<b>Safe spaces</b>	Home/classroom/school/clubs are supportive with no sarcasm, bullying or shaming. Safe spaces provide emotional and physical safety.
<b>Self-efficacy</b>  Build self-efficacy	Strengthen students' sense that they can cope with what life 'throws' at them. The ability to keep going, persist and take responsibility for themselves.  Support this by talking about times when they have coped with similar situations in the past.
<b>Shame</b>  Avoid Shaming	Consider use of language so that phrases that convey judgement or blame are avoided. (See <a href="#">Emotionally Friendly Communication Booklet</a> for more information). If a strategy or response will potentially damage your relationship, avoid doing it/find an alternative. Look out for a defence against shame.
<b>Defence against shame</b>	When a student's response is to deny, blame or minimise you will know that it is likely that they have been triggered into a shame response. If you continue to challenge them, they will rage, as the final defence against shame.

<b>Shame response</b>	<ul style="list-style-type: none"> <li>• Shame can be a helpful emotion that supports learning how to behave in a social setting, how to stay safe &amp; understand risk</li> <li>• If, however, students have experienced excessive levels of negative feedback, a punitive environment or abuse, they can become very sensitive to judgement and be triggered into a shame response in situations that would not, in normal circumstances, induce shame</li> <li>• Adults can help students to recover from an excessive sensitivity to shame if they understand the causes and adopt healthy responses that avoids judgement and supports emotion regulation</li> </ul>
<b>Thinking brain</b>	Refers to the frontal cortex. This is sometimes referred to as ‘upstairs brain’. Anchor Approach <a href="#">‘Cool Croc - Cranky Croc’</a> document can help students understand what’s happening in the brain when they are finding it difficult to concentrate ( <i>downloadable from the SENDCo/SLT Pack</i> ).
<b>Validate feelings</b>	Acknowledge or recognise the feelings of others when they are upset. When someone does this for another, it helps that person to feel that they are understood and that it is normal to feel that way – that they are not wrong, bad or stupid for feeling that way. This helps their thinking and emotional brain to remain integrated so that they are able to think
<b>Wellbeing</b>	The state of being comfortable, healthy, or happy

## ACRONYMS

DfE	Department for Education
HT	Headteacher
LA	Local Authority
SEND	Special Educational Needs and Disability
RIST	Anchor Approach Resilience Indicator and Strategy Tool