



**Anchor Approach
Resilience Indicator & Strategy Tool
(RIST)
PARENT / CARER PACK**

PRIMARY SCHOOL EDITION



PARENT / CARER PACK

This pack contains:

- Instructions (this page)
- Quick Guide for Parents/Carers (2 pages)
- R8 – Parent / Carer Resilience Indicator Form (2 pages)
- R9 – Home Support Strategies (1 page)
- RIST Language Explained (1 page)

INSTRUCTIONS:

1. Please read the Quick Guide on the next page
2. Read the instructions on top of the R8 Form
3. Fill in the form using the scale.
4. If you need help filling in the form, or explaining any of the sections, please ask the teacher who gave it to you.
5. The 'RIST Language Explained' gives more information about the words in the RIST.
6. Once you have completed the form, return it to the teacher.
7. Together, you can decide which areas of resilience you think your child may need some help building.
8. The teacher will then help you to think about some ideas and strategies to try at home.

THANK YOU



The Resilience Indicator & Strategy Tool

Quick Guide for Parents & Carers

Why has my child been selected?

Your child's teacher thinks that your child will benefit from a bit of extra support in class.

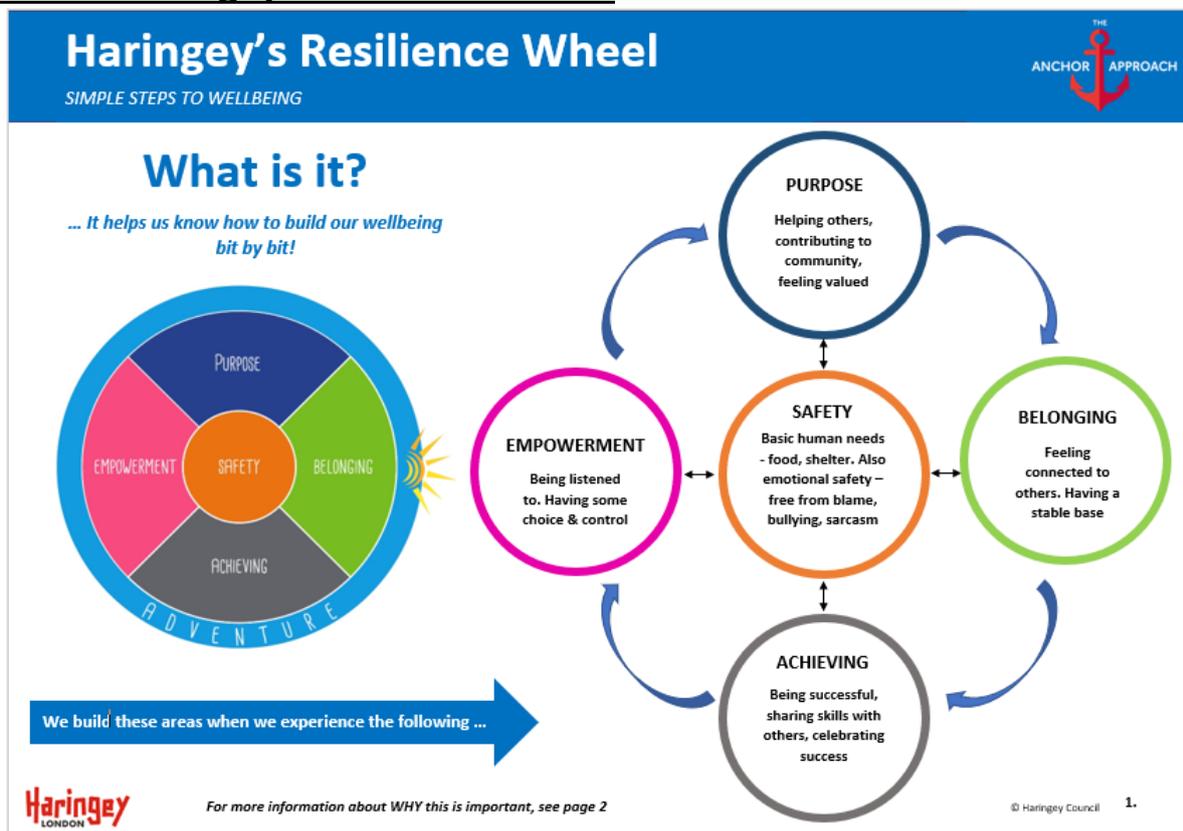
What is the Anchor Approach?

The Anchor Approach is part of Haringey Council Public Health and works to help young people, their parents, teachers, and schools to work together to improve resilience and wellbeing for all.

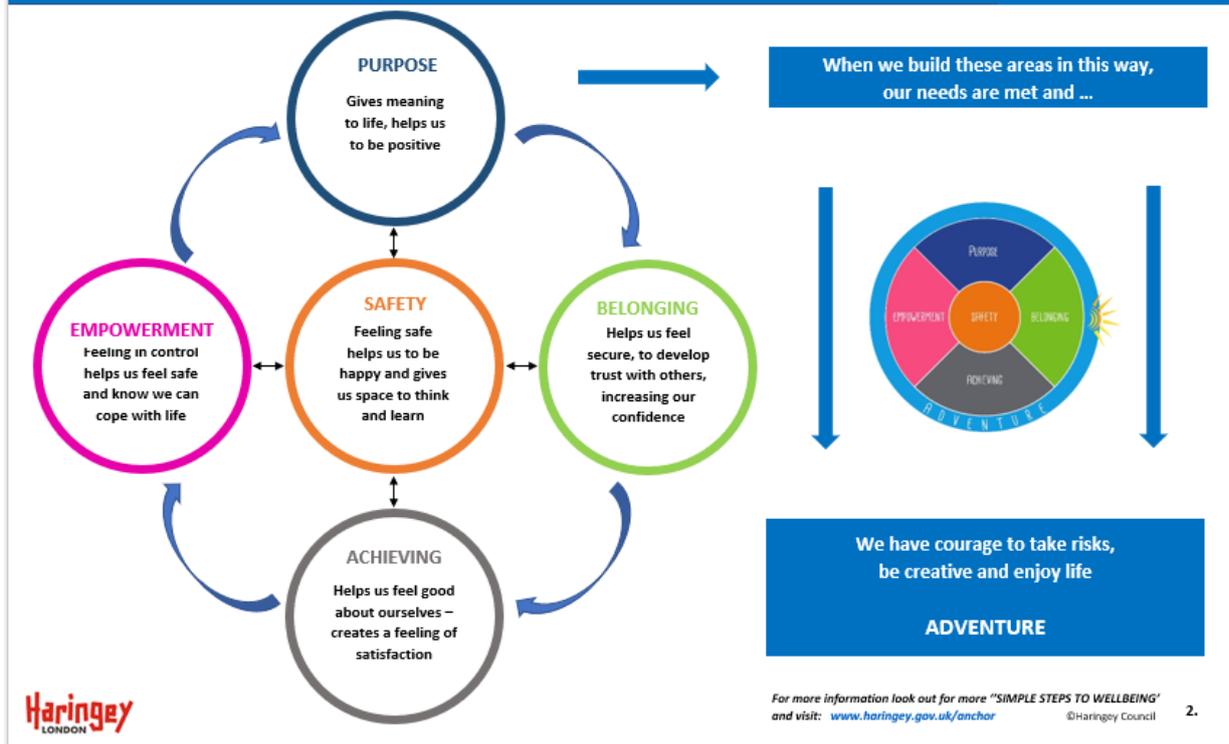
Why is resilience important?

Resilience helps us to manage the ups and downs of life. It is the ability to recover quickly from difficulties in life and to be able to manage and learn from situations. Resilient children are less likely to deal with difficulties in unhealthy ways. Children sometimes need help to build up their resilience.

What is the Haringey Resilience Wheel?



How does it Help Us?



What happens to the information collected?

Your child's school will keep the information safely and will only use it to support your child. All information will be kept in line with GDPR & data protection regulations.

How will my child benefit

The school will ask the class teacher, yourself and your child to complete a version of the Resilience Indicator Form. This information will then be collated and will help identify the area(s) of resilience that your child most needs help with.

Strategies will then be given to yourself, your child and the class teacher. These strategies and ideas have been chosen to specifically help build the area of resilience that has been identified.

Your child's name:	Class/Year:	Date completed:
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THE ANCHOR APPROACH

R8



Parent/Carers Resilience Indicator Form



Please read each of the statements below and then decide where on the scale 1-4 your child's behaviour best fits.
 ✓ Tick under the matching number.
 Please ask the teacher if you need any help to complete this form. Thank you.

SCALE
4 = Strength – my child always does well in this area
3 = Relative Strength – my child often displays some of this positive behaviour
2 = Relative Difficulty – my child has some difficulty in this area
1 = Difficulty – my child has a lot of difficulty in this area

Area of Haringey Resilience Wheel		My child (Does well in this area)	4 Strength	3	2	1 Difficulty	My child (Needs help in this area)
Belonging	1	Feels part of the school and community					Doesn't feel part of school and community
	2	Joins in well with family and friends					Doesn't mix well with family and friends
	3	Takes part in school and community activities					Doesn't seem interested in joining in with school and community activities
	4	Enjoys wearing the full school uniform or always wears appropriate clothes to school					Complains about wearing school uniform correctly or tries to wear inappropriate clothes to school
	5	Listens and responds well when spoken to about their behaviour					Sometimes runs off; shouts/hits out; stops talking/hides when spoken to about their behaviour
	6	Is keen to go to school and leaves home on time					Doesn't seem to like going to school, is often late for school or says they don't want to go
Achieving	7	Likes lots of school subjects [which subjects does your child like?]					Dislikes lots of school subjects [which subjects does your child dislike?]
	8	Completes homework at home without needing reminding					Complains about doing homework, or needs lots of help
	9	Talks about school at home					Doesn't talk about school at home
	10	Does lots of things outside of school – like drama, dance, martial arts, other sport or hobbies/clubs? List here:					Doesn't want to do any clubs and doesn't seem to have any interests or talents
	11	Keeps trying with tasks even when they are difficult					Gets distracted easily when trying to do tasks, gives up quickly
	12	Follows routines easily at home, i.e., bedtime					Doesn't follow routines at home.

Please turn over to continue on the next page ...

THE ANCHOR APPROACH – Resilience Indicator Form – PARENT/CARER VERSION continued

Area of Wheel		My child.... (Does well in this area)	4 Strength	3	2	1 Difficulty	My child (Needs help in this area)
Empowerment	13	Usually follows rules					Doesn't follow rules
	14	Is a good timekeeper, is aware of time (being early/late)					Isn't a good timekeeper, has no awareness of time (being early/late)
	15	Listens carefully and takes turn in a conversation					Calls out or interrupts others
	16	Is happy to start or complete a task even if they find it difficult					Is slow to start a task or unable to keep going when it gets difficult
	17	Believes they have some influence over situations, puts their point across					Never gives a point of view or makes decisions for themselves - follows others
	18	Recognises when a possession belongs to someone else and asks if they want to use it					Takes possessions from other people without asking
	19	Can do tasks independently					Unable to do tasks independently
	20	Knows it's okay to offer and accept help					Reacts negatively to offers of help and never offers help to others
Purpose	21	Helps family and/or our community					Avoids helping family and/or our community
	22	Takes responsibility at home or in community					Avoids responsibility
	23	Is interested and cares about others					Says they don't care about others
	24	Enjoys praise and success					Responds negatively to praise or success
	25	Shows generosity and kindness towards others					Takes more than their share e.g., someone's else's time or objects
	26	Notices when people are kind and is thankful					Doesn't notice when people are kind and is not thankful
Safety	27	Can manage themselves when upset					Lashes out verbally or physically at others
	28	Is confident and really gets involved in activities					Is withdrawn and uninterested in activities
	29	Is relaxed and goes with the flow					Always wants their own way
Adventure	30	Takes sensible, age-appropriate risks					Does risky things or is afraid to take any sort of risk
	31	Can be creative and think freely					Is unable to create or share ideas
	32	Is relaxed and happy around people they don't know and /or accepts changes without problem					Is unable to adjust to unfamiliar people and / or doesn't like changes.
ADDITIONAL COMMENTS: Please use this space to tell us anything else about your child that you think might be helpful							

THINGS TO TRY...

STRATEGIES FOR PARENTS

PRIMARY AGE

AT HOME,
AT SCHOOL
IN THE COMMUNITY

PURPOSE
- Helping others gives meaning & purpose to our lives
- Having future goals gives us a sense of purpose

BEING RESILIENT STAYING WELL

AT SCHOOL
Encourage them to...

- Be generous & kind
- Think of their goals each day

IN THE COMMUNITY
Encourage them to...

- Join an organised club after school
- Volunteer with you in community groups

BELONGING
We feel safer when...
- We are connected at home, at school & in the community
- We gain a sense of trust

EMPOWERMENT
- Gaining a sense of control over our lives supports wellbeing
- Understanding that we are respected gives us confidence

AT SCHOOL
Encourage them to...

- Listen to others with respect
- Know that rules help keep them safe
- Know their skills

AT HOME
Help your child...

- Do jobs to help
- Talk about what they want to do when they grow up

AT SCHOOL
Help them to...

- Trust adults there
- Take part in teams & activities
- Arrange play dates after school

AT HOME
Help your child understand healthy choices around...

- What they eat
- Gaining exercise
- Sleep habits



AT HOME
Encourage them to...

- Talk about their day
- Talk about how to manage situations with peers



AT HOME
Help them to...

- Find their skills & build on them e.g. if running is a strength, join an athletics club



IN THE COMMUNITY
Encourage them to...

- Join a club after school e.g. drama or karate
- Ask someone from school to join them there

AT SCHOOL
Encourage them to...

- Tell you 1 thing they learned today
- Share the skills they've learned at home at school

IN THE COMMUNITY
Encourage them to...

- Encourage them to...
- Learn a new skill e.g. swimming
- Celebrate when they master a skill & teach others

ACHIEVING
- Knowing our strengths gives us confidence to learn
- Celebrating our successes helps us to keep going



IN THE COMMUNITY
Encourage them to...

- Use resources e.g. join the library
- Have courage to take up positive opportunities



Just 1 change makes a difference!



RIST LANGUAGE EXPLAINED

TERM	DESCRIPTION
Celebrate Successes	<p>There are different ways of helping your child to celebrate successes, such as:</p> <ul style="list-style-type: none"> • Verbal Praise - be specific i.e., 'well done for getting up on time today' • Physical Affection – Express your joy and pride through hugs, high-fives, and other gestures that show your love and support • Recognition: Acknowledge your child’s achievements publicly, such as in front of family and friends, this will help them feel valued and appreciated • Family rituals – create traditions to mark special achievements like having a special dinner or a family trip out • Documentation: capture memories and milestones through photos • Set goals – after a success help your child set new goals <p>Remember, success doesn’t have to be about big things, celebrating small steps towards a goal are just as important for building your child’s sense of well-being and worth.</p>
Independence, develop a sense of independence	<p>Developing your child’s sense of independence means helping them learn how to do things on their own, make choices that are right for them, and cope with challenges and changes in life. It also means respecting their individuality and supporting their growth as a person. Independence is not something that happens overnight, but a gradual process that starts from early childhood and continues until adulthood. By developing your child’s independence, you are preparing them for the future and helping them become confident and responsible adults.</p>
Risk (age-appropriate risks)	<p>Children need to explore and experiment with their environment to learn and grow. Sometimes, this involves taking risks that may challenge them physically, emotionally, or socially, for example, using a climbing frame. Risk is not about being reckless or careless, but about finding the right balance between safety and adventure.</p> <p>Age-appropriate risks are not only good for children, but also necessary for their well-being and development. By supporting children to take risks that suit their age and abilities, parents/carers can help them become more resilient, independent, and creative.</p>
Thinking brain	<p>The brain can be thought of in terms of a two- part model. There is the downstairs - emotional brain that carries out basic functions related to survival. It helps us experience different feelings like happiness, anger and fear. It also helps us to react to situations, directing our actions without thinking. It is responsible for the fight, flight or freeze reflex.</p> <p>The upstairs or thinking brain helps us solve problems, plan and make choices based on what we know and understand. This part of the brain helps us to think before we act and make thoughtful decisions.</p>