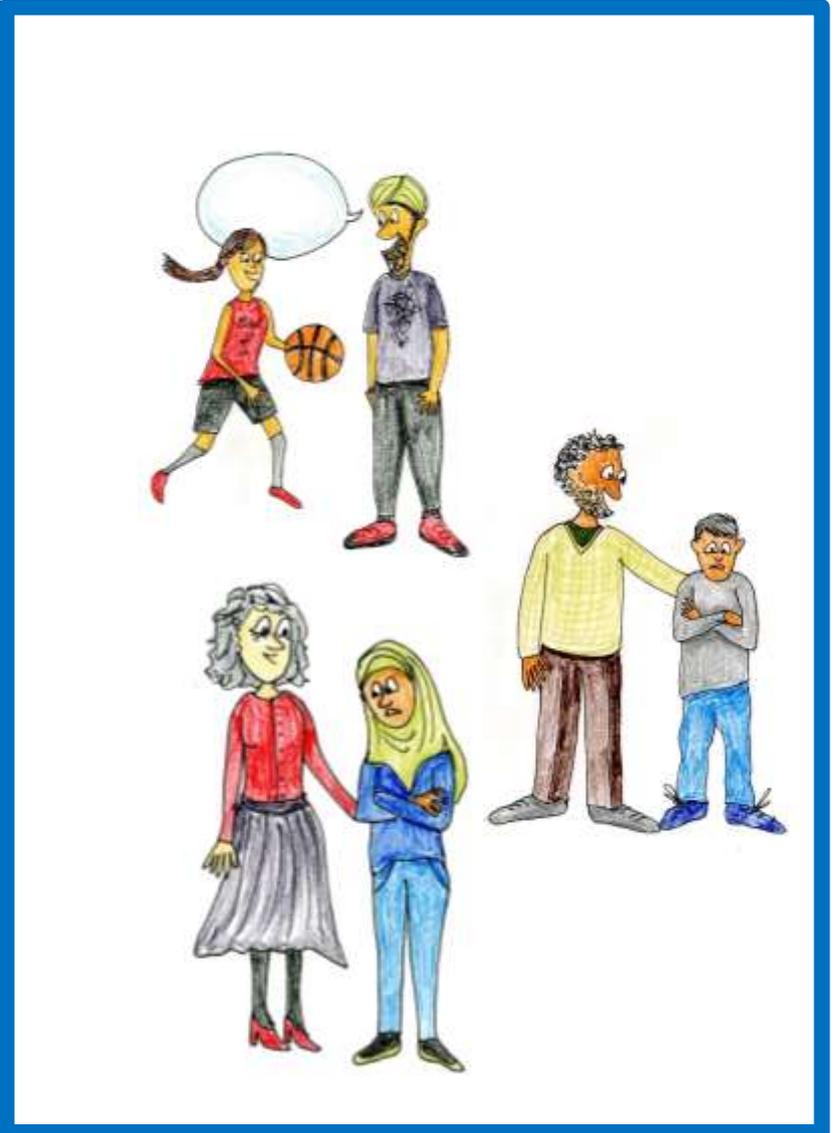




Emotionally Friendly Communication

Providing phrases
that can support emotional safety

Part of the 'SIMPLE STEPS TO WELLBEING' Resources



How it works:

Overview as Aid memoir - pages 1 & 2

Aid memoir explained – pages 3 - 6

Themes grouped & colour-coded for your convenience

Haringey
LONDON

Emotionally Friendly Communication

- phrases that can support emotional safety – an aide memoir for those familiar with this work

SIMPLE STEPS TO WELLBEING

1 WHAT WE SAY & HOW WE SAY IT MATTERS

Welcome

"Morning Amir, how did you get on at football last night?"

"Hi Shaneka, how lovely to see you, glad you're better"

"I'm so happy you were able to come"



Hold in Mind

"How did you get on in your maths test yesterday?"

"Good luck in the swimming gala tomorrow"

"I thought about you last night because it rained – did you get to play football?"

"I thought of you at the weekend – there was a really good programme on about"

2 THESE PHRASES CAN HELP US BUILD TRUST

Goodbye

"Bye Johnny, I hope you have a great time at football tonight"

"Bye Ranveer, we've had such a lovely day together today. Well done. See you tomorrow"

"Bye Sonia, have a great evening. I'll find out about that tonight & let you know tomorrow"



Supporting Emotion Regulation

Empathise

"That sounds really difficult..."

"That sounds like a really difficult morning..."

"It can be frustrating when..."

"It's disappointing when..."

Contain

"It's hurtful when we feel that someone is laughing at us. Did you notice Johnny cracking a joke about his work?... I'm wondering whether that's what they were laughing at... what do you think?"

"I know that fractions are a bit tricky. Do you remember how it was when we started learning subtraction & look how you've mastered that. With practise, this will be the same."

"It can be frustrating when..."

"It's hard to hear about something that has gone wrong sometimes. I always like the way you keep listening & talking to work out how to make things better."

Validate

"I think most people would feel disappointed if that happened to them"

"Lots of people would find that frustrating I think"

"Some people find it difficult when ..."

3 INCREASE EMOTION REGULATION



4 REDUCE CONFLICT

Name Emotions

- As much variety as possible...

"Frustrated" "Disappointed" "Sad"

"Euphoric" "Joyful" "Energised"

"Nervous" "Jealous" "Disgusted"

Emotionally Friendly Communication

- phrases that can support recovery & repair – an aide memoir for those familiar with this work

Model

“I like the way you helped Toks tie her laces”
 “Sometimes it helps when we say sorry”
 “Saying sorry doesn’t mean you did it on purpose, it means you’re sorry it happened”
 “I’m sorry I shouted...”
 “Thank you for sitting still and listening like we practised”

Wonder

“I wonder if it would help if we ...”
 “I think ...”
 “I’m wondering whether ...”
 “Am I correct in thinking?”
 “Help me to understand”
 “I think I’d find that difficult – I wonder how it is for you”

Encourage

“You’re getting so much better at ...”
 “I agree, this is quite tricky. Luckily, when we practise, we can master anything. Shall we have another go?”
 “Now that you’ve mastered that so well, what if we have a go at this together.”

CHOOSE
1 BOX
AT A TIME

PRACTISE
USING THE
PHRASES

MAKE
THEM
YOURS!

Reassure

“Adults are here to be helpful”
 “School is a safe place”
 “Some things may seem different. Can you help me think of the things that are the same?”
 “I’m ready to help if you need it”

Offering Guidance



Limit-set (if you need to)

“I know it’s difficult when... it’s not ok for someone to get kicked is it. I don’t know about you, but I don’t think I’d feel safe if I thought I’d get kicked when I came to school. How could we avoid that next time?”
 “I know it’s frustrating playing football sometimes. It’s a shame Sam got hurt isn’t it. How could we help him to feel better? Yes, a cold compress would help. Sometimes it helps when we say sorry.”

Repair – help problem solve

“I’m wondering how we could make things better ... what if we try...”
 “Sometimes it helps when we say sorry”
 “Saying sorry doesn’t mean you did it on purpose, it means you’re sorry it happened”
 “Can you think of a way to help Siobhan’s leg feel better/repair the broken game?”
 “Is there anything we could do differently next time do you think”
 “Help me to understand what happened”
 “I’m sorry that happened. We worked it out together though didn’t we.”

Guide – help problem-solve

“Do you have any thoughts about how we could ...”
 “I’m wondering how we could make things better ... what if we ...”
 “Help me to think of a good way to move this forward ...”

5

AND HELP US
INFLUENCE
BEHAVIOUR CHANGE

Emotionally Friendly Communication

- what we say & how we say it matters – ‘Holding in Mind’ (buff sections from page 1 explained)

SIMPLE STEPS TO WELLBEING

1

WHAT:

‘Holding in Mind’

- When we let children/YP know we’re thinking of them even when we’re not with them
- When we remember to ask them about things we talked about last time we met
- And they learn that they are separate, special & an individual in their own right

2

HOW:

... by saying things like ...



Hold in Mind

“How did you get on in your maths test yesterday?”

“Good luck in your run tomorrow”

“I thought of you at the weekend – there was a really good programme on about

Welcome

“Morning Amir, how did you get on with your sister last night?”

“Hi Shaneka, how lovely to see you, glad you’re better”

“I’m so happy you were able to come”

WELCOME & GOODBYE is a perfect time to do this ...

3

WHY:

... this is important

- To strengthen our relationships despite ‘lockdown’
- To develop feelings of safety & trust
- To increase child/YP engagement in online & face to face lessons
- So that children/YP develop a sense of ‘self’ or who they are
- To increase concentration
- To help create optimum conditions for thinking & learning



Goodbye

“Bye Johnny, I hope you enjoy the online quiz tonight”

“Bye Ranveer, we’ve had such a lovely day together today. Well done. See you tomorrow”

“Bye Sonia, have a great evening. I’ll find out about that tonight & let you know tomorrow”



‘Holding in Mind’ builds the universal needs of ‘BELONGING’, ‘EMPOWERMENT’ & ‘PURPOSE’

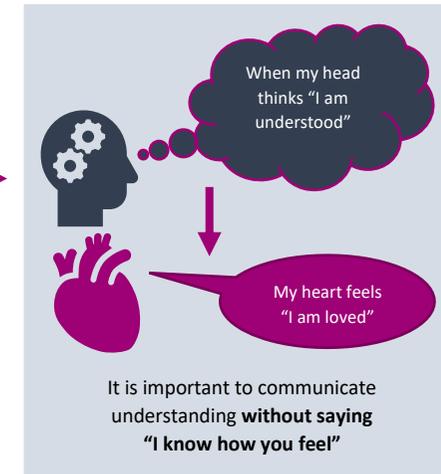
Emotionally Friendly Communication

- what we say & how we say it matters – ‘Containing’ (green sections from page 1 explained)

SIMPLE STEPS TO WELLBEING

1 **WHAT:** ... ‘Containing’ Emotion (used in Emotion Coaching, alongside the ‘limit-setting’ sheet)

- Validating how children feel helps to ‘normalise’ their feelings, which reduces anxiety & feelings of judgement
- Empathising helps children feel understood
- Giving children/YP the words to help them tell their story so that they can make sense of what happens to them



2 **HOW:** ... by saying things like

Contain

“It’s hurtful when we feel that someone is laughing at us. Did you notice Johnny cracking a joke about his work?... I’m wondering whether that’s what they were laughing at... what do you think?”

“It can be frustrating when...”

“It’s hard to hear about something that has gone wrong sometimes. I always like the way you keep listening & talking to work out how to make things better.”

Validate

“I think most people would feel disappointed if that happened to them”

“Lots of people would find that frustrating I think”

“Some people find it difficult when ...”

Empathise

“That sounds really difficult...”

“That sounds like a really challenging morning...”

“It can be frustrating when...”

“It’s disappointing when...”

Practise using 1 at a time until each becomes part of your communication style

3 **WHY:** ... this is important

Useful face to face & online

- To strengthen our relationships despite ‘lockdown’
- To develop feelings of safety & trust
- To increase child/YP engagement in online & face to face lessons
- To help children/YP regulate their emotions
- To reduce anxiety & potential situations of conflict

Name Emotions

- As much variety as possible...

“Frustrated” “Disappointed” “Sad”

“Euphoric” “Joyful” “Energised”

“Nervous” “Jealous” “Disgusted”

Sometimes we need to set limits for children.

See page 6 to do this in an emotionally friendly way

Emotionally Friendly Communication

- what we say & how we say it matters – ‘Empowering’ (pink sections from page 2 explained)

SIMPLE STEPS TO WELLBEING

1 **WHAT:** ... Empowering positive behaviour change

- Strategies that help children/YP learn positive patterns of behaviour



‘Wondering aloud’ helps children/YP stay calm, engaged & thinking when discussing worries.

It gives them an opportunity to agree or disagree, & then go on to offer how they do feel about something.

2 **HOW:** ... by saying things like...

Reassure

“Adults are here to be helpful”

“School is a safe place”

“Some things may seem different. Can you help me think of the things that are the same?”

“I’m ready to help if you need it”

Model

“I like the way you helped Toks tie her laces”

“Sometimes it helps when we say sorry”

“Saying sorry doesn’t mean you did it on purpose, it means you’re sorry it happened”

“I’m sorry I shouted...”

“Thank you for sitting still and listening like we practised”

These strategies can be used to **contain & limit-set**, which are the key strategies in Emotion Coaching. Look out for them!

Wonder

“I wonder if it would help if we ...”

“I think ...”

“I’m wondering whether ...”

“Am I correct in thinking?”

“Help me to understand”

“I think I’d find that difficult – I wonder how it is for you”

Encourage

“You’re getting so much better at ...”

“I agree, this is quite tricky. Luckily, when we practise, we can master anything. Shall we have another go?”

“Now that you’ve mastered that so well, what if we have a go at this together.”

Practise using 1 at a time until each becomes part of your communication style

Use them when you want to ‘contain’ emotion or limit-set

3 **WHY:** ... this is important

- To strengthen our relationships despite current restrictions
- To develop feelings of safety & trust
- To help children/YP regulate their emotions
- To reduce anxiety & potential situations of conflict

Useful face to face & online

Emotionally Friendly Communication

- what we say & how we say it matters – ‘Limit-setting’ (blue sections from page 2 explained)

SIMPLE STEPS TO WELLBEING

1

WHAT:

‘Limit-setting’ (used in *Emotion Coaching*, alongside the ‘contain’ sheet)

- Sometimes we need to help children to recognise when they are doing something that they need to change
- Talking about this in ways that children can listen

2

HOW:

... by saying things like ...

Limit-set (if you need to)

“I know it’s difficult when... it’s not ok for someone to get kicked is it. I don’t know about you, but I don’t think I’d feel safe if I thought I’d get kicked when I came to school. How could we avoid that next time?”

“I know it’s frustrating playing football sometimes. It’s a shame Sam got hurt isn’t it. How could we help him to feel better? Yes, a cold compress would help. Sometimes it helps when we say sorry.”

3

WHY:

... this is important

- To support positive behaviour change
- To protect relationships while helping children/YP accept limits on their behaviour – positive relationships are essential to influencing behaviour change

Guide – help problem-solve

“Do you have any thoughts about how we could ...”

“I’m wondering how we could make things better ... what if we ...”

“Help me to think of a good way to move this forward ...”

We do this by offering **guidance & helping to repair**

Helping children/YP find positive solutions facilitates behaviour change and will help them work out what to do next time

We repair **RELATIONSHIPS & OBJECTS**

If the child/YP is becoming unregulated when limit-setting go back to ‘containing’ statements



Learning how to repair is the most important thing

Repair – help problem solve

“I’m wondering how we could make things better ... what if we try...”

“Sometimes it helps when we say sorry”

“Saying sorry doesn’t mean you did it on purpose, it means you’re sorry it happened”

“Can you think of a way to help Siobhan’s leg feel better/repair the broken game?”

“Is there anything we could do differently next time do you think”

“Help me to understand what happened”

“I’m sorry that happened. We worked it out together though didn’t we.”

(For more information on emotion regulation and the Anchor Approach visit: www.haringey.gov.uk/anchor)



*Supporting children and their families
to live resilient and stable lives
The Anchor Approach*

www.haringey.gov.uk/anchor

Haringey
LONDON