



## **AN INTRODUCTION FOR PARENTS & CARERS TO THE WELLBEING IN EARLY YEARS PROGRAMME**



**Welcome to our session.**

**Thank you for taking the time to come today.**

**This meeting is to tell you about the Anchor Approach and the Wellbeing in Early Years programme we are using at [ name of setting/nursery].**

**The programme will help support our understanding of the importance of building resilience in our children and how this helps to build a strong sense of wellbeing and happiness.**

This resource is for nursery settings who would like to share information with parents/carers about the Wellbeing in Early Years Programme. It goes through each area of resilience and the 6 Ways.

THE  
ANCHOR APPROACH



**What is The Anchor Approach?**

The Anchor Approach, based in Public Health in Haringey, was set up to support children, parents/carers, teachers, schools, nurseries and the health services to work together to improve resilience and wellbeing for all.

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**Background information:**

*Anchor Approach is part of Public Health in Haringey – it is a small team of teachers who have developed a range of tools for use by nurseries, schools, midwives, health visitors, GP’s and those in social care. Anchor work in early years settings and primary and secondary schools across Haringey to help them create environments that support children and young people’s mental health and wellbeing.*

## What is resilience and why is it important?



**Resilience is the ability to recover more quickly from difficulties in our lives and to be able to manage and learn from situations and experiences.**

**Resilient children are more likely to find healthy ways to deal with life's difficulties.  
We can help our children to build up their resilience.**

**Before we continue, let us look at what we mean by resilience...**

***READ SLIDE.***

This gives a definition of resilience and explains briefly why resilience is important.



Show the wheel.

Research tells us that resilience is key to wellbeing and good mental health.

The Anchor Approach uses something called the Haringey Resilience Wheel to help explain how resilience can be built.

Point to Wheel (adult and child version).

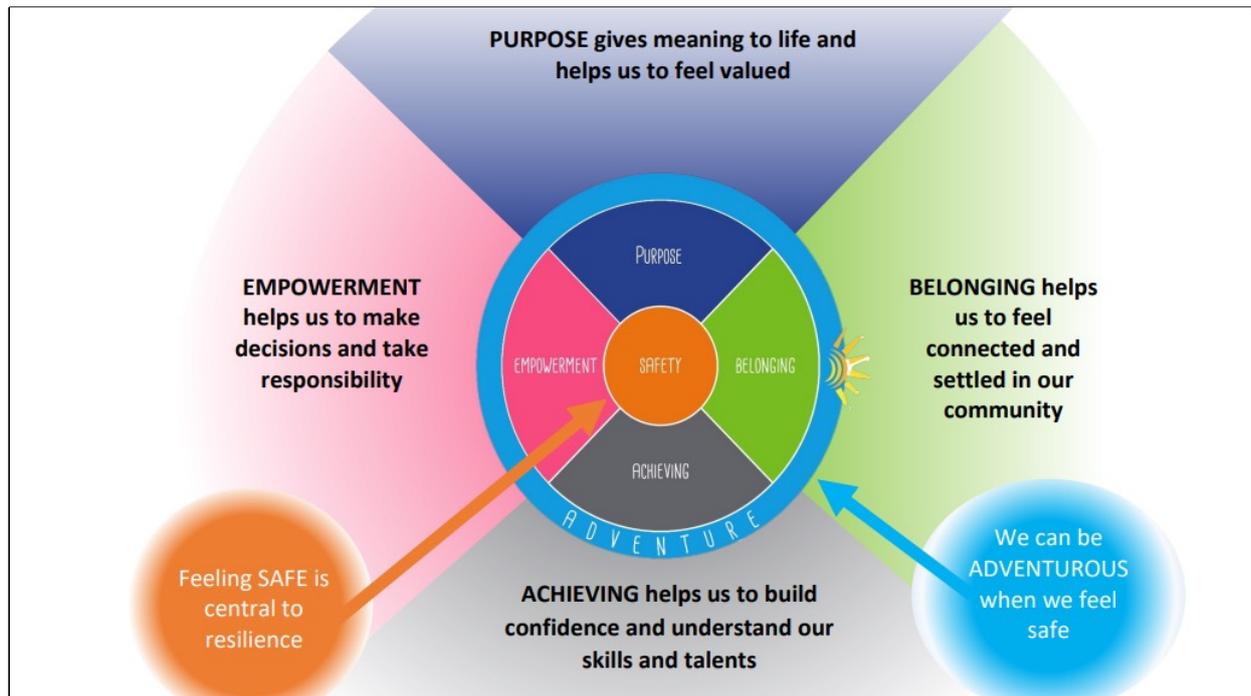
The Wheel shows some basic needs that all humans have to help them feel fulfilled.

These are (point to areas of wheel) Belonging, Achieving, Purpose & Empowerment.

When these needs are met we have higher levels of wellbeing and happiness and this helps us to feel Safe and have a sense of Adventure to enjoy life.

Background information:

The importance of resilience has been extensively studied –The Haringey Resilience Wheel has been developed from research by Van Brockern, Brendtro, Brokenleg (Reclaiming Youth 2019)



This slide explains briefly each area of resilience.

**READ SLIDE.**

*Read out each area - start with belonging, then achieving, empowerment and purpose. Then read safety and adventure.*

**These areas will be explained in more detail as we go through the session(s).**

## Six sessions

	Area of resilience	Something to try ... 6 WAYS
Session One:	Belonging	Holding in Mind
Session Two	Achieving	Co-regulation
Session Three	Empowerment	Self-regulation
Session Four	Purpose	Emotion Coaching
Session Five	Safety	Helping Not Fixing
Session Six	Adventure	Making and Breaking

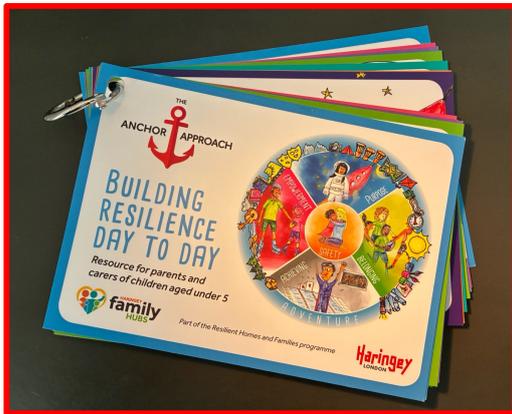
**Over the next 6 weeks** [if doing 10mins weekly otherwise say ‘in this session’] **we will look at each area of the resilience wheel and share with you a useful tip or strategy to try yourself.**

**We call these the ‘6 Ways’.**

[If appropriate]**Our sessions will be held [add days/dates of sessions].**

**Everyone benefits from building up the areas of resilience, not just our children. For example, making a space/finding a chair for someone new, helps them feel a sense of belonging.**

*NB: Haringey Children Centres have access to the Resilience Homes and Families programme which is a separate programme developed with - Best Start Family Hubs Haringey for use in Stay and Plays – the materials are targeted to towards parents/carers. Contact [Anchor@haringey.gov.uk](mailto:Anchor@haringey.gov.uk) for further information.*



## AVAILABLE TO DOWNLOAD Building Resilience Day to Day – a parent resource

To support the building of resilience at  
home and in early years settings



Scan the QR code  
to download  
Building resilience  
day to day or visit:  
[www.haringey.gov.uk/anchor/BRD2D](http://www.haringey.gov.uk/anchor/BRD2D)



Encourage parents to download this resource. Many of the images in this presentation are taken directly from the cards.

# Session One: BELONGING



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We are now going to look at the first area of resilience on the resilience wheel – belonging.

# BELONGING

Builds Resilience

## WHAT IT IS ...

Feeling that we fit in & that we are accepted for who we are

## WHY WE NEED IT ...

It helps us feel safe & secure & increases our confidence



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Resilience is the ability to recover quickly from difficulties we might face in life

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## What is belonging and why do we need it?

### **READ SLIDE.**

*Explain the feeling of Belonging in everyday life.*

Remember how it feels when you go into a strange place, start a new job, etc., humans need to feel they belong... it helps us feel secure and safe... family, friends, groups such as exercise classes or places of worship can help us develop feelings of belonging –nurseries play an important part by being welcoming to all and ensuring every child, young person and parent/carer feels like they belong.

## BELONGING

things to try

- Meet with other parents
- Arrange play dates with other children
- Help your child to play with other children
- Say hello and goodbye every time you leave and see your child again
- Copy faces your child makes and things your child does
- Go to different places together and with others
- Attend community groups or events with your child



19

Taken from building resilience day to day – parent resource

**We can also build the area of Belonging every day when we are out & about or at home.**

**This slide is from the ‘Building Resilience Day to Day’ parent resource cards (show cards again). These cards are freely available to parents/carers on the Anchor Approach website – Early Years Section**

**READ SLIDE**



*It will be helpful if you read this slide to yourself before the session so you can explain it to the parents/carers. There are also more detailed notes in the 6 WAYS Booklet given to you by the Haringey Nursery Leads.*

Each week we are going to share with you an idea or strategy that we have called the 6 WAYS. Here is the first, Holding in Mind, that you may like to try with your children at home. Holding in mind is thinking about your child when you are not with them, about what they need, remembering them and telling them that you thought about them.

Don't worry if you don't get all the information we are giving today. You will be able to look at this again in your own time as you will find it in the 'Building resilience day to day' cards (show a set of parent cards) Available from [www.haringey.gov.uk/anchor/BRD2D](http://www.haringey.gov.uk/anchor/BRD2D)

Or refer to QR code on slide 7 in the presentation

**EXPLAIN/READ SLIDE.**

Holding in Mind - many parents/carers do this naturally, perhaps without realising the importance it has in building resilience.

A new idea or strategy is shared each week. They are not necessarily related to the area of the resilience wheel being discussed that week.



*Use this slide if ending the session here.*

**Thankyou for attending today's session. The information in the slides can be found in the free parent/carer resource cards 'Building Resilience Day to Day' available from [www.haringey.gov.uk/anchor](http://www.haringey.gov.uk/anchor)**

## Session Two: ACHIEVING



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**Welcome to session 2.**

*If necessary, recap previous weeks slides and/or the introductory slides.*

*If you are running weekly (rather than one longer session) then ask:*

**Last week we looked at Belonging. Did you have a chance to use any of the ideas or strategies?**

*Share practical ideas and give positive feedback, maybe add some more ideas (using parent resource cards as a prompt).*

**This week we are looking at the grey area of the resilience wheel. The area of Achieving.**

# ACHIEVING

Builds Resilience

## WHAT IT IS ...

- Knowing we have done something well
- Sharing skills - Celebrating success

## WHY WE NEED IT ...

- When we achieve at something it helps us feel good
- We get a feeling of satisfaction & our confidence grows



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Resilience is the ability to recover quickly from difficulties we might face in life



## What is achieving and why do we need it?

### READ SLIDE.

*Explain the feeling of Achieving in everyday life.*

**Achieving - That feeling you get when you manage or master something... does not have to be academic ... as adults' simple things like managing to finish a job or cook a good meal can give us that pleasing feeling that we have done something well.**

## 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 balance"
- Help them to learn a new skill - physical activity, cooking
- Repeat action songs
- Give your child a job - chopping food, sorting food
- Encourage your child to play, do an activity alone - with you watching nearby
- Help your child to problem solve without doing it for them
- Visit the library



A cartoon illustration of a swimmer in a blue suit and goggles, standing on a pool deck with arms raised in celebration. A digital clock in the background shows '08:34'. The swimmer is surrounded by water droplets, suggesting they have just finished a swim.

21

Taken from building resilience day to day – parent resource

**We can also build the area of Achieving every day when we are out & about or at home.**

**This slide is from the ‘Building Resilience Day to Day’ parent resource cards (show cards again).**

**READ SLIDE.**

**6 WAYS**  
to support your child to build resilience

support your child by:  
**GO-REGULATION**  
To develop healthy communication and relationships  
Connect with your child by moving and doing together:  

- Do things with actions together... row the boat, tidy up, pairing socks, folding towels, plant/cook/carry together
- Connect with your child – mirror and copy what your child does
- Play with your child. get them to stand on your feet and walk with them

 Find time to laugh and have fun together  
33

support your child by:  
**GO-REGULATION**  
To develop healthy communication and relationships  
Connect with your child by 'playing' with words together:  

- Sing nursery rhymes together, rhymes with actions – e.g. Insy Wincy Spider
- Look at books with rhyming words – encourage your child to say the rhyming words
- Encourage your child to point to the words as you read together

 Give your child time to think  
Turn off the phone and TV – sit with them  
34

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*It will be helpful if you read this slide to yourself before the session so you can explain it to the parents/carers. There are also more detailed notes in the 6 WAYS Booklet.*

**Each week we share with you an idea or strategy that we have called the 6 WAYS. Here is the second, Co-regulation, that you may like to try with your children at home. Co-regulation is about doing things together with your child, and responding to each other, back and forth.**

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**EXPLAIN/READ SLIDE.**

A new idea or strategy is shared each week. They are not necessarily related to the area of the resilience wheel being discussed that week.



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# Session Three: EMPOWERMENT



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## **Welcome to session 3.**

*If necessary, recap previous weeks slides and/or the introductory slides.*

*If you are running weekly (rather than one longer session) then ask:*

**Last week we looked at Achieving. Did you have a chance to use any of the ideas or strategies?**

*Share practical ideas and give positive feedback, maybe add some more ideas (using parent resource cards as a prompt).*

**This week we are looking at the pink area of the resilience wheel. The area of Empowerment.**



## EMPOWERMENT

*things to try*

- Watch your child - what do they do, how do they communicate with you?
- Give your child choices (e.g. what pair of shoes today – 2 options)
- Give them small bits of information
- Explain things in steps and give them time to respond
- Show you've listened by talking about something they told you earlier
- Allow them times to not be with you
- Help your child to develop skills and talents, learn to do things their own way



23

Taken from building resilience day to day – parent resource

**We can also build the area of Empowerment every day when we are out & about or at home.**

**This slide is from the ‘Building Resilience Day to Day’ parent resource cards (show cards again).**

**Available from [www.haringey.gov.uk/anchor](http://www.haringey.gov.uk/anchor)**

***READ SLIDE.***



to support your child to build resilience

support your child by:

## SELF-REGULATION

**Helping your child to be calm when upset or over excited and be ready to be curious and interested**

**Soothe when**

- They are getting upset or over-excited
- They look away/cry/kick or hit out
- They are quiet, not joining in

**If your child is too stimulated - to soothe...**

- Engage - check how they are
- Listen and respond
- Relax and respond with a soothing voice
- Touch - cuddle, rock and stroke

**Things that help to soothe:**

- Breathing
- Stroking
- Counting rhymes
- Rocking
- Patting
- Music (calming)
- Swinging and hanging
- Climbing
- Pushing or carrying
- Sucking (water from sports bottle)
- Crunching, chewing

Our emotions can go up and down when things happen to us during the day

support your child by:

## SELF-REGULATION

**Helping your child to be calm when upset or over excited and be ready to be curious and interested**

**Stimulate**

If they are not engaging with activities or conversation.

**Watch your child - are they ready to learn and engage?**

Do they need stimulation?

**Things we can do that stimulate:**

- Talking
- Spinning
- Playing
- Hopping
- Teaching
- Jumping





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*It will be helpful if you read this slide to yourself before the session so you can explain it to the parents/carers. There are also more detailed notes in the 6 WAYS Booklet.*

**Each week we share with you an idea or strategy that we have called the 6 WAYS. Here is the third - Self-regulation. This is about helping our children to learn to manage emotions and feelings and how we, as adults can recognise if our child needs to be soothed or if they are ready for some stimulation.**

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**EXPLAIN/READ SLIDE.**

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# PURPOSE

Builds Resilience

## WHAT IT IS ...

- Helping others – generosity
- Contributing to community
- Feeling valued & knowing our role

## WHY WE NEED IT ...

- Feeling a sense of purpose can give life meaning & helps us feel we are part of something bigger
- It improves how we feel about ourselves



Resilience is the ability to recover quickly from difficulties we might face in life



**What is purpose and why do we need a sense of purpose?**

**READ SLIDE.**

**Purpose is that sense we get that we are useful and making a difference in the world. Sometimes our work, or volunteering in the community (like helping out at the , Family Hub or local foodbank) helps us feel we have a purpose. Also caring for our children gives us a strong sense of purpose because we know it is an important job.**

**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 – shop keeper, nurses, bus driver, police etc



25

Taken from  
building  
resilience day to  
day – parent  
resource

**We can also build the area of Purpose every day when we are out & about or at home.**

**This slide is from the ‘Building Resilience Day to Day’ parent resource cards (show cards again).**

**Available from [www.haringey.gov.uk/anchor](http://www.haringey.gov.uk/anchor)**

**READ SLIDE.**

**THE ANCHOR APPROACH**

# 6

**WAYS**

to support your child to build resilience

*It will be helpful if you read this slide to yourself before the session so you can explain it to the parents/carers. There are also more detailed notes in the 6 WAYS Booklet.*

**Each week we share with you an idea or strategy that we have called the 6 WAYS. Here is the fourth strategy, Emotion Coaching. Emotion Coaching is a way to help teach children to manage strong emotions. It can be more helpful than saying to children ‘Stop that’ (disapproving) or ‘It doesn’t matter, you are fine’(dismissing) because it helps teach them about their feelings and how to help themselves feel better. There are four steps to Emotion Coaching.**

**Don’t worry if you don’t get all the information we are giving today. You will be able to look at this again in your own time as you will find it in the ‘Building resilience day to day’ cards (show a set of parent cards).**

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**EXPLAIN/READ SLIDE.**

A new idea or strategy is shared each week. They are not necessarily related to the area of



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# Session Five: SAFETY



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## **Welcome to session 5.**

*If necessary, recap previous weeks slides and/or the introductory slides.*

*If you are running weekly (rather than one longer session) then ask:*

**Last week we looked at Safety. Did you have a chance to use any of the ideas or strategies?**

*Share practical ideas and give positive feedback, maybe add some more ideas (using parent resource cards as a prompt).*

**This week we are looking at the orange area of the resilience wheel. The area of Safety.**

# SAFETY

Builds Resilience

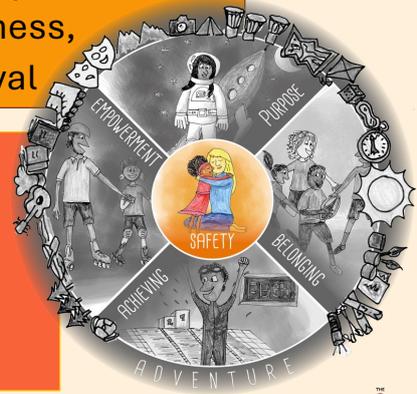
## WHAT IT IS...

**Physical safety:** i.e. food, shelter, free from physical harm

**Emotional safety:** surrounded by love & kindness, free from blame, shame, sarcasm & disapproval

## WHY WE NEED IT...

- Helps us develop healthily
- Feel happy & learn well
- We feel secure, more confident & can handle tough times better



Resilience is the ability to recover quickly from difficulties we might face in life



## What is safety and why do we need it?

### READ SLIDE.

Safety is in the middle of the Haringey Resilience Wheel because it is central to our wellbeing ... if we do not feel safe it is very hard for us to think about other things... examples that help us feel safe are – having a secure job, having enough money, knowing you do not have to move house. As children, it is having consistent boundaries and kindness around us.



Taken from  
building  
resilience day to  
day – parent  
resource

**We can also build the area of Safety every day when we are out & about or at home.**

**This slide is from the ‘Building Resilience Day to Day’ parent resource cards (show cards again).**

**Available from [www.haringey.gov.uk/anchor](http://www.haringey.gov.uk/anchor)**

**READ SLIDE.**

**6 WAYS**  
to support your child to build resilience

*support your child by:*  
**HELPING NOT FIXING**  
For some activities try to help your child rather than fix or do things for them. It helps them to build a sense of control and ownership

**Helping**  
Supporting your child to find a solution for themselves  
This can build children's confidence that they can work things out for themselves

**Fixing**  
Doing it for your child  
This can lead to children losing confidence in their ability to work things out for themselves

39

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*support your child by:*  
**HELPING NOT FIXING**  
For some activities try to help your child rather than fix or do things for them. It helps them to build a sense of control and ownership

*You can help them by*

- Asking: 'What do you think we could do...'
- Finding solutions together 'What if we tried...'
- Letting them play or do an activity their way
- Remembering that a 'little bit of struggle' builds resilience
- Teaching your child something, then let them try it on their own
- Allowing them to try safe challenges
- Being curious, ask your child questions 'Can you tell me about...'

40

*It will be helpful if you read this slide to yourself before the session so you can explain it to the parents/carers. There are also more detailed notes in the 6 WAYS Booklet.*

**Each week we share with you an idea or strategy that we have called the 6 WAYS. Here is the fifth, Helping Not Fixing, that you may like to try with your children at home. Helping Not Fixing helps children to find solutions when things don't go to plan.**

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**EXPLAIN/READ SLIDE.**

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# Session Six: Adventure



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## **Welcome to session 6.**

*If necessary, recap previous weeks slides and/or the introductory slides.*

*If you are running weekly (rather than one longer session) then ask:*

**Last week we looked at Safety. Did you use any of the ideas or strategies?**

*Share practical ideas and give positive feedback, maybe add some more ideas (using parent resource cards as a prompt).*

**This week we are looking at the turquoise area of the resilience wheel. The area of Adventure.**

# ADVENTURE

Builds Resilience

## WHAT IT IS ...

Exploring new places, trying new things  
Facing challenges with excitement

## WHY WE NEED IT ...

Brings joy and excitement  
Improves our wellbeing



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Resilience is the ability to recover quickly from difficulties we might face in life

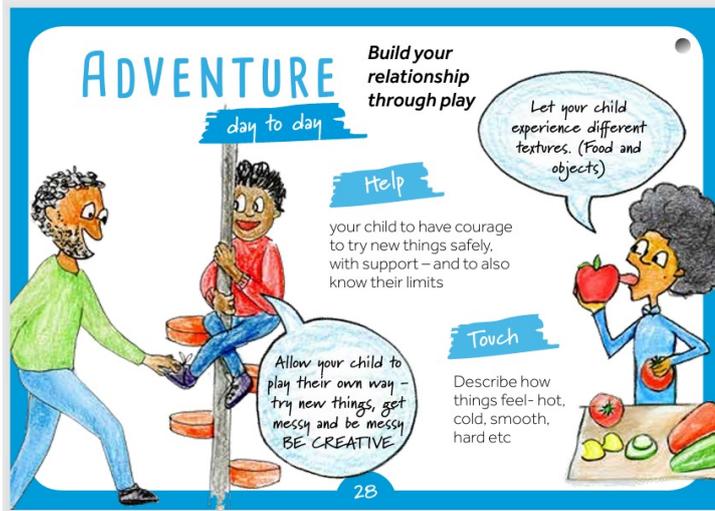
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**What is meant by Adventure and why do we need it?**

**READ SLIDE.**

**Adventure is around the outside of the wheel. Humans are naturally adventurous and when all the other areas of the wheel are feeling strong it helps us to feel more joy in life.**

**We are adventurous when we are confident to try new things and go to new places.**



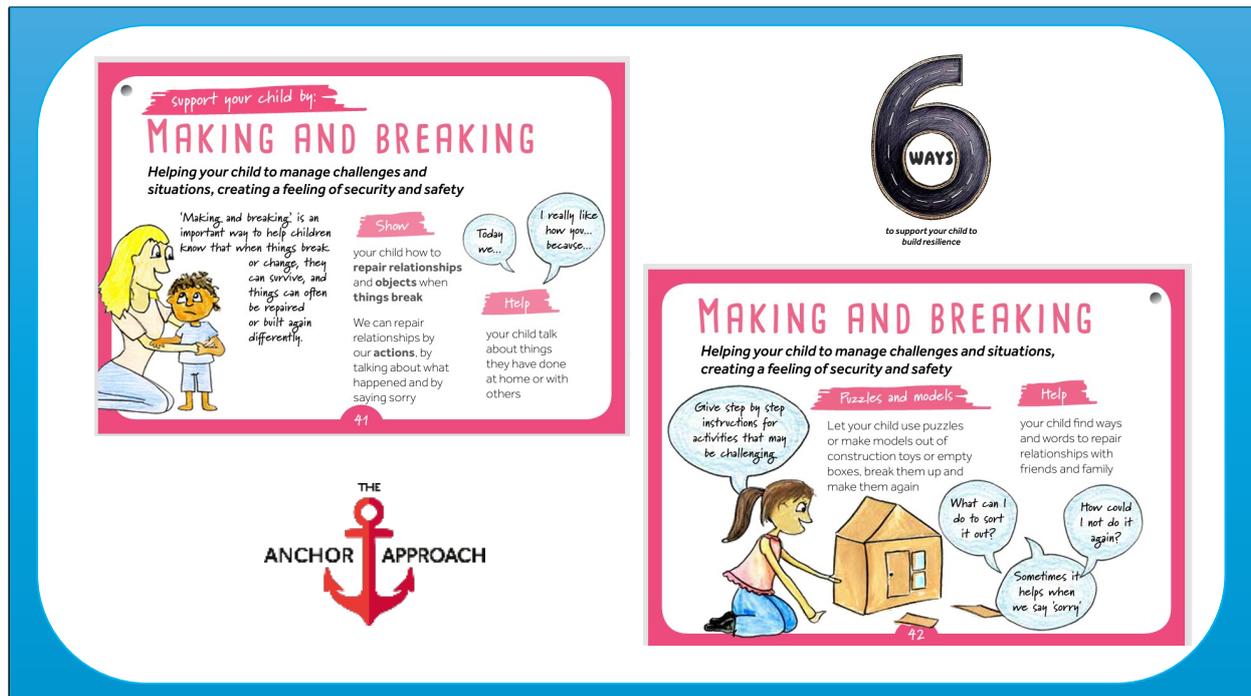
Taken from building resilience day to day – parent resource

We can also build the area of Adventure every day when we are out & about or at home.

This slide is from the 'Building Resilience Day to Day' parent resource cards (show cards again).

Available from [www.haringey.gov.uk/anchor](http://www.haringey.gov.uk/anchor)

**READ SLIDE.**



*It will be helpful if you read this slide to yourself before the session so you can explain it to the parents/carers. There are also more detailed notes in the 6 WAYS Booklet.*

**Each week we share with you an idea or strategy that we have called the 6 WAYS. Here is the last, Making and Breaking, that you may like to try with your children at home. Making and Breaking helps children learn that things and relationships can break and we can sometimes find ways to repair them.**

**Don't worry if you don't get all the information we are giving today. You will be able to look at this again in your own time as you will find it in the 'Building resilience day to day' cards (show a set of parent cards). We will also be sharing these strategies at the end of some of the stay and play sessions.**

**Available from [www.haringey.gov.uk/anchor/BRD2D](http://www.haringey.gov.uk/anchor/BRD2D)**

Or refer to QR code on slide 7 in the presentation

**EXPLAIN/READ SLIDE.**

A new idea or strategy is shared each week. They are not necessarily related to the area of the resilience wheel being discussed that week.



Supporting children & their families  
to live resilient & stable lives

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**Thank you for attending today. That is the last of these sessions, we hope you have enjoyed them and have tried some of the ideas. Don't forget, you can find all of these ideas in the parent/carer resource, 'Building Resilience Day to Day' available on-line from [www.Haringey.gov.uk/anchor](http://www.Haringey.gov.uk/anchor)**