



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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READ SLIDE.

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?



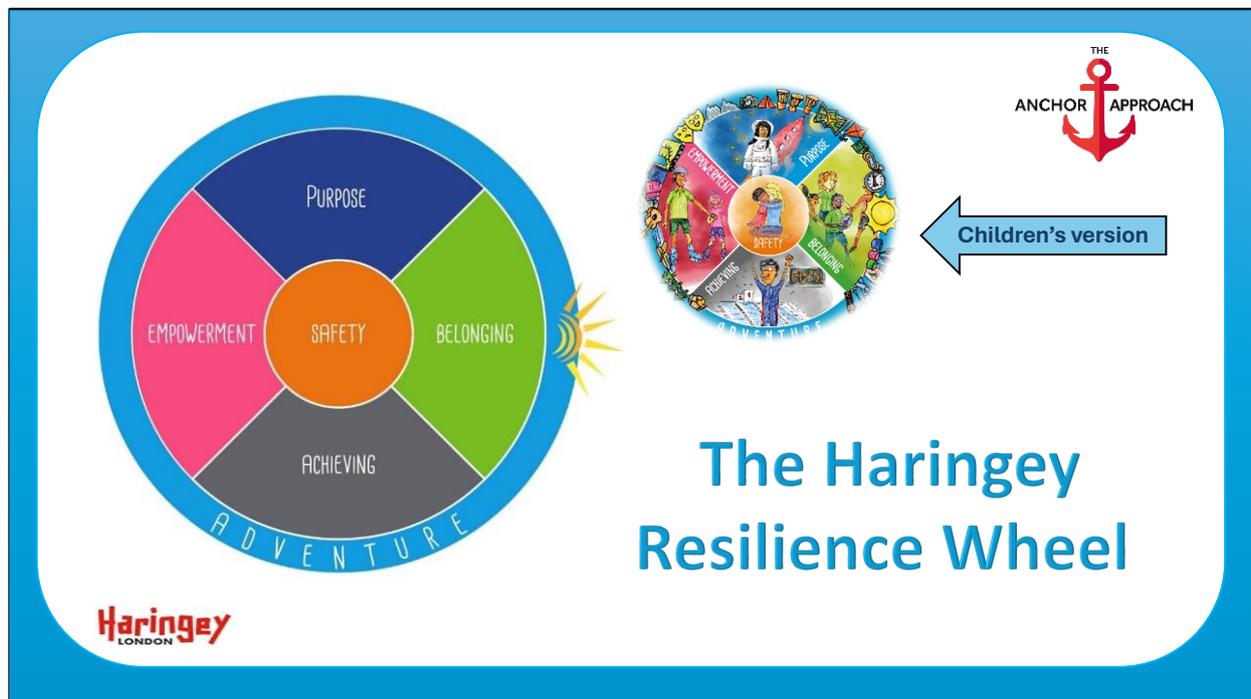
Resilience is the ability to recover more quickly from difficulties in our lives and to be able to manage and learn from situations and experiences.

**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).

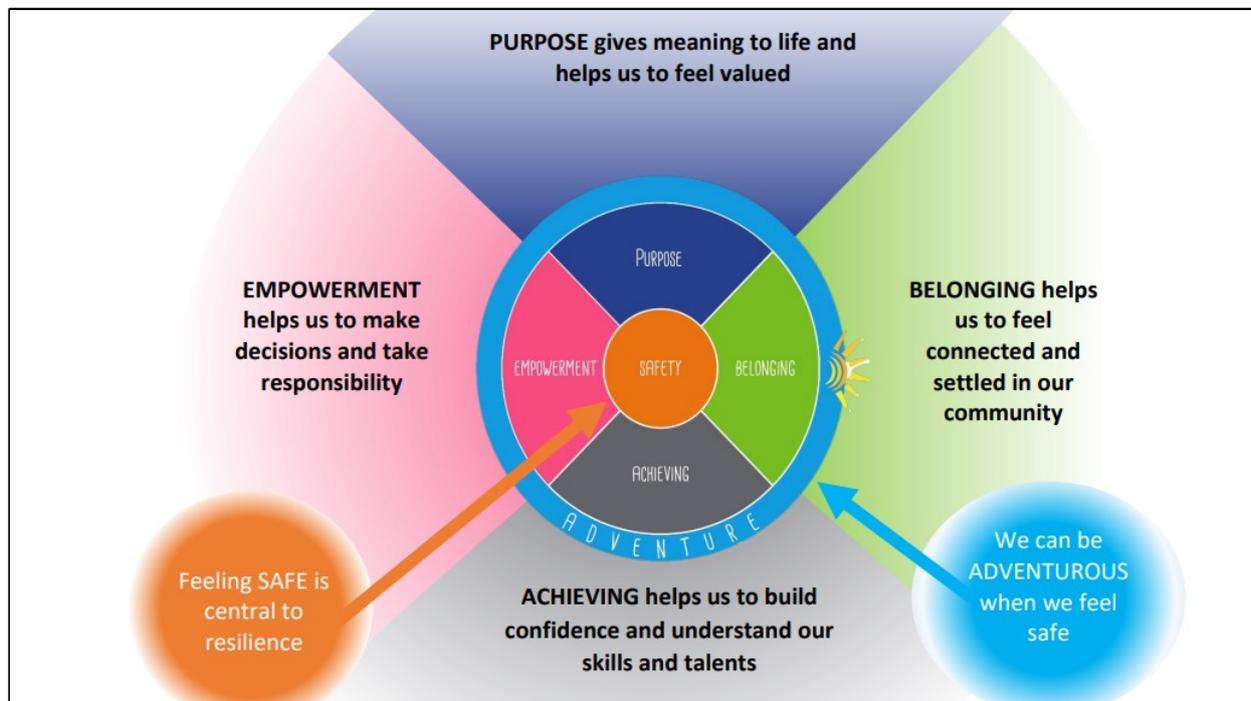
The Wheel shows some basic needs that all humans have to help them feel fulfilled.

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.

Six areas



Area of resilience	Something to try ... 6 WAYS
Belonging	Holding in Mind
Achieving	Co-regulation
Empowerment	Self-regulation
Purpose	Emotion Coaching
Safety	Helping Not Fixing
Adventure	Making and Breaking



We are going to look at each area of the resilience wheel and share with you useful tips or strategies to try yourself. We call these the ‘6 Ways’.

This is a key point below – you may want to reinforce this through out the presentation.

There will be a lot of ideas shared in this presentation. It is important that you only focus on one or two ideas at a time. By using the parent resource Building resilience Day to Day you can come back to new ideas in your own time.

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 for further information.

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



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



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

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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.

We are also going to share with you an idea or strategy that is one of 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

**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.

The 6 ways are not necessarily related to the area of the resilience wheel.

ACHIEVING



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Next we are looking at the grey area of the resilience wheel. The area of Achieving.

ACHIEVING

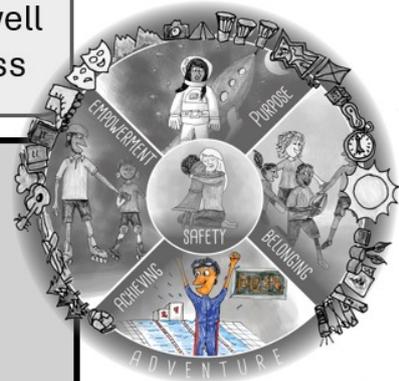
Builds Resilience

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



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

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A cartoon illustration of a swimmer in a blue suit and goggles, standing on a pool deck with arms raised in celebration. In the background, there is a pool with lane markers and a scoreboard showing '2:34'.

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.

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to support your child to build resilience

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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.

Here is the second 6 ways, 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.

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

Or QR code on slide 31 in the presentation

EXPLAIN/READ SLIDE.

EMPOWERMENT

Builds Resilience

WHAT IT IS...

- Having choice and control
- Self-belief, knowing we have something to say that matters

WHY WE NEED IT...

When we have some control over our lives it helps us to be independent & to know that our opinions are valued



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



What is Empowerment and why do we need it?

READ SLIDE.

Explain the feeling of Empowerment in everyday life.

Choices help us feel empowered... it is knowing we have a say in our life and we are valued... sometimes children can feel very disempowered because things happen to them that they cannot control ... for example, having to move to a new area, a new baby coming along or losing important people in their lives.

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

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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

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

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

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

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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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THE



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Here is the third 6 WAYS area - 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.

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

Or QR code on slide 31 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.

PURPOSE



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The next area is the blue area of the resilience wheel. The area of Purpose.

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

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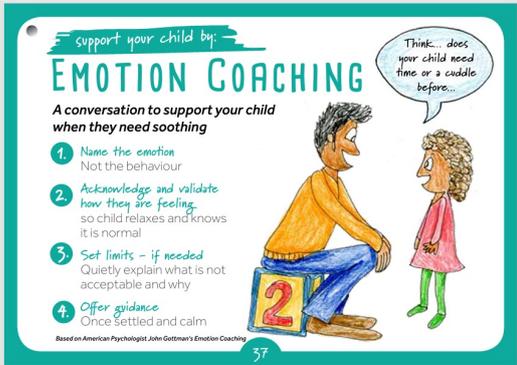
Taken from building resilience day to day – parent resource

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

READ SLIDE.



EMOTION COACHING
A conversation to support your child when they need soothing

- 1. Name the emotion**
Not the behaviour
- 2. Acknowledge and validate how they are feeling**
so child relaxes and knows it is normal
- 3. Set limits - if needed**
Quietly explain what is not acceptable and why
- 4. Offer guidance**
Once settled and calm

Based on American Psychologist John Gottman's Emotion Coaching

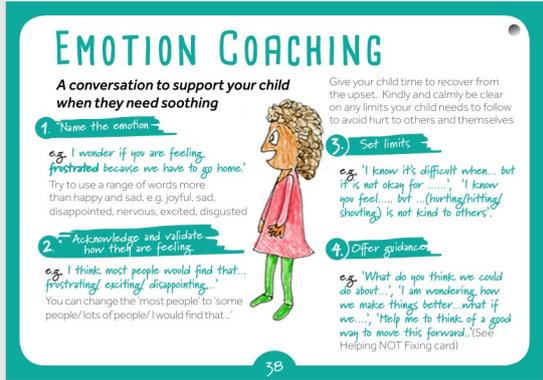
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to support your child to build resilience



THE ANCHOR APPROACH



EMOTION COACHING
A conversation to support your child when they need soothing

Give your child time to recover from the upset. Kindly and calmly be clear on any limits your child needs to follow to avoid hurt to others and themselves

- 1. Name the emotion**
e.g. 'I wonder if you are feeling frustrated because we have to go home.'
Try to use a range of words more than happy and sad. e.g. joyful, sad, disappointed, nervous, excited, disgusted
- 2. Acknowledge and validate how they are feeling**
e.g. 'I think most people would find that... frustrating/ exciting/ disappointing...'
'You can change the 'most people' to 'some people' / lots of people / I would find that...'
- 3. Set limits**
e.g. 'I know it's difficult when... but it is not okay for...'. 'I know you feel... but... (hurting/ hitting/ shouting) is not kind to others.'
- 4. Offer guidance**
e.g. 'What do you think we could do about...?'. 'I am wondering how we make things better... what if we...?'. 'Help me to think of a good way to move this forward.' (See Helping NOT Fixing card)

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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.

Here is the fourth 6 WAYS 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).

Available from www.haringey.gov.uk/anchor/BRD2D

Or QR code on slide 31 in the presentation

SAFETY



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Now 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



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

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APPROACH

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

READ SLIDE.

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

<p>Helping</p> <p>Supporting your child to find a solution for themselves</p> <p>This can build children's confidence that they can work things out for themselves</p>	<p>Fixing</p> <p>Doing it for your child</p> <p>This can lead to children losing confidence in their ability to work things out for themselves</p>
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THE ANCHOR APPROACH

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...'

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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.

Here is the fifth, 6 WAYS strategy 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.

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

Or QR code on slide 31 in the presentation

EXPLAIN/READ SLIDE.

Encourage parents to only try one or two ideas at a time.

Adventure



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The next area is 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



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

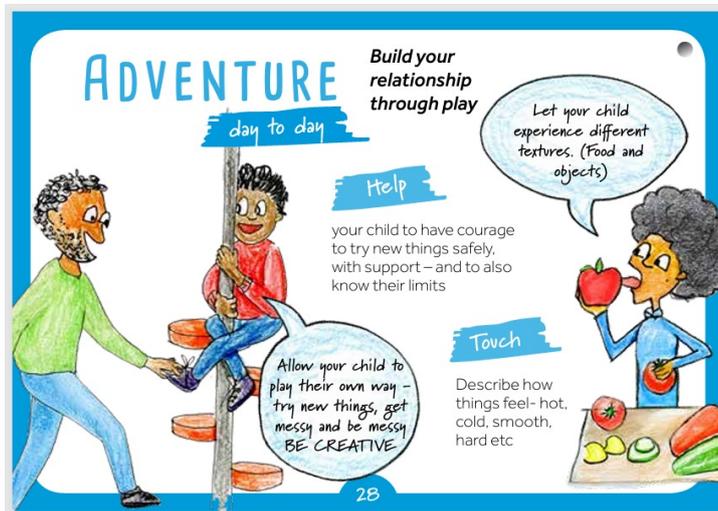


What is meant by Adventure and why do we need it?

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

READ SLIDE.

6 WAYS
to support your child to build resilience

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support your child by:

MAKING AND BREAKING

Helping your child to manage challenges and situations, creating a feeling of security and safety

'Making and breaking' is an important way to help children know that when things break or change, they can survive, and things can often be repaired or built again differently.

Show
your child how to repair relationships and objects when things break

Today we... I really like how you... because...

Help
your child talk about things they have done at home or with others

We can repair relationships by our actions, by talking about what happened and by saying sorry

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MAKING AND BREAKING

Helping your child to manage challenges and situations, creating a feeling of security and safety

Puzzles and models
Let your child use puzzles or make models out of construction toys or empty boxes, break them up and make them again

Help
your child find ways and words to repair relationships with friends and family

Give step by step instructions for activities that may be challenging.

What can I do to sort it out? How could I not do it again? Sometimes it helps when we say sorry

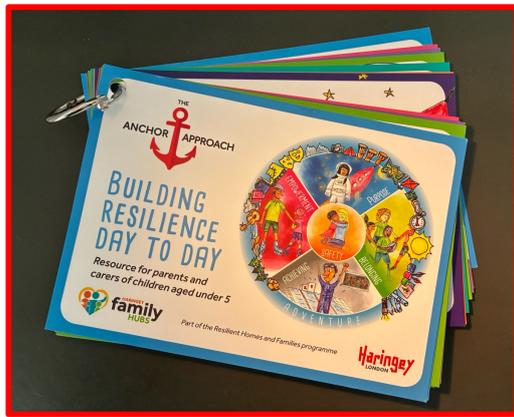
THE ANCHOR APPROACH

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.

Here is the last of the 6WAYS, 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.

EXPLAIN/READ SLIDE.



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

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



Supporting children & their families
to live resilient & stable lives

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Thank you for attending today. 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