

Key Themes

Anchor Approach: Haringey Resilience Wheel -

Meeting developmental needs

The Haringey Resilience Wheel is based on the work of Brendtro, Brokenleg and Van Brokern. The Haringey Resilience Wheel has been adapted with agreement from the authors. The work of the Haringey Resilience Wheel fits within the work of Maslow's hierarchy of needs (1943). For all of us to thrive and reach our potential, developmental needs must be met. When the four bio-social needs below are met children generally do well and are able to manage difficulties and build resilience to persist and have good mental health.

Belonging - children have relationships based on trust and respect. The human need for attachment is met

Achieving – children are given opportunities so that their thirst for mastery and learning is met. They are able to solve problems, develop skills and knowledge and celebrate success

Empowerment – children and young people are empowered to be inter-dependent, to make decisions, develop a sense of agency in their lives and take responsibility

Purpose – children's sense of altruism and generosity is nurtured. They recognise when others help them and when positive things happen. They have a sense of purpose.

In addition, the Haringey Resilience Wheel recognises adventure and safety as bio-social drivers. They apply across all of the bio-social needs as above and support the building of resilience.

Safety - builds the child and provides an opportunity for feedback and learning

Adventure – provides appropriate opportunities for new experiences and challenges

EMOTION COACHING - High Empathy/High Guidance

Emotion coaching was developed by John Gottman. It works with the anatomy and physiology of the brain to support the development of emotion regulation.

It assists pupils to be better able to control their emotions, delay gratification, self soothe when upset and pay attention. Emotion coached pupils will be better able to achieve academically and make positive social connections. They will have fewer behaviour problems, fewer infectious diseases and be more emotionally stable and more resilient.

Step 1 – Empathise – name the emotion. Recognising the pupil's feelings and empathising with them, to sooth and to calm. This time can teach the pupils about the world of emotions 'in the moment' and support the building of trusting and respectful relationships with pupils

Step 2 – Validating the feelings and labelling them. Accepting negative emotion as normal, providing some language for emotions and wondering what they may be

Step 3 – Setting limits on the behaviour (if needed) Using moments of negative behaviour as opportunities for teaching. Offer guidance, reflecting on what happened

Step 4 – Problem-solve with the child. Helping the child to find solutions to deal with ups and downs, what they could do to change the outcome

The steps can be cyclical in nature and may require repeating.

Whole school culture to support the wellbeing of pupils

As a school community we recognise that we all need to build the culture of the school. As school staff we work together to support the following aspects of our school culture focused on wellbeing for attainment.

Regulate physical state

- We create a space where children feel safe to talk about how they feel
- We enable all our children to feel safe to express their cultural identities
- We enable all pupils to feel safe, aspirational and accepted for who they are
- We put in place additional support for children depending on need (e.g. key adult)
- We understand that change and transitions can be difficult for children
- We provide a quiet safe space to support children to regulate if needed
- We have plans in place for children who have specific needs

Communication style

- We use Emotionally Friendly Communication (EFC)
- We welcome pupils on their arrival in the playground and classroom, ensuring it is inclusive
- We communicate respectfully avoiding confrontation, understanding that how we interpret and perceive situations does have an impact on outcomes
- We repeat and reinforce instructions and provide prompts e.g. visual
- We reframe feedback positively
- We praise pupils or find ways to acknowledge contributions by using clear and explanatory statements
- We view mistakes as part of the learning process

Developing a 'sense of self'

- We think about children and young people when we are not with them and let them know by asking them how they got on at an activity we've talked about previously
- We make sure we acknowledge them at the start of the day/the lesson
- We say goodbye and wish them well at an activity or event we've talked about previously
- We support pupils to feel they have some control by giving them some choice
- We listen to pupil's ideas
- We acknowledge all pupils', understanding that some may require more acknowledgment than others
- We are aware of and respect the different cultural needs of our pupils
- We help pupils to think about and understand their behaviour – 'wondering aloud'
- We remember pupils - activities and achievements are talked about

Our classrooms are supportive for learning, including engaging lessons

- We are aware of the sensory needs of pupils - noise, light, smell, colour, tactile experiences - as some pupils have more acute body responses to these
- We work as a team and ask for support and help, particularly when dealing with pupils' who reject support and assistance