THE ANCHOR APPROACH

Education with

Resilience and Wellbeing in Mind

*A practical guide for education settings to work with
children & young people of all ages
who have increased levels of anxiety in the climate of Covid 19
A Whole School Approach*

Hey guys, we need to socially distance!

Haringey
LONDON

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

Education with
Resilience & Wellbeing in Mind

Attending school in uncertain times is likely to be anxiety provoking for most children & young people.

(For a brief overview of the impact of C19 & returning to school see P4)

Helping children/YP recognise & name common physiological & emotional responses to trauma & normalise them would reduce anxiety & be highly beneficial at this time.

If school staff could 'read' & recognise these responses & respond in ways that (i) increases feelings of safety & (ii) reduces anxiety, they could support recovery. In so doing they will create conditions for thinking & learning.

This document seeks to support this endeavour.

How to use this document

Table of Contents:

Introduction:

There is much discussion about the impact of Covid 19 on resilience, wellbeing and mental health. The impact on children returning to school is briefly mentioned on P2 & P4 of this document. For a broader view of the impact of C19 see the EPS doc *'The Journey of Transition and Recovery'*.

The aim of this document is to provide a practical guide to help schools:

1. Meet the developmental needs of children/YP for whom those needs may not have been met during 'lockdown' – *See p7*
2. Help school staff to support emotion regulation - for those children struggling with this
3. Provide accessible, succinct information which will support school staff to recognise and interpret what children/YP are communicating via their behaviour
4. Outline some evidence-based thinking and strategies for working effectively with children/YP in the context of social distancing so that they begin to feel safe again and can recover

For the purpose of this document we are making the assumption that all children will experience varying degrees of challenge as they resume their education. Indeed, some will have experienced varying degrees of trauma, victimisation and/or neglect, or bereavement and loss, and on their return, they will communicate this distress to school staff via a whole range of behaviours. For this reason, this document adopts a whole school approach to support all, as the resilience of all has been compromised to varying degrees. This will also avoid stigmatisation.

We know that children/YP whose needs have not been met are more easily triggered into a shame response & that this can quickly escalate to rage. We are anticipating that the numbers of children who are sensitive to shame will increase as children return to school, as a result of unmet needs. This document sets out to provide information to increase understanding in this area, with some practical strategies to reduce the impact of shame in the classroom.

Also included is some information on trauma – definitions & strategies you could try to support recovery. It is hoped that we can reduce the longer-term negative impact on resilience, wellbeing & mental health if children/YP are helped to become aware of their feelings, experiences & responses so that anxiety can be reduced by 'normalising' those common responses. Working with impulsivity to support social distancing is also included *(see P 16/17).*
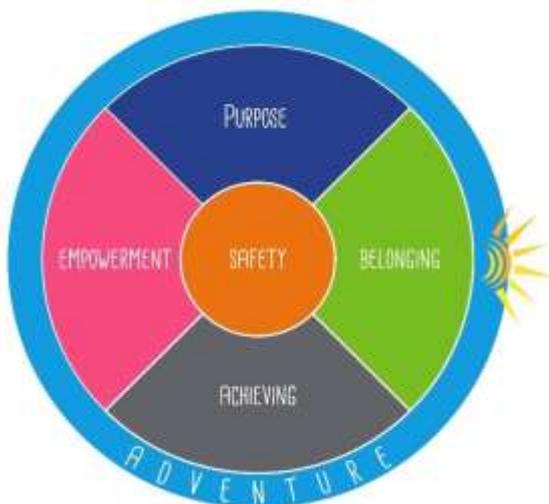
Haringey's Resilience Wheel is used to meet developmental needs. It supports us to interpret what children/YP are doing & saying to assess areas of strength & areas for development *(see P6).*

If we are successful in this endeavour, the behaviours communicating distress will abate and children/young people will have a broader range of strategies to call upon in future, while benefitting from increased resilience and wellbeing.

This document is informed by Haringey's Anchor Approach, which draws on the following areas of research: attachment, trauma, traditional cultures, neuroscience and emotion coaching.

For more information visit: www.haringey.gov.uk/anchor
For training or other queries email: anchor@haringey.gov.uk.

The impact of Covid 19 on developmental needs & a return to school – in brief

Experience as a result of Covid 19:
- Being home long-term – possibly little space to play/learn; little personal space
- Not seeing friends
- Not accessing outside space much/at all
- Social distancing - fear of contact with others
- Uncertainty about how long this will go on
- Parent out of work/lost job
- Lack of money/food/resources for learning
- Various levels or lack of education
- Being bereaved – family member/friend
- Home may have felt really unsafe

Impact when returning to school (generally): *(back P...2)*

May be anxious about:
- Leaving family/home/pets – emotional safety
- Themselves/a family member getting sick
- Being at greater risk if they are from the BAME community or a family member is a key worker
- Missing time for hobbies/'screen time' etc.
- Re-connecting with learning/being behind
- Leaving home - it may represent safety from C19
- School – no longer representing safety & constancy
- Bullying – status change – economic/learning/ perceived higher risk (BAME/key working parent)

Some may have experienced situations that felt extremely unsafe:
- They may have experienced:
  - Domestic violence
  - Abuse
  - Sexual exploitation *(Kooth data reports a high increase during 'lockdown')*
  - Neglect
- They may have experienced victimisation at home &/or in the community

Children/YP who have felt acutely unsafe may:
- Have experienced a trauma response to the situation they are in *(see 'teaching about trauma' table)*
- Demonstrate adaptations to their behaviour as a survival response to the acute feelings of danger
- Have lost confidence as needs have not been met
- Be highly sensitive to shame if they:
  - Feel a lack of respect (empowerment)
  - No longer feel connected to others (belonging)
  - Struggle with learning or skills (achieving)
- Escalate quickly to rage without adult support
- Struggle, particularly if they are impulsive

Trauma	- When referring to trauma in this document we are referring to 'developmental trauma', brought about by the experience of universal needs not being met over a prolonged period. As adults & children adjust to the 'new normal' we are all working hard to maintain our equilibrium as the external structures of our lives & the predictability of life has significantly reduced, sometimes leading to a loss of hope.
	
	- Bessel van der Kolk, trauma expert & author of 'The Body Keeps the Score' explains in the link below how central these themes are to trauma & how to create structures & predictability in our lives to mitigate against this risk...
	
	  Bessel Van der Kolk on trauma & C19:
	  https://www.youtube.com/watch?v=fVOt_KOT8Zk
	
	- Children/YP whose needs have not been met & who experienced developmental trauma prior to C19 will be more impacted by the effects of C19 & are more likely to be sensitive to shame, which could escalate to rage, depending how adults respond
	- Something we need to consider when working with children/YP is the fact that parents /carers may have reduced resilience & may struggle to create safety for children
	  ➢ Any opportunity to provide those adults with a sense of agency (control over their life) & hope for the future will build their capacity to meet the needs of the child
	. More information on how to work with shame in the Belonging section on p8. In the longer term, training is available from the Anchor Approach *Contents (back P 3) (back p2...)*

Haringey Resilience Wheel:
- a brief overview…

We all have universal needs (also referred to as developmental or bio-social needs). These are:

BELONGING, ACHIEVING, EMPOWERMENT & PURPOSE

When these needs are met, we have higher levels of wellbeing, reflected in our higher levels of:

SAFETY   &   **ADVENTURE**

(to be able to be inquisitive, to explore & learn)   *(for safe, age appropriate risk-taking)*

SAFETY

- Physical safety   *– food, water, shelter, warmth, clothing, sleep, free from physical harm/abuse*
- Emotional safety   *- emotional warmth - free from blame, sarcasm, bullying or emotional harm/abuse*

Key themes to each area of the wheel…

For more information – the impact of C19 on child needs…

PURPOSE
Potential impact of C19 –
click here

4.

– HAVING A SENSE OF PURPOSE
Experiencing:
- Being generous to others
- Contributing to community
  – *contributing to the wellbeing of others gives meaning & purpose to life*
- Receiving positive feedback & feeling valued by the community

TO **BELONG**
Potential impact of 19 -
click here

1.

Experiencing:
- Unconditional love and care
- Physical touch/hugs *(appropriate)*
- Feeling connected to others
- Friendship
- Adults who are interested

Experiencing:
- Being listened to
- Having some choice & control
- Feelings of respect
- Freedom to make decisions in life
- Help to know you can cope
- Mutually beneficial relationships
TO FEEL

EMPOWERED

3.

click here
Potential impact of C 19 –

Experiencing:
- Being successful
  - academic or other
- Feeling the thrill of mastering skills with practice
- Celebrating success
- Sharing skills with others

2.

Potential impact of C19 -   *click here*

TO **ACHIEVE**

ADVENTURE

- Courage to take risks *– appropriate to age, to try new things, start a task that might seem difficult, being able to keep going when something gets harder, taking responsibility for something that might be challenging & benefits them & others*
- Being part of something bigger *– contributing to community*
- Ability to & joy in being creative

Parent/carers as partners to meet needs:

Some/all of these needs may not have been met for more children/YP during 'lockdown'

Parents/carers will continue to struggle to meet these needs for their children, post lockdown, if their own needs have not/are not being met

Meeting these needs at school as best we can…

We could support parents/carers to meet them too…

- they're our allies in this

… is more important than ever…

When a child/YP's needs are not being met they communicate this in what they SAY and DO. We can interpret this to offer additional support which will bolster areas of unmet need and so build resilience.

Interpreting what children SAY and DO to identify areas of unmet need:

- *Voice of the child - some examples…*

Universal Need:	What they might SAY …	What they might DO …
Belonging	• I've got no friends • Nobody passes the ball to me • I've got nobody to play with • Teachers don't like kids at this school • I wish I went to a better school	• Spend lots of time alone • Push people away when they try to make friends/connect • Take liberties with the school uniform • Refuse to be part of school team, club
Achieving	• I hate school / It's boring • I'm not doing the homework • I'm not playing • How long until playtime?	• Slow to start a task • Difficulty persevering with a task • Task avoidance • Calling out in class/making noises

Empowerment	• I don't have to listen to you
	• Why should I follow your rules?
	• Nobody tells me what to do
	• What's the point in telling you what I think, nothing changes
		• Display controlling behaviour:
		  - Talk over teacher or call out
		  - Walk around classroom or walk out
		  - Arrive late for school/lessons
		• Unable to manage rules & sanctions

Purpose	• Why should I share? • That's all mine • What's the point in learning geometry? • I don't care • Why should I care about him? He doesn't care about me	• Losing concentration & getting distracted from the task, may forget what they're doing • Always wanting more … whatever is offered is never enough • Avoids tidying up – lets others do the work • Lacks a sense of direction or purpose about studying & a career

Some ideas on HOW to meet these needs - post 'lockdown':

- an overview of broader themes …

WHAT *Focus Areas …*		HOW *Helpful Themes…*		WHY *Potential Impact/risk…*
Simultaneously build universal needs Belonging/Achieving/ Empowerment/Purpose		Promote all of these areas in every activity, where possible. Teach about trauma		To establish a safe space & create conditions for thinking & learning
BELONGING Increase feelings of belonging		Setting up a buddy system. Encouraging children to join clubs at school & in the community. Having jobs of responsibility. Holding children/YP in mind	i	Increasing feelings of connection with adults & peers will build trust, strengthen feelings of safety & create a stable base - to explore & learn
			ii	Increasing feelings of belonging will reduce sensitivity to shame, where children have extreme responses to situations that others would not
ACHIEVING Increase a sense of achieving		Encourage children to support the learning of each other		Children/YP need a stress-free environment to learn. Competing with themselves rather than others creates a stronger learning environment
EMPOWERMENT Increase feelings of empowerment		Give children choices that influence their lives & help them to know they can cope	i	Children who do not feel that they have control over their lives tend to control the people & situations around them. If we want children to accept limits on behaviour - build this area.
			ii	Children who need support to develop this area can be reactive & are sensitive to feeling disrespected
PURPOSE Work to build a sense of purpose	a)	Provide opportunities for children/YP to make a contribution to the community – to be part of something bigger	i	a) Research suggests that those who are impacted by trauma lose their sense of purpose *(Van der Kolk)* b) Post 'lockdown', focussing on purpose would be helpful as some children/YP may have experienced trauma as a result
	b)	Providing opportunities to help others	ii	Helping others brings meaning & purpose to life
	c)	Encouraging generosity towards others	iii	Receiving positive feedback raises self esteem by building a positive sense of self - as our sense self is based on how others view us
	d)	Encouraging children/YP to notice & acknowledge when others show kindness, generosity & help towards them	iv	Research shows that those who recognise the help & generosity they receive from others have 7 years additional quality life expectancy
			v	Noticing positive life opportunities encourages the development of a positive life view which has a positive impact on long-term life outcomes, including attainment
Managing **SOCIAL DISTANCING**		Create a collegiate culture. Teach responses.		To reduce the risk of vitimisation, support behaviour change & create a safe environment *(see p 16/17)*
Support **SECONDARY TRANSITION**		Teach key skills for resilience		Secondary transition is difficult for all children. This year is higher risk following 'lockdown'. *(see Anchor Approach 'Transition for Wellbeing' doc)*

The following 5 tables provide a breakdown of the areas of development and ways of supporting these areas when children return to school following 'lockdown'. Also, some thoughts and ideas to support children who have experienced a trauma response to their current situation.

Much of this work will be familiar to school staff and this is its' greatest strength, as the strategies should feel 'doable' for staff at a time of great challenge. What is significant is the need for staff to be mindful of these principles & strategies & to use them consciously each day, as they have more impact when they are applied in this way.

HOW – Breakdown of the Areas of Focus:

Key Principles Central to Resilience & Wellbeing during Covid 19 & post lockdown:		
To increase feelings of safety at a time when life feels so unpredictable & 'unsafe'. This can be achieved by working to meet developmental / universal needs, incorporated into all activities. Also, to create a narrative for the child around their experiences & to raise awareness of, & 'normalise', the physiological & emotional feelings they may be experiencing due to a trauma response to the situation they find themselves in.		
Theme:		Strategy:
UNIVERSAL NEEDS Simultaneously build universal needs	(a)	Designing activities that support the development of all four universal needs in the same activity is highly beneficial. For example, when you provide opportunities for a child/young person to celebrate their success with their peers, while also sharing with the class the strategies they developed to master the skill (while socially distancing), all areas are strengthened in the following ways: (a) achieving, by celebrating & sharing, (b) belonging, as they will feel part of, & valued by, the teacher & the class, (c) empowerment, as they are influencing the learning within the classroom & having a positive experience of being listened to, (d) purpose, as they show generosity of spirit in sharing learning with others & are valued by the community as they make a contribution to the classroom & the school.
	(b)	Often very minor adjustments to the activity are required to ensure that all areas of development are met. This may take a little thought, which becomes easier over time. Adjustments that would need to be in place to build developmental needs in all areas for the above example would involve adults: (i) giving sincere & positive feedback about the child's achievement & ability to share *(achieving)*, (ii) communicating the impact the child is having within the classroom/school community *(belonging & purpose)*, (iii) express confidence in the child's ability to provide a positive role model with their peers & influence the learning of others *(empowerment)*.

Theme:		Strategy:
TRAUMA	(a)	Use traditional tales like Little Red Riding Hood / the Three Little Pigs etc. to teach about trauma without describing it to the children as trauma. With older young people you could use a story line from a TV soap, which are often trauma based – e.g. play a clip as a stimulus.
	(b)	For example, after reading Little Red Riding Hood, you could talk to the class about what life might be like for Little Red Riding Hood after she experienced that with Granny & the wolf.
	(c)	Discuss how scary that would have been for Red Riding Hood, & all the elements that made it so. Explain that when we live through something scary like that we all experience changes in our brain that come about to protect our brains from how dangerous & scary that experience felt.
Teach about trauma	(d)	Discuss that Little Red Riding Hood may find school really difficult after that happened. She might find it difficult to: (i) concentrate in class (ii) follow instructions (iii) remember what she needs to do (iv) complete her work. She might: (a) start saying something & forget midway through the sentence what she's talking about, (b) have more arguments with friends than usual, (c) say & do things that get her into trouble with adults, (d) feel scared because she doesn't understand why these things are happening (e) feel shame because she can't do things like others / that she could do before
	(e)	Little Red Riding Hood would need adults to help her begin to understand what happened to her. To tell the story of what happened (the narrative) until it makes sense in her head & she has created a cognitive memory that she can refer to later.
	(f)	Once this has happened she will be able to think about it without being overwhelmed by the emotions she felt at the time, when she was so scared.
	(g)	Discuss how adults at our school are here to be helpful. Sometimes we all might have experienced things that have scared us and that change our brains like Little Red Riding Hood.
	(h)	This is normal. It happens to everybody when something scary happens. It's how our brains protect us from things that are really scary to us & that we can't manage on our own.
	(i)	You might come back to this in a second session & refer back to Little Red Riding Hood story & discussion. Covid 19 is scary – discuss their concerns… we might be worried about: (A) getting sick, (B) someone we love getting sick, (C) money at home if someone is not working, (D) what's going to happen, (E) how long this will go on for.
	(j)	You may want to move on to use a different traditional tale or alternative stimulus to discuss some/all previous points - to reinforce messaging
	(k)	In this session the class discussion could move on to the fact that there may be other things that WE worry about – use WE rather than YOU to reduce emotional load of the discussion (as WE suggests everybody - & normal. YOU could be 'only me' - who's abnormal/bad/stupid)
	(l)	Always reinforce the message that adults at school are here to be helpful. Also, that children who have experienced something that makes them feel unsafe/scared/very anxious experience the above
	(m)	It doesn't last forever – talking to adults can help *Contents*

Increase a sense of Belonging:

Feeling connected & understood by others is the most important element of emotional wellbeing. These two factors are central to feelings of belonging.

Feelings of trust are very closely linked to those of belonging, & both are critical to creating feelings of safety. Once safety is established at school a 'stable base' is provided from which children can begin to take safe & age appropriate risks so that they can explore & learn.

Adults who validate & seek to understand how the child is feeling (especially if/when they are upset) can help them to become connected again, post 'lockdown'.

Some children may struggle to connect after a long period away – shame is likely be a common response at this time.

WHAT *Focus Areas …*		WHY *Potential Impact/risk…*		HOW *Helpful Strategies like…*
BELONGING Strengthen feelings of belonging at school again	(a)	A sense of belonging is achieved when children feel understood, accepted & loved, even/especially when they make a mistake		**Be consistent, reliable & fair:** - Always do what you say you're going to - Apply rules in the same way every day - Apply rules in the same way with everyone - Discussion about rules always focuses on the need to create safety for them & others
	(b)	Feelings of belonging can provide a protective buffer against becoming over-whelmed by feelings of shame, often induced when something goes wrong		**Use co-regulating activities** - where the child/YP does something with an adult or peer (while socially distancing) with the aim of coordinating adult actions & responses with theirs *(see 'Co- regulation with social distancing in mind')*
	(c)	Feelings of trust are closely linked to a sense of belonging & essential to generating safety. Being held in mind is central to being able to trust & developing a sense of self		**Be interested:** - listen to children/YP - hold children in mind by: - remembering to ask them about things you talked about before - asking them how they got on in an activity you've discussed previously - letting them know you thought about them even when you weren't with them - always greeting them when you first see them - always say goodbye & wish them well in any activity they will be doing that evening - ask parents/carers if they would speak to their child about the things the child is going to do that day - ask parents/carers to ask their child/YPs day when they get home from school – so that they hold their child in mind

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WHAT *Focus Areas …*		WHY *Potential Impact/risk…*		HOW *Helpful Strategies like…*
BELONGING Adults adopt behaviours that reduce the risk of a shame response 	(a)	Children who do not feel understood or that they belong are more susceptible to shame		Adopt strategies that support emotion regulation to reduce the risk of triggering a shame response & avoid situations escalating to rage…
	(b)	Children are likely to be more easily triggered into a shame response on return to school following this prolonged period at home. They may struggle re-connecting with peers, adults, school routine & school work		**Use Emotion Coaching:** - Acknowledge & validate the child/YP's feelings to communicate understanding & reduce feelings of shame - Name the emotion you think the child may be experiencing – *provide as wide a range of words as possible* - Offer guidance – *HELP the child find a solution to repair/improve the situation*

	(c)	During 'lockdown', children may have been living in situations where their needs were not being met – they may have lost their confidence in achieving, feel disempowered, leading to a sensitivity to what they perceive as a lack of respect, or have lost their purpose – this will increase likelihood of being triggered into a shame response		*Be a HELPER not a FIXER*
				
				to internalise thinking & change behaviour
				HELPERS….
				Help children learn from mistakes by:
				- Helping them to think for themselves & problem-solve
				- Helping them find solutions
				- Helping them find ways to repair
				  - a relationship
				  - an injured person or broken object
				
				FIXERS…
				- Tell children what to do next
				- Don't help children think for themselves or learn from mistakes

Recognising early signs of shame… De-escalating to avoid rage *Contents*		Shame can lead to unconscious adaptations to behaviour which exacerbate difficulties experienced by children trying to connect with adults & could lead to conflict with adults & peers		We can recognise early signs that a child/YP has been triggered into a shame response by looking out for adaptations in their behaviour – their: 'Defence against shame': - Denial – *"I didn't do it"* - Blame – *"He told me to do it"* - Minimize – *"It was old anyway"* - Rage – *"It's not fair, you always pick on me"* If a child denies something & then blames, you know they are experiencing shame. Move to emotion coach to de-escalate & avoid rage

Increase a sense of Achieving:

Children who have been out of school for a long period may have regressed in their learning, speech & language & social skills. Some will have received more education than others. There could be anxiety about concentrating & engaging in learning again, & also anxiety if they have fallen behind in their learning, compared to their peers.

Re-connecting with learning will be a gradual process & children will regain confidence at different rates. Children will only re-connect with learning if their needs are also being met in the areas of belonging, empowerment & purpose. In order to meet their need for achieving it would be helpful to re-establish/establish a sense of joy & fun in exploring & learning. Lots of fun, concrete activities, as many outside as possible, may be more accessible to all. Starting with work that is familiar & consolidating previous learning will increase confidence & self -efficacy.

WHAT *Focus Areas …*		WHY *Potential Impact/risk…*	HOW *Helpful Strategies like…*
ACHIEVING **That gaining mastery takes time and practice for everyone**	(a)	So that children will persevere with a task	Encouraging child/YP to: • Recognise that mastery takes time & practice • Understand that everyone makes mistakes – it's how we learn – the more mistakes, the faster we learn • Practise new skills outside the safety of the family, with a wider range of people and within the safe structure of the school • Learn skills that the family is not able to teach them • Learn to read, write, maths, science, languages • Learn a new skill such as debating, public speaking, woodwork • Learn a musical instrument
	(b)	So that they have a mindset that mastery takes time & patience	
	I	So that they will be able to risk failure, & have a go	
	(d)	So that they will take up new opportunities	
	I	To create a safe learning environment to take risks with learning	
Help children recognise and celebrate their successes	(a)	To learn how to accept praise	Help child/YP to: • Recognise & celebrate knowledge & skills gained during 'lockdown' – academic & otherwise • Recognise & celebrate success • Accept praise graciously & not 'show off' about it
	(b)	To raise self esteem	
	I	To build a sense of purpose	
Create a collegiate approach to learning *Contents*	(a)	To increase self esteem	Encourage child/YP to: • Share knowledge & skills • Share the 'tricks' they learned to master a new skill • Compete against self rather than other – to be the best they can be
	(b)	To create opportunities to receive positive feedback from the community	
	(d)	To create a sense of purpose	
	I	To increase self-efficacy	

Increase a sense of Empowerment:

'Lockdown' has been disempowering as the level of control & choice we had in our lives was greatly reduced. Additionally, having no control over the virus further increased feelings of disempowerment.

For those who already felt they have little or no control over their lives, this additional stressor could be overwhelming. They may try to assert control or create barriers to prevent others having any control over even the smallest things. They may also be sensitive to perceived dis-respect & will react strongly to this.

WHAT *Focus Areas …*		WHY *Potential Impact/risk…*	HOW *Helpful Strategies like…*
EMPOWERMENT Strengthen child/YP's sense of control over their lives	(a)	Helps children/YP feel that they can influence the course of their lives	• Recognise a child/YP's good ideas • Help children make their ideas happen • Listen & acknowledge what they've said • Provide opportunities to make age appropriate choices e.g. which maths activity to do first, but not where they can complete the work
	(b)	Helps to build purpose	
	(c)	To focus on building a future	
	(d)	Help build a sense of respect	

Strengthen child/YP sense that they can cope with what life 'throws' at them	(a)	To increase confidence of child/YP so that they feel they can cope with:
		- Change
		- Challenges in life
		- Academic/skill challenges
			• Help children recognise:
			  - Their strengths
			  - That those strengths will help them to cope in a new situation
			• Take them into new, unfamiliar spaces and show them that they belong/can cope there

Help children strengthen their sense of autonomy	(a)	To help child/YP recognise what they can & can't change	Help children: • Understand that sometimes life is difficult, uncomfortable and unfair • Recognise that situations and emotions are temporary and pass • Understand that they have freedom to change their situation, including how they feel about things • Understand what's within their area of influence – what they can and can't change
	(b)	Help them to change the things they can	
	(c)	The child/YP is more likely to experience feelings of anger & dis-empowerment if they are looking to change things outside their influence	
Help child/YP develop a sense of self	(a)	May find it difficult to concentrate	• Talking to them about what they are going to do outside school • Remember to ask them how they got on at an activity they talked about when last they met • Frequently acknowledge them verbally or non-verbally • Listen & regularly give full attention • Say hello with sincere interest • Say goodbye & wish them well

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Increasing a sense of Purpose:

Children/YP who have experienced trauma during 'lockdown' or at another time may have lost their sense of purpose, as this is a common feature of trauma (Van der Kolk). Prioritising activities to build a sense of purpose is critical for good long-term outcomes, including that of attainment.

As children transition back to school, purpose needs to be a high focus area as is it very significant for recovery during a time of such uncertainty & when our usual structures which scaffold resilience have been seriously challenged.

WHAT Focus Areas …		WHY Potential Impact/risk…		HOW Helpful Strategies like…
PURPOSE Providing opportunities to help others	(a)	Helping others generates positive feelings in us		Encourage children/YP to help others when they can *(all while socially distancing)* (i) look out for children who are alone & invite them to join in (ii) if someone is upset check that they are ok & whether there's anything they need (iii) helping others by sharing knowledge & skills when someone needs help
	(b)	Our view of ourselves is based on what others say about us/to us		
	(c)	Positive feedback from adults & peers in the community will increase confidence & raise self esteem		
Provide opportunities for children/YP to contribute to the community – to be part of something bigger		Working with others to improve things for the community brings meaning & purpose to life		(i) Look out for activities that children/YP can do to contribute to community while socially distancing (ii) Encourage children/YP to be part of the school council (iii) Encourage children/YP to make collections for charity
Encouraging kindness & generosity towards others		Receiving positive feedback from others following acts of kindness increases self esteem		(i) Encourage random acts of kindness & provide ideas of things they could do (ii) Encourage Children/YP to share resources with peers
Encouraging children/ YP to notice & acknowledge when others show kindness, generosity & help towards them *Contents*		Noticing when good things happen to us & when people help us creates a 'cup half full' mindset which increases wellbeing		(i) Ask children to do at least 1 kind thing during the day & report back to the class what they did for others at the end of the day *(do this for several days)*. (ii) Then ask children/YP to notice during the day when someone does something helpful/kind for them & that they will share at the end of the day (iii) Continue both of the above activities regularly to support internalisation of helping

Co-Regulation with Social Distancing in Mind

WHAT:	Co-regulation is: *(see p10)* • The simplest form of interaction or communication • When one person takes an action in response to the action of another person • Being present in the moment & not having a particular goal in mind • With neither party in control

SIGNIFICANCE IN CHILD DEVELOPMENT:	Through this process, the child begins to realize that:
	• There is a 'to & fro'/back & forth to an interaction/communication
	• They have something meaningful to bring to the interaction
	   ➢ Typically, developing children master co-regulation at around 9 months; learnt through adults consistently responding to their crying with a soothing touch &/or gentle rocking from birth
	   ➢ This process forms the foundation of self-regulation

POINTS TO CONSIDER:	• If the child has not learned this post 9 months they will benefit from age appropriate activities that will help them develop this understanding • If the child is passive & prompt dependent, it helps when the adult avoids prompting so that the child develops confidence in responding instinctively within the interaction • If the child is controlling, it helps when the adult ensures that the child does not take over the interaction & control what the adult says or does; done sensitively, as outlined in the Anchor Approach 'How to Be' tool (Communication Style) • Co-regulation activities can help the class regulate emotionally if they are becoming unregulated/unsettled
CO-REGULATION POST 'LOCKDOWN'	• The experience of 'lockdown' has meant that children/YP have become disconnected from peers & adults • Co-regulating activities will be particularly helpful at this time to support children/YP to become connected again • Children/YP need to be connected with YOU before they will/can connect with what you're saying/what you want them to do/ what you want them to learn • Teach, or re-teach them to **'serve & return'** verbal & non-verbal communication cues

Some Ideas to Try – with social distancing in mind — *there are loads more you could teach children*

	Age Group	Adult / Child	Child / Child
1 - 1	Early Years / Lower Primary	'Mirror mirror' game – mirror each others' actions from a distance – body parts/facial expressions	Body percussion game – one child claps/ stamps a pattern - the other copies. Also vocal noises. Swap leader. Create a routine together
		Rolling/throwing/bouncing a ball to each other – with regular hand washing	Skipping -copy the pattern of the other – swap leaders *Contents*
	Upper Primary / Secondary	Dancing or aerobic activity where they follow the adult, then swap	Rock, paper scissors – socially distanced
		Tennis, volleyball	Table tennis
Group	Early Years / Lower Primary	Playing Simon Says – swap leader	American skipping – all sing/chant the rhyme
		Singing together/saying nursery rhymes /making up rhymes together	Dancing or aerobic activity where they follow each other, then swap
	Upper Primary / Secondary	Hand bell choir	French skipping with rhymes
		Singing in a choir & call & response	Playing in an orchestra
		Rapping improvisation together	Team sports where they can socially distance

Social distancing on return to school will be difficult for all children. However, for children who are impulsive, social distancing will be particularly difficult. Here we look at some of the issues around this & how we could work with it

Impulsivity and Social Distancing **- an opportunity to promote wellbeing:**					
WHAT	In order to socially distance effectively children need to THINK BEFORE THEY ACT		**BUT**	Impulsive children/young people do not have brains wired to THINK BEFORE THEY ACT YET	
	Even if they agree that they should not act in that way when you talk to them about it	Next time they have an impulse to hug, THEY WILL… *(as they won't have the thought that helps them to remember to stop)*	If they forget to socially distance they are NOT being DIFFICULT or NAUGHTY	Their brains are just not able to do what we're asking them to do yet… without support	
WHY	Development factors or age of the child	Lack of consistent, responsive care changes the developing brain it wires differently	It means that there is NO THOUGHT BETWEEN IMPULSE & ACTION	So… CHILDREN CAN'T REMEMBER TO STOP BEFORE THEY ACT YET	
HOW	We can HELP BY	CREATING a collegiate culture where we…	ACKNOWLEDGE how difficult it is to remember & to change the way we respond to each other	HELP each other remember	MAKE SURE that nobody rejects, blames, shames or bullies another person
RISK	The risk of victimisation for impulsive children/young people (YP) is a significant factor as we work to embed social distancing behaviours. Research into poly-victimisation (Turner, Finkelhor, Ormrod; 2010) suggests that the more areas of their lives in which young people experience victimisation the greater the risk that they will: (i) view victimisation as a life condition rather than a series of events (ii) that the negative impact on mental health is greatly increased and (iii) there is an increased risk of becoming a victim in other areas, to include home, school and the community.				
MITIGATING RISK	Prioritising a positive approach to support behaviour change at this time is important as research suggests that children/young people internalise new information to create behaviour change when they have a positive relationship with those helping them. Fractured/adversarial relationships do not facilitate behaviour change and can perpetuate trauma. Positive adult & peer responses to accidental social distancing breaches will reduce risk to wellbeing by: (i) reducing incidences of victimization – *social rejection, blame, shame or bullying*, (ii) reducing the risk of contributing to or perpetuating trauma experienced through lockdown, and (iii) reducing the risk of longer term mental health needs. In turn, it will increase wellbeing.				

Impulsivity & Social Distancing – HOW:

- Some things you could try…

WHAT *Areas of Focus…*		HOW *Helpful Communication…*	WHY *Potential Impact/risk…*
Create a collegiate & supportive culture of learning together & helping each other to learn		When introducing the need for social distancing… acknowledge how difficult it is to remember not to hug or touch & to change the way we respond to each other	To encourage all children/YP to help each other if someone forgets to socially distance
			To reduce feelings of failure & shame if a child/young person forgets to socially distance
		Remind of 'good sitting' – having hands in lap – not touching others	To reduce the risk of child/young person becoming unregulated
Suggest that, to help us all to keep safe, we'll help each other by reminding one another kindly if we forget	1.	Suggest non-verbal ways of communicating such as: a) Giving themselves a big hug or agreeing a non-verbal sign such as holding their elbow out to touch elbows if someone needs reminding b) Discuss making big movements with their arms when they make these gestures *(as child comes towards them)* as a clear reminder c) Ensure any signs are inclusive & non-rejecting e.g. not using 'talk to the hand' type signals	i. We process non-verbal body language quicker than verbal ii. Non-verbal communication is likely to be less shaming, especially if there needs to be regular reminders iii. It's very important that non-verbal signs are non-rejecting iv. Children/young people who have experienced rejection before will be very sensitive to rejection. If they think they are being rejected this will prevent them from learning to socially distance & could result in them becoming unregulated
	2.	a) Agree or suggest verbal responses *('we' not 'you')* to use sometimes to reinforce social distancing behaviour such as: "Oops, WE nearly forgot" "Oh, nearly!" "Yay, WE remembered!" b) Make it clear that we need to be kind when we communicate with no rejection, anger, blame, ridicule or any other form of bullying	Verbal messaging should use 'WE' not 'YOU' as 'you' could trigger a shame response & the child/young person will be less likely to internalise social distancing behaviours & may become unregulated
Contents	3.	a) Practice non-verbal & verbal responses when someone forgets to socially distance. b) Model using these verbal & non-verbal responses	Practising & modelling responses will help the children internalise social distancing behaviours
Adult reinforcing of behaviour – whole class & individual		Regular praise/recognition of social distancing & helping behaviour by adults across the school	Reinforcing positive behaviour helps to increase incidences of desired behaviour *(See p 5)*

APPENDIX 1:

The impact of Covid 19 on developmental needs & a return to school – in brief

Experience as a result of Covid 19:
- Being home long-term – possibly little space to play/learn; little personal space
- Not seeing friends
- Not accessing outside space much/at all
- Social distancing - fear of contact with others
- Uncertainty about how long this will go on
- Parent out of work/lost job
- Lack of money/food/resources for learning
- Various levels or lack of education
- Being bereaved – family member/friend
- Home may have felt really unsafe

Impact when returning to school (generally):
May be anxious about:
- Leaving family/home/pets – emotional safety
- Themselves/a family member getting sick
- Being at greater risk if they are from the BAME community or a family member is a key worker
- Missing time for hobbies/'screen time' etc.
- Re-connecting with learning/being behind
- Leaving home - it may represent safety from C19
- School – no longer representing safety & constancy
- Bullying – status change – economic/learning/ perceived higher risk (BAME/key working parent)

Some may have experienced situations that felt extremely unsafe:
- They may have experienced:
  - Domestic violence
  - Abuse
  - Sexual exploitation *(Kooth data reports a high increase during 'lockdown')*
  - Neglect
- They may have experienced victimisation at home &/or in the community

Children/YP who have felt acutely unsafe may:
- Have experienced a trauma response to the situation they are in *(see 'teaching about trauma' table)*
- Demonstrate adaptations to their behaviour as a survival response to the acute feelings of danger
- Have lost confidence as needs have not been met
- Be highly sensitive to shame if they:
  - Feel a lack of respect (empowerment)
  - No longer feel connected to others (belonging)
  - Struggle with learning or skills (achieving)
- Escalate quickly to rage without adult support
- Struggle, particularly if they are impulsive

Specific impact of Covid 19 on developmental needs (DN):

Belonging	
Potential impact on DN:	**How this could present at school:**
Difficulty re-connecting with adults & peers	May be: - Very introverted - Argumentative/say mean things/fight - Very distant/disconnected - Tearful - Regular complaints about peers - Reporting a lack of friends

Greater sensitivity to shame *(we need positive relationships to provide an emotional buffer when something goes wrong)*	May be - highly vigilant in class:
	   - Overly distracted by people coming in/activity outside/bees etc.
	   - Anxious that anyone coming into class will be there to look at them
	   - Assume that any laughter is a negative reflection on them

Amplify feelings of shame	May be: - more likely to take exception to situations & comments they would not have normally reacted to (as a shame response) - May be more reactive to situations & comments that other people would not be affected by

APPENDIX 1 *(cont.)*

Achieving	*(back…)*

Potential impact on DN:	How this could present at school:
Loss of confidence/ regression in academic ability or other skills	Difficulty: - Starting a task - Following instructions - Persevering if it gets harder - Problem solving - Acknowledging success of others - Concentrating - Accepting praise – may destroy work May: - Avoid academic work - Distract adults to avoid work - Avoid activities like sport/games - Brag about their own ability - Criticise/mock the work of others - Triggered to shame response if - Criticise/mock sport or activity of others they do something wrong

Empowerment	*(back…)*

Potential impact on DN:	How this could present at school:
Needing to control all aspects of life to compensate for feelings of disempowerment	Difficulty: - Working in a team - Playing cooperative games - Knowing they can cope *(learning/life)* - Knowing they can influence change - Maintaining conversation flow - Knowing who they are – sense of self
Sensitivity to feeling disrespected due to feelings of disempowerment	May: - Seek to control every situation - Think nobody listens to them - Struggle to accept adult help - Seem excessively independent - Be triggered into a shame response when they feel disrespected - Be difficult to communicate with – regularly responds in a way that stops/ blocks conversation – contradicts/says something that's not related

Purpose	*back*P1*…)*

Potential impact on DN:	How this could present at school:
Lack of hope	- Won't see the point in doing things - May procrastinate - Won't be able to see a future - Having a 'cup half full' attitude - Lack of goals/interest in setting goals - Loss of motivation
Lack of purpose	- Lack of goals/interest in setting goals - Difficulties concentrating - Difficulties starting a task - Forget what they are doing - Difficulties persevering with a task - May give up easily - Forget what they're saying mid-sentence - Start going somewhere on an errand, get distracted, find themselves in a different part of the school & not know why they're there
Lack of generosity	- Will not offer help/refuse to help - Saying/doing mean things - Not recognise/notice the help of others
Lack of creativity *Contents*	- May find it difficult to 'think outside the box' - May find it difficult to think of a story & start writing - May find it difficult to start drawing/painting

APPENDIX 2:

How to use this document:

A good place to start would be to look at 'identifying unmet needs' (see below) as this will help in the 'reading' of what children are communicating to you through their verbal & behaviour responses.

Then you could look at the 'Meeting needs' sections (see below) which will provide ideas on ways of working to support children in those areas of need.

If you're wondering why we're talking about trauma for the general population right now, you might want to look at 'Impact of C19' & 'Reducing Anxiety' sections (see below).

Connecting with others is critical to mental health & wellbeing so these areas are grouped below.

For information about the Resilience Wheel which sits at the heart of this work see 'resilience' section.

Go to the contents table for hyperlinks to all areas for ease of use.

Want to find out about …		Go to page/s …	Specific Detail …	See pages
Identifying unmet needs	Behaviours to look out for if needs have/are not being met	18 & 19		
	What children Do & SAY if they their needs are not being met	6		
Meeting needs	Overview of themes to meet needs	7 ⟶	For detail follow colour coding or header e.g:	
			BELONGING – green	10 & 11
			ACHIEVING – grey	12
			EMPOWERMENT – pink	13
			PURPOSE – blue	14
Importance of connecting with others	Belonging	10 & 11		
	Co-regulation	15		
Impact of C19	Impact of C19 on wellbeing	4		
	What is meant by trauma	4, 21		
Reducing anxiety	Teaching about trauma	9		
	Understanding & working with SHAME	20 & 11		
	Helping impulsive children/YP to socially distance	16 &17		
Resilience	Understanding the Resilience Wheel	5		

	Glossary of Terms:
Co-Regulation	The simplest form of interaction or communication when one person takes an action in response to the action of another person. Through this process, the child begins to realize that: (i) there is a to & fro/back & forth to an interaction/communication, (ii) they have something meaningful to bring to the interaction. Children/YP who have not been consistently responded to early in childhood will find this difficult. It can be taught *(for more information see Co-regulation with social distancing in mind' table p15)*
Shame	• When appropriately applied, shame is a helpful emotion which (i) helps children learn how to behave in a social setting, essential for communal living, and (ii) learn how to stay safe & understand risk • Everyone experiences embarrassment if they do something wrong in front of others; this is a normal response. If we do not have connections with people when this happens & do not feel that we belong, we are more likely to have a stronger emotional reaction in that situation & we might have a shame response ➢ This happens because we don't have safe relationships there to create a buffer against the emotional stressor. It therefore does not feel like a safe space in which to make mistakes & learn • If someone does something that makes us extremely uncomfortable by demeaning us in public in some way, it is a normal response to experience shame. These feelings will be amplified if we don't feel that we belong • Some children/YP have a sensitivity to shame. These children/YP are triggered into a shame response by situations that most people would not be affected by. This heightened sensitivity is generated by the experience of some or all universal needs not being met. ➢ These children/YP are hyper-vigilant – looking out for people to disrespect them in things that are said & done; they are anxious about not being good enough in learning, knowledge, skills, as a friend, brother, son or student. They might 'act out', or 'act in' ➢ Sensitivity to shame is likely to increase initially as children return to school If we respond appropriately to meet needs, this will reduce *For more information, see Belonging p9* *(back p3…)*
Poly-victimization	Research into poly-victimisation (Turner, Finkelhor, Ormrod; 2010) suggests that the more areas of their lives in which young people experience victimisation the greater the risk that they will: (i) view victimisation as a life condition rather than a series of events (ii) that the negative impact on mental health is greatly increased and (iii) there is an increased risk of becoming a victim in *other* areas, to include home, school and the community Turner, Finkelhor, Ormrod research: http://unh.edu/ccrc/polyvictimization/.
Trauma	. 'Developmental trauma' is brought about by the experience of universal needs not being met over a prolonged period. Research by Bessel van der Kolk suggests that this has the same, if not greater impact on functioning as a single traumatic event
Victimization	The experience of being a victim of bullying, abuse (emotional, sexual, physical, racial …), neglect at home, school or in the community *Contents* *(back p3…)*

Haringey Council/Anchor Approach/CM; June 20.

Supporting children and their families
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The Anchor Approach

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