



*Resilience, Wellbeing
&
Secondary Transition*

*Information for
Parents/Carers*



Haringey
LONDON

*Supporting children and their families
to live resilient and stable lives*

The Anchor Approach

Introduction:



As your child is about to start secondary school your role as parent or carer is central in supporting your child across this transition.

This booklet aims to help you focus your conversations on areas that research has shown to increase resilience & wellbeing. This will greatly increase your child’s ability to cope with change now & in the future.

We wish you & your child/ren well for the future & hope you find this useful.

Haringey Resilience Wheel:

This booklet uses Haringey’s Resilience Wheel to support thinking. The Resilience Wheel is based in ‘traditional cultures’ research & will help you find ways to meet your child’s developmental needs of **belonging, achieving, empowerment & purpose**.

When your child’s developmental needs are met they have greater feelings of:

1. **Safety** - so that they are better able to think, learn & manage their relationships
2. **Adventure** - so that they have courage to try new things or keep trying with a task when it becomes difficult.



We have focused on particular areas that will have most impact at the point of transition to secondary school. Your child’s primary school will also be supporting these areas with lessons.



When your child starts secondary school there will be follow-up lessons for your child to re-connect with this work & to extend the work further. There will also be a second parent/carers book for you to use.

As parent/carers you will be able to talk about earlier experiences that are not known by the school. These conversations will help your child to know that they have experiences & skills that will help them cope with secondary school.

For more information visit: www.haringey.gov.uk/anchor



SAFETY & SECONDARY TRANSITION

WHAT...
We all need to learn to recognise people who help us to live happy, stable lives

WHY...
So that we can find adults & friends who help us create a safe environment in which to thrive

HOW ...

- Help your child think about the adults at primary school who they would talk to if they needed help – e.g. Mr Badaat
- Help them to think about what those adults do that helps them to feel safe enough to talk to/ask for help
- Help them to make a written list of the qualities that makes them 'safe'
- Talk to your child about the fact that there will be helpful teachers like Mr Badaat at secondary school
- Ask "how will we find our Mr Badaat at secondary?" – using we & 'our' rather than 'you' will help contain anxiety by communicating that they are not doing it alone – you are there to help
- Talk about finding at least 1 safe adult, but ideally 3 they can turn to

HOW ...
Safe Friends:

- Include you
- Help you when you need it
- Show generosity
- Don't do or say mean things
- Encourage you to be the best you can be /want good things for you

Safe & helpful adults: **HOW ...**

- Are consistent, reliable & fair
- Listen & help you to make your ideas happen
- Are interested & think about what you need
- Acknowledges & validates how you feel
- Show empathy when the child is upset
 - Celebrates successes
 - Has fun with you





**BELONGING
&
SECONDARY TRANSITION**

WHAT...
We all need to feel understood & that we belong.
Loneliness is the worse feeling.

WHY...
So that we can trust others & feel safe, with home & school being stable bases - so that we can think, learn & socialise well

HOW ...
Find ways to 'hold your child in mind' every day by ...

- Showing interest in the things that matter to them
- Let them know that you've thought about them even when you're not with them by:
 - Thinking of the things they need & get those things for them
 - Talking to them about what they're doing at school tomorrow & asking them how their day went – especially how something they were nervous about went

Help them to hold other people in mind by encouraging them to think about:

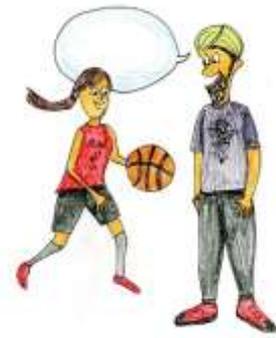
- What their friends like - to get a suitable birthday present
 - What is important to people in their lives & do something thoughtful for them – make a favourite breakfast/drink; bring home a favourite chocolate bar



WHY...
So that your child will be more connected & increase their 'social capital'. They will have stronger relationships which will be helpful to their development

HOW ...

- Ask your child which school staff they would go to if they needed help – try to speak with those staff to form a connection/relationship
- Ask your child what those adults do that makes them easier to talk to
- Talk positively about the school & school staff to help your child develop trust in the adults & the organisation
- Talk to them about asking for help & offering help when they need, or can offer it
- Encourage friends to come over to do homework together, help each other manage homework & timetables, have fun together



EMPOWERMENT & SECONDARY TRANSITION

There are some things I can control

WHAT... 1

We all need to learn to gradually take control over our lives to be happy & do well

1

WHY...

To feel that we can influence our futures

1

HOW...

Help your child to regularly:

- Pack their bag in the evening
- Get uniform/clothes ready in the evening
- Set an alarm & get up nice & early
- Organise their homework - hand it in on time
- Choose a healthy breakfast every day
- Attend lunchtime/after school clubs at school

1

HOW...

Choice over things like:

1. Music played in the car/ kitchen
2. What's for dinner sometimes
3. Family outing plans



1

WHY...

Having choice over some aspects of their lives will help your child accept limits on their behaviour at home & school when they are not able to do something because of their age or another reason

1

HOW...

No choice over things like:

1. How late they go to bed
2. What time they go to school
3. Whether they do their homework
4. Not using electronic equipment an hour before going to bed



**EMPOWERMENT
&
SECONDARY TRANSITION**

I can do this!

WHAT... 2

We all need to learn that we can cope with what happens to us in our lives ...

2

WHY...

To feel confident that we can cope with new situations

HOW... 2

Help your child to regularly:

Think of the things they will need to do at secondary school & the skills they already have that will help them such as:

Activity:	Skill:
1. Finding their way around the new school	1. They are good at using Google maps to help you find the way
2. Making & keeping new friends	2. Think of a time when they went somewhere new & made friends – who those friends are how long they've been friends
3. Managing the work	3. Discuss times when they learned new information & did well

HOW... 2

Help them to think about their ability to cope with secondary school because they have skills to help

HOW... 2

Talk to your child about specific times when they were successful using their helpful skills



THE
ANCHOR APPROACH



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

www.haringey.gov.uk/anchor

Haringey
LONDON