

Developing a Secure Base - Senco Conference 24.6.20

The presentation will start shortly

Please ensure your microphone is muted, unless you wish to speak

Please check your name is as you want it to be - some participants may choose to include school name or role

Thinking point:

While you are waiting you may have a question that you would like to ask the group. If so, please write it in the chat. We'll come to these near the end.

Developing a Secure Base

Dr Barley Birney
Head of the Barnet Specialist Inclusion Service and Principal
Educational Psychologist

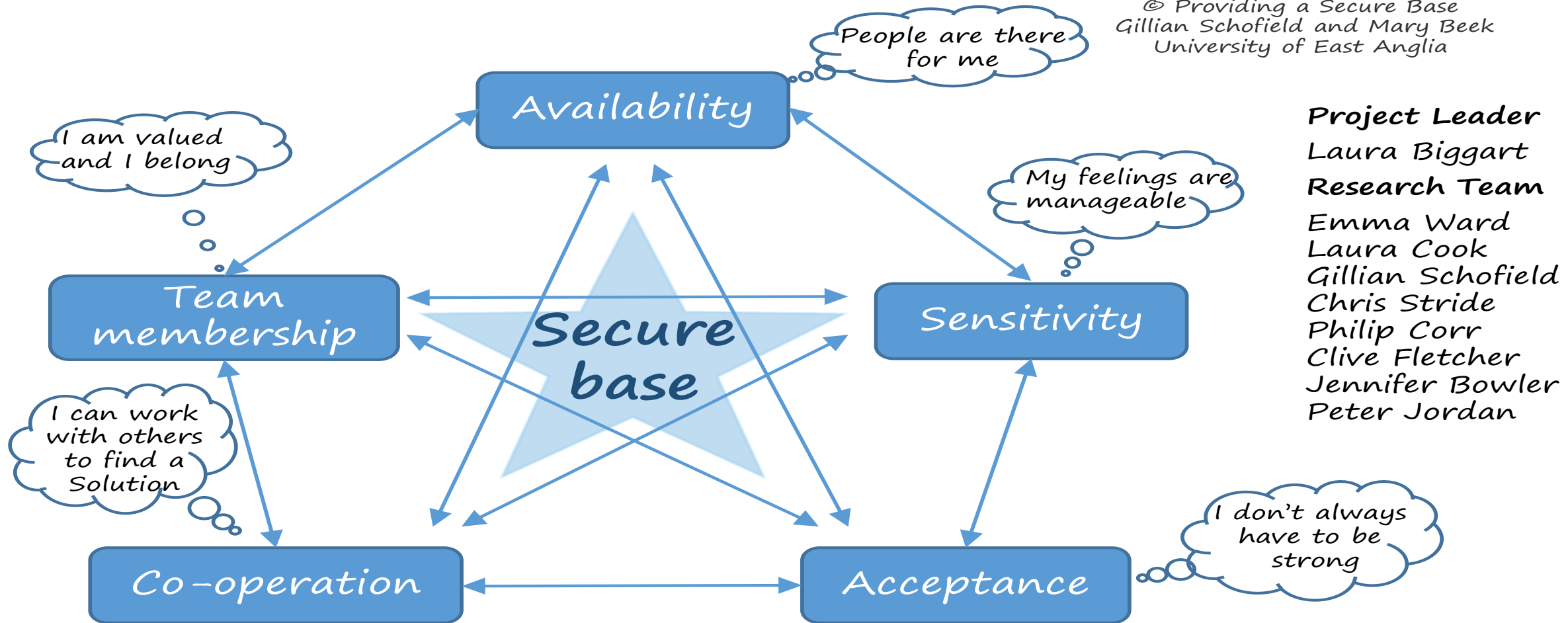


— with —



DEVELOP THE TEAM AS A SECURE BASE

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Gillian Schofield and Mary Beek
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Project Leader
Laura Biggart
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Emma Ward
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Chris Stride
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Peter Jordan

Aims of this session

- To reflect with other SENCOs on what we have learned from Covid 19, and the skills and knowledge that will enable us to navigate the next phase.
- Applying ideas of 'secure base' to our work with each other





Miroslava Chrienova via Pixabay

Psychological Theories

- Attachment theory: the importance of relationships.
- Narrative theories: “*the story we tell is the story we live.*”
- Trauma informed approaches: managing collective and individual loss.
- Positive Psychology - drawing on our strengths and virtues to help us function.

Think/discuss:

Something that you want to hold on to or take forward from the corona crisis

Put up your hand or write in the chat

What can we learn from difficult events?

‘Human beings reset themselves to something altruistic, communitarian, resourceful and imaginative after a disaster, we revert to something we already know how to do’

A paradise Built in Hell: The Extraordinary Communities that Arise in Disaster
Rebecca Solnit (2009)

Think/discuss:

Something that you want to park or leave behind

Put up your hand or write in the chat

Hobfoll et al. 5 principles of Psychological First Aid

- Create a sense of safety
- Create calm
- Foster a sense of self and collective efficacy
- Create connection
- Foster a sense of hope



How can we lead through these uncertain times?

- Need to be kind to ourselves and each other
- Be realistic
- Start with your own needs
- Use opportunities to connect to others and to reach out
- Return to your most important values as an educator and human being

Plan ahead

How will I feel?

How will others feel?

Could I change

.....where future events happen

.....how things happen – e.g. layout, sequence, people attending

Reframe

What can I control?

What is not in my control?

Focus on what is in my control

Think of the bigger picture

Take time out to think

Exercise

Any kind of physical activity to.....

...use up emotional energy

...help breathing

...regain perspective

...give a break from thinking

When things get stressful.....

Tackle the problem

What is the root cause?

Tackle the root cause

Seek advice/help with this

What problems might be on horizon?

Learn new skills to prepare for change/challenge

Seek support

Talk to colleagues, family and friends

Listen to different perspectives

If support is not immediately available, bring to mind someone who loves and/or respects you

Modify mood

Before any challenge, visualise it going well in detail

Think of something that makes you smile

Pay equal attention to the positive

At the end of each day bring to mind at least one positive thing



How have schools managed?

- ▶ School ethos and vision - Creating hope and structure
- ▶ Individual staff looking after their own needs - health, diet, exercise...
- ▶ Encourage staff to support and help each other - collaboration and peer support
- ▶ Manage your own expectations and those of others
- ▶ Plan how to promote a sense of safety and predictability - nurture, structure, give guidance, plan and review together
- ▶ Be selective about advice you follow, use the principal of 'good enough'
- ▶ Acknowledge that we can't fill all the gaps, we need to do our best today
- ▶ A nurturing approach will build solid foundations for future academic learning

Transition, recovery and learning in the aftermath of a pandemic. A resource for Nursery and Primary Schools, Biborough Educational Psychology and Consultation Service (2020)



Stress
response -
fight or
flight?

FIGHT



FLIGHT



FREEZE



https://www.youtube.com/watch?v=rpolpKTWrp4&feature=emb_title fight
flight or freeze - Anxiety explained for teens

https://www.youtube.com/watch?v=FfSbWc3O_5M fight flight or freeze-
Anxiety explained for kids

Considering puzzling reactions to Coronavirus through the lens of ‘fight flight or freeze?’

- ▶ In the chat write examples of puzzling or unusual behaviour that fits the idea of ‘fight’ ‘flight’ or ‘freeze’ reactions to fearful stimuli
- ▶ Start your example with the word ‘fight’ ‘flight’ or ‘freeze’ to help us sort them

Is there an another way?

With support to manage fear and anxiety, we can find an alternative - to face our fears

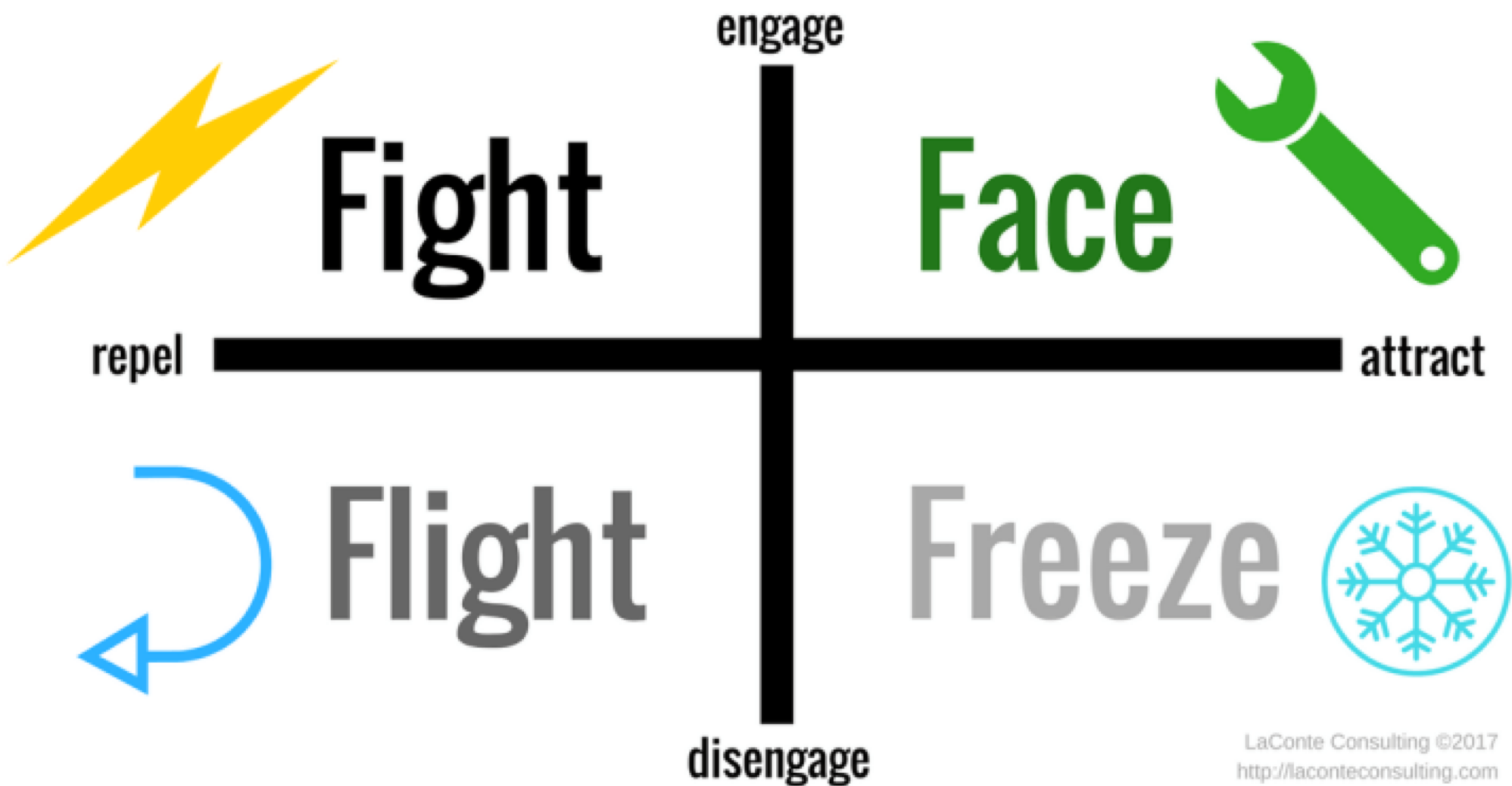
Resilient people face challenges and can manage setbacks

Write in the chat:

- ▶ What helps you face things you are afraid of?
- ▶ How do you help others face their fears and challenges?

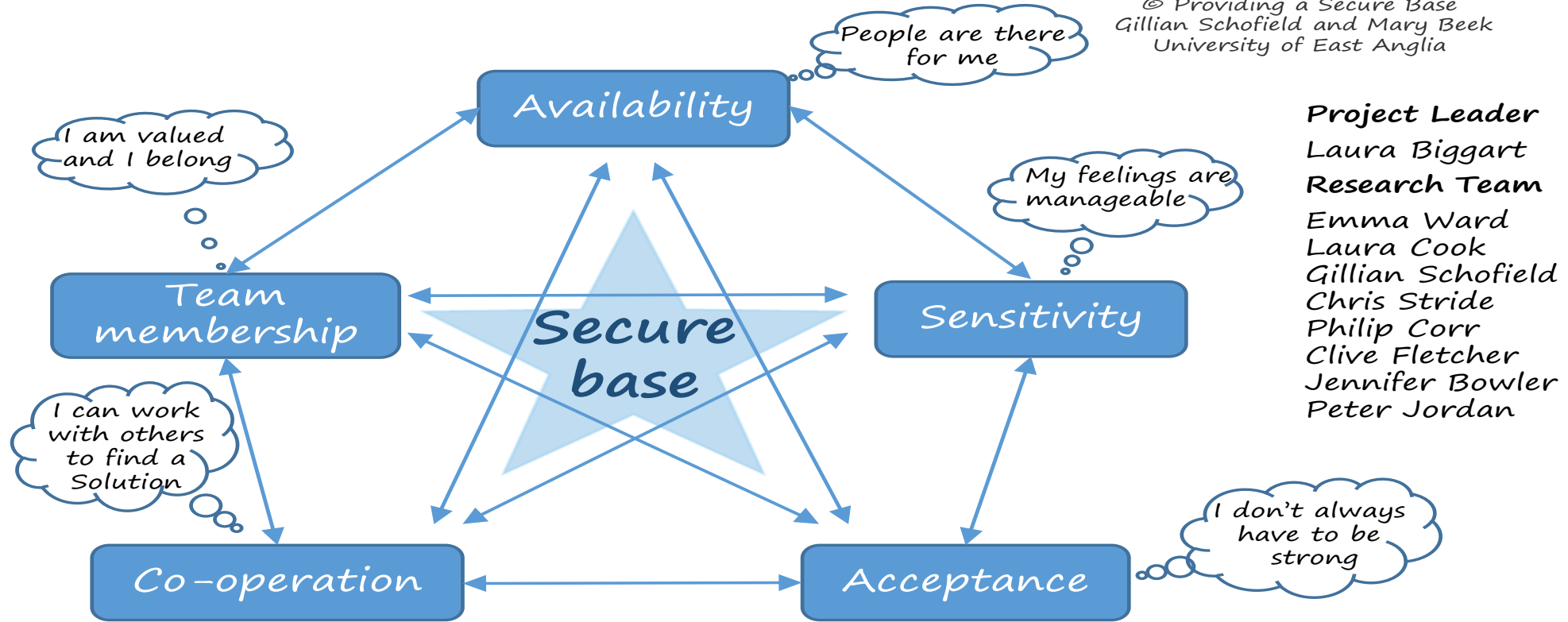
Grace LaConte's

The 4 Responses to Fear



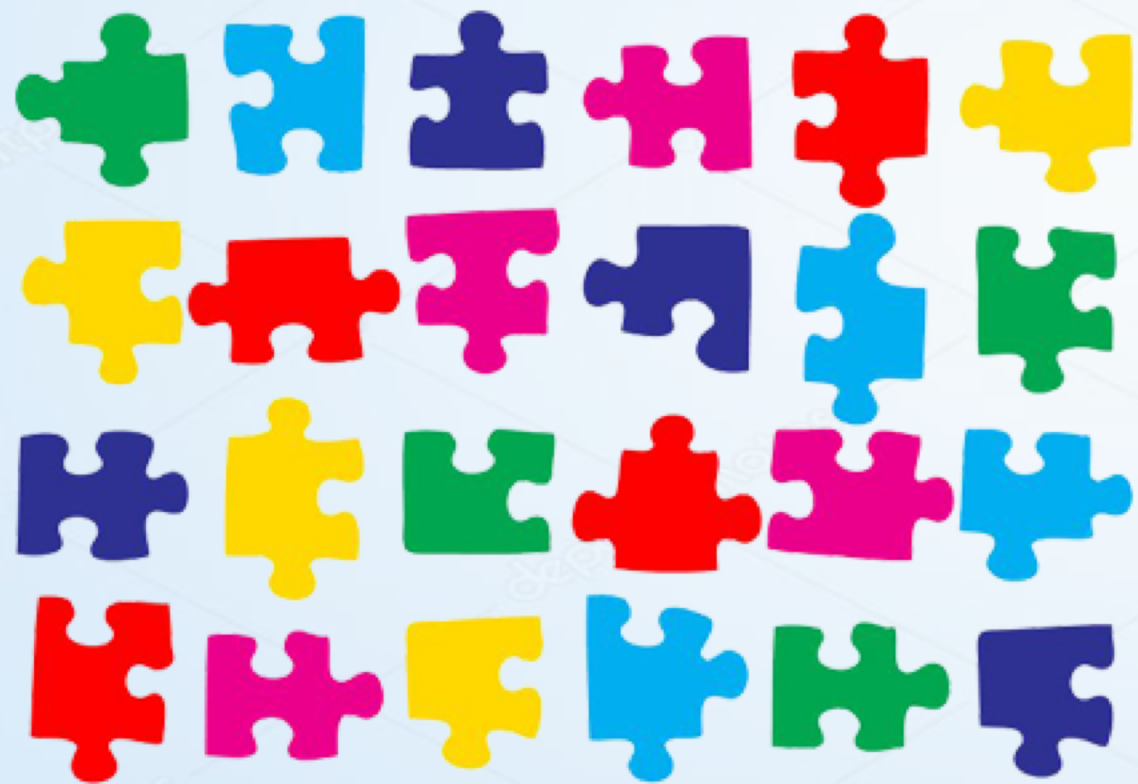
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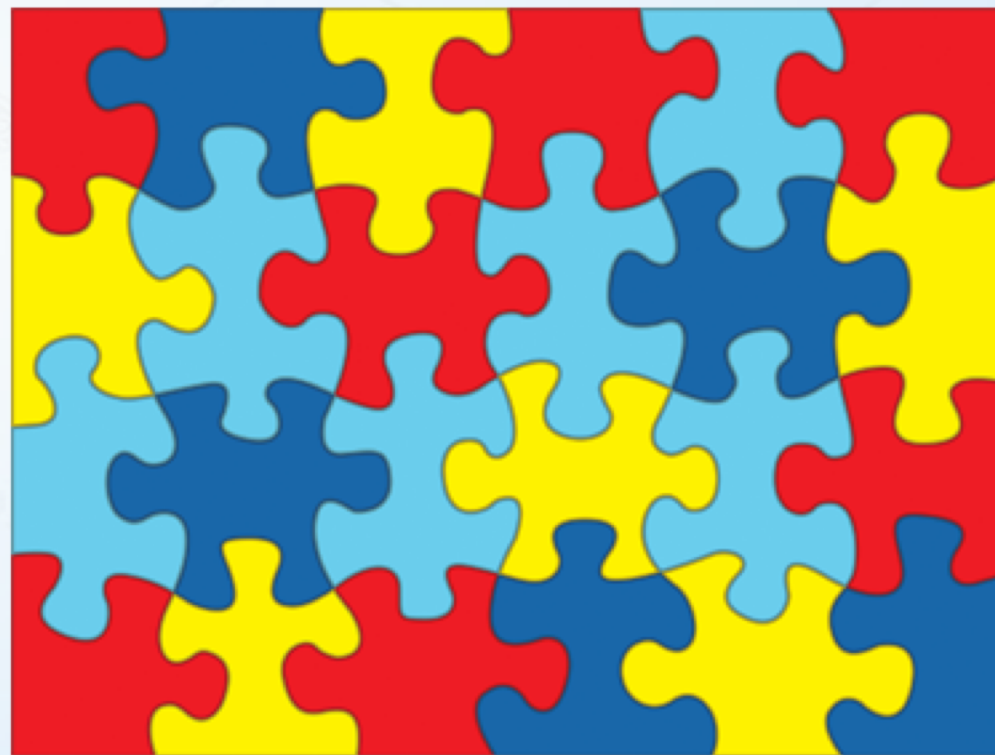


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DIVERSITY



INCLUSION



Heroes and Villains of Corona

We are living in extreme times

Coronacrisis has increased inequality and led to fear and discord

We have discovered new heroes and new villains

'splitting' is a phenomenon we should recognise - it's a way to manage things we can't deal with or reconcile

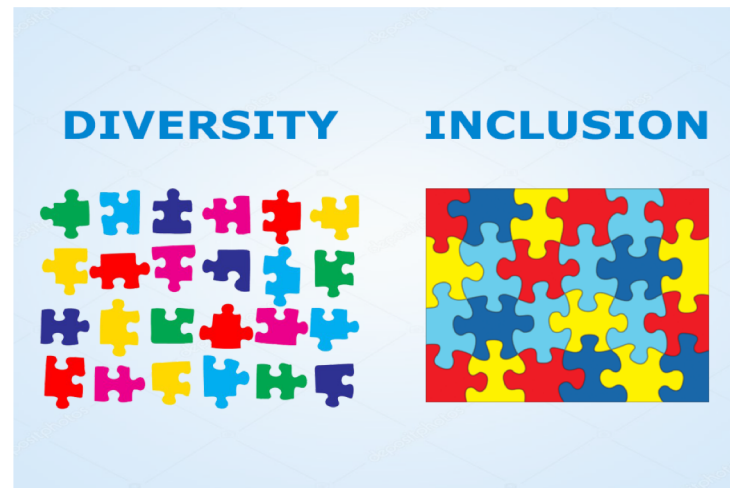


Rupture Repair Cycle

- ▶ There are strong individual differences in how much we trust those around us and find them to be reliable.
- ▶ People who are vulnerable, insecurely attached or have experienced repeated loss or disruption may struggle to repair relationships or find a way back
- ▶ Empathy and listening can be our superpowers, there is always a story behind the headlines

Reflection point

- ▶ Consider the 'heroes' and 'villains' in your school community
- ▶ How do we plan a way back for those who have found these times challenging?
- ▶ How can we find a useful role for those who still have not
- ▶ What narratives will be helpful for these people?





ground of progress

George Floyd

experience, the opportunity for
ing can be missed. The world needs
For me, hope is often the common

Tim Cox author of 'agents of hope' podcast

► <https://guidetoallyship.com/>

4 minute video 'How to be an Ally' by Obioma Ugoala

► <https://www.youtube.com/watch?v=vUmA2vi6-kA>



Daring greatly means the courage to

BE VULNERABLE.

It means to show up and be seen.

To ask for what you need.

To talk about how you're feeling.

To have the hard conversations.

Brene Brown

BLACK LIVES MATTER

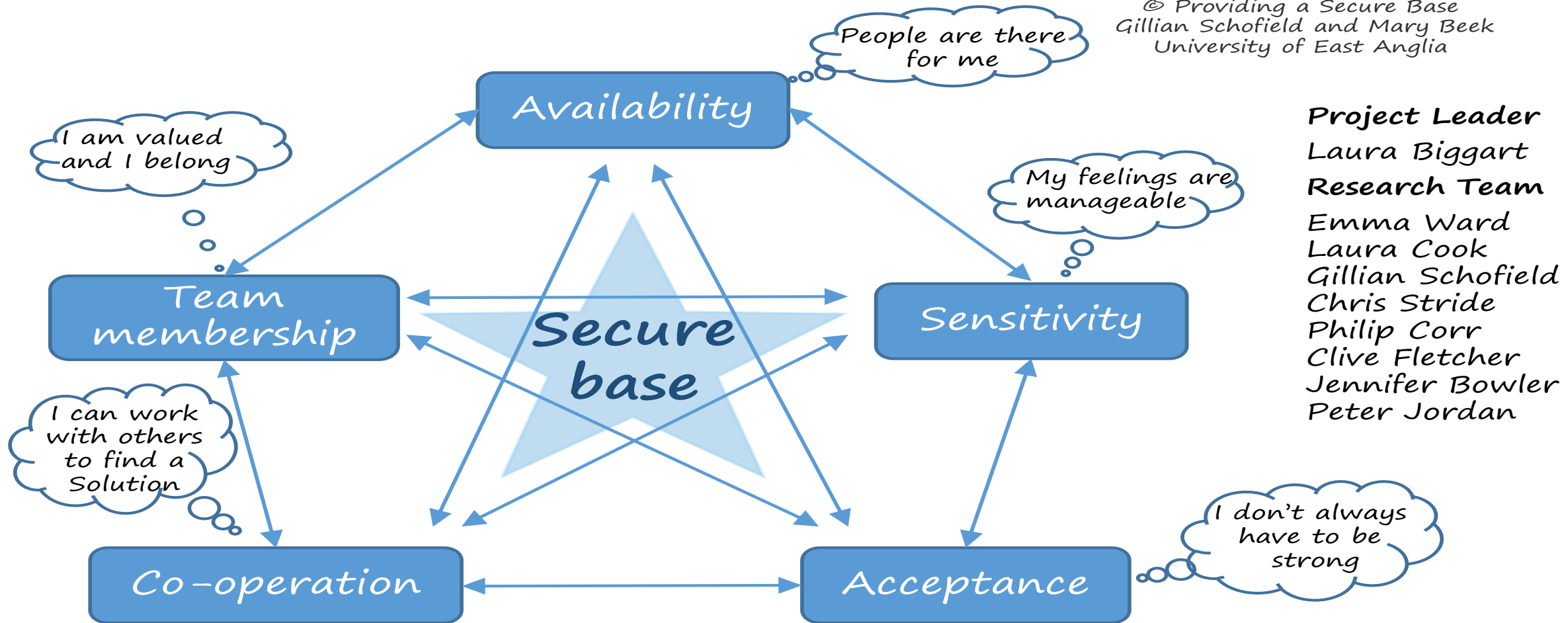


- ▶ A parents' guide to Black Lives matter:
- ▶ The Yoopies website has a reading list broken down by age

<https://yooxies.co.uk/c/press-releases/blacklivesmatter>

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It's Okay to be Different Competition



https://www.barnetlocaloffer.org.uk/blog_articles/2624-it-s-okay-to-be-different-competition

Extended to include the summer holidays...

Drawing towards the end - we've had a chance to reflect on:

- ▶ How far we have already come, how much we have managed and learned
- ▶ The importance of belonging, teamwork and believing in ourselves and those around us
- ▶ Some of the challenges still to come
- ▶ The importance of dealing with difficult issues with honesty and care
- ▶ Reasonable endeavours/ good enough

Plenary

Write down two things you want to do as a result of this session?

How will you do this?



Questions



Thank you

Feedback

tiny.cc/BarnetSEND

References and Resources on the Local Offer - frequently updated

- ▶ https://www.barnetlocaloffer.org.uk/senco_zone/blog_articles/2639-home-learning-information-for-parents-carers

