

Promoting Positive Transition During and After a Pandemic



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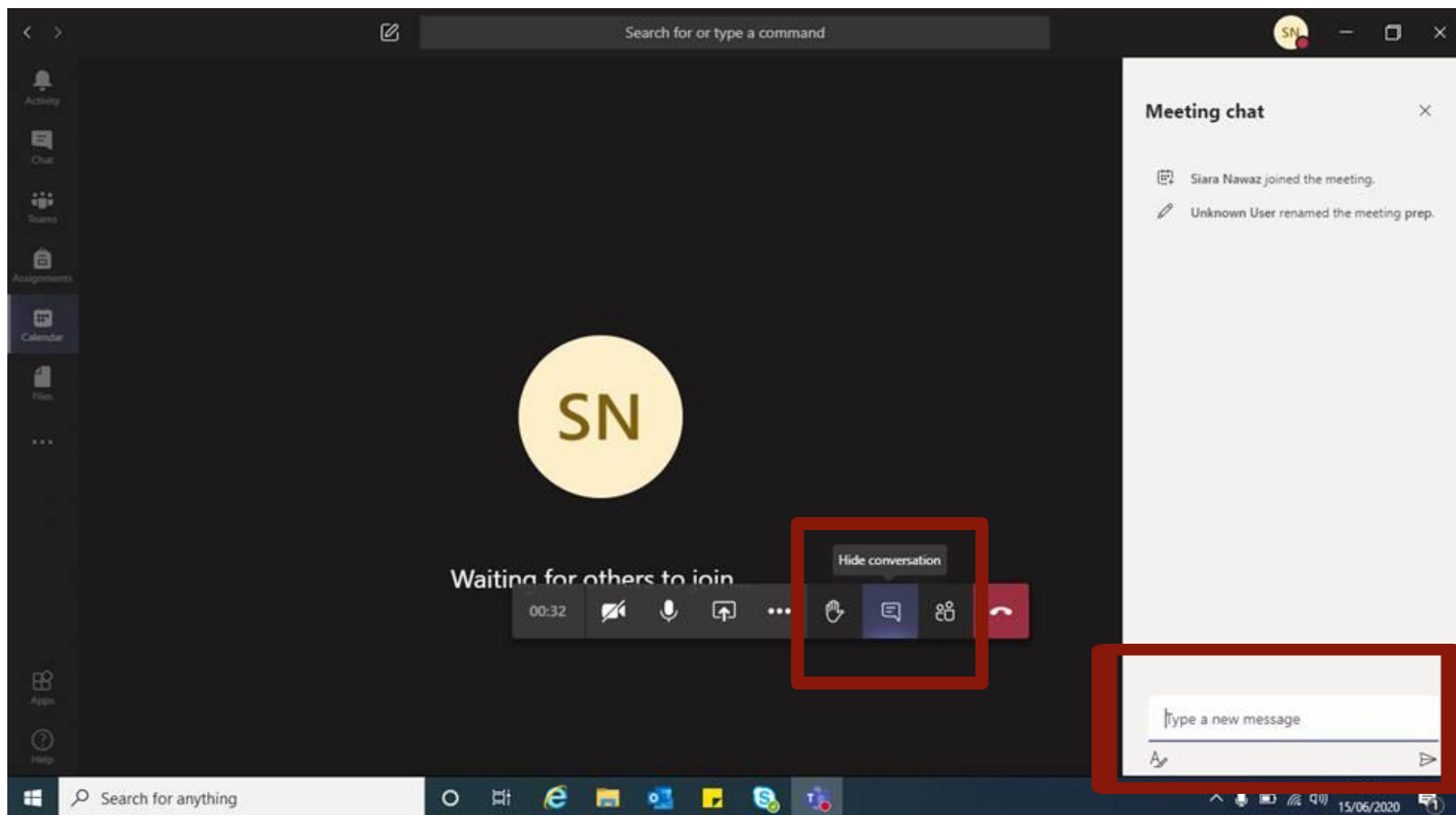
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Overview of the session

- ❖ The importance of supporting transitions.
- ❖ Trauma informed approaches.
- ❖ Vulnerable groups.
- ❖ Staff wellbeing.
- ❖ Opportunities for questions.



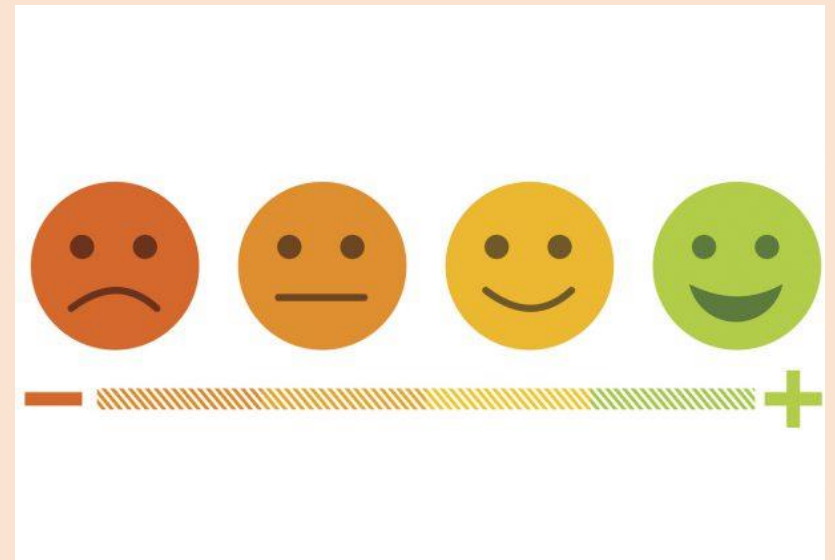
Supporting Transitioning



We are all in the same storm but we're
not all in the same boat!

Supporting Transitioning

It's a big responsibility and many adults in the school community will also be experiencing a similar range of emotions and reactions as the children, young people and their families.



Supporting Transitioning



A Trauma Informed Approach

Research has identified five key principles that support recovery following a disaster or serious incident. These principles will be important to consider when supporting return to school. (Hobfoll et al., 2007). The five principles are:

- A sense of safety.
- A sense of calm.
- A sense of social connectedness.
- A sense of self- and collective- efficacy
- A sense of hope.

Restoring A Sense Of Safety



Many people, children and adults alike will be feeling very anxious about returning to school. Some might feel unsafe about being in close proximity to others.

Others might worry about going back to academic work or being back in the classroom.

It is therefore vital that schools create an environment where they feel able to cope with their emotions and safe.

What are you already doing in your schools to create a sense of safety?



Restoring A Sense Of Safety

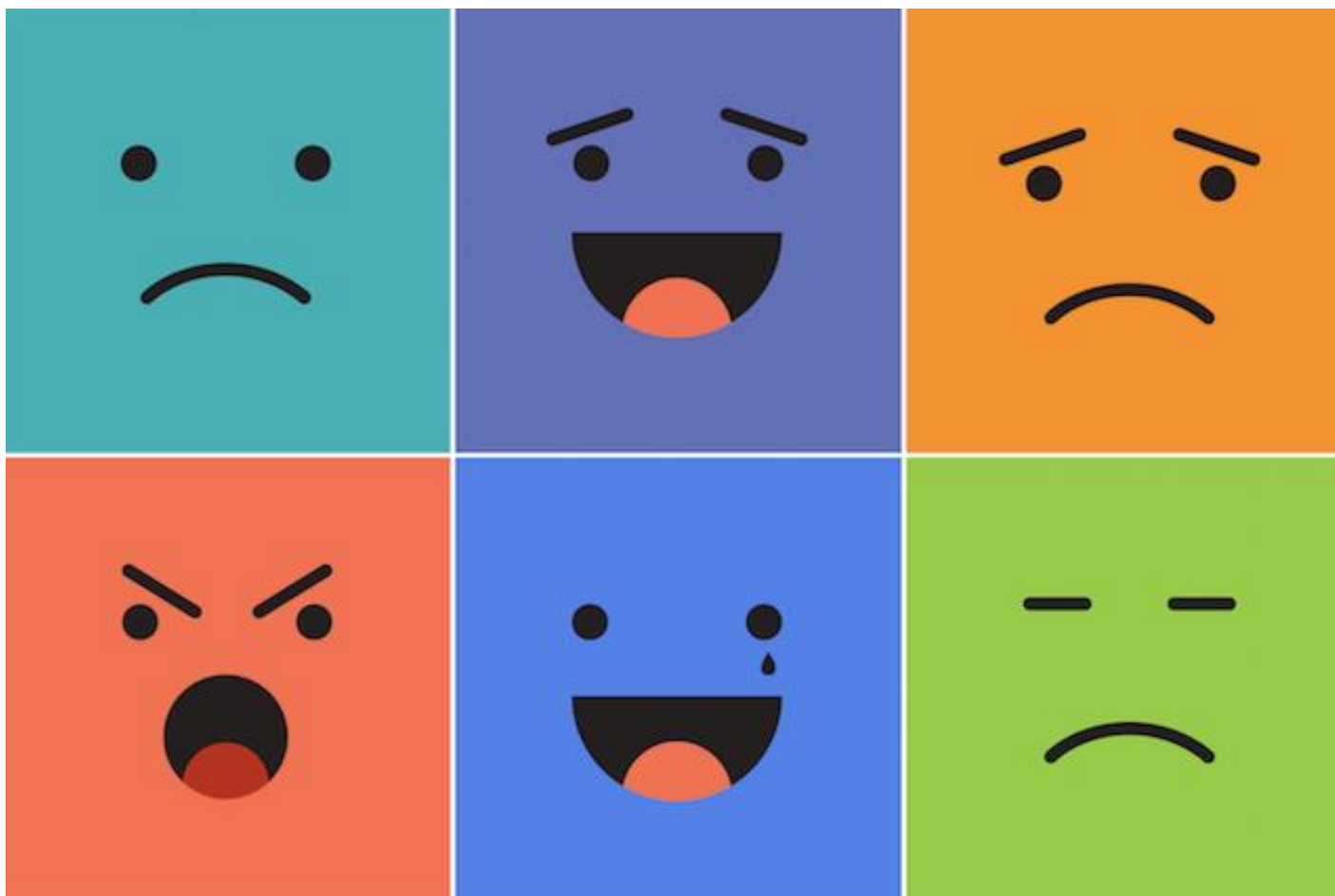
For children and young people to feel as safe as possible, schools and classroom environments need to be high in both nurture and structure, and to be predictable and organised.



Restoring A Sense Of Safety

- Use transitional objects.
- Offer kindness and comfort.
- Continue with routine activities.
- Keep them involved and included.
- All adults need to be ready and able to listen to children's experiences.
- Create opportunities for children to share their experiences.

Restoring A Sense Of Calm



**What are you already doing in
your schools to create a sense
of calm?**

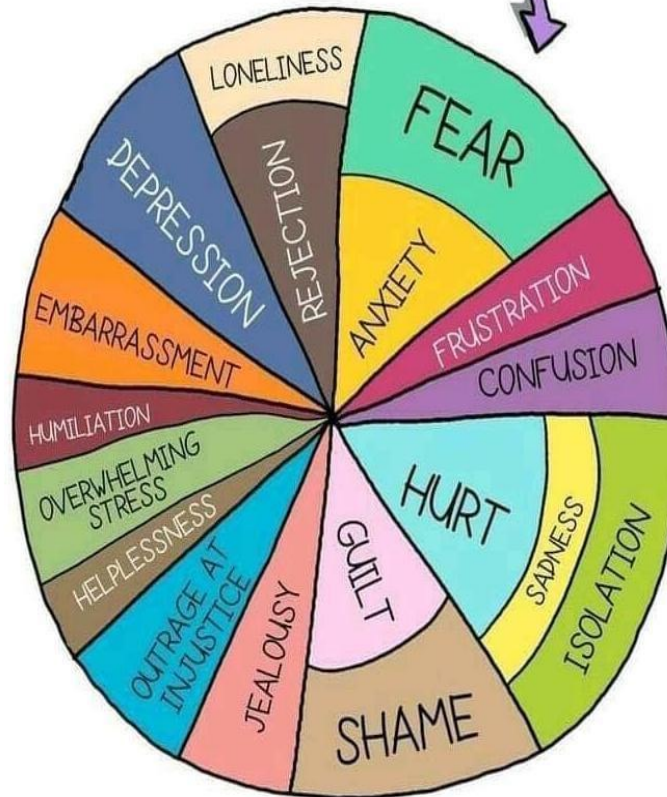
Restoring A Sense Of Calm



BEHIND
THIS



MIGHT
BE



Restoring A Sense Of Calm

- Spend time welcoming the children back.
- Make use of emotion regulation strategies.
- Model emotion regulation.
- Provide additional pastoral care.
- Promote frequent check-ins.
- Consider the physical environment.



Restoring A Sense Of Calm

- Calming activities for example, approaches based on mindfulness.
- Breathing techniques.
- Calming music.
- Relaxation sequences.



Restoring Connectedness

Reinforcing connectedness to the school and their peers will be crucial during this period, enhancing their enjoyment and genuine connection to the school community.



**What are you already doing in
your schools to create a sense
of connectedness?**

Restoring Connectedness

- Provide peer to peer programmes.
- Tutor or circle times.
- Build relationships or reconnecting with key adults.
- Social connectedness programmes.
- Recognising positive qualities.
- Jigsaw activity.



Restoring A Sense Of Control And Personal Efficacy

During the Covid-19 crisis, many children and young people may feel a lack of control over what has happened to them, and may doubt the impact their actions can have.

It is therefore important that their sense of self-efficacy is developed on their return to the educational setting.

**What are you already doing in
your schools to create a sense
of efficacy?**

Restoring A Sense Of Control And Personal Efficacy

- Provide children and young people with responsibilities.
- Work with children and young people to set targets and goals.
- Help children and young people to regulate their emotions.
- Teach children and young people problem solving skills.
- Create a sense of community within the classroom.
- Sharing the umbrella – identifying how we all support one another.
- Obtain the voice of children and young people.

Restoring A Sense Of Hope



**What are you already doing in
your schools to create a sense
of hope?**

Restoring A Sense Of Hope

- People who care about me activity.
- Modelling optimism.
- Encouraging them to see strengths.
- Reflecting on what might have changed for the better.
- Consider local heroes.



Restoring A Sense Of Hope

- The role of the individual, family and community. Thinking about how different communities came together through this time. For example, #Viralkindness, COVID-19 Mutual Aid UK, Community Choirs, Clap for Carers, 5k for Heroes.

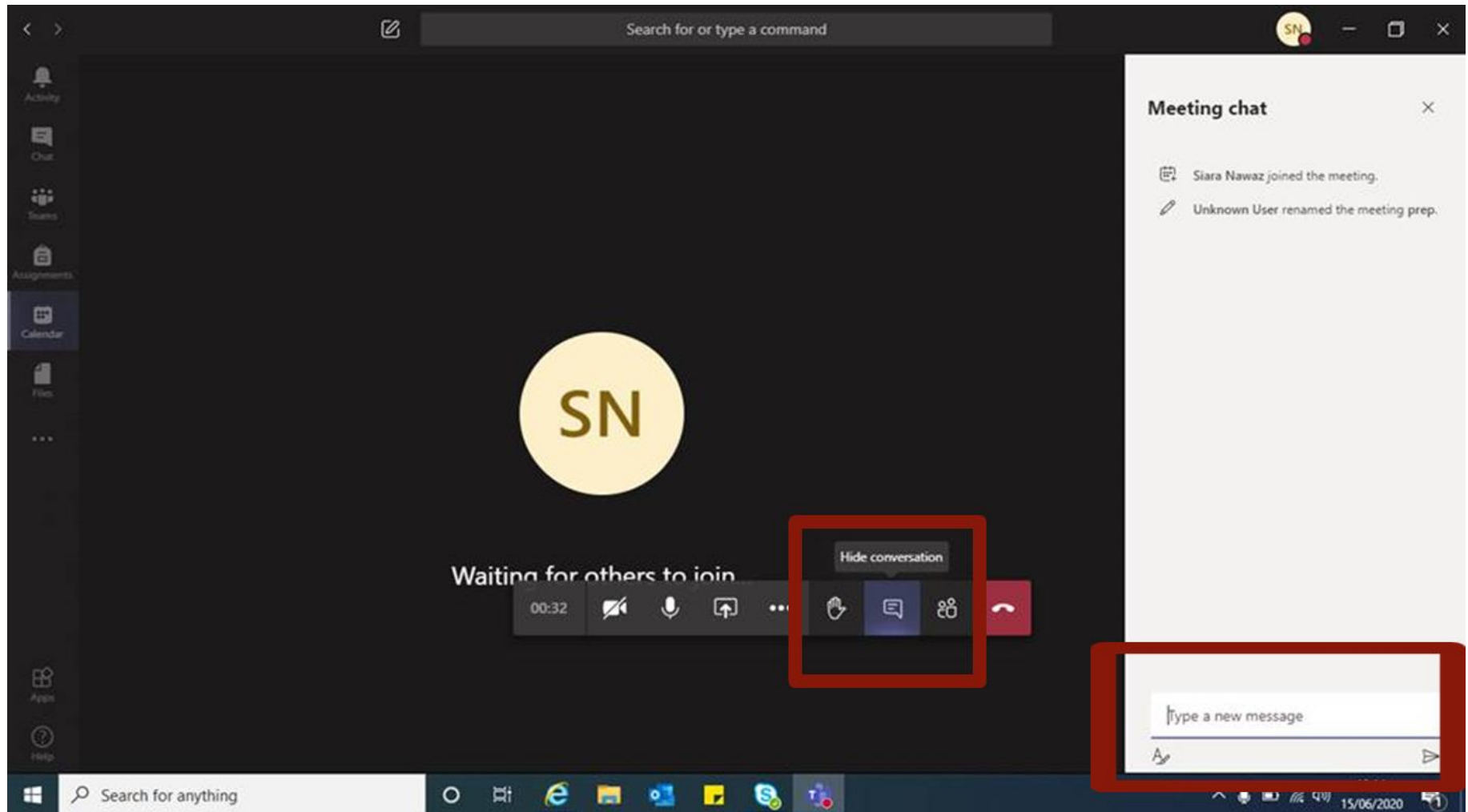


Grief

Growing around Grief Jar or class memory book where children can complete sentence strings about their experiences.



Any questions?



Learning

- Celebration and recognition of what children have learnt and how.
- Explicitly acknowledge emotions and teach regulation strategies.
- Find opportunities to engage the 'play' and 'seeking' emotional systems.
- Consider learning outside or bringing the outside in.
- Manage the pace of the day.

Extra Considerations

Some groups of children and young people require additional considerations. These groups include;

- Traveller communities.
- Ethnic minority communities.
- Managing transition between settings.
- Children who experience difficulties with attendance prior to COVID-19.
- Pupils with additional needs.

Traveller And EM Communities



Managing Transitions Between Settings



Attendance Difficulties

A subgroup of children at school will have been experiencing attendance difficulties, and in some cases persistent non-attendance, prior to the COVID-19 Pandemic.

The reasons for non-attendance are wide ranging, including emotionally based non-attendance; physical and/or mental health issues of the CYP or a family member; systemic, habitual absenteeism; or school behaviour related absence, such as exclusion, part-time timetable, or alternative provision.

Supporting Children With Additional Needs

For some groups of children, such as those with special educational needs or social, emotional and mental health needs, transitions back to school after COVID-19 will be more difficult.

Supporting transitions for children in care who have had unsettled or traumatic early life experiences are likely to respond to starting school in ways that are different from other children of their age.

Before we can help others, we need to help ourselves



Put on your own
oxygen mask
before helping
those around you.

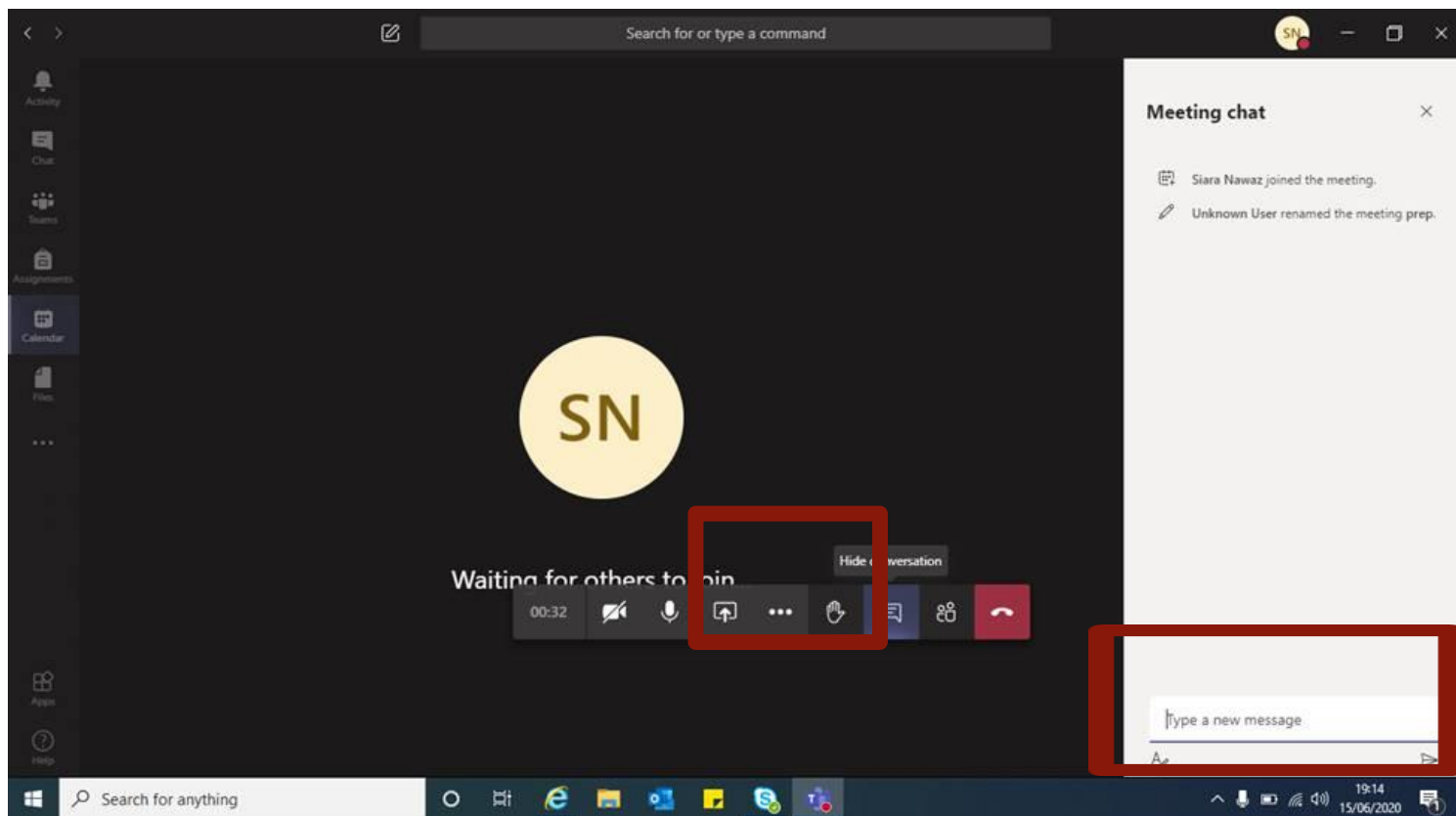
PERMA Model of wellbeing



PERMA Model of wellbeing

Domain	Sample Question
Positive emotion	What positive/healthy experiences can I plan today? What can I be grateful for today?
Engagement	How can I use or develop one of my strengths today?
Relationships	Who can I connect with today?
Meaning	What small part can I play in contributing towards something larger (e.g. family, community)?
Achievement	What goal, no matter how small, can I achieve today?

What are you doing as members of staff within your school or setting to look after your own wellbeing?



PERMA Model of wellbeing

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Try To:

- Take time out to get sufficient sleep, rest, relax and eat regularly and healthily.
- Talk to people you trust and allow yourself to be comforted.
- Spend time in a place where you feel safe and calm.

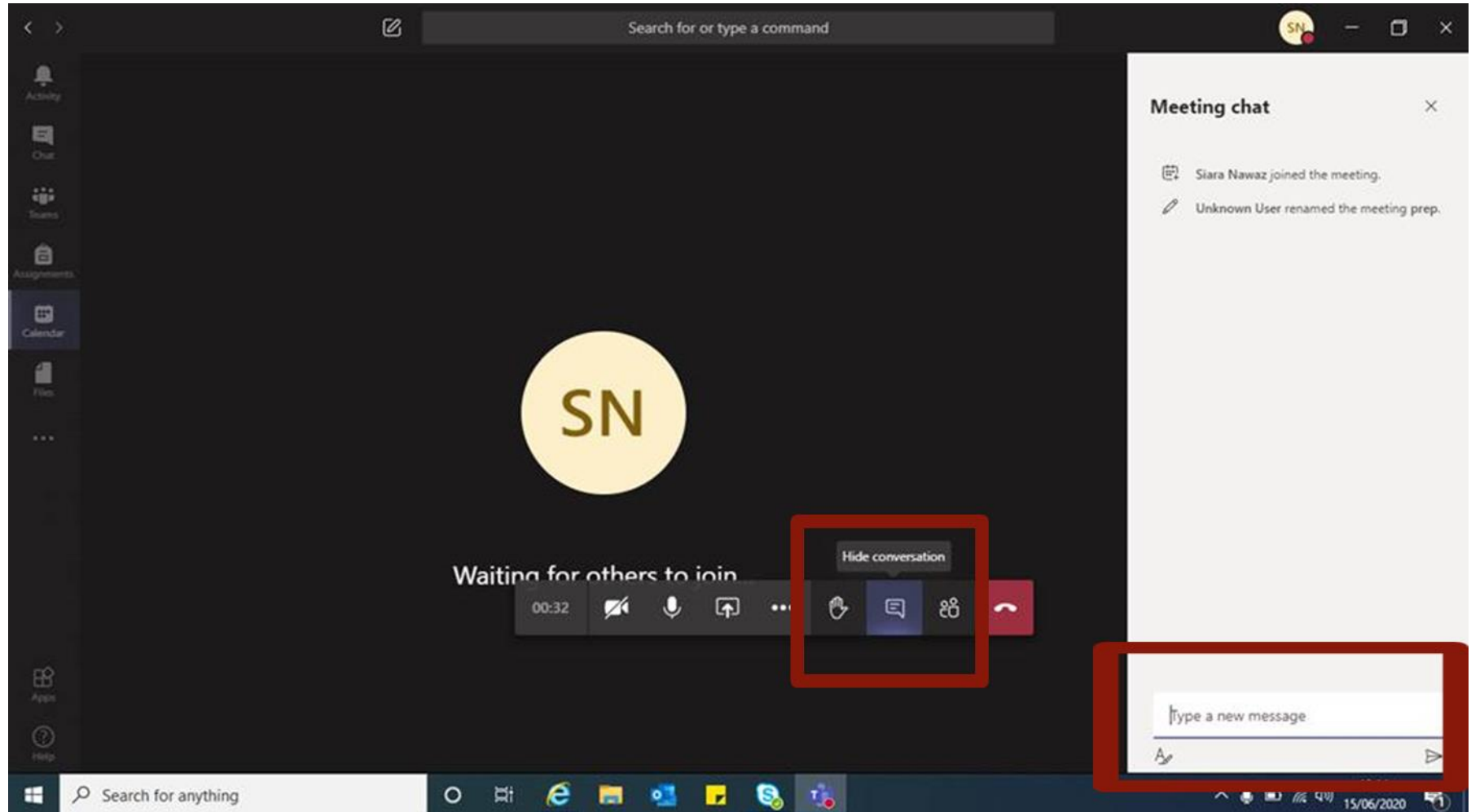
Try To:

- Try to reduce your access to the constant stream of news from media outlets and social media. Try scheduling 'digital power off' times.
- Use relaxation strategies e.g. slow breathing, progressive muscle relaxation, self-talk.
- Build in opportunities for recognising hope and positive strength.
- Allow yourself experiences of sadness and grief.

Try To Avoid:

- Bottling up feelings. Consider whether it would be helpful to talk about them with someone you trust.
- Feeling embarrassed by your thoughts, feelings or those of others. These are normal reactions to a stressful event and period of time.
- Isolating yourself from those you trust and feel safe around.

Any final questions or comments?



Thank you

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