

SERVICES FOR SCHOOLS

Transition Back to School After COVID-19

Supporting the Emotional Well-Being of Children and Young People

Transition Back to School After COVID-19: Supporting the Emotional Well-Being of Children and Young People

This document has been developed as guidance to support schools in considering the transition and well-being needs of children and young people as they return to school, and to help school staff plan and take well-considered, proactive steps to support them effectively. Schools will also need to be mindful of changes to national government advice and guidance throughout the recovery period and beyond.

The document is founded on a set of key principles which should be kept at the heart of planning and development. These principles are supported by peer-reviewed research evidence and are widely accepted as fundamental to good transition practice.

Use of the document is optional; it signposts some of the existing and more recently created resources and sources of advice and guidance, both locally and nationally. **This is not an exhaustive list** and schools will need to utilise additional advice and guidance pertinent to their unique contexts and the experiences of their communities, both now and over an extended period.

This document is the result of collaboration between a wide range of Local Authority officers representing key services for children and young people and representatives from health.

Acknowledgement and grateful thanks to the following key contributors:

Rachel Allen: Education Advisor (Hampshire Virtual School)

Jenny Burn: General Inspector/Advisor HIAS (mathematics)

Simon Francis: Senior Advisor for Early Years and Quality Improvement Service Manager (Early Years)

Jo Maxwell-Heron: Hampshire Parent Carers Network (HPCN)

Gayle Moir: Hampshire SENDIASS Service Manager

Dr. Rebecca Murphy: Senior Educational Psychologist, Hampshire and Isle of Wight Educational Psychology (HIEP)

Michelle Nye: County Inspector/Advisor for the Inclusion Advisory Service, representing Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) and the Specialist Teacher Advisor Service (STA)

Sarah Kiel: General Inspector/Advisor HIAS (SEN)

Jenny Slinn: North and West Early Help Service Manager, Sussex Partnership NHS Foundation Trust.

Contents

Introduction and Principles.....	3
Key Considerations for Specific Groups	7
Preschool to Reception.....	7
Primary to Secondary.....	8
Secondary to FE	8
Children open to social care.....	9
Children with SEND	9
Children from English as an Additional Language (EAL) learners, Black, Asian, Minority, Ethnic (BAME) and Gypsy, Roma, Traveller (GRT) communities.....	10
Parental advice and support	11
School guidance and support.....	12
Appendices	
A. Securing effective engagement and communication about transition with Parents and Carers.....	20
B. Inclusion Partnership Agreement.....	23
C. List of support services	29

Introduction and Principles

Schools are encouraged to work from the principle that for the great majority of children and young people, the return to school will be a positive event. To secure this, colleagues will want to refresh and secure their existing, everyday systems and practical strategies for ensuring the well-being of children and young people across every aspect of the school day.

Schools are well-versed in using multiple means to build and sustain the social, emotional and academic confidence of children and young people founded on the values of an inclusive pedagogy, building strong relationships, promoting a growth mindset and creating a positive climate for learning.

Schools will want to take action to support all members of the school community to re-call, re-build and re-apply their prior knowledge, skills and practical strategies fluently to secure strong relationships, maximise confidence and cultivate learning mindsets.

Many positive and universal, practical strategies are widely used in multiple contexts across the school day. A non-exhaustive list includes:

- Circle of Friends
- Pupil Language Ambassadors
- Building Learning Power
- Resilience
- Growth mindset
- Metacognitive strategies
- Managing cognitive load
- Flexible groupings
- Visual communication including class timetables
- Friendly/Chat benches in playgrounds
- Blank questioning
- Dual coding
- Use of PACE model, Dan Hughes - Playfulness, Acceptance, Curiosity and Empathy
- Use of '5 Ways to Well-being Toolkit'
- Self-regulation techniques

Where children and young people are known to be more vulnerable, perhaps:

- because of their prior experiences; or
- because they have been affected by their experiences during lockdown, or
- because they may have negative feelings about coming back to school, or
- because they are about to make a significant transition across settings,

it is important that schools make additional adjustments and provision. These may be part of the universal offer or part of enhanced or targeted provision for groups or individuals.

Research suggests that many children and young people can find transition and change unsettling and stressful. COVID-19 has created an unprecedented situation and the long-term psychological impact of the pandemic is yet unknown; however, it is likely that many children and young people will experience heightened uncomfortable feelings when they begin to return to school. This is especially true for those who are vulnerable, have special educational needs, or are moving to a new school or teacher. In addition, families and school staff have faced extraordinary challenges over the past few months which may have understandably had an impact on their emotional well-being. The purpose of this guidance is, therefore, to provide advice on how schools can support the emotional well-being of children, young people and their families, in managing this transition. The key principles and advice presented in this document should be applied flexibly by individual schools when the timescales and measures governing return are confirmed by the UK Government.

Key Principles

There have been several major national reports on transition. For example, the Effective Pre-school, Primary and Secondary Education 3-14 project (EPPSE) reported on its work with six local authorities¹. This research focusses on transitions *between* educational settings but includes aspects that can be applied during the current context. Overall, it tells us that we cannot take transition for granted and that there are some key principles which need to be observed to make transition successful. These are, if anything, more significant in 2020 than ever before when a transition from being at home to going into school on a regular basis will be happening for the majority of children and young people.

The following draws on guidance produced in 2015 by Dr Phil Stringer and Rosa Gibby-Leversuch, based on the EPPSE report. It offers six key principles to be considered by settings in the planning process as we consider the transition back to school. The following principles should be applied universally to all children and young people experiencing transitions this year following the COVID-19 virus.

Educational settings know their children, young people, and families well. It is intended that these principles are used by each setting as appropriate to their individual context and with knowledge of their population. The child or young person should be at the centre of the transition process; their views must be sought and considered. It should also be emphasised that transition is a process not a single event.

Effective Communication

For the purposes of sharing information and so that each person believes that their views are taken seriously, effective communication is vital. Listening to children, young people, and parents, gaining any information about specific Covid-19 experiences and taking steps to ease their worries will have a beneficial impact. Common sources of worry for pupils during transition are peer relationships, getting lost and work load^{2,3,4}. However, the current context means that there is a wide variety of new challenges to cope with and many individual differences will affect children and young people's worries. Schools should tailor the transition process to *their* pupils.

Knowledge of Routine and Organisation

Many children and young people will have been out of their usual routine for several months by the time the transition back to settings is put in place. Successful transitions are associated with school support that enables children and young people to get used to their new routines quickly. The organisation of new routines and the communication of these will need to be considered carefully by staff.

Positive Relationships

Research shows that usually, before transition, one of the greatest concerns for pupils is peer relationships. Factors that can lead to a problematic peer transition are feeling anxious, ill-prepared or victimised. The need for social adjustment is significant in 2020, as anxiety has been heightened for some people due to COVID-19 related measures. Reducing anxiety by preparing pupils for re-joining their peer group could help to improve the transition³. Children and young people also need to be able to refresh or develop positive relationships with adults at the school and be able to seek support and advice when needed. Therefore, it is important for teachers to be easily accessible and for students to know where to go for support⁵.

Sense of Belonging

Children's and young people's perceptions of their preschool, school or college community can have a significant impact on their educational experience. Building a sense of belonging for all is vital for greater motivation, engagement and achievement in learning at preschool, school or college, as well as for the quality of relationships and self-esteem⁶. This is a challenge following an extended period when many children and young people have not accessed educational settings. The extent to which they see their environment as hospitable is related to the number and quality of social resources available to them⁷. Assets that are usually widely available to settings, such as school clubs can develop the sense of school community and increase school enjoyment, both of which are associated with better attainment over time^{6,8} and it will therefore be important to consider how social resources and assets can be provided within the restrictions imposed to give a sense of belonging.

Emotional Support

The COVID-19 situation will have led to different emotional experiences for children and young people: some positive and others negative and potentially traumatic. The transition period is an effective time to carry out universal interventions to build resilience, self-esteem and motivation⁹, for example, specific interventions to build 'emotional intelligence'⁹ and 'growth mindset'¹⁰ but there may also be a need for individual interventions such as bereavement support. Staff in settings need to consider how a possible increase in demand for emotional interventions can be resourced within whole class, group or individually.

Academic Skills

Children and young people will have experienced a range of learning opportunities, from a full home education package to limited engagement in academic tasks. Helping children and young people to understand the academic expectations of them and offering curriculum continuity can reduce worries about not succeeding at new educational settings, or when returning to schools. Increasing interest in school and new learning has been linked with successful transition¹ and the pace of re-introducing more formal academic tasks should be carefully considered.

References

1. Evangelou, M., Taggart B, Sylva K., Melhuish E., Sammons P. & Siraj-Blatchford I. (2008). What makes a successful Transition from primary to secondary school? (Part of the EPPSE study). Research report DCSF-RR019. Department for Children, Schools and Families (now, Department for Education). Download available at: <https://www.education.gov.uk/publications//eOrderingDownload/DCSF-RR019.pdf>
2. Zeedyk, M. S., Gallacher, J., Henderson, M., Hope, G., Husband, B., & Lindsay, K. (2003). Negotiating the transition from primary to secondary school perceptions of pupils, parents and teachers. *School Psychology International*, 24(1), 67-79.
3. West, P., Sweeting, H., & Young, R. (2010). Transition matters: pupils' experiences of the primary–secondary school transition in the West of Scotland and consequences for well-being and attainment. *Research papers in education*, 25(1), 21-50.
4. Rice, F., Frederickson, N., & Seymour, J. (2011). Assessing pupil concerns about transition to secondary school. *British Journal of Educational Psychology*, 81(2), 244-263.
5. Anderson, L. W., Jacobs, J., Schramm, S., & Splittgerber, F. (2000). School transitions: beginning of the end or a new beginning?. *International Journal of Educational Research*, 33(4), 325-339.
6. Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of educational research*, 70(3), 323-367.
7. Cartland, J., Ruch-Ross, H. S., & Henry, D. B. (2003). Feeling at home in one's school: A first look at a new measure. *Adolescence*, 38(150), 305.
8. Riglin, L., Frederickson, N., Shelton, K. H., & Rice, F. (2013). A longitudinal study of psychological functioning and academic attainment at the transition to secondary school. *Journal of adolescence*, 36(3), 507-517.
9. Qualter, P., Whiteley, H. E., Hutchinson, J. M., & Pope, D. J. (2007). Supporting the development of emotional intelligence competencies to ease the transition from primary to high school. *Educational Psychology in Practice*, 23(1), 79-95.
10. Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child development*, 78(1), 246-263.

Key Considerations for Specific Groups

In addition to considering the processes in place to support all children and young people returning to school, there are some specific groups that may require additional planning. These children and young people include (but are not limited to) those who will be transitioning to a new school (those moving into Reception, Year 7, Year 12), those with an identified special education need and disability (SEND) (with or without an education health care plan (EHCP)), children who are open to social care involvement and those from Black, Asian and Minority Ethnic (BAME) or Gypsy, Roma, Traveller (GRT) communities. It is also worth considering that some children and young people will be included in more than one specific group, and therefore may require greater support with transition.

The information below is intended to identify some considerations, following COVID-19 and in addition to, or different from, those that would ordinarily be considered, to support groups where specific plans for transition are required.

a) Preschool to Reception

The transition from nursery to school can be a source of anxiety for some children due to some potential changes in how the curriculum is delivered; the increased size of the school site compared to most nurseries/pre-schools and the increased number of children, with fewer staff supporting them. Following COVID-19, these challenges will be extended by a potential for limited preparation for transition and the emotional and possibly traumatic experiences that some children may have gone through.

There are three key principles that underpin effective Early Years provision that, when in place, support children making progress and learning effectively. At the heart is the notion of the unique child, understanding their needs and interests. In addition to this is the notion that if those children are then supported by adults (parents and professionals) who understand and care for them in an environment (home and some form of pre-school provision) that is both physically and emotionally conducive to learning, all the ingredients for children maximising their learning are in place.

When children transition within the Early Years Foundation Stage (EYFS), either from home to a setting or setting to school, keeping those three principles in mind is key. They should shape the range of activities and information that needs to be gathered. With very young children, it is equally important that both the child and parent feels secure and trusting of the new adults and routines that will be part of their new experience. Home visits are a critical and essential part of building trust and confidence for the child and its parents. Schools will need to consider how the benefits of home visits may be secured in a different way.

Transition arrangements between schools and settings are very well established, and for the majority of children these are all that is necessary. However, as in all situations, for vulnerable children and families a more bespoke or extended range of transitions arrangements will be needed.

Please refer to link at end of this section for more information on supporting transition from preschool settings to primary provision for young children.

b) Primary to Secondary

The transition from primary to secondary school is a source of excitement and joy for some. For others, it is a source of anxiety and for many the emotions will range. Anxiety may be triggered, for example, due to the significant changes in how the curriculum is delivered, the increased size of the school site and number of pupils, as well as the increased academic demands and expectations of more independent learning strategies. Following COVID-19, these challenges could be extended by a potential for limited preparation for transition and the emotional and potentially traumatic experiences that the students will have gone through.

Social adjustment will be a key aspect for school staff to consider as pupils begin to process the impact of 'social distancing' at school. This will, of course, have an impact on the building of new relationships and the development of a sense of belonging at a new school. School staff will also need to consider how they can support the emotional needs of pupils who may be fearful about their own or their family's health; and may have experienced trauma, bereavement and loss. It is important to note that whilst individual experiences and circumstances will be different, there has been a shared experience across the world of the virus. Consequently, staff will need to review their capacity to offer more universal emotional support than may have been previously necessary.

Please refer to link at end of this section for more information on supporting transition from primary to secondary provision for primary children.

c) Secondary to Further Education (FE) sixth form or colleges

The significant transition from secondary school to a sixth form or college environment involves emotional experiences which may be heightened during this academic year, following COVID-19. Pupils have experienced the withdrawal of GCSE examinations and an absence of the formal closure of their secondary education, including cancellations of proms and 'last day' traditions. Secondary schools may need to consider arrangements to ensure a sense of closure is experienced by Year 11s; for example, by organising a 'last day' celebration when possible. Results day will be a different experience for pupils and teachers with attainment having been determined in unprecedented ways, which may have been more positive for some students than others. School staff will need to consider how results will be communicated effectively if social isolation remains in place and be prepared for possible heightened emotional reactions to results determined by school staff rather than by examinations.

College or sixth form staff will also need to consider a more proactive, universal offer of emotional support for students who will bring a range of experiences from the time during the COVID-19 crisis. Some students will be well-prepared for more independent study and feel motivated for their next stage of education whereas others may be less motivated and require support to develop independent learning skills following a period of time at home. Inevitably, most students will undergo a period of social adjustment, whether the initial teaching is delivered virtually or in person, as they begin to build a sense of belonging to new groups.

d) Those who are open to social care

For children and young people open to social care, COVID-19 and the lockdown period may have had a greater negative impact than for their peers. Any existing attachment and trauma issues may have been exacerbated. There may be as yet unknown new safeguarding concerns. Transition may be a further trigger for an adverse response.

Any kind of 'ending' or significant change is often associated with loss and rejection as well as fear for some children and young people, which may lead to increased levels of emotional and behavioural dysregulation.

Talk of illness and family loss may trigger feelings associated with past traumas and fears, particularly relevant in the case of Unaccompanied Asylum Seeking Children (UASC) and refugee children. Staff will need to be mindful of this and put in place appropriate support mechanisms as necessary. Having experienced social isolation and distancing, children may think they need to be wary of other people. For a child who is already unsure of others, this may make forming relationships and emotional regulation more difficult.

Schools may wish to use an 'attachment and trauma aware' approach. The roles of the Designated Safeguarding Lead (DSL), the Designated Teacher for Looked After Children and the SENCo will all play a part in supporting these youngsters and in facilitating smooth and positive transition. Individual transition plans (drawing, for example, on a looked after child's Personal Education Plan (PEP) and using person-centred approaches will be important under-pinning documents.

Please refer to link at end of this section for more information on supporting transition for children and young people who are open to social care.

e) Children and young people with SEND

Young people with SEND (which includes a wide range of difficulties including those with additional learning or social communication needs) may find transition more challenging for a variety of reasons, including difficulties with visualisation, mobility, expressive communication skills, problem solving, working memory, flexibility of thinking and linguistic processing. However, best practice for these individuals is clear: make it meaningful, make it concrete and make it interactive. With these aspects in mind, children and young people with these additional needs can transition to their next educational phase with greater security and understanding.

These best practice principles are key in shaping the range of activities and information that need to be undertaken, gathered and used for successful transition. Person-centred approaches should be used to make it meaningful for the child or young person and keeping their views and wishes at the core, with careful consideration given to using appropriate communication methods and strategies.

Transition arrangements between schools and settings are very well established, and for the majority of children and young people these are all that are necessary. However, as in all situations for children and young people with SEND, a more bespoke or extended range of transition arrangements will be needed following COVID-19.

Please refer to link at end of this section for more information on supporting transition for children and young people with SEND, including autism and/or social communication needs.

f) Pupils who are English as an additional language (EAL) learners and those from BAME and GRT communities

Schools should be particularly mindful about the support needs of their EAL, BAME and GRT children and families as they are reintegrated into their school environments.

Some of our GRT families are fearful of the impact of the virus on their children and their communities and may be very reluctant to allow their children to return to school for this reason. If this is the case, schools can ask for Ethnic Minority and Traveller Service (EMTAS) support for staff and the GRT communities affected. Many Travellers are self-employed and, due to the nature of their work, may be experiencing high levels of anxiety linked to their ability to continue working. Some families may be trying to off-set this by travelling further afield to secure work.

For EAL families, there may be members of the extended family living overseas who have been affected by Covid-19. Families may have experienced high levels of anxiety about this, especially where they have not been able to go and visit relatives or, in some cases, have any contact with them at all. Some families may have suffered bereavement and their children may benefit from bereavement counselling and/or Emotional Literacy Support Assistant (ELSA) support.

In addition, schools may notice that some of their newly-arrived EAL learners - those who would have been in the early stages of acquiring English and starting to make good progress before the lockdown - may have taken a backwards step, returning to school with less English than before. Schools may in such cases need to return to strategies aimed at new arrivals.

Please click on [this link](#) for access to a small collection of some additional relevant materials from teams within Hampshire Children's Services.

Some of these materials are specific to identified groups of children and young people, some are more general. It is our intention to add further links to this bank of resources during the post COVID-19 recovery period and would welcome suggestions from schools, (please contact Sarah Kiel at Sarah.kiel@hants.gov.uk or Rebecca Murphy at Rebecca.murphy@hants.gov.uk).

Parental Advice and Support

The return to school will also be a time of significant change for many parents and carers. For most, they have been at home with their children for an extended period, and the parents/carers themselves may have worries about the return to school.

They may have concerns about:

- Their son or daughter settling into a new class, or for some, a new school.
- Any enduring emotional impact of recent events, including experiences of loss and bereavement.
- Any lasting impact of the disruption to their son or daughter's learning and progress.
- Their son or daughter being able to re-establish friendships and relationships in the class / school.
- Their son or daughter's safety, particularly if they have any existing health concerns.

It is important that schools and professionals appreciate the thoughts and worries of parents/carers and pro-actively seek to reduce anxieties which may transfer to the individual child. We should reassure parents/carers that any feelings of worry are understandable and normal in the current circumstances.

To help manage anxiety, it will be essential to respond to the concerns of parents and carers and be consistent in communicating key messages and information with them. This may include the compromises that may need to be reached and changes that will have to be made as more children return to school. Each school is unique and will need to develop its own strategy alongside DfE overall guidance. However, the questions included in Appendix A can be used to highlight and prioritise some of the *what* and *how* issues and themes for both settings and for parents/carers.

School Guidance and Support

Safeguarding children and young people during transition and return to school

Schools are strongly advised to apprise themselves of the following DfE Guidance: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

Both during lockdown and as more children and young people return to school, the key safeguarding principles of Keeping Children Safe in Education (KCSIE) remain the same:

- the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a Designated Safeguarding Lead (DSL) or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are on-line.

School staff will need to be even more vigilant and attuned to the welfare and safety of children and young people in school and those who are still at home; schools must continue to look out for signs a child or young person may be at risk.

On their return to school, some children and young people may have been affected by, report, or want to talk about negative life experiences or distressing events during lockdown; for example, their exposure to domestic violence, on-line exploitation, or other forms of abuse.

Children and young people in groups that have not yet returned to school or whose parents/carers or other circumstances prevent them from attending, should continue to receive regular contact from school staff including in person or virtual checks, as they have done throughout the lockdown period.

School leaders need to make sure they and their staff maintain robust operation of KCSiE and the school's child protection policy. Staff should ensure there is rapid referral to social care professionals through the appropriate channels where needed as follows:

- For cases already open to social care, raise concerns with the relevant social worker in the first instance
- Use the Inter-Agency Referral Form (IARF) which can be found here <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies>
- Immediate safeguarding concerns should be made initially by telephone to the Children's Services Professionals line for Hampshire [01329 225379](tel:01329225379) or by email to csprofessional@hants.gov.uk. Professionals on the Isle of Wight should call 0300 300 0901 or email iowcsprofessional@hants.gov.uk. Calls to the Children's Services Professionals line number will be automatically redirected to the Out of Hours Service outside normal office hours. A completed referral form (IARF) should be to hand. In circumstances where this is not possible a referral form should follow as soon as possible.
- In an emergency dial 999.

Universal, targeted and bespoke support to aid transition

The following table of provision is offered as a means of supporting settings to aid the transition of all children and young people back to school. As outlined, this advice is underpinned by the principles previously presented. Considerations and practical advice can be found in the table presented at the levels of universal, targeted, and individual.

For the purposes of this information:

Universal - Universal response to transition with key focus on re-connecting with children, implementing routine, re-establishing school as being a safe and secure base. This includes careful monitoring of children's emotional reactions and resilience to adjust back to school life and the school community.

Targeted - Targeted school support using pastoral support staff (including ELSAs), to establish the level of support required and facilitate time limited group interventions.

Individual - Individual approach based on knowledge and understanding of child's individual needs. This may include the use of resources from appropriate agencies. There has been a wealth of guidance and advice published and disseminated since the beginning of COVID-19 and it is important to note that this is not an exhaustive list of resources available. Further information is available from the services and agencies listed in Appendix C, if required. Settings should select the guidance and strategies applicable to their circumstances and their children, young people, and families.

Level of Response	Provision	Support
<p>Universal Response</p> <p>(re-connecting with children; implementing routine and re-establishing school as a secure base.</p>	<ul style="list-style-type: none"> • Acknowledge that for some children and young people, they will be frustrated by the situation and want to be back in school. • Acknowledgement that some children and young people will have experienced safeguarding issues being at home. • Priority to be given to the re-affirming of relationships between both staff and children/young people. Although there will be some learning lost, not to get straight into formal assessment. • Awareness by all school staff of the Corporate Parenting duty for LAC children and the responsibility of all local authority employees to support and care for these children and young people. • Flexibility – a way of demonstrating that well-being is the first priority. • Awareness of any Key Worker children, if they have remained in school and their feelings towards others who have not been attending school. • Consideration of the day, especially in the first instance to think about activities that build on relationships, feeling safe, repetition of routines and structures. This can involve Circle Time, games, welcome back assembly (re-establishing school community once whole school is back together) to celebrate any missed birthdays, show appreciation for key workers, reinforce everyone safe and back together. • Time within the curriculum to acknowledge that everything has not just ‘returned to normal’ – small group assemblies and opportunities to share feelings and experiences • Thought around displays in school to reflect the situation; for example, including emotions-based work around connecting and belonging. 	<p><u>Websites</u></p> <p>www.nurtureuk.org</p> <p>www.emotioncoachinguk.com</p> <p>https://www.annafreud.org/</p> <p>https://www.camhs-resources.co.uk/coronavirus</p> <p>http://www.starsteam.org.uk/coronavirus-resources</p> <p>https://carolgraysocialstories.com/</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june</p> <p>https://www.gov.uk/government/publications/five-ways-to-mental-wellbeing</p>

Level of Response	Provision	Support
	<ul style="list-style-type: none"> • Adults to model appropriate behaviours and talk about experiences when needed • The use of visual resources to explain and reinforce routines and structures of the day. This could be via visual time- tables, checklists etc. • Clear and consistent rules and routines expressed – re-teach these. • Use of social stories. • Repetition and reminders that are supportive rather than assertive. • The use of positive praise and reassurance at all levels. • Staff to not directly question children on what work they may or may not have completed at home. • Children who have completed home working to be praised sensitively to others. • Parents to be included in plans of the school with opportunities for parents to share if their child has experienced any difficulties during the lockdown (e.g. emotional, bereavement, illness). • Safe spaces for children to talk about experiences. • Ensure pastoral support is available throughout the day and is not by timetable/appointment only. • Clear communication regarding the whereabouts of members of the school community. • Opportunities to celebrate members of the school community who have died, this could be in the form of memory books or celebrating the work of the NHS and key workers (in line with parental / family wishes and only when consent from bereaved families has been sought to do this). • Opportunities to talk about feelings/emotions embedded throughout the curriculum. 	<p><u>Books / documents</u></p> <p>Attachment in the Classroom – Louise Bomber</p> <p>Inside I’m Hurting – Louise Bomber</p> <p>Everybody worries – a picture book for children</p> <p>https://www.calameo.com/read/000777721945cfe5bb9cc?authid=Xu9pcOzU3TQx</p> <p>https://www.annafreud.org/media/11610/managing-unexpected-endings-transitions-may2020.pdf</p> <p><u>Activities</u></p> <p>Therapeutic Story – The Little Elf http://www.em-edsupport.org.uk/coronavirus-eps</p>

Level of Response	Provision	Support
	<ul style="list-style-type: none"> • Careful balance of prioritising well-being and ensuring boundaries are in place, as these are safe, i.e. (it's OK to feel scared about being at school but it's not OK to hit staff). • Expect some inappropriate behaviour – plans in place for this and supporting staff as needed. • Reflection on the behaviour policy and a need to focus on relationship building rather than sanctions. • Gradual approach to reintroducing academic demands. Children and young people need to be emotionally ready before they can learn. • Staff well-being also a priority – 'need to feel nurtured to nurture'. • New rules and restrictions articulated as 'do' statements rather than 'don't' – such as 'do wash your hands'. • Use of therapeutic stories for the whole class. • Peer mentoring schemes. • DSL and Designated teacher LAC and PLAC to be in contact with Virtual School if support needed. 	<p>Growth Mindset – Big Life Journal</p> <p>Well-being rating scales/Daily emotion 'check ins' (i.e. placing name on chart to show how children are feeling).</p> <p><u>Other</u></p> <p>Advice and guidance from other services listed in Appendix C</p> <p>Supporting children's mental well-being document available from CAMHs</p>
<p>Targeted School Response</p> <p>(for groups of children using interventions)</p>	<p>All of the above and:</p> <ul style="list-style-type: none"> • A number of adults being 'available' to support children if and when needed. • Ensure that key members of staff such as Special Educational Needs Co-ordinator (SENCo), DSL and Designated Teacher LAC/PLAC have additional time to attend to any matters that have arisen. • Small group work, specifically targeting area of need, such as specific work around emotions, emotional regulation, and bereavement 	<p>Inclusion Partnership Agreements using person-centered planning approaches (HIEP) – see Appendix B for proforma and guidance available from HIEP.</p> <p><u>Websites</u></p> <p>www.elsanetwork.org</p>

Level of Response	Provision	Support
	<ul style="list-style-type: none"> Examples of support: ELSA, Zones of Regulation, Promoting Alternative Thinking Strategies (PATHs), Lego Therapy, Talking Partners. 	<p>https://www.elsa-support.co.uk/</p> <p><u>Books</u></p> <p>The Zones of Regulation: A curriculum designed to foster self-regulation and emotional control.</p> <p><u>Activities</u></p> <p>Advice and guidance from other services, as listed in Appendix C</p>
Individual Targeted Response	<p>All of the above and:</p> <ul style="list-style-type: none"> Provide a consistent adult who a child can develop a positive and trusting relationship with. Specific targeted work with a familiar adult trained in delivering the programme. Information gathering and action plan set out to meet needs. Personalised time-table in the short term Allocated a member of staff/key worker, in the short term to help re-adjust. The use of both social and therapeutic stories with individuals if needed. 	<p><u>Websites</u></p> <p>http://www.em-edsupport.org.uk/coronavirus-eps</p> <p>https://www.winstonswish.org</p> <p>http://simonsays.org.uk</p> <p>https://www.cruse.org.uk</p>

Level of Response	Provision	Support
	<ul style="list-style-type: none"> • Some specific children may experience separation anxiety from parents/carers – individual support may be needed to offer reassurance. • Some children may experience specific anxiety. Looking at individual ways that they can be supported to offer reassurance, such as the use of Cognitive Behaviour Therapy (CBT) approaches. • Some children may have experienced loss and bereavement and will need some additional adult support, such as an ELSA or other suitably trained adult. 	<p>https://www.samaritans.org</p> <p>https://youngminds.org.uk</p> <p><u>Books</u></p> <p>The Invisible String – Patrice Karst</p> <p>Think Good, Feel Good – Paul Stallard</p> <p>Therapeutic Stories – Margot Sunderland</p> <p>Starving the Anxiety Gremlin – Kate Collins-Donnelly (primary and secondary editions).</p> <p>Huge Bag of Worries – Virginia Ironside</p> <p>Conversations that Matter – Margot Sunderland</p>

Level of Response	Provision	Support
		<p>What to Do When You Worry Too Much? A Kid's Guide to Anxiety - Dawn Huebner</p> <p>The Mindfulness Journal for Teens – Jennie Marie Battistin.</p> <p><u>Activities</u></p> <p>The use of Therapeutic Stories – The little Elf (http://www.em-edsupport.org.uk/coronavirus-eps)</p> <p><u>Other</u></p> <p>Advice and guidance from other services as listed in Appendix C</p> <p>Support from Barnados – documents available from link on page 13</p>

(With thanks to Wakefield Educational Psychology Service)

Appendix A: Securing Effective Engagement and Communication About Transition with Parents and Carers

This section is framed around key headings and questions that can be used by school leaders to facilitate discussions; enable them to consider some of the concerns parents and carers may have and support schools to generate effective transition plans and approaches. This is not an exhaustive list and will change in response to Government guidance but discussion of these questions, both general and specific, will enable schools to ensure actions are clearly recorded and agreed, and support them in establishing productive engagement and communication strategies with parents/carers.

1. What approach will be used to communicate the transition/return to school strategy to parents/carers and children?
 - a. How will current and future DfE and Hampshire and IoW expectations and arrangements be communicated? e.g. Attendance, transport to school etc
 - b. What flexibility might there be in the application of these expectations? For example, schools may be told to re-instate more rigid arrangements at specific points or within a certain time frame
 - c. What will the mechanism(s) be for sharing issues/concerns about the current well-being of children, including feedback from the school, and will there be a named contact for some parents/carers?
 - d. What options are there for part-time and other flexible arrangements for attendance and learning? For example, if a family is shielding a vulnerable member, will home learning still be available for the child?
 - e. How will arrangements and the impact of these be kept under review? For example, can we continue to use remote conferencing for *check-ins* and updates with families and children not attending full time?
 - f. How will this be managed?
 - g. What about the concerns of those parents and carers who are worried that the return to school is too soon? How will we reassure them?
 - h. How can/should we support parents and carers in dealing with their own anxieties about COVID-19?
 - i. How will we respond to those who decide to continue to home educate their children for a period?

2. How might children be prepared for a return to school?
 - a. Can we use our remote learning apps or similar platforms and our staff to facilitate links between members of class groups safely and informally?
 - b. Would it be useful/equitable to include increased contact with teachers or other key staff for some children (and their parents/carers)?
 - c. How can we make sure all children are adequately prepared for '*what will be the same and what will be different*' in school?
 - d. How can we let children and families know what learning/topic will be taking place on the return to school?
 - e. How can we help children feel confident and ready to make a start in each subject?
 - f. How will we '*boost*' the learning and confidence of a child who has not had the access or the support to complete home learning? How will we know?

3. How will children be supported on their return to school?
 - a. Will there be a more relaxed uniform policy?
 - b. Will there be flexibility on attendance – such as a phased or staggered return which responds to how the child is managing?
 - c. What changes will be made to the behaviour policy to accommodate children who may be anxious and stressed by the return to school?
 - d. What changes might we need to make to the structure of the day?
 - e. How will we respond to any child who becomes upset, anxious or frustrated? Do we need to have alternative/additional strategies to what we are used to?
 - f. What provision will be universal?
 - g. What provision will be targeted?
 - h. When and how should we refer to specialist services such as CAMHS?
 - i. How will support be different for children in vulnerable groups, or for year groups of children?
 - j. How will we achieve a compromise between what parents/carers want for their child and what we have the knowledge, skills and resources to provide?
 - k. What are the key challenges for children who are joining a new class or year group likely to be?
 - l. How will we make sure teachers know all their children well?
 - m. When and how should we refer parents and carers to other sources of family support?

4. Does there need to be a focus on specific aspects of children’s social, emotional and mental health?
 - a. What will the strategy be for supporting the community with bereavement?
 - b. How will we help children prepare for further adjustments when government strategy changes?
 - c. How will we talk to children about COVID-19 and *social distancing*?
 - d. How will we support children to renew existing friendships and make new relationships in school?
 - e. Could there be some issues for those who have been attending school throughout the lockdown period? What might these be and how will we tackle them?
 - f. What do we need to do to make sure our PHSE curriculum is sufficiently robust to build, and in some cases repair, children’s social, emotional and mental health?
 - g. What direct teaching about issues such as bereavement and unemployment might we need to include?
 - h. Which partner services are best placed to support us?
 - i. What relevant social, emotional and mental health training and resources are available to us and to parents/carers?
 - j. How will we avoid creating a *therapy culture* and pathologising what are understandable/normal responses to experiences? Who can help us make the right judgements?

The following sources were referenced when compiling this document:

- DfE and other government publications
- Primary, Secondary and Special School Strategic Planning Tools
- Feedback from Hampshire Parent Carer Network and local Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) representatives
- Hampshire Child and adolescent mental health services (CAMHS)
- Wakefield Educational Psychology Service documentation created to support transition
- Local Public Health England

Appendix B: Inclusion Partnership Agreement



Child's name:		Date of Birth:	
Setting/School:		NC Year	
Transition to:			
Current and previous professional support (name and role)			
Date of IPA meeting			
Present at meeting			

Important things to know about me

Name:
Age:
Year group:
Date:

Photo

My strengths & interests

-
-
-
-

What is important to me

-

What helps me



My hopes and goals for the future

-

The Dream

Child/ Young Person's dream for the future (hopes, aspirations, goals)

(Information in addition to what is already in the One Page Profile)

(Insert photo of 'Dream' section from PCP meeting if one has been carried out)



Strengths

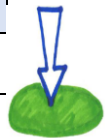
Child/ Young Person's strengths, skills and interests

(Information in addition to what is already in the One Page Profile)

(Insert photo of 'Strengths' section from PCP meeting)

How things are now

This is what we are working towards (for example communication , independence, emotional resilience, reading, maths)



Outcomes		Targets/steps towards outcomes
<ul style="list-style-type: none"> • • • 		<ul style="list-style-type: none"> • • •
From the perspective of:	What is going well?	What needs to change/develop?
Child/YP		
Others		



Looking to the Future

Next steps for (name of child)

In 3 months, we would like to see:

In 6 months, we would like to see:

In 12 months, we would like to see:

(Note: use the time scales that are most appropriate.)

Additional views

Views shared in the meeting (in addition to what has already been recorded)

Child/Young Person

Parents/ Carers/ Other family members attending

School staff

Other professionals

Summary of action agreed

Actions agreed – what will we do	Who will be involved		By when	Who needs to know that the action has been carried out
	Present Setting	Future Setting		
Talking to (Name of child) about the plan				
Reviewing this IPA (This must be within three months in a new setting or year group.)				
Talking to key people not at the meeting and need to know				

Checking that actions are taking place

<p>Who is going to follow up agreed actions? Who can the parents or carers talk to if they need to? Who can (Name of child) talk to?</p>

IPA Signature Sheet

Name of child/young person	
Date of meeting	

Signatories	Designation	Date
Person completing this form		
Present setting manager/ headteacher/principal		
Future setting manager/ headteacher/principal		
Parents / Carers (if not at meeting)		
Child or Young Person		

Other signatories at the meeting not listed above

Name	Designation	Signature	Date

Copies to: Parents/carers, child/young person, SENCo, headteacher, class teacher, teaching assistant or learning support assistant (or whoever regularly supports the child), senior special needs officer, educational psychologist and who else?

Appendix C

List of Services for Support

Hampshire Children's Services, Children and Families

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies>

Hampshire and Isle of Wight Educational Psychology (HIEP)

www.hants.gov.uk/educational-psychology

Specialist Teacher Advisory Service (STAS)

[STAS web page](#)

EMTAS

[EMTAS website](#)

[EMTAS Moodle](#)

Virtual School

[Virtual School webpage](#)

Hampshire Inspection and Advisory Service (HIAS)

[HIAS Link to transition resources](#)

[HIAS website](#)

[HIAS Moodles home page](#)

Barnardo's

[Barnardo's \(Hampshire\)](#)

[Barnardo's \(Isle of Wight\)](#)

Services for Young Children (SfYC)

[SfYC Moodle](#)

[Early Years and Chlldcare website](#)

Primary Behaviour Service (PBS)

[PBS webpage](#)

CAMHS

[Hampshire CAMHS](#)