

Stoke-on-Trent Educational Psychology Service

*Helping my child
return to School
after Coronavirus*



This resource was produced by Dr A Smedley, using some resources from West Sussex, Nottinghamshire and Southend EPS. Circulated with permission from Stoke on Trent EPS



Is your child worried about going back to school after the COVID 19 pandemic?

What Will Help?

Listen

Listen to any fears and worries they may have can help them to get the answers they need to feel **safe**



Be calm

Children will need adults to be **calm** and **supportive**

Acknowledge Feelings

Listen to any fears and worries they may have can help them to get the answers they need to feel **safe**

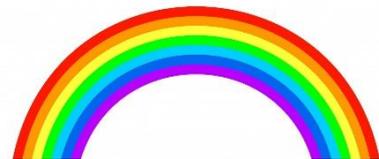


Connect with others

Make sure children feel they are genuinely cared about and wanted by their friends and school staff

Promote hope and Resilience

It is important for children to understand that hope is active, not passive, it's something we *do*, not something we *have*. We create hope first in ourselves, and then in our children.



What might I need to be ready to return to school?

Talk to me about my favourite things at school

Praise me when I try to do things independently

Read my favourite stories and then I can share them in school

Tell my teacher how to recognise if I'm feeling anxious or worried

Play games with me that I played in school

Talk to me about staying at school on my own

Talk to me about my friends at school

Make links between routines at home and school e.g. meal times

Talk to my class teacher about what they expect



What can my parents/carers do to help me get ready?

Re-establish routines e.g. mealtimes

Ask for photographs of any changes to my classroom

Share fun things we've learned together with my key person/class teacher

Make a boasting book to help me share what I did during lockdown

Talk to me about things I am doing that my school have suggested

Talk about my behaviour and the emotions behind them with my class teacher

Share ideas that will help me to feel happy and confident

Celebrate what I can do

Maintain good eating and drinking patterns



What can I do to support my child back to school?

Getting back into a routine

- Make sure your child's sleep pattern is returning to that expected when attending school. Given that a sleep pattern takes some time to alter, this should be thought about at least 2-3 weeks prior to returning to school.
- Re-starting a clear morning routine, with a visual timetable if required, to lay out all of the steps to getting ready for school again.
- Have a visual calendar on display so that your child can begin counting down the days to the first day back
- If your days have had little or no structure, start to try to introduce structure and routines back in e.g. eating breakfast before playing on the computer. Where possible, integrate activities and routines which are similar to those that your child might experience in school. This might include similar start times, lunch times, and timings for the transition between activities during the typical school day.
- Give your child the opportunity to share and celebrate some of their achievements whilst on lockdown to mark change through celebration. You could encourage your child to write down some positive memories of lockdown, and to compile physical memorise to look back on such as a book of achievement or a memory book.

Helping them feel re-connected to school and friends

- Have supportive conversations at home about starting back at school and what this might look like for them. Use different sources of information (including visual sources) to help them visualise what a typical day in school might look like and make the transition as predictable as possible. Materials sent by schools such as welcome packs and other correspondence may be useful for this.
- Talk to your child frequently about school; the fun times that they had when they were previously attending, kind things that their teacher may have done, funny memories of them and their friends. Nice memories will help them to feel more enthusiastic about going back.
- Contact their teacher or form teacher and request a video call. Even if your child finds it difficult to take part in that call they will see you interacting positively with their teacher and talk about exciting things to come when they are back at school.
- Encourage them to contact their friends on a video call. For younger children you may need to support this by playing games, e.g. scavenger hunts. For older children, they may have avoided this as they feel they have little to talk about, help them to think about what they have in common with their friends and how they can use this to start conversations e.g. if they both enjoy exercise they can plan workouts that they will do over the coming week.

Understanding and managing their emotions:

Lots of children might find returning to school, a time of transition, challenging and it might create a range of different emotions for them. Some emotions might be things like excitement to see their friends again or worry that things might be different. It is important to support children and young people to recognise that negative feelings such as feeling anxious, worried, scared etc. are normal and can be survived.

- Give children clear, concise information about the situation and be prepared to answer questions. This should be designed to suit the age of your child. Don't go into too great detail and always stress that this will not last forever.
- Encourage your child not to worry about the future, focus on the current day and enjoy the moment as far as you can.
- Have a regular routine in place for your child during the school week. Try to make weekend days different from school days. This will help children ease back into school routines.
- Children need to know what they are doing now and what will come next, if they don't they may become anxious.
- If your child expresses anxiety, name their worries and talk them through the problem, arriving at a solution or plan if possible - a problem discussed openly can often reduce it. Try not to transmit adult anxiety onto your child. If they struggle to articulate their worries, or they struggle to talk to you directly, you can suggest that they write down or draw their concerns to share with you.
- Distraction is a useful tool to take attention away from a current worry.
- Be aware of things that calm your child down and use these strategies when required.
- Some children have a favourite toy that they use as a comforter. This can go to school if necessary.
- Some children may find breathing exercises helpful when they are feeling anxious.
- Try to avoid leading questions –ask 'how do you feel about...' rather than 'are you worried about...' Remind your child that is normal to feel anxiety about change and uncertainty. Model appropriate ways to deal with anxiety e.g. 'I feel a bit worried today' this validates and normalises their own feelings. You can then go on to model effective coping strategies such as physical activity and breathing exercises e.g. 'I tried deep breathing for 30 seconds and it make me feel much calmer.'
- Related to connection objects, story books such as *The Invisible String* (Patrice Karst) provide reassuring messages that no matter how far away we are from people we love, we are still connected.

The charity Nip in the Bud has produced a short film and fact sheet to help parents and teachers deal with any potential feelings of apprehension and anxiety that children may experience on returning to school. In this 8 minute film, Dr. Jess Richardson, Principal Clinical Psychologist, National & Specialist CAMHS and Maudsley, provides important and straightforward advice. There is also an accompanying comprehensive Fact Sheet.

Please click on the link below to watch the film and also download the accompanying fact sheet.

<https://www.acamh.org/blog/helping-parents-and-teachers-deal-with-apprehension-and-anxiety-when-returning-to-school/>

Children who found it difficult to attend school prior to lockdown.

Some young people may have displayed signs of anxiety relating to aspects of their experiences in school prior to the lockdown. These symptoms of anxiety may not be as apparent now as they have not been exposed to that which made them anxious whilst at home and have been more able to avoid it. Unfortunately, the prospect of reintegration back into school for young people may mean that the triggers for their anxiety are reinstated and that their anxiety increases again. For these young people it is really important to establish predictability and maintain exposure towards going to school, and to help them problem solve and try out solutions to their worries prior to starting. Here are some ideas to help you do this:

- If it is possible walk past their school as part of your daily exercise
- Occasionally drive them past school if you have an essential trip to do with them
- Consider contacting the school and asking for face to face contact with various teacher's various online platforms
- If the school is open for keyworkers it could be worth asking the school, whilst honouring the social distancing rules, to walk around the school, or to pick up a textbook, or to wave at a teacher from a distance
- Talk to your child about who they can turn to if they are feeling worried in school and specific ways in which they can do this
- Help your child to problem solve by bullet pointing all the aspects of school they are worried about and brainstorming solutions together. Encourage your child to give solutions as independent as possible. Rate the solutions given and develop a plan of how the most favoured solutions can be put into place.

Children who are starting a new school

Some children will be starting at a new school (Year 3 or Year 6) and this may increase the levels of emotion they experience as they may be worrying about losing close friendships and all the unknowns.

- Encourage them to think about exciting things they can do with their friends who aren't moving to their senior school with them. Can plan and look forward to something and be reassured that they will see those friends again.
- Ask them if there is anything they would really like to know about their new school that they don't yet. Some of those things you can find out for them by emailing the school. If you can reduce unknowns for them, you can reduce their worry and anxiety.
- Go on some test runs to the new school so that when the first day arrives, one part of the day is already routine to them.
- Mark the change from their previous setting with celebration by compiling positive physical memories and achievements.

Resources for Year 6 pupils:

<https://www.hachetteschools.co.uk/landing-page/hachette-schools/be-awesome-go-big-resources-for-year-6/>

'Hachette Schools' have produced fantastic resources to prepare Year 6 pupils for the transition to secondary school. Each online interactive lesson has an accompanying workbook. Topics include: being awesome, unlocking your mind, dare to take risks, making the change, lost but not lost, friends and fallouts and living we

Children with an Autism Spectrum Disorder (ASD)

The Schudio TV website is highly recommended. Once you have signed up (it's free) you can access a series of modules on preparing children with ASD and SEND to go back to school. It takes a person-centred approach. If you look at all the modules it takes about an hour, but feels time very well spent

Conversation about going back to school-Encouraging Flexible Thinking (pupils with an ASD):
(Adapted from charlotte Reeve, Birmingham EPS)

'Going back to school is a no choice situation and I bet you wish you had a choice.'

Start with this. It creates a bridge and your child then knows you get it.

'I bet you wish you had a choice. You are enjoying being at home and we are having a great me. Going back to school means an end to this. That feels like a big problem. I am going to miss you and you are going to have to go to a place where you are often anxious and which can be confusing. AND there is the worry of the Coronavirus. After all, stay at home, protect the NHS, save lives - that's what we have been told to do, right? Em, feels like a big problem.'

Here you are capturing what it must mean to a young person with ASC. You might want to invite them to add to this.

So, now we have established why this is a problem go on to say:

'This feels like a really big problem and I am feeling stuck so we need to think about how we shrink this big problem into something smaller that we can manage.'

If you get really overwhelming reactions at this point, say:

'This feels like a really big problem and I can tell that it is making you have some really huge feelings. Let's do something to calm down...' (when calm is restored - and that might take a long me) try again.

'So, we have a no choice situation and it is a big problem and we need to be problem shrinkers. Let's make a plan for how we can sort this out and face it together.'

Now you will need the template for planning and I have outlined steps towards going back to school. You may need to go back as well as forwards with this. I have tried to build in an increase of challenge gradually but your child may not follow this sequentially and that is okay and to be expected.

List of steps:

- Look at the school website
- Find school bag and other equipment
- Speak to teacher via phone or zoom
- When taking exercise, go near school

- Now go past school
- Now stop at school gate
- Now, but only with agreement of school, go to door
- Have a zoom tour of school
- Join in a zoom lesson from school
- Join in a zoom lesson from school with other children present
- Go to school for one lesson (favourite)
- Go to school for one hour
- Go to school for a morning etc.

I am sure you get the picture. You know your child so you gauge the pace and watch out for signs of anxiety etc. Use the template of the plan for each step. Re-do steps and embed steps. Do one step over and over until stamina is built up. LISTEN, problem shrink, make sense of responses, add steps that make sense to you.

Difficulties with friendships

Where possible, try and maintain contact with peers prior to the return to school so they are still able to continue their friendships. Could your child talk to their friends over the phone, through writing letters to each other or through video calling? For some, seeing their friends again will be a motivator for returning to school. For others, there may have been difficulties prior to the school closures which might make their return to school even more challenging.

Try and encourage your child to talk about their worries so that you are able to communicate with the school and put support in place. Schools may be able to put in place buddy systems or additional social skills support for the return to school.

Appendix

Here are a range of resources and activities that you may find useful. The resources vary developmentally, and many have a child friendly format that can be used and shared with schools and teachers in September.

Many have been adapted from work completed by other local authority Educational Psychology Services (West Sussex, Nottinghamshire, Southend).

Going back to school

Scaling questions

Here the child is asked to rate how they feel or think on a scale 1-10.

Doing my **learning** at home is: (Please circle a number from 1 to 10)

1 2 3 4 5 6 7 8 9 10

Not good! Okay... Great!

If your/the child is willing to talk you may wish to ask a suitable follow up question examples could include:

- That's interesting, why did you rate it as a 5 not 7?
- Can you talk about a time when it has been better than 5?
- Has it ever been worse than a 5?
- What number would you like your rating to be?
- What would help get you from a 5 to 7?

We would like to find out a little more about your feelings around returning to school.

How do you feel about returning to school? (Please circle a number from 1 to 10)

A horizontal scale from 1 to 10. Above the numbers is a double-headed arrow. Below the numbers are three emojis: a sad face at 1, a shrugging person at 5, and a happy face at 10. Below the sad face is the text 'Not good!', below the shrugging person is 'Okay...', and below the happy face is 'Great!'.

It is okay and normal to feel excited or scared about going back to school, you might even feel both of these at the same time. You can talk to the adults at home and at school about your feelings, because they will want to help you.?

When you think about going back to school, what are you excited about?

Seeing my friends	Learning	Seeing my teachers	Knowing what is happening	Play time	Time away from home
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you are looking forward to?

A large, hand-drawn style green outline of a cloud, intended for a student to write their answer to the question above.

When thinking about school, which of these statements are true for you?

(Please put a tick in the box under the picture if it is true)



<p>I feel worried</p> 	<p>I worry about leaving my parents/carers to go to school</p> 	<p>I can do things if I really try</p> 	<p>I need help with my learning</p> 	<p>People don't listen or believe me</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I don't like reading aloud</p> 	<p>There are people who help me at school</p> 	<p>I feel mixed up</p> 	<p>I prefer to spend time doing fun stuff at home</p> 	<p>I believe people care about me at school</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I don't like some teachers</p> 	<p>Some children are mean to me</p> 	<p>I worry about getting ill</p> 	<p>I think things will get better</p> 	<p>I would rather spend time on my games or watch TV</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>School is too noisy or busy</p> 	<p>I feel embarrassed</p> 	<p>I have friends at school</p> 	<p>I don't understand what the teacher is saying</p> 	<p>I would rather be at home</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here are some more statements.

When thinking about school, which of these statements are true for you?

(Please put a tick in the box under the picture if it is true)



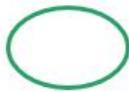
<p>I worry about tests</p> 	<p>I feel like I belong at my school</p> 	<p>My family need me to be at home</p> 	<p>I worry about seeing my classmates</p> 	<p>I worry that my family will get ill</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I worry about what people think about me</p> 	<p>I don't like breaktimes</p> 	<p>People listen to me at school</p> 	<p>I feel sad</p> 	<p>I don't know how to make friends</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I feel lonely</p> 	<p>I don't like working in a group</p> 	<p>I want to go to school</p> 	<p>I worry about schoolwork</p> 	<p>I feel safe when I am at school</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I am a good learner</p> 	<p>I prefer to spend time with my family or pets</p> 	<p>I don't like changes to routine</p> 	<p>I worry about people getting too close to me</p> 	<p>I feel my head is too full</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When I feel worried-things that help me

When I feel worried these things help me most: (Please select those that apply)

'When I'm worried, I like to...

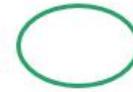
Try to think about something else



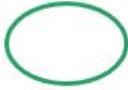
Exercise



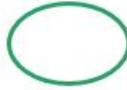
Take calm breaths



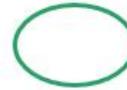
Draw, colour in or paint



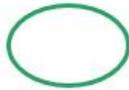
Play or listen to music



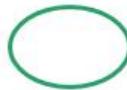
Talk to a friend



Talk to an adult



Have some quiet time by myself



I don't know



Young person's questionnaire (Useful to share with a young person's school)

Adapted from Norfolk EPS

Name _____

<p>What kind of activities have you enjoyed doing while schools are closed?</p> <p><i>Put a tick for things you have enjoyed.</i> </p> <p><i>Put a cross for things you have not enjoyed</i> </p> <p><i>Put a circle for things you have not done</i> </p>							
Gaming		Play a board game		Wear something nice		Make something	
Exercising/ staying fit		Online shopping		Lego or construction toys		Dance	
Helping at home		Write a diary		Play an Instrument		Schoolwork	
Chat with friends online		Have a bath		Listen to music		Help to cook a meal	
Be with my family		Go for a walk		Tidy my room		Paint or draw a picture	
Do something be kind		Read a book		Be with animals		Write a story or poem	
Watch favourite TV programme		Play on tablet/mobile		Online learning		Talk about something I like	
Eat food I like		Take a nap		Play with my brother / sister		Have a book read to me	
Sleep in late		Being taught by my parent/carer		Get dressed up		Eat a takeaway	

Help with shopping		Teach my parents something		Social media		Spend time with a family member	
Draw or write any other things you would like to add to this list?							

How do you feel about coming back to school? *(please circle/ highlight on the scales below)*

Don't want to come back	1	2	3	4	5	6	7	8	9	10	Looking forward to it
-------------------------	---	---	---	---	---	---	---	---	---	----	-----------------------

How excited are you about coming to school?

Not at all excited	1	2	3	4	5	6	7	8	9	10	Very excited
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How much do you want to meet your friends at school again?

I don't want to see anyone	1	2	3	4	5	6	7	8	9	10	I really want to meet my school friends again
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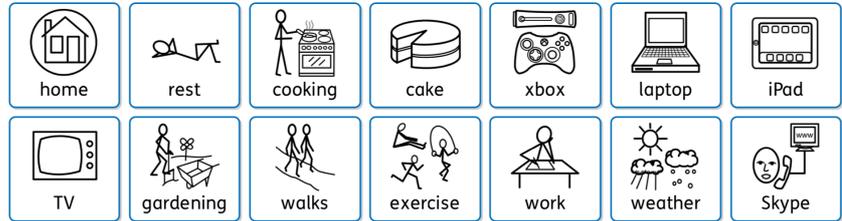
How much have you missed school?

I haven't missed it at all	1	2	3	4	5	6	7	8	9	10	I missed it a lot
----------------------------	---	---	---	---	---	---	---	---	---	----	-------------------

Have you any ideas to make everyone happy when they come back to school? Please write or draw your ideas here:

My lockdown experience

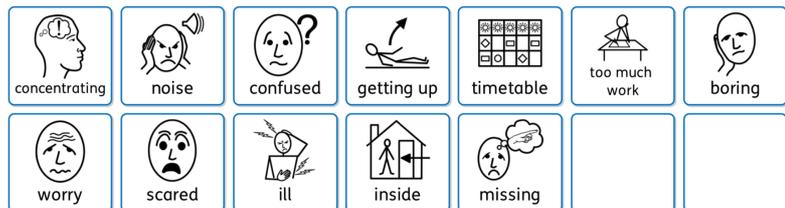
What I liked



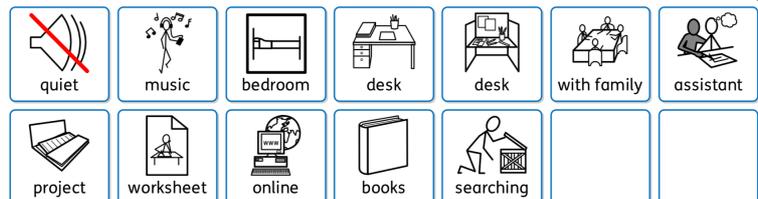
Any significant events



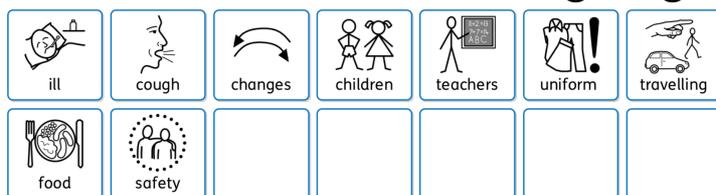
What was difficult?



How did I learn best?



What am I worried about, going back to school?



Coming back to school...



this is how
I feel right now

3 things I want to tell you...

- 1.
- 2.
- 3.

3 things I am
looking forward to...

- 1.
- 2.
- 3.

3 questions
I'd like to ask you...

- 1.
- 2.
- 3.

My name

My favourite thing
about being at home
is...

and something I have
found tricky is...

Making a 'boasting book'

A boasting book can be a book, loose papers, an electronic photo album or photographs stored on a cloud.

The idea is that you will have chosen the photographs with your child. You will already have talked about them together at home. They will also need to be accessible to share in the setting. Make a big deal of sharing them with the setting. Everyone should be excited.

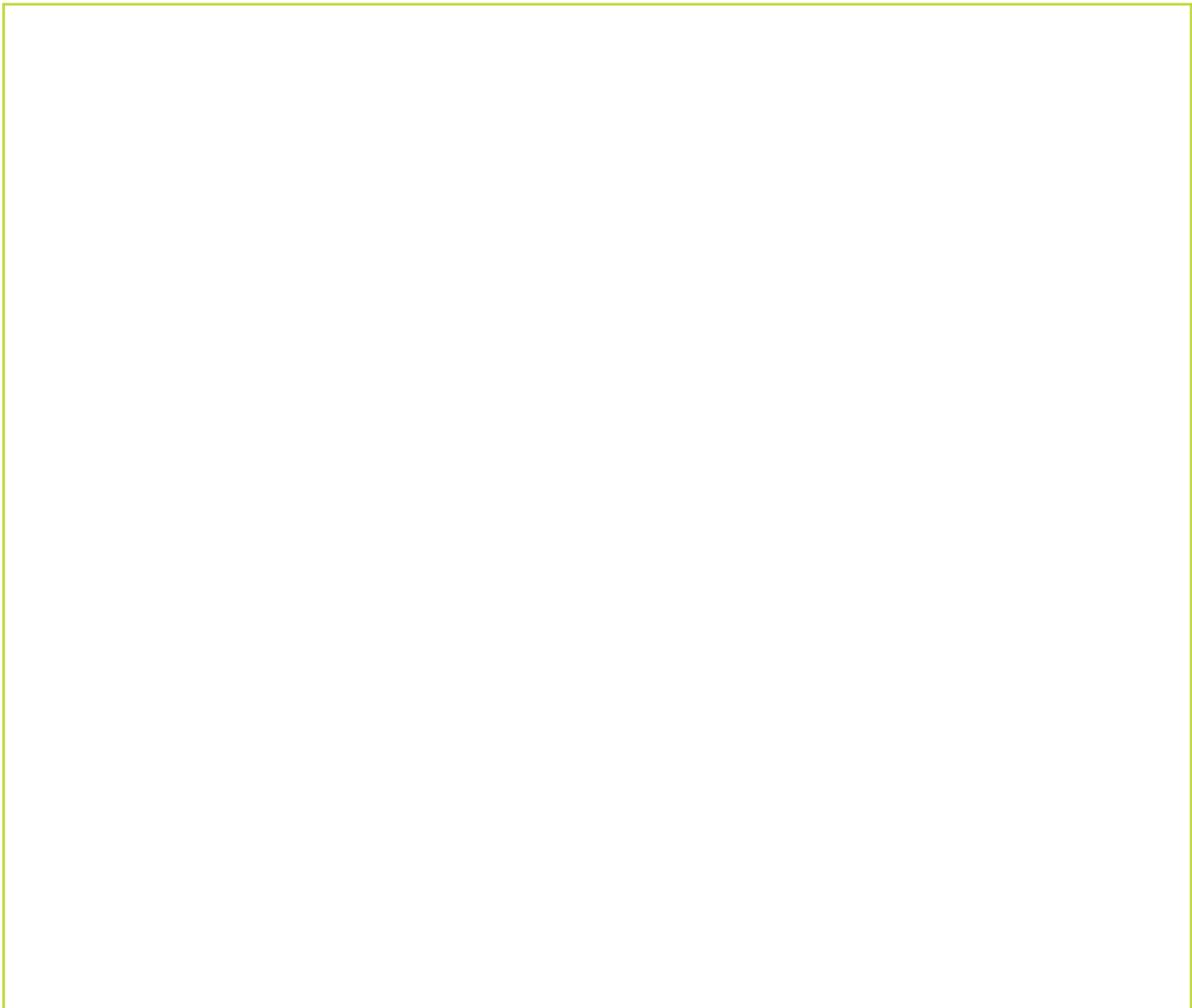
The photographs will help to support the link between home and the school. Children will have had different experiences at home. Using the photographs practitioners can share the experiences and the emotions associated with them creating a link between home and the setting. The content of the photographs are not as important as the conversation that will take place around them, and the information key persons/class teacher will gain about your child's experience in lockdown.



My journey to school

Draw a picture of your journey to school, and then you might be able to practice the journey with your family. This might be a different journey to what you are used to, or it might be the first time in a long time that you have done this journey.

1. How long does it take you to get to different points of the journey?
2. How many letterboxes do you see?
3. How many trees do you see?
4. How many roads do you have to cross?
5. It is normal to feel lots of different emotions on this journey. You might feel **excited** to see your friends, you might feel **tired** because you woke up early, you might feel **worried** about leaving the house. Write down how this journey makes you feel and talk about it. Remember that schools have opened because it is now safe to go there. Adults are working hard to keep everyone safe.



Reflecting on time in lockdown

Time at home will have had its ups and downs and children may want to reflect on this before they start their transition back to school. They could talk, draw, model, paint, sing or express their feelings in lots of ways.

Some children may have kept a diary or time capsule to show what they did during lockdown, don't worry if they haven't done this as they went along, they could do a piece of writing or collect objects to represent their time during lockdown before the transition back to school.

Making a photo collage of their time during lockdown may help children and young people to reflect on this time. We can encourage children to think more positively about this by recognising the excitement in having lived through a historic period of time! They may wish to think about:

- What did they enjoy doing in lockdown?
- What was difficult about lockdown?
- What are they most looking forward to coming out of lockdown?
- What do they want to tell their friends about lockdown?
- What do they want to tell their teachers about their lockdown experiences?

The link to a lockdown time capsule activity booklet:

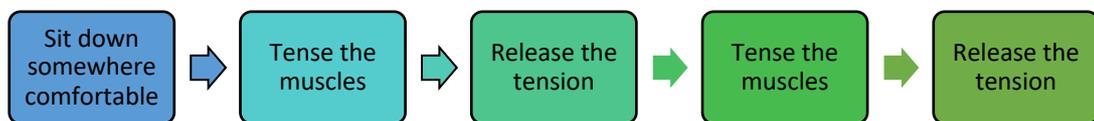
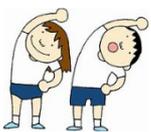
https://padlet-uploads.storage.googleapis.com/579440708/8e6cd02bdcec754ff190a1d00d6021f3/2020_Covid_19_time_capsule_sheets_pdf.pdf

Calming techniques

- Trace a line picture from a colouring book
- Colour a pattern from the pattern book or draw a picture and colour it in
- Listen to something that you find relaxing for 5 minutes, such as your favourite song or a mindfulness video on YouTube.
- Play with fidget toys for 5 minutes
- Sort wooden blocks/buttons into colours
- Make the longest worm you can from some play dough or sticks and stones from outside
- Go and get a drink of water and drink it slowly
- Close your eyes and go to your special place in your mind for five minutes
- Take part in a yoga video. Can you stretch like a cat?
- Breathing - **BREATHE**...Slowly draw in a deep breath hold for **5 SECONDS** and then very slowly let it out for **7 SECONDS**. Continue to breathe like this until you have gained control of your body and feel calmer.
- **5, 4, 3, 2, 1 game** -
 - Describe **5** things you see in the room
 - Name **4** things you can feel
 - Name **3** things you can hear
 - Name **2** things you can smell
 - Name **1** good thing about yourself
- **Imagery** - Paint a picture of the calming place in your mind. Don't just think of the place briefly—imagine every little detail. Go through each of your senses and imagine what you would experience in your relaxing place.



- **Progressive muscle relaxation-**



Do you find any of these are helpful in making you feel calm? Which ones could be done in the classroom if you are feeling a little worried or upset? Share these with your parents and they can tell school staff about what helps you.

Worry boxes

At home

Sometimes children and young people have worries which they may not know how to talk about. They may have particular worries about going back to school. Creating a worry box at home may allow them to post their feelings, thoughts and questions which can be addressed at a time that is comfortable for you both. You can make a worry box out of an old tissue box, shoe box, a jar –whatever you have at home! Create a slot at the top that is big enough to post in to. Decorate this with the young person so it is personalised! Send a photo of this into their class teacher.

For younger children, it may be helpful to send them to school with a small transferrable object, such as a carer's pen, a soft toy or a note from a parent.

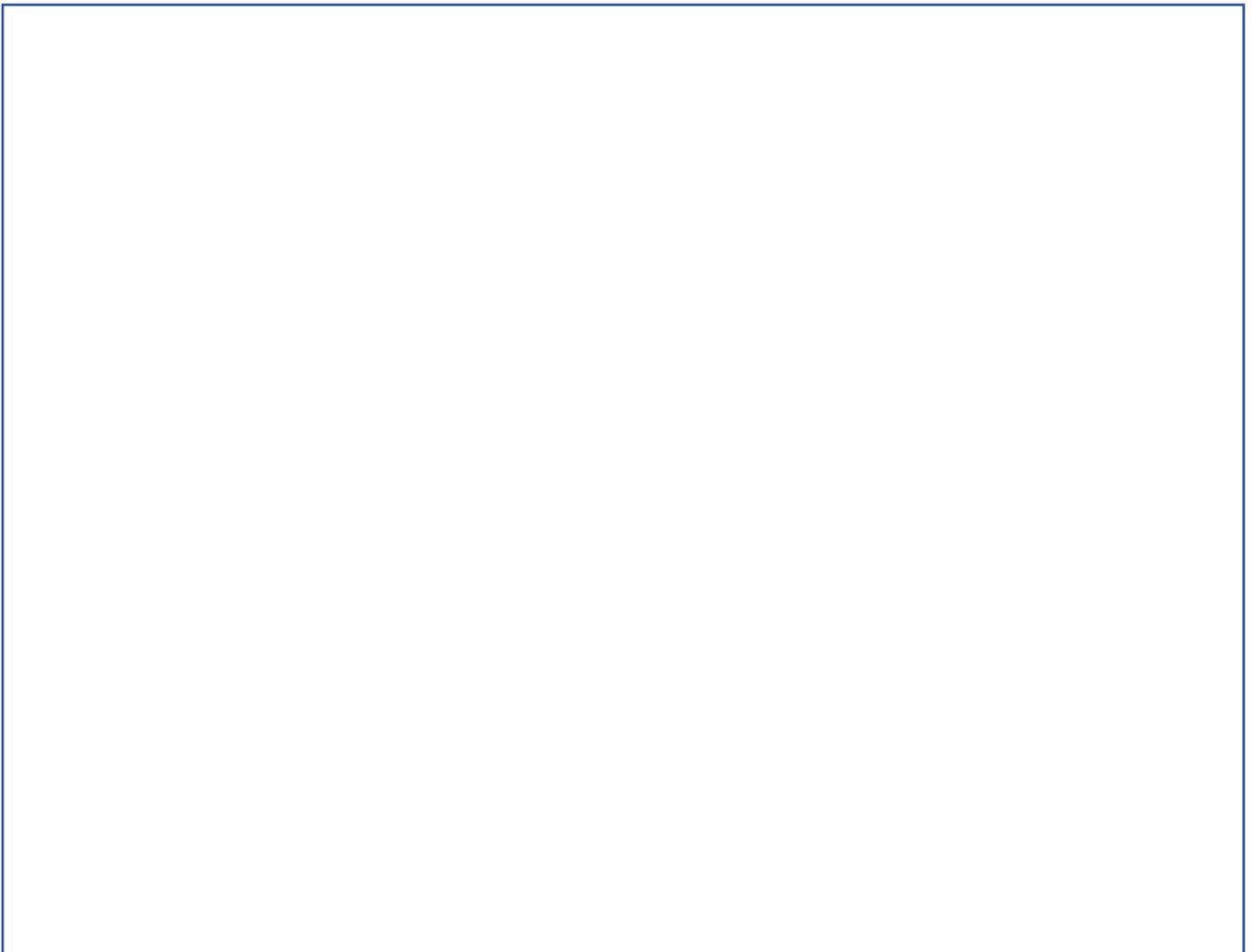
What to Say to Help an Anxious Child Calm Down

- “I am here; you are safe.” Anxiety has a way of making things look worse and feel scarier than when we are not feeling worried. These words can offer comfort and safety when your child is feeling out of control, especially if they are at the height of their worry. If you're not sure what to say, this is an excellent go-to phrase!
- “Tell me about it.” Give your child room to talk about their fears without interrupting. Some children need to have time to process through their thoughts. Do not offer solutions or try to fix it. Children sometimes do better with a set amount of time: “Let's talk about your worries for 10 minutes.”
- “How big is your worry?” Help your child verbalize the size of their worry and give you an accurate picture of how it feels to them. They can represent their worry by using arm length (hands close together or arms stretched wide apart) or by drawing three circles on a paper (small, medium and large) and choosing the one that applies.
- “What do you want to tell your worry?” Explain to your child that worry is like an annoying “worry bug” that hangs around telling them to be worried. Create a few phrases, then give them permission to talk back to this “worry bug.” They can even be bossy: “Go away!” or “I don't have to listen to you!” Use silly voices, and try it loud and quiet.

My new school

Whilst we are in lockdown and schools are closed, it may not be possible to visit your new school lots of times before September. This might be something that worries you, or you may not mind it.

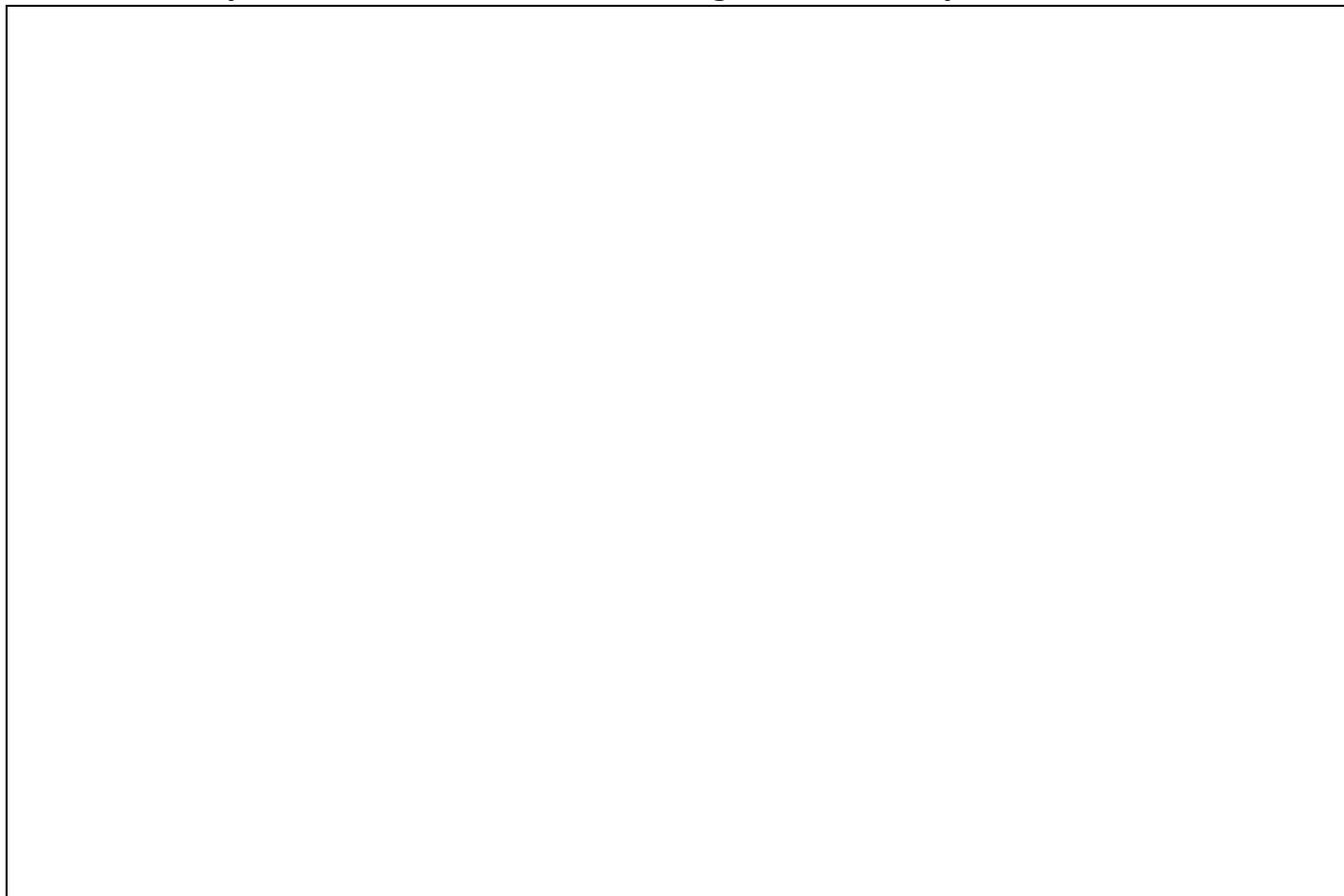
To get to know what your new school looks like, you can go on the school website to find some pictures of the building and outside areas. You could also ask an adult who supports you to contact the school by email, so they can send you some pictures of your new form room and classrooms. You can copy and paste, or cut and glue, these pictures here:



School Uniform

Go onto the website of your new Secondary School and see if there is some information about their school uniform.

This is what my school uniform will be when I go to Secondary School:

A large empty rectangular box with a thin black border, intended for a student to draw or describe their school uniform.

If I have any worries about my new school uniform then I can talk about it with my family or an adult in Primary School. The Secondary School might be able to make some adjustments to the school uniform so that I can feel more comfortable.

My New School

Finding my way around

Go onto the website of your new Secondary School and see if there is a map of your new school.

Photocopy or insert a map of the school and put it on this page:



Choose different colours and colour in:

Place in School	Colour on map
The door I will use to come in	
Toilets	
Dinner Hall	
Lockers	
Main Office	
Library	
Staff Room	
Head of Year 7 Office	
Other rooms where I have my lessons	
Add anything else that is important to you.....	

Important People in Secondary School

My Form Tutor	My Head of Year
The School Receptionist(s)	My Support Assistants
SENCO	Autism Lead Practitioner
Other people who are important to me	

My safe place to go in Secondary School will be:

My Daily Checklist for Secondary School

Day	What I need to take to school	Where I keep it (e.g. in bag/locker)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Everyday	E.g. Pencil Case, Lunch, Fidget Toy	

Transition Passport

Filling in this Transition Passport will help you to think about what kind of support you will need in your new Secondary School. An adult at home can help you to fill it out. It will help the staff at your new school to understand what they need to do to support you.

This is my Passport between Year 6 and Year 7 It tells you about all the things I am good at and some things I might need help with...	
My full name is: Please call me:	Primary School: Secondary School:
Important people at home: Important people at Primary School:	Important people at Secondary School:
I am really good at:	I don't like:

I really enjoy:

I find it hard to....

Make friends?

Remember things?

Get up in the morning?

Feeling Nervous about Secondary School

Most children in Year Six can be nervous about Secondary School. Circle anything that might make you nervous or write your own question down. Then talk through the 'nerves buster' for each particular question with someone at home who knows you well.

What if I forget my PE kit?

What if I get bullied?

What if I lose my dinner money?

What if I need a drink?

What if the dinner hall is too noisy?

What if I haven't got the right things for my lesson?

The 'nerves buster'

What am I nervous about?

What if I'm late for registration?

Write down anything else you might be nervous about...

How big is it on a scale of 1 to 10? (Circle the number you think it is on the diagram above)



Ok

Not ok



Will getting help from someone in your school help to make your worry smaller? Yes / No



Who is the person who can help?

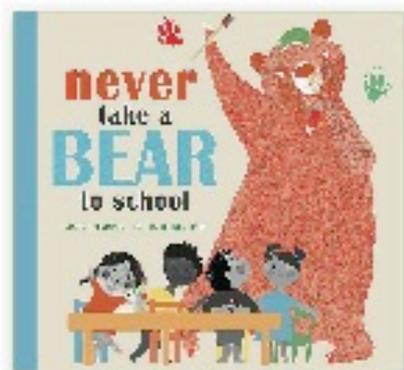
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Will getting help from someone at home help to make the worry smaller? Yes / No

With help from someone who knows you well, think of 3 other things that will make your worry smaller

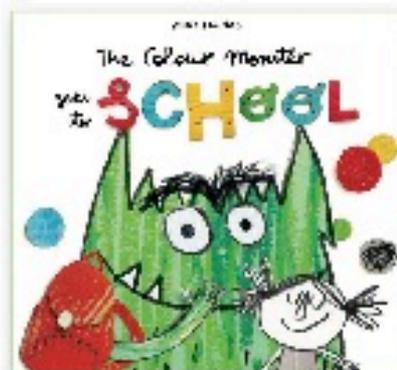
- 1)
- 2)
- 3)

Useful Resources:



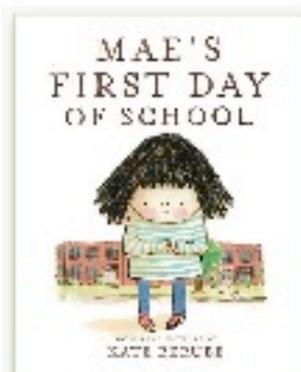
Author: Mark Sperring

Stylish and beautiful, this is a heart-warming book full of bear hugs that will cheer even the most nervous of new pupils.



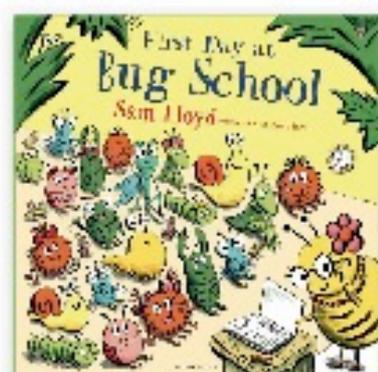
Author: Anna Ilenas

From music lessons, to lunchtime, to making new friends, the Colour Monster's first day of school is filled with exciting new adventures.



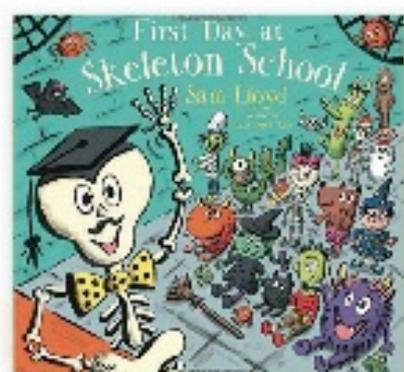
Author: Kate Berube

This picture book acknowledges the anxiety that children might have about starting school, but reassures them that they're not the only one with such worries.



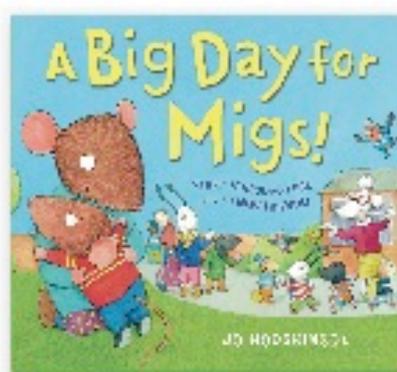
Author: Sam Lloyd

With bright bustling illustrations fizzing with quirky details and insect jokes, this cheery, rhyming introduction to starting school from a unique bugs-eye point of view is reassuring and fun.



Author: Sam Lloyd

This big, bright and funny is a different take on school-themed picture books for little ones that might just be starting in Reception or returning to Year 1, showing



Author: Jo Hodgkinson

With its rhyming text, adorable characters, expressive illustrations and humorous details, this exuberant starting school story beautifully portrays the intense dramas of

Talking to children about Coronavirus



Advice on talking to children about Coronavirus, by British Psychological Society:

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Talking%20to%20children%20about%20Coronavirus.pdf>

How to talk to your child about coronavirus, by Unicef:

<https://www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19>

Information video on Coronavirus for Primary age children (KS2), by Brainpop:

<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>

Information video on Coronavirus for older children/adults, by WHO:

<https://www.youtube.com/watch?v=mOV1aBVYKGA&feature=youtu.be>

Your wellbeing

Coronavirus and your wellbeing, by Mind UK:

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>

Child-friendly explanation of Coronavirus for Primary age students:

https://660919d3-b85b-43c3-a3ad-3de6a9d37099.filesusr.com/ugd/64c685_319c5acf38d34604b537ac9fae37fc80.pdf

5 ways to wellbeing, by Mindkit:

<https://www.mindkit.org.uk/5-ways-to-wellbeing/>

Useful websites and resources:

‘The Invisible String’ written by Patrice Karst can help parents to feel connected to their child when they are separated.

My Back to School Bubble story book:

<https://drive.google.com/file/d/1ALVdEdAecGjsdSZgp8nMsl4oBMCSnuTS/view>

Free webinar by Pookie Knightsmith, about supporting a safe return to school:

https://elearning.creativeeducation.co.uk/courses/support-a-safe-successful-return-to-school-using-the-swan-framework/?fbclid=IwAR0Avx4jdZc8icHWs83-Rr280_35Oj44UU9D6hpZqnJskL8BRN6mph71wtA

A film resource that reassures young people that they are not alone when it comes to their worries about going to secondary school, produced by Young Minds:

<https://youngminds.org.uk/resources/school-resources/find-your-feet-transitioning-to-secondary-school/>

A practical guide for helping children and young people manage their anxiety during periods of disruption, produced by the Anna Freud Centre:

<https://www.annafreud.org/schools-and-colleges/resources/helping-children-and-young-people-to-manage-anxiety/>

A story to read with your child/children:

https://issuu.com/stockportbss/docs/the_day_we_went_back_to_school_by_primary_jigsaw_p

App. *Self-help for Anxiety Management (SAM)* is an app developed by the University of the West of England (UWE) for young people experiencing anxiety. It provides a symptom tracker, educational articles and external links as well as relaxation techniques and additional coping skills and practice for managing anxiety.

It can be downloaded from the Apple store:

<https://apps.apple.com/us/app/self-help-for-anxiety-management/id666767947>

or Google play

<https://play.google.com/store/apps/details?id=com.uwe.myoxygen&hl=en>

App. *Meetwo* is an app, recommended by the NHS, that provides a safe and secure forum for teenagers wanting to discuss any issues affecting their lives. Young people can get anonymous advice from experts or other teenagers.

Book. *Anxiety Survival Guide for Teens: CBT Skills to Overcome Fear, Worry, and Panic* by Jennifer Shannon. Based on cognitive behavioural therapy (CBT) and acceptance and commitment therapy (ACT) Full of powerful yet simple cartoon illustrations, this book will teach practical strategies for handling even the toughest situations that previously caused anxiety or worry. This book is available from Amazon and costs £7.77

Book. *My Anxious Mind: A Teen's Guide to Managing Anxiety and Panic* by Michael A. Tompkins, Katherine A. Martinez, Michael Sloan. *My Anxious Mind* helps teens take control of their anxious feelings by providing cognitive-behavioural strategies to tackle anxiety head-on and to feel more confident and empowered in the process. This book is available from Amazon and costs £11.21

<https://www.amazon.co.uk/My-Anxious-Mind-Managing-Anxiety/dp/1433804506>

Website. The Royal College of psychiatry has an excellent web page for parents and carers on childhood anxiety

<https://www.rcpsych.ac.uk/mental-health/parents-and-young-people/information-for-parents-and-carers/worries-and-anxieties---helping-children-to-cope-for-parents-and-carers>

► **Website.** Winston's Wish. Winston's Wish is a national bereavement charity for children. They have a web page invaluable to parents containing many useful resources and information, including, 'how to say goodbye when a funeral isn't possible, ', 'telling a child someone is seriously ill', 'telling a child someone has died from coronavirus' as well as information about managing anxiety

<https://www.winstonswish.org/coronavirus/>

PDF document. *Coronavirus and bereavement.* From Bracknell Forest Educational Psychology Service. This is a document that contains constructive advice responding to bereavement, both generally and specifically around any bereavement or critical incident that relates to coronavirus. It contains advice, both for parents and schools; it covers all age ranges from 0-18 and list some useful additional resources. It can be downloaded for free at

<https://www.savethechildren.org.uk/content/dam/usa/reports/emergency-response/stress-busters-from-our-heart-program.pdf>

Podcasts for anxiety in children <https://www.annafreud.org/parents-and-carers/child-in-mind/>

Everybody worries book

<https://en.calameo.com/read/000777721945cfe5bb9cc?authid=Xu9pcOzU3TQx>