



Supporting Children and Young People with Transition during the Extended School Closures

Birmingham Educational Psychology Service has drawn up this guidance on how to support C/YP (Children and Young people) with transitions during the extended school closures due to the COVID-19 pandemic. It covers a range of ideas of how to support C/YP back into school. Further transition guidance is being developed regarding supporting the well-being of school staff.



- x : A range of emotions will be experienced by C/YP before, during and after their transition to school. These emotions should be validated and normalised to help C/YP become regulated and calm.
- x : It is important that C/YP feel a sense of control about what is happening to them. They should feel that their individual actions alongside those done



As the previous class teacher will have a frame of reference for what the child was like before, staff liaison or time for the C/YP to be with their previous teacher will allow staff who know them best to evaluate and pick up on any changes in:

- x Presentation
- x Signs of trauma
- x Emotion
- x Anxiety

For all age groups it is important to acknowledge the range of feelings C/YP might have experienced during their time away from school. These could be both positive and negative such as feelings of loss. Emotion coaching scripts can be a valuable tool to help validate these feelings and problem solve the next steps. For example, scripts can acknowledge feelings of things being unfair but also acknowledge more positive feelings such as excitement for the next stage. It is important to remain curious and not to make assumptions about how children will be feeling as there will be a range of emotions.

Birmingham Educational Psychology and Emotion Coaching Guidance pack for parents which provides detail about talking to C/YP about emotions and supporting them to develop their skills at regulating their emotions. This is available on the Birmingham Education Support Service (BESS) website:

<http://www.birminghameducationsupportservices.co.uk/Page/16955>

It will be important to identify who may require extra support at transition – this could be children who were previously school avoiding or who could become school avoiders (see below for more information). It could be children who have experienced bereavement or trauma during their time out of school, children with SEND or children in care. Please see resources developed by Birmingham EPS regarding supporting bereavement which are available on the BESS website.

<http://www.birminghameducationsupportservices.co.uk/Page/16955>

It would be beneficial to have available additional pastoral care for those who require it, either individually or in small groups. This might include opportunities to leave the classroom if children become overwhelmed or having access to an identified key adult who they can go to if they want to talk.





X



It is anticipated that extended school closures and possible emotional consequences of the COVID-19

