

Supporting transitions back to school after Covid-19

Introduction

Many of us find transitions challenging. We are creatures of habit, but transitions force us to let go of our routines, and open ourselves up to new experiences. This takes up extra energy, and can feel scary! We may notice our mood and behaviour change around times of transition – this is perfectly normal. Going back to school following Covid-19 will be a large, and potentially anxiety provoking transition for many – both children and parents. Large transitions require thought and preparation to look after yourself and your child throughout.

This is also, however, a time that all parents and children across the country will be going through **together** (albeit this may be easier for some than others, depending on family situations and circumstances). Sharing concerns as parents with other parents and friends is important to **support each other** and to feel less alone during this unusual time.

As a service, we have heard from some of the teachers and schools we work with that they are well aware of the need for thought about how best to support children and young people back to school. It's been said that whilst "school buildings are closed, schools are not" – meaning that teachers are working hard and thinking of their students and how best to support them in the transition back to school and with support for the next steps in their education. We want to share this, hoping that it will give you as a parent some reassurance that schools and teachers recognise concerns about returning to school and want to be on board **alongside you** to help your children manage this. We also know that schools in Wales have a new curriculum - with a commitment to focusing on wellbeing. This is promising for ensuring mental health and wellbeing are recognised as a key part of school life and a key requirement for learning to take place, and should support schools and teachers to offer an environment and interactions which help students in this way.

You may already have contact and good relationships with your school and teachers, but if not, then **asking for support** around any concerns about transition could be a good starting point ahead of the return to school – including perhaps sharing some of the things you might choose to work on from this booklet. This could help you to know what to expect, and in turn, help you help your child know what to expect which can help things feel less unpredictable / out of control.

About this booklet

This booklet contains information and activities to help you to think about and prepare for your child's transition back to school following Covid-19. Some sections are intended for you to read or complete on your own, whilst other activities are intended for you to complete with your child.

Some of the questions may be difficult for your child to answer, particularly when they are about complex thoughts and feelings. It can be helpful to support your child with these questions by wondering with them, and being genuinely curious about what they are thinking, feeling and experiencing - e.g. "I wonder if you are worried about going back to school because you will be leaving mum...". Some of your guesses may ring true for your child and others may not - it's all about guessing, being curious and beginning to make sense of some of your child's thoughts and feelings alongside them.

Some children may find these topics especially difficult, for example, neurodevelopmental difficulties or experience of early trauma can make transitions particularly tricky. We hope there are elements within this workbook to support all children with the transition back to school after Covid-19.

To get the most from this workbook, complete each section that feels helpful to you and your child slowly, one section at a time. You do not need to complete the whole booklet if that does not feel useful to you. Try to keep an open and curious mind, and try not to judge your own or your child's thoughts and feelings – there are no 'right' or 'wrong' answers.

Key



Information and activities for you to complete alone



Activities for you to complete with your child

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Preparing for your child's transition back to school

If your child will have a new teacher when they return to school, try to create an opportunity for your child to meet their new teachers and teaching assistants before they start. The new teacher may be able to write a postcard for the child to receive before the beginning of term, so they know they are held in mind. There may be ways teachers and school are making contact whilst children aren't physically going in during lockdown (e.g., using apps such as seesaw or send messages / work via email). Using these to have a video message or a letter from teachers might be useful to stay in touch. If it's not clear yet, you might want to ask school about transition plans as a starting point, to keep the home-school links and make things feel 'joined up' for your child. It may be that school have some more suggestions that you might use instead or as well as the ones in this booklet.

Moving on from their previous teacher may be a loss for your child, particularly as the ending was so abrupt this year. The previous teacher may be able to write an 'ending letter' to your child, summarising their time together.

If your child is also transitioning to a new school in September, your child's previous school can share what was they found helpful for your child with your child's new school. You may be able to take your child for a tour of their new school. If permitted, take photos of key rooms, spaces and people. If possible, having a mock lesson in the new school before returning to school full-time may also be useful for your child. If your child is not able to visit the new school before the beginning of term, ask the school if they could send a virtual tour of the new school, including some of the people who your child will meet on their first day. It may also be useful to ask the school for your child's timetable before their first day.

Loss and bereavement – it might be that your family have experienced a loss or a bereavement during the self-isolation period, making the transition back to school particularly painful. Ensure teachers are aware of any bereavements that may have effected your child so they can be mindful of this. It might be that the school have some plans to support children as they return to school.

Your child may have experienced a long-term separation from family or other significant people during lockdown (perhaps due to members of the family being frontline workers or because of grandparents self-isolating). This might add another layer of difficulty to the

transition back to school and it might be helpful to let your child's school know if this is the case so they can think about how best to support your child.

If you feel that your child is likely to find returning back to school particularly difficult, it may be useful to hold a professionals meeting before the transition to plan for what needs to be in place. These meetings can allow you to talk with members of staff at your child's school alongside anyone else who supports your child. This could be with a social worker, a support worker, an occupational therapist, a mental health nurse etc. It is natural to feel a bit nervous before these meetings so think about who you want to attend to support you. This could be a partner and/or friend.

Things to consider include:

- Who would need to be there?
- How might the child's emotional, attachment, behavioural, sensory needs be successfully met in their new school?
- What helps supports them with their learning?
- What kind of learner are they?



Activity 1: A guided conversation about the transition back to school

Please complete this activity with your child – remember to keep a curious and open mindset. Everyone’s experiences of Covid-19 are different and we will all have different thoughts and feelings about going back to school - this is ok and normal. Remember that there are no ‘right’ or ‘wrong’ thoughts or feelings.

1. How do you feel about this period of staying at home coming to an end?

2. What will you miss?

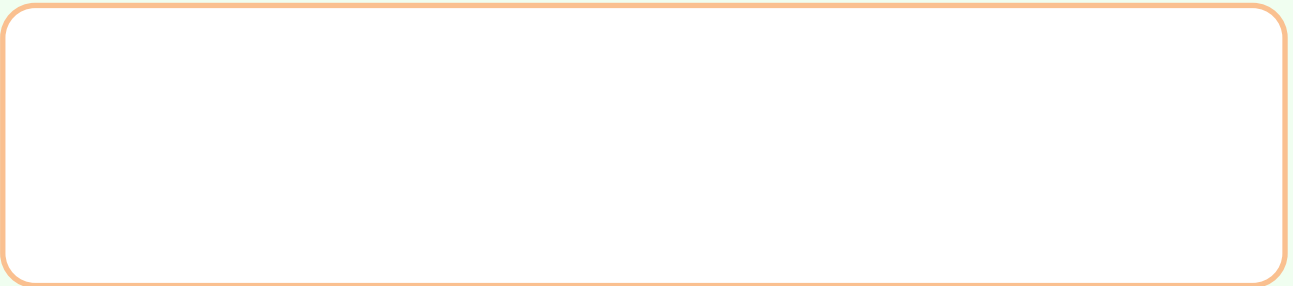
3. What will you not miss?

4. How do you feel about returning to school?

5. *What are you looking forward to?*



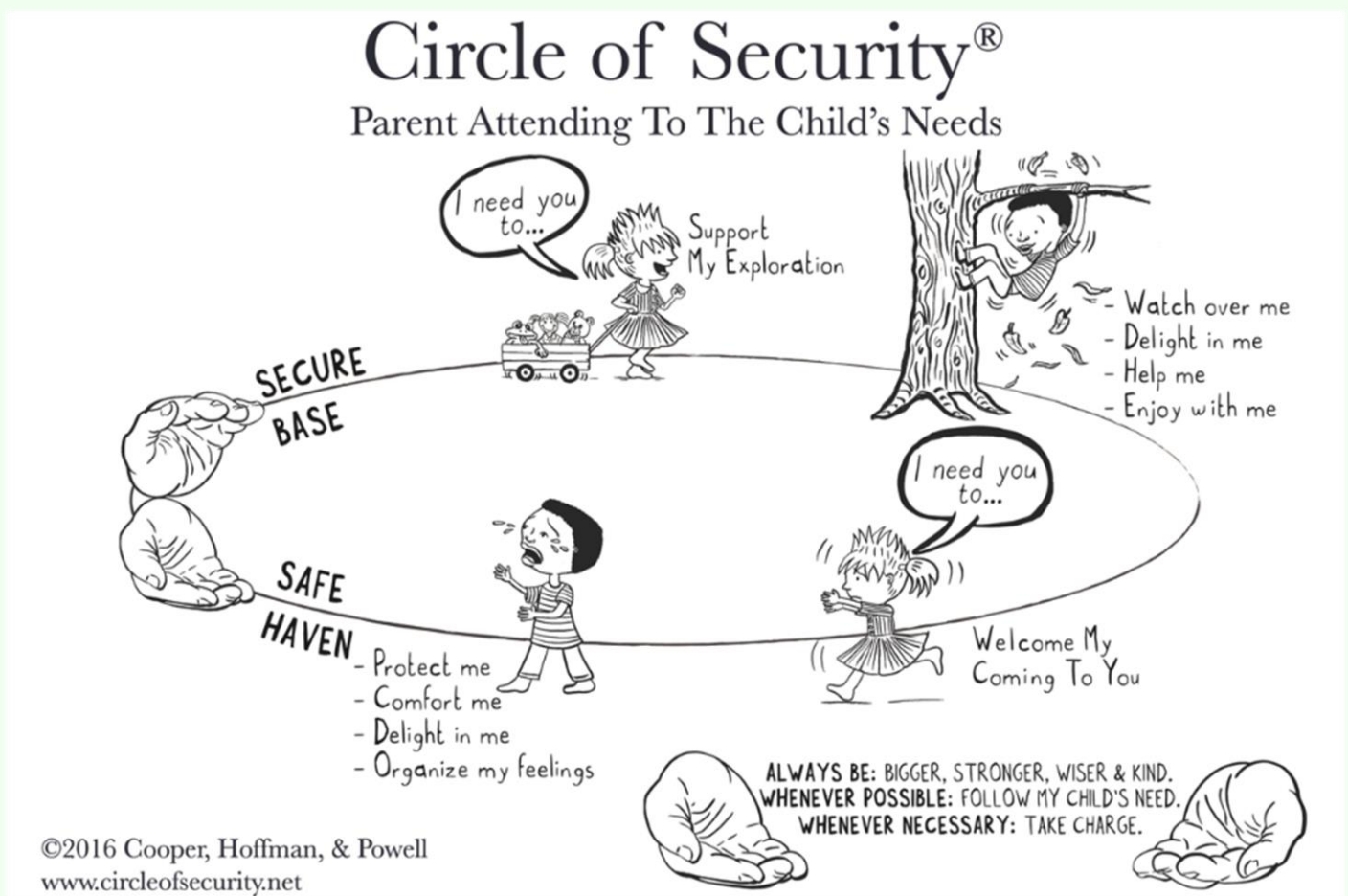
6. *What are you not looking forward to?*



The Circle of Security

<https://www.circleofsecurityinternational.com/>

The relationship between parent and child can be described as a circle where the adult is used as a safe pair of hands or “safe base” that the child / young person can come back to if they get upset or need comfort. This circle consists of ‘going out’ to explore and ‘coming in’ for support.



Children need to have the confidence to go out into the world and explore as well as knowing, whenever they are ready, they can come back to their caregivers for comfort and protection.

Going to school is an example of going out on the circle as it represents time away from the parent/carer exploring other relationships, creating new experiences and learning new things.

It is normal to find one aspect of the circle easier than another. Some people are their most comfortable when they are out exploring on the circle, whereas others might feel their most comfortable being in closer contact with their loved ones.

School may be particularly difficult for children who feel most comfortable when their care giver is close by. Equally, some parents/carers might feel more comfortable when their child is with them and may therefore find the school day difficult too.



Activity 2 – where do you and your child feel comfortable on the circle?

In your own relationships, where on the circle do you feel more comfortable? Going out or coming in?

Where on the circle do you think your child feels most comfortable?

Think about the relationship you have with your child. Where do you feel most comfortable with them? When they are going out to explore/play or when they are coming in for comfort?

Children can give cues as to where they might be on the circle. These may look different for each person but some examples might be:

Going out – pointing at something they want to play with; wriggling and wanting to get down if they are being held; looking away; pushing away from you; running off to play.

Coming in – moving towards you; crying; making eye contact; hands outstretched like they want a hug or to be picked up; tapping; pulling; asking for your attention.



Activity 3 – Getting to know your child's cues

What cues does your child give when want to come in for support and comfort?

What cues do you give to let them know they can do that?

What cues does your child give when they need support for exploration and play?

What cues do you give to let them know they can do that?

There is no such thing as perfect parenting/caring. All parents and carers will at times miss their children's cues or get things wrong – this is part of the normal journey of caregiving.

It can be helpful to know that these states of going out and coming in are constantly changing which can feel very confusing. Your child might show confidence and excitement about school one minute and absolute terror then next. This is normal and every parent/carer will feel, at times, like they can't keep up with what their child is feeling. The best way of helping your child to feel comfortable going out is for them to know that you will be there whenever they need to come back in. Ways of supporting this are listed in more detail later in this section of the booklet.

In addition, sometimes it can be hard to know what children / young people (C/YP) want from the cues they give. C/YP may look as though they want to go out and explore but what they actually need is to be close to you - this is called a miscue, adults do this too! Have you ever told a friend or partner that you were 'fine' when what you actually needed was some support?

A miscue can be a clue that the child and/or parent is finding one part of the circle difficult. Take a school scenario for example: Going to school feels uncomfortable for both parent and child and consequently the parent finds it hard to support the child to go out on the circle when they get to school. The child needs support to explore but as this makes both parent and child feel anxious, so the child may miscue and act like they need comfort and support.

Equally, at the end of the day at pick up time, the child may need to reunite with their parent and come in for comfort. As this makes both parent and child feel uncomfortable the child may miscue and act like they still want to continue to play.

We often say that “shark music” is playing in the background when we are approaching a part of the circle we don’t feel comfortable with. Learning to recognize what sets off your shark music, naming it and reflecting on what your child needs in the moment can help you to both navigate the transitions of school easier. Please view the following video for more information <https://www.youtube.com/watch?v=Vy3EwAQ0lwo>.



Activity 4 – Circle of security and school

Reflect on the last paragraph. Does this feel familiar?

As a parent/carer what thoughts/feelings/emotions come up for you during the school drop off and pick up times?

What sets off your shark music?

What does your child need in that moment?

How might you respond in future?

So what can we do?

Thinking of some fun, kind and loving ways to support both parts of the circle can be a start in helping you and your child better cope with the transition back to school.

Before planning what you and your child might do, here are some points to think about:

To support exploration

- How will the adult ensure they stay calm and supportive?
- How will adult and child say their goodbyes before school starts?
- How will adult and child know when they will next see each other?
- How will the adult show the child they are thinking about them and keeping them in mind throughout the day at school
- What miscues might the adult or child show?

To support coming in for support and comfort

- How will the adult stay calm and welcoming, even if the child has not had a good day at school?
- How will the adult and child greet each other at the end of the day?
- How can the adult show the child that they have thought about them during the day?
- What miscues might the adult or child show?

Some ideas to get started

Going out on the circle. Ideas to support exploration

- Hugs/kisses goodbye. You could turn this into a game, for example you could say “how many kisses and squeezes would you like today?” If this feels too much it could be winks/high fives/blowing kisses/waves.
- Let the child know when you will see them next and what you will do together e.g. I will pick you up straight after school, you will see me in the playground and we can go and get an ice-cream.
- Have a transition object. This is an item that can remind the child of you throughout the day at school. Ideally both adult and child will have the same item to demonstrate you are both thinking of each other. Items can include a picture, a scent e.g. lavender, a special item such as a book or toy. The adult could have an item such as a mug and say “whenever I have a cup of tea I will think of you”.
- Fun ways to keep a connection to the child throughout the day – you could tie an imaginary piece of string around your thumb and the child’s thumb to show that even though you are apart you are still ‘together’. You could also write each other notes to go in packed lunches.
- **Inform the teacher of any plans you make as they may be able to help and offer support throughout the day.**

Coming in on the circle. Ideas to welcome comfort and support

- Greeting after the school separation. This could be a hug, smile, kiss, a fun handshake, holding your child by the hands and swinging them (if it is safe to do so!) or it could be holding hands and walking together. Whatever it is ensure you are present with your child and you are giving them your attention. If this is a part of the circle you both find hard, you could try something safer to start with (high five) and build up (a hug).
- Let your child know that it is good to see them and that you have thought about them during the day. When you talk about this you could include ways you both kept connection throughout the day e.g. “when I was at work I thought about you when I had a cup of tea out of my special mug”.
- Find something you can both do together at the end of the day. This doesn’t have to take long but should be something fun and playful e.g. a quick play on the swings, sitting down and eating a snack, reading a book, or playing a short game.
- **If your child has had a bad day at school it is important to still ensure you carry out these activities. Your child will be better able to take on any thoughts or consequences you may have if they feel safe and connected with you.**

Additional ideas to help your child feel your presence when you are not there:

Picture	Give your child a picture of you both together to take with them to school.
Matching items	Give your child something which you also have a copy of, which you can both keep on your person when you are apart e.g. matching home-made wrist bands; or draw a heart, cut it in half and keep a half each.
Text	If your child has access to a phone, text your child during the day simply telling them that you are thinking about them.
Letter	Write a short letter for your child reminding them that you love them which your child can keep in their pocket. Alternatively, every day, write one thing you enjoy or love about your child and give them this to open when they get to school.
Keep your child in mind	Tell your child about things which reminded you of them during their day. Take a picture of things you think they would like e.g. a colourful butterfly you spotted.



Activity 5 – Our school day plan

Now it's time to think about what you and your child will do together. If this brings up any difficult feelings, practice being warm and accepting. You could say "I think this is a bit tricky for you, maybe it's because thinking about school makes you worried. Shall we take a break and try again in a few minutes".

How will we say goodbye to each other at the start of the day?

How will we let each other know we are thinking about them during the day?

How will we know when we will next see each other?

How will we say hello to each other at the end of the day?

What will we do together at the end of the day?

Managing Anxiety

Sometimes the hustle and bustle of school life can be harder for some children than others. Consequently school can be a very anxiety provoking place and it's no wonder - school is a long day, it can be very noisy and busy. Your child's school and class teacher will be aware of this and it might be helpful to talk to them about how better to support your child during the school day.



Adult and child discussion

Anxiety can look different for each child, but it is important to remember that anxiety itself comes and goes, it doesn't last forever and anxiety in relation to school may be temporary. Knowing this can help calm the fearful thoughts that 'things will be like this forever'. To help with this, it might be useful for the adult to share stories of their experiences in school. What were the harder times and what were the easier times? Sharing stories like this might help to normalise that it is OK to not enjoy school at times - this feeling won't last forever.



A time I have coped with change in the past

Changes can be really tough for all of us. Sometimes when things feel overwhelming, it can be helpful to remember times when we managed to cope with a similar situation in the past. Can you think of some examples of transitions that have gone well?

Some helpful discussion points could be:

- What was the change that happened in your life?
- How did it make you feel?
- Was it difficult?
- What did you do that helped?
- What did other people do that helped?
- Once you had got used to the change, how did you feel?
- Can these things help you to cope with this transition back to school?

What anxiety might look like

When you feel anxious, lots of different things can happen in your body. Your body produces a chemicals called cortisol and adrenaline which speeds up your body and prepares you for the worrying thing that is coming up. Cortisol and adrenaline can have lots of different effects on the body and this is different for different people. But generally they can:

- Make your muscles tense
- Make your heart beat faster
- Make your breathing heavier
- Make it harder for you to concentrate
- Give you quick and worrying thoughts
- Make you fidget more
- Give you a tummy ache or headache

It is important to know that all of these symptoms are a normal response to anxiety and stress. If you are worried, however, it might be helpful to talk to your GP.

How to 'sooth' anxiety

Having a 'self sooth' box that is filled with calming items can be a great way of managing anxiety in the moment. Items could include transition objects that remind the child of you when they are at school. If your child will take their self sooth box to school remember to talk to their teacher first so they can support its use throughout the school day.

Follow this link to learn more about how to make a self sooth box.

<https://youngminds.org.uk/blog/how-to-make-a-self-soothe-box/>

It might be helpful to have some coping strategies written down. Popular ones often involve taking deeper and slower breaths as this slows down heightened breathing as well as calming the nervous system and therefore lowering cortisol and adrenaline. Other popular methods involve using the senses to shift attention away from anxious thoughts.

Follow the link below to a helpful website to explore some strategies for you and your child. It might be helpful to write down what you are going to do in the box below.

<https://copingskillsforkids.com/calming-anxiety>



Activity 6 – My worry plan

What will help me when I am feeling worried or overwhelmed?

Physical regulation

Stress, worry or anxiety can cause a state of arousal and prepare the body for 'fight or flight'. This is a perfectly normal reaction to us coming across stressors in our environment which helps to keep us safe when there is an immediate danger, such as a hungry lion or a car swerving in our direction.

When we are stressed, worried or anxious, we may find ourselves spending a lot of our time in our "downstairs brain", which means that much of our energy is going towards keeping us safe, making it harder to access e.g. learning, planning & clear thinking.

Sensory activities can be used to give each child (and adults too!) the sensory input we need. This includes physical activities which can help children that are overstimulated come down from this state. Or help children who are under stimulated by doing activities that make them more alert.

"Research has shown that when we change our physical state – through movement or relaxation, for example - we can change our emotional state" (Siegel, Bryson 2011).

Different activities will work for different people, at different times. Here are some ideas for you and your child to try:

Chair push-up	Place your weight in your hands beside you on the chair, lifting yourself up and holding until you get tired.
Hand push	Bring palms together in front of your chest and push as hard as possible. Hold until tired.
Positive tactile sensation	Hug a stuffed animal or wrap yourself in a cosy blanket.
Fidget stone	Rub a smooth stone kept in your pocket.
Play-dough	Make shapes out of play dough, noticing how the dough feels in your hands.
Jumping	Try doing dome jumping jacks, or jumping on a trampoline.
Walking	Go for a walk in nature, or if that isn't possible, try walking or jogging on the spot
Crawl	Crawl through tunnels, or under objects. Try crawling like a bear, crab, frog or seal!
Balancing	Try standing on one leg for as long as you can – if this is too easy, try looking up at the ceiling. Still too easy?? Try closing your eyes! Try lying back on an exercise ball and finding your balance.
Music	Listening to music, singing, or playing an instrument can help to change our mood.
Yoga	Try taking a free online yoga session for children.

What can help at school?

It might put you at ease to speak to your child's school or their class teacher prior to the transition so they can be aware of any worries or difficulties you or your child be having about going back to school. It is likely that there will be lots of other children and parents experiencing the same worries.

Some helpful things to consider before talking to your child's school might be:

- **Who is their safe base at school?** Is there someone at school that your child can go to when they get worried? Can this person meet them at the beginning at the day when you drop them off? This could be a class teacher, a teaching assistant, a friend, pastoral care worker, school nurse etc.



Draw or write your designated support person at school

- **Visual timetables** – Does your child's class have a visual timetable so they know what activities are coming up in the day? If you think it would be helpful for your child to have a personal one you could ask the class teacher to support them making one or you could find out what activities will be on the following day and make your own one together at home. See page 28 for a template.
- **Virtual tours of the school** – if your school has the technology to support this, a virtual tour could be a good way to start getting familiar with a new school or classroom. It can be good to see aspects of the school routine such as where to put your coats, where the lunchroom is, what the playground is like etc.
- **Pictures and information about the school and/or teacher** – if a virtual tour is not possible, having pictures and information of the school and/or classroom can be just as good. Some class teachers give their pupils a picture of themselves with

information about who they are and what they are like. It might be nice for you and your child to do the same to give to the teacher. There is a template on [page 22](#) that you can fill in together.

Creative Education – free online courses for schools

Creative Education have developed the SWAN framework to think about children's transitions back to school. SWAN stands for:

S – safe (creating an emotionally and physically safe environment for all)

W – welcoming (creating a warm and welcoming environment)

A – all together (the importance of working as a team around and WITH the child)

N – nurturing (creating an environment of nurture and play)

Creative Education provide a free online course called "Support a Safe & Successful Return to School using the SWAN framework" which you can access via their website:

<https://elearning.creativeeducation.co.uk/courses/support-a-safe-successful-return-to-school-using-the-swan-framework/>



My journey to school

If your child might struggle with the journey to school, it can be useful to map out the journey beforehand, and to talk through exactly how your child will get to school. Things to consider include: who will be there? What will be the mode of travel? How long will it take? What will help your child to cope?

You can either print a map from the web and map out the route on there, or draw a rough map together below.



About me – what I'd like my new teacher to know about me

My name is:

I have _____ sisters and _____ brothers.

I like the colour _____.

I like to eat _____.

These are some of the things I like...

These are some of the things I don't like...

These are some of the things I can do on my own...

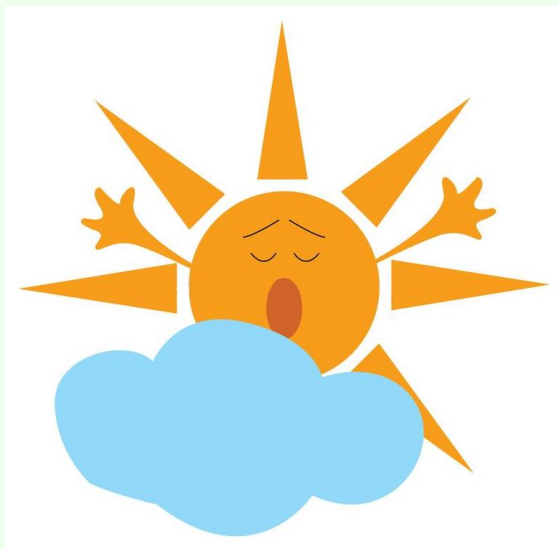
These are some of the things I need some help with...

Attach Picture

Here

Sam's first day back at school after Covid-19

This is an example of a social story of how a child's first day back at school might play out. You could create your own one with your child.



Sam woke up on the first day back to school after Covid-19, with a mix of big feelings – nerves, excitement, sadness and fear.

Sam also had lots of big thoughts - what will today be like? What will my new teacher be like? I hope I'm allowed to sit next to my friends!

Sam could barely remember the last day of school – it was such a long time ago!

Sam went downstairs for breakfast.

Mum asked: "what would you like for breakfast Sam?"

Sam couldn't decide – it was difficult to think about anything, Sam's mind felt busy.

Mum asked: "how about some cereal?"

Sam felt frustrated – and without understanding why exactly - snapped "I hate cereal!"



Mum gently put her hand on Sam's shoulder, and asked in a soft voice "what's going on? You usually love cereal. Are you worried about your first day back at school?"

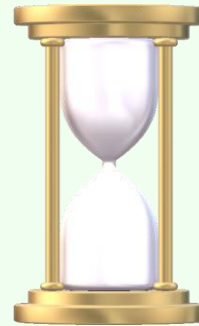
Sam said "yes", still feeling frustrated inside.

"It's a big change isn't it" said Mum. "You've spent all your time at home for such a long time, going to school will be really difficult today, won't it!"

Sam nodded, feeling calmer but still worried about the day ahead.

**Are you worried
about your first
day back at
school?**

Sam took a bit longer than usual to get ready. Sam didn't want to be late, but everything felt difficult, and a big part of Sam just didn't want to go to school.



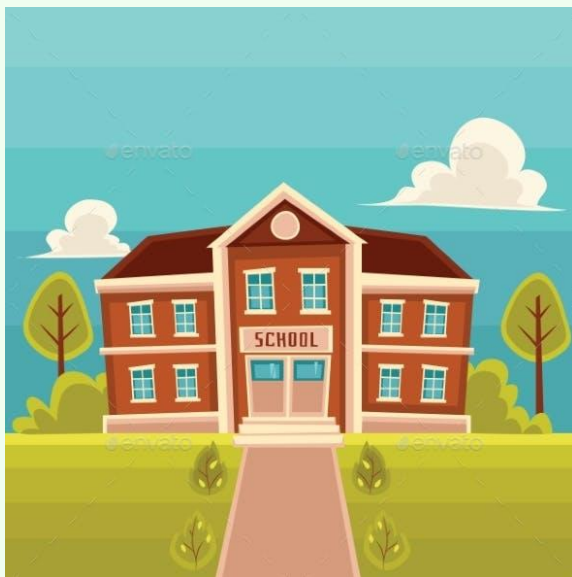
On the walk to school, Sam didn't feel like talking. Sam focused on the lines between the pavements, jumping from one to another. This helped Sam to forget about the big feelings and thoughts, just for a minute.

As they arrived at the gate, mum pulled Sam in for a hug.

"Bye Sam. I will be thinking about you today. There's a little note in your lunchbox from me – you can open it at lunchtime to remember how much I love you" said Mum.

Sam Smiled.

"I will be right here waiting for you at the end of the day, and we can go to the park on our way home" added mum.



Sam walked towards school, with butterflies in the tummy.

Just before getting to the doors, Sam turned around.

Mum was still there, smiling and nodding. Sam waved goodbye to mum, took a deep breath and walked in through the front doors.

There was a lot going on in the classroom, and it was nice to catch up with friends.

Some of the work felt difficult after the long break, but Sam's friends helped each other to learn – this was fun.





By the time the lunch bell rang, Sam felt a bit tired. The teacher told Sam that the first day back can feel extra tiring because there are so many new things happening all around us.

Sam wished that the end of the day would come quickly.

Tucked away in the lunchbox, Sam found the note from mum "Mum is thinking about you, and loves you. I can't wait to see you at the end of your school day."

Sam smiled, ate lunch and then played with the other children on the yard.

After lunch, Sam's class had some creative time. Sam very carefully drew a picture to take home to Mum.

When the school bell rang, Sam ran outside, where Mum was waiting. Sam happily gave her the drawing.

Sam turned around and waved goodbye to the other children – already looking forward to seeing them again tomorrow.



Mum took Sam to the park on the way home, and Sam felt so tired by the time they arrived home.

Sam's big thoughts and feelings had gotten a little bit smaller by the end of the day, and tomorrow didn't feel quite so scary.

Each day, going to school felt a little bit less scary after the first day back, but it took time for Sam to get used to going to school again.

Some days were easier than others, and sometimes Sam needed some help and support from Mum, teachers and the other children to feel okay.

Feeling cards

It can be difficult to explain how we feel. These cards can help your child to show you or their teacher how they are feeling. For more options, you can create a free account with **twinkl.co.uk** to download a wide variety of resources including feeling cards. <https://www.twinkl.co.uk/resource/t2-p-001-emotions-cards>

			
WORRIED anxious, overwhelmed, uncomfortable, unsafe, fearful	PROUD self-reliant, strong, empowered, pleased	CALM quiet, relaxed, peaceful, serene	HAPPY loved, joyful, safe, cheerful, hopeful
			
SAD unhappy, disappointed, miserable, hopeless, gloomy	BRAVE courageous, fearless, empowered, strong, daring, independent	ANGRY annoyed, frustrated, cross, outraged, hurt, mad	SCARED frightened, terrified, fearful
			
DISAPPOINTED unhappy, sad, upset	CONFUSED overwhelmed, puzzled, muddled	LONELY sad, overwhelmed, ignored, forgotten, unhappy, hurt	SHAME unhappy, unsafe, guilty
			
GUILTY shame, confused, unhappy, uncomfortable	EMBARRASSED confused, worried, sad, uncomfortable, shy, unhappy	EXCITED happy, joyful, thrilled, curious, silly, interested	CONFIDENT relaxed, secure, comfortable



My Visual Timetable

Date

Weather forecast

What I will wear today

Morning

Afternoon

Create a personalised timetable with your child to give her/him a clear idea of what she/he will be doing when she/he returns to school. To maintain as much consistency as possible, **keep as many of your current routines and rituals as you can** during the transition phase.

Time	Activity (e.g. wake up / eat lunch / play)	Who will be there to support me? (e.g. mum / dad / teacher / grandma)
6 am		
7 am		
8 am		
9 am		
10 am		
11 am		
12 noon		
1 pm		
2 pm		
3 pm		
4 pm		
5 pm		
6 pm		
7 pm		
8 pm		
9 pm		

Links to websites and further support

We sincerely hope that this workbook has been useful for you and your child in preparation for their return to school.

Information on loss and developmental trauma

<https://beaconhouse.org.uk/wp-content/uploads/2020/02/Developmental-Trauma-Close-Up-Revised-Jan-2020.pdf>

Transitions resources

<https://beaconhouse.org.uk/wp-content/uploads/2019/09/Supporting-Transitions-2.pdf>

Helping your child to cope with loss and bereavement

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

<http://www.childhoodbereavementnetwork.org.uk/help-around-a-death/covid-19.aspx>

Resources for children

Childline: Call 0800 1111

Big Life Kids Mindfulness Podcast: <https://biglifejournal-uk.co.uk/pages/podcast>

Additional support for children on the spectrum

<https://www.autism.org.uk/about/transition/starting-or-switching.aspx>