



COVID-19

Advice for Schools and Carers

Transition and School Return for Looked After Children

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Introduction

BCP Educational Psychology Service have developed “COVID-19: Advice for Schools Transition and School Return” in order to support educational settings in helping all children and young people manage transition successfully.

This guidance can be read alongside the above document. It has been written to support Looked After Children who have attachment difficulties, with school changes and transitions through the COVID-19 pandemic. It will be applicable for children who:

- have been absent from school during lockdown restrictions and are about to return
- have been attending school provision which will be changing as more pupils return
- are due to transition to a new school

Attachment theory

Every child has a need for safety, security and stability in order to develop, physically, emotionally and intellectually. Children learn through social relationships with others. Through relationships they learn:

- about being looked after by others
- about themselves and their value
- how to manage emotions
- how to handle relationships

When a baby signals their distress through crying (for example because they feel hungry, cold or wet) and is comforted and helped by their carer they begin to learn that others are able to meet their needs. They learn that when they feel distress it will not last long because their carer will make things better. This process is repeated over and over each day throughout a child's development. Children learn this pattern and begin to be able to wait for short periods of time and signal less distress, as their trust in others grows.



Attachment theory suggests that early relationships form the template for what we expect from future relationships. Rather like rose tinted spectacles, attachments become a filter through which to view the world. When children have experienced positive attachments they go on to expect positive relationships from others.

Attachment theory also suggests that through attachments children also learn about themselves. Attachments can be like a mirror that help children to see themselves. When adults are caring towards them children are more likely to see themselves as important and lovable.



Not all caregivers are able to sufficiently read their child's needs and comfort them. This can happen for a number of reasons, for example: being separated from the child, difficulty managing their own needs or grief, not knowing how to parent due to their own early experiences.

When a child experiences early relationships where the adult is unreliable, unresponsive or not attuned to their needs the child will expect the same from adults in other relationships. They are also less likely to see a positive reflection of themselves within relationships (e.g. that they are worthy of love and attention).

Research shows that parenting only has to be 'good enough' – not perfect. So as long as parents get it right most of the time their child will develop a secure attachment. Research figures vary but around 60% of children have been found to develop secure attachments.

Role of teachers

Teachers who are attuned to children's needs help to address attachment difficulties by helping them to manage emotions (e.g. the anxieties that transitions create). They are able to model and teach emotional approaches to children. Teachers can challenge negative templates that children have generated about themselves and others and develop more positive and hopeful templates.



How may children with attachment difficulties have been impacted by school closures?

Children may have responded in lots of different ways, depending upon their individual circumstances (e.g. home environment, availability of attention and support at home, home activities, messages of hope, self-regulation and coping skills).

Some children may have experienced difficulties with:

- change in routine and sleep patterns
- more people being at home in the day
- less time with friends
- having less contact with other family members
- less opportunity to be outside and being able to take part in sports and hobbies
- increased screen time
- emotional regulation (with more people feeling anxious or stressed)
- uncertainty about when things will change (and how)

Some children may have been supported by:

- slower pace of life
- more opportunity for fun home-based activities
- more attention and family time
- more time to talk
- more flexibility and choices

- experiences being tailored individually to their needs
- feeling less academic pressure
- on-line learning (feeling less anxiety about getting things wrong in front of others)

Some children will be struggling to cope. Others will find that life feels better.

Attachment and transition – potential difficulties



Change can create huge anxiety for children with attachment difficulties, especially when it's not expected. Children may feel out of control, overwhelmed by uncertainty or consumed with issues of loss. These feelings can either be internalised or acted out. Both ways of 'coping' can interfere with the child's thinking and emotional well-being.

Potential difficulties surrounding school transitions

Children should not be expected to return to school life, functioning in the same way they did before lockdown. They have been through huge changes and will have missed a term of typical routines and provision. School and being with groups of people may feel unfamiliar. Many systems and processes in school will have changed as a result of managing the pandemic. Children will not be with all of their previous peer group, they may be taught by different members of staff, staffing arrangements may be less consistent, classroom areas are likely to have changed. Significant changes are likely to continue as government advice is updated over time in response to the pandemic.

Attachment difficulties can impact on brain development, physiology, emotional development and social development. These factors impact upon pupil ability to manage school changes and transition.

Brain development

In response to repeated stress/threat the brain tends to activate a fight/flight/freeze response. This leads to stress hormones being released and major areas of the brain are limited. If this process is regularly activated for a child it can hinder their development. The following areas can be impacted.

- Difficulty understanding language (due to limited language modelling -impacting upon ability to talk about feelings and access support). Language difficulties can impact on understanding of changed routines and expectations during transition. Understanding and recording instructions (e.g. homework) can be hard. Communication difficulties can impact upon ability to ask for or access help when needed.
- Impulse control (affecting ability to think through different courses of action and wait).
- Empathy (influencing ability to identify the perspectives of others and take these into account).
- Memory (impacting on ability to access previous learning).



- Limited executive functioning (ability to plan, think through consequences, coordinate actions, organise, switch attention and block out irrelevant details). This can reduce the ability to work with several pieces of information simultaneously (affecting learning). It can also impact on organisation skills that are important during transition (e.g. learning changed routines, finding way around new classroom settings and knowing what to do when getting lost, planning homework, bringing correct equipment, getting to places on time, understanding timetables and new expectations). This can lead to a pupil being more vulnerable to negative feedback.

Physiological effects

Children who experience attachment difficulties are likely to be alert to danger from others and are constantly aware of their surroundings (in order to try and keep themselves safe). Unfamiliar settings (peer group, classroom or school) are likely to increase this behaviour. Touch, smell and sounds may trigger memories and feelings of panic or fear. This can lead to behaviour that appears unpredictable. As a result of frequent stress responses pupils can experience headaches, muscle tension, and psychosomatic conditions such as panic attacks.

Stress responses can lead to the following difficulties.

- Difficulty concentrating on things other than possible danger (therefore difficulty participating in activities).
- Hyperactivity and distractibility (due to sensory needs – which impacts on engagement).
- Feeling increased stress in large sensory environments leading to risk of overload (e.g. playground or P.E. hall).
- Difficulty sleeping (impacting on concentration).
- Risk taking behaviour (in order to escape feelings).
- Task avoidance (in order to escape potential danger and feelings of inadequacy).

Social-emotional difficulties

Children with attachment difficulties feel they have lost love, attention and care. School is often a key source of security for children with attachment difficulties. Their feelings of loss are generally exacerbated by transition to new settings where relationships are broken again and they have to move on from the support networks they have established in school. This can increase feelings of rejection or being forgotten. Trying to establish new relationships (or re-establish previous relationships after an absence) generally causes anxiety and stress.

Attachment difficulties impact on social and emotional development. This means a pupil may not have developed the ability to use reasoning and language to understand and explain behaviour. The following difficulties are common (and are often heightened during phases of change).

- Difficulty identifying feelings and therefore accessing support through discussion with others.
- Frequent emotional outbursts or withdrawal (due to difficulty managing emotions).
- Frightening others (due to emotional outbursts)



which can lead to increased isolation at a time that is critical in developing relationships in school.

- Friendship difficulties (due to difficulty understanding relationships). Establishing lots of new relationships or re-establishing previous relationships can feel very difficult. This can lead to pupils becoming particularly vulnerable to isolation, challenging behaviour and bullying.
- Controlling behaviour (due to having experienced lack of control).
- Being clingy, possessive and attention needing (due to worry about not being looked after). This can impact upon relationships at a time that is important in re-establishing relationships.
- Limited empathy (due to having experienced limited empathy towards themselves). Demands on social skills such as empathy are particularly high during transition.
- Low self-esteem (due to feeling unloved) impacting on social and friendship skills.
- Feeling increased loss (losing existing support networks or feeling forgotten or rejected after a period of absence).

Strategies to prepare children for changes

Times of change are a time of heightened anxiety for children with attachment difficulties. Relationships with key staff can be particularly significant for these pupils. They may perceive changes as a rejection and try to handle this by rejecting people before there is any risk of them being rejected further. The following ideas can help children to manage their feelings of loss and rejection.



Before experiencing change within previous school (e.g. new routines and groups)

- Share transition plans and involve children in decision making, where possible.
- Read and write stories / articles. Stories can be used to help prepare children for change by:
 - explaining specific routines and expectations for individual children (i.e. Social Stories or information booklets); or

- exploring themes of loss and change (through fictional characters) and introducing possible coping strategies (i.e. therapeutic stories)

Free registration to a hub of social stories is available here:

<https://carolgraysocialstories.com/carols-club/>

An example of a 'Back to School booklet' can be found here:

www.elsa-support.co.uk/back-to-school-after-coronavirus-story/

Another example is within appendix 3.

More information about therapeutic stories can be found here:

<https://www.therapeuticstorywriting.co.uk/>

<http://www.margotsunderland.org/shop/using-story-telling-as-a-therapeutic-tool-with-children>

- Minimise staff changes and re-establish pupil-staff relationships prior to children returning to school. This could involve video or telephone calls, emails or postcards home, transition books (where they can record thoughts and feelings about changes, questions they'd like to ask and responses they receive).
- Voice what you think might be happening for the pupil. Let them know that they can try and push you away, but you will continue to be there for them.

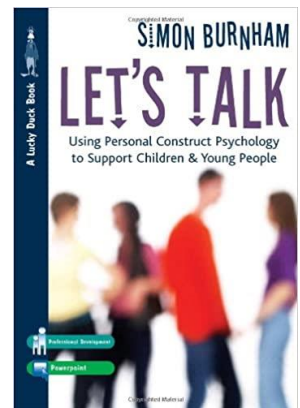


Before experiencing change to a new school

- If the pupil will be moving onto a new school, staff should be explicit about what they will do to remember them. A memory book could be created to share with the child. This could be a portfolio of best work, photos, artwork to create lasting memories and possibly inform next school.
- Mark final goodbyes with a letter or card so that the child is left with something tangible.
- As far as possible maintain links with children with attachment difficulties even when they have moved on. This helps them to learn that they are important enough to be remembered and held in mind, even when they no longer regularly see a person. This can be achieved through postcards / letters, phone / video calls or visits to school.
- Staff to work with pupil to create social story or information pack to use prior to starting school. Provide visual resources regarding the rules and routines

of the day such as pictures of the uniform, how many lessons a day, lunch arrangements etc.

- Welcome letter / DVD to pupil from new key staff. This could be sent prior to a summer holiday.
- Encourage pupil to record questions and concerns in a transition book. The pupil could share this with staff and use it to record answers to questions. Pupils can refer back to the transition book in times of uncertainty.
- Additional visit and opportunities to get to know new school staff and setting, where possible. This might be done after school hours (when school is quiet) or through virtual tours and maps of new school site.
- Staff from next school to spend time meeting pupil (e.g. video / telephone calls, exchanging letters / postcards. Staff and pupils could complete a “Let’s Talk” activity (e.g. by video call) which is available here:
<https://www.solentpsychology.co.uk/bright-ideas/>
- If using a buddy system, it may be possible for the buddy to complete similar activities with the pupil through supervised video calls.
- Attachment and transition training for staff at new school (generic and pupil specific). Explore what transitions mean to staff. Identify what transitions staff have to manage, how this feels and what helps. Consider similarities and differences for children. Explore the impact of attachment difficulties and additional support that may be required through transition for these children.
- Pupil to be provided with timetable (with photos of key staff and areas).
- Transition meeting involving staff from both settings. This could be done through phone or video conferencing. It is important that schools gain as much information as they can about the pupil (from the pupil, parents, previous school and any agencies that have been involved). This information can be used to develop a pupil passport. An example is included in Appendix 2.
- Information session for parents / carers of pupils who will be moving on. This could be delivered through a webinar. It may include:
 - information about likely changes and possible impact on children;
 - how to support children with learning, organisational skills and homework;
 - how/who to communicate with in school;
 - information about anti-bullying;
 - information about transition support that will be given over the term; and
 - ‘Question and Answer’ session.



During the change

All children need to feel welcomed into school. The start of the school day can be very difficult for children with attachment difficulties as it can generate anxiety about possible loss or abandonment. It is important to adopt an individualised approach to separation and to be flexible to the variable needs of children and families. The following strategies may reduce a child's anxiety and prepare them for classroom activities.

- Involving a child's key adult in the handover from home to school can help children to separate and transition into school. Some children may need a smile and a hello to reassure them that they are noticed and welcome. Others will need their key adult to talk with them about their journey to school, or issues that might be worrying them.
- A transition object can be used to remind a child that although they are separated from their carers, they continue to hold them in mind. The transition object can be anything which represents the security they experienced with their carer. Some ideas include a cuddly toy, a hanky with perfume/scent of a the carer on it, a key ring with a photo of their carer, or a note/picture in the child's bag / lunch box from their carer.
- All pupils need to be clear on what is happening each day. Some pupils will need a key adult to go through the day's schedule with them, using an individual timeline, paying particular attention to activity changes.
- It is important that staff tune into pupils and their feelings, acknowledging their behaviour as a form of communication and 'wonder aloud' to translate behaviours and understand their emotional need.

During each session

- Pupils with attachment difficulties often have difficulties with the concept of time. They also often find it difficult to tune into verbal information because of their early experiences. Depending on their stage of development watches, sand-timers, and stop watches that provide good visual clues can be helpful for marking the beginnings and endings of different activities.
- Pupils with attachment difficulties can find it very difficult to stop a task before it is finished. They are unlikely to be used to an adult prioritising their needs and remembering that they need time to return to the task. A memory card with pictures or symbols which acts as a visual reminder to both the child and adult that the task will be completed later, can reduce the pupil's anxiety and reassure them that they will be able to return to it.
- A folder or tray of more structured or mechanical type work (for example, matching objects, peg boards, sorting activities such as classroom equipment) which contain very predictable processes can be used to reduce anxiety during less structured times. Children with attachment difficulties find changes in routine after a period of absence particularly difficult to cope with and may need increased predictable activities at these times.



Managing unexpected changes

Staff changes can be a real source of anxiety for children with attachment difficulties. They may experience all kinds of fantasies about what has happened to a member of staff or feel responsible in some way for them being off work. Pupils with attachment difficulties are likely to need more information and reassurance than other pupils about staff changes, in order to reduce their anxiety. Avoid changes where possible and prepare the pupil for any known changes that are coming up. Photos of key staff added to timelines will help to prepare children for staff changes.

Transition interventions

Pupils with attachment difficulties will benefit from additional transition support. This could include interventions such as Designated Mentor provision, buddy systems, Circle of Friends, or ELSA interventions. PHSE topics can be used to develop resilience skills (with whole groups or targeted pupils).

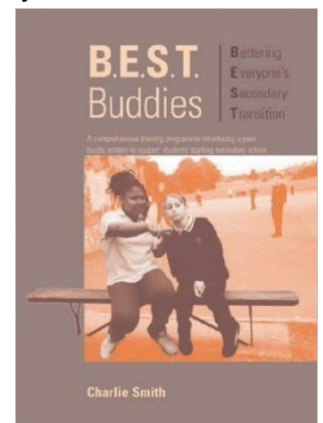
Designated Mentors are school staff who have received specific additional training from educational psychologists from whom they receive on going supervision following training. They provide daily intervention for pupils. They carry out specific assessments of pupil needs and review progress over time. Training covers:

- attachment difficulties and how these may be displayed in school
- solution focused, child centred coaching
- active listening
- introduction to therapeutic techniques (including restorative conversations, motivational interviewing, comic strip conversations, ideal self assessment and using practical resources)

Peer buddy systems involve pairing new pupils starting secondary school with an older pupil for support. Research indicates benefits for not only new pupils but also the supporters and whole school including:

- protecting against bullying
- promoting a caring school
- enhancing befrienders communication skills
- building confidence and trust
- providing positive role models

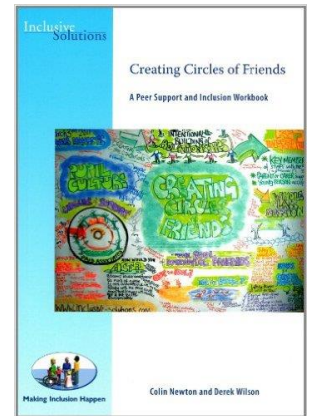
Further information can be found within: *B.E.S.T. Buddies: A Comprehensive Training Programme Introducing a Peer Buddy System to Support Students Starting Secondary School.* By Charlie Smith (Lucky Duck Books)



The resource contains 6 training sessions, photocopiable student handbook and teacher notes.

Circle of Friends is an intervention for pupils who are having difficulty making and sustaining friendships. The intervention involves a whole group session and smaller group sessions with the target child and a group of peers. It includes setting targets, problem solving and debriefing. The intervention supports both peers and the child concerned in developing new skills. Further information can be found here:

<https://inclusive-solutions.com/circles/circle-of-friends/>



ELSAs are Emotional Literacy Support Assistants. They are teaching assistants who have received specific additional training from educational psychologists from whom they receive on going supervision following training. Their role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them. Training modules include:

- self-esteem
- emotion regulation
- social skills
- friendship skills
- loss and bereavement and family changes



PHSE curriculum topics can be used to develop resiliency and coping skills. Example workbooks and lesson plans are available here: <https://eikon.org.uk/for-professionals/eikon-in-schools/smart-moves-building-resilience/>

Things to consider when planning transition to a new school

Things to cover in transition meetings

- Pupil strengths and things that they enjoy (opportunity to build on these should be considered).
- Sharing portfolio of best work.
- Pupil difficulties.
- Addressing key worries for pupil and carer.
- Support that the pupil has received in their current school in order to help them manage difficulties.
- Planning support that will be given in the new school to help the pupil manage difficulties.
- Considering how pupil can contribute to a transition plan.
- Wherever possible plan to place pupil in a group with pupils they already know.

Things to cover on additional transition visits

- Practise key routes (e.g. entering building, route to and from key areas, lunchtime routines).
- Explore ways of supporting pupil to appropriately and discreetly ask for help, express feelings or need for time out.
- Make sure first day induction plans are in place and understood (timetable, map, key people, support systems, buddy system and emergency plan).
- Visual summary of induction schedule.
- Identify key person who will be main point of contact.
- Personalise timetable so that it is easily understood (e.g. full names / photos of staff, times on clock faces, colour coding lessons, system to simplify two week timetables).



Preparing for transition at home

As a carer you have a key role in preparing your child for changes. Transition can be a worrying time for all parents and children. Children with attachment difficulties can find change particularly difficult. They are likely to find it difficult to re-establish school relationships. They may not feel that staff have been thinking of them during the lockdown. If your child is moving to a new school soon, they may find it difficult to say goodbye to key people at their school. They are likely to be worried about meeting new people at their next school. They might be aware that developing new relationships is something they find very difficult. They may be anxious about being bullied, rejected or forgotten.

A key part of your role is to help your child realise that their worries might be:

- exaggerated and based on rumour
- helped by being shared
- something to look forward to (if thought about differently)

If you share positive things about the change (even if you have some worries) it will help your child feel more positive.



What might your child be worried about?

- Whether they will see their friends and whether they will still be friends.
- Whether they will be with staff that they know.
- If they will be safe and how they will manage restrictions.
- What will happen at break and lunchtimes.
- Whether they will be able to play with toys and equipment that used to be available.
- Finding schoolwork difficult.

If they are going to a new school soon they might have some of the worries below.

- Old friendships not continuing at new school (being in different groups or schools).
- Not 'fitting in' or bullying.
- Strict teachers.
- Homework or class work becoming more difficult.
- Getting lost.
- Lunchtime routines.
- Missing their old school.

What might your child look forward to?

- Seeing friends and staff.
- Being able to learn with others.
- Routines and structure.
- Clubs.
- Different subjects.
- School resources (e.g. science and P.E. equipment).



How can you support your child emotionally?

- Ask your child directly about things they are looking forward to and things they are worried about. Talking about feelings will help them to process what is going on inside them.
- Reassure your child about common worries (see above) and what will be in place to support those.
- Remind your child that they can still feel connected to you and you can think about each other even when you are separated. Think about transition objects that may help. Letters or objects you give them to keep over the school day will help them to feel connected to you even when apart.
- Talk about key staff that will be working with them. Talk about who they will be able to go to when they have any difficulties.
- Remind your child about things that will stay the same.
- Teach your child about stress and how to relax. Some resources that may help are:

www.bbc.co.uk/cbeebies/joinin/seven-techniques-for-helping-kids-keep-calm

www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/coping-with-stress/

- If your child is going to a new school, look at the school's website and talk about the things they might be interested in.
- Go through your child's transition pack with them (example in Appendix 1).
- Share positive stories about previous transitions the child has experienced and your own good experiences of transitions.















Appendix 1

Example Transition Pack

Pupil Transition Pack

When you are going to do something new it can be helpful to find out as much information as you can to help prepare yourself. You may find it helpful to find out information below about school. You might have questions of your own that you would like to record.

Questions		Answers
Starting school 	<ul style="list-style-type: none"> • What time does school start? • How will you know when school has started? • Where should you go at the start of school? • What do you do if you are late for school? 	
Break times 	<ul style="list-style-type: none"> • What happens at break time? • What can you do? • Where can you go? 	
Clubs 	<ul style="list-style-type: none"> • What clubs are there? • When do they run? • How do you join? 	
Lesson times 	<ul style="list-style-type: none"> • What are the lesson times? • How many lessons are there each day? • How do you know when to go to the next lesson? • What do you do if you are lost? 	
Homework 	<ul style="list-style-type: none"> • How much homework do you get? • Will you use a homework diary? • Can homework be done in school? • What do you do if you forget your homework? 	

Lunchtime 	<ul style="list-style-type: none"> • What happens at lunchtime? • Where can you go? • Where do you eat? • What can you do when you are not eating? 	
Staff 	<ul style="list-style-type: none"> • Which staff will you meet most? • What are their names? 	
School rules 	<ul style="list-style-type: none"> • What are the school rules? (Corridor/classrooms, breaktimes, library, uniform etc) 	
Friends 	<ul style="list-style-type: none"> • Is there a buddy system or peer mentoring programme? If so, how does it work? 	
Problems 	<ul style="list-style-type: none"> • Who can you talk to if you have a problem in school? 	
Bullying 	<ul style="list-style-type: none"> • How is bullying dealt with? • What should you do if you see any bullying? 	
Feeling ill 	<ul style="list-style-type: none"> • What do you do if you feel ill in school? 	

Appendix 2

Example Pupil Passport

Pupil Passport

My name is: _____

I am in Year: _____

Things I want you to know about me:

I like...

I don't like...

Things I am good at:

Things I find difficult:

When I find things difficult I might...

Things that help me work well:

Appendix 3

Pupil booklet created by
Jill Turner, Heathlands Primary

Coming Back To School



Soon some children will be coming back to school. When you come back to school things will be a bit different.

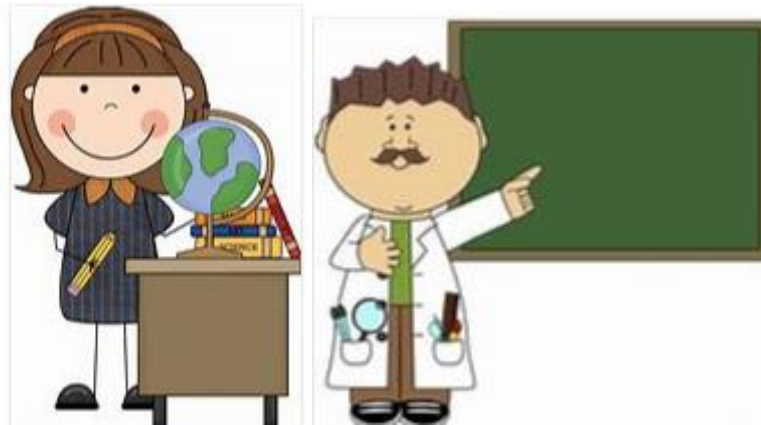


You might not be with all of your class. You will be in a group with some children from your class, a teacher and a teaching assistant - this will be your TEAM.



This team will be together every day.

You might not be with your normal teacher or teaching assistant - but they will all be people you already know.



They know that you are in their team and are looking forward to working with you.

Your team might not be based in your classroom but it is just a classroom and it will be your team's room.



The classrooms will look a bit different - the tables will be spaced out, there won't be lots of cushions around. There will still be books and some toys.



You will have your own pencil, pen, ruler, whiteboard, dry wipe pen and things like that - you won't have to share!

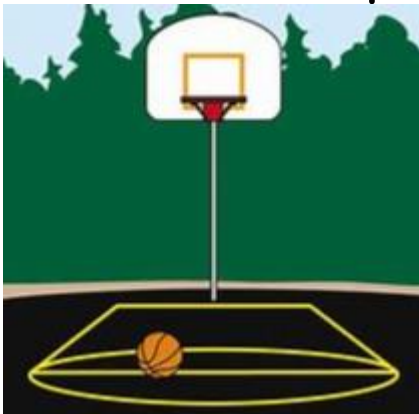


Everybody will be having packed lunches at lunch times.



You will eat this in your team's room.

You will still get to go outside for break and lunchtime play (unless it rains).



You will need to wear clean clothes every day. To make this easier you won't have to wear school uniform - every day is a mufti day for a little while!



Because there is a virus around we will be washing our hands a lot more to help keep everyone safe.



It will be lovely to be back in school and see our friends again but we must remember to try to keep a little bit away from each other. We can still be friends even if we don't touch.



We know everyone is a little bit nervous about coming back to school. Your teachers are really looking forward to seeing you and we can all help each other keep safe whilst we are learning.

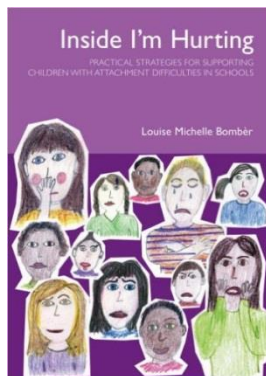


Appendix 4

Additional Reading

Additional Reading...

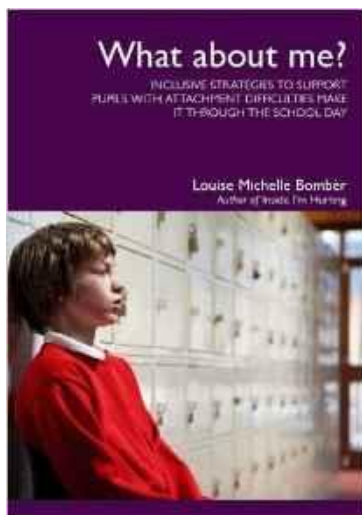
These books are available for loan in BCP libraries.



Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties in Schools.

By L. Bomber

Contents include: how attachment difficulties can affect a child's ability to learn; providing an 'additional attachment figure' in schools; the benefits and challenges of getting alongside children who have experienced trauma and loss; transitions during the school day; permanency and constancy; being explicit; regulating arousal levels; handling conflict; wondering aloud; lowering the effects of shame; working with transition from primary to secondary phase; developing effective home/school partnership (includes a photocopyable initial meeting prompt card); providing staff support; and recommendations for future action.



What about Me? Inclusive Strategies to Support Pupils with Attachment Difficulties Make it Through the School Day.

By L. Bomber

What would a genuinely supportive school day look like in real practice, for children who have experienced attachment difficulties and developmental vulnerability? What are the core features of an attachment-friendly school? How can we promote inclusion and positively affect learning outcomes amongst pupils in need, at risk, in care and adopted? The book is full of practical ideas that can easily be integrated into the busy-ness of everyday school life. Complicated methods and procedures are unnecessary - the good news is that genuine relationship will provide children and adolescents who have experienced relational traumas and losses with the core support they need.

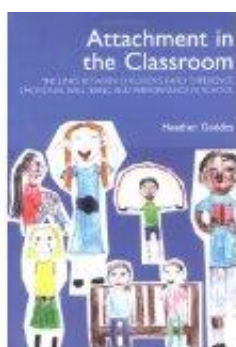


Settling Troubled Pupils to Learn: Why Relationships Matter in School

By L. Bomber & D. Hughes

This book provides alternative ways to the kinds of behaviourist models, fear-based approaches and increased levels of power, authority and control still exercised in many schools at present, which disturb already troubled pupils and further prevent them from accessing school. Bomber and Hughes have seen pupil attainment increase through their work in supporting

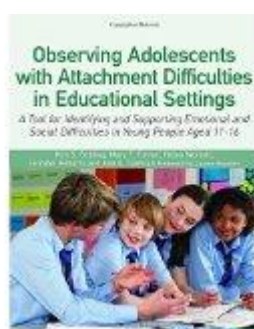
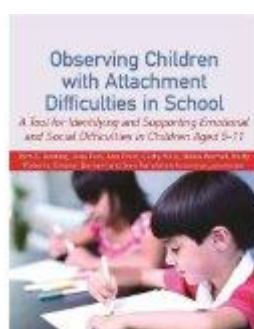
school staff by switching their initial focus to the troubled pupil's attachment system, before engaging the pupil's exploratory (learning) system.



Attachment in the Classroom. The Links between Children's Early Experience, Emotional Well Being and Performance in School.

By H. Geddes

Every day, teachers and other school staff have to deal with children who present challenging behaviour during their learning process at school. This book combines the fundamental principles of attachment theory with teacher-based examples, and practical 'how-to' interventions.



Observing Children with Attachment Difficulties in School: A Tool for Identifying and Supporting Emotional and Social Difficulties in Children Aged 5-11

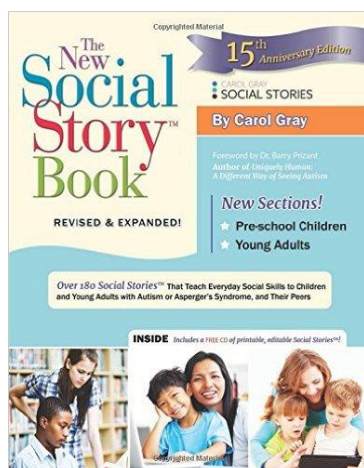
By K. Golding

Observing Adolescents with Attachment Difficulties in Educational Settings: A Tool for Identifying and Supporting Emotional and Social Difficulties in Young People Aged 11-16

Educational Settings: A Tool for Identifying and Supporting Emotional and Social Difficulties in Young People Aged 11-16

By K. Golding

This easy-to-use tool provides an observation checklist which enables staff to identify behavioural patterns in children with social and emotional difficulties, analyse the emotional difficulties underlying these behaviours and establish what kind of help and support the children need. Behavioural responses are categorised within clearly outlined topics, including behaviour, play and relationship with peers, attachment behaviours, emotional state in the classroom and attitude to attendance. Checklists and diagrams identify different 'styles' of relating (secure, avoidant, ambivalent), to help school staff who work with children and their families to respond appropriately to the individual needs of each child. A range of hand-outs include activities designed to provide emotional support, to focus and regulate behaviour and enable the child to develop important social and emotional skills.

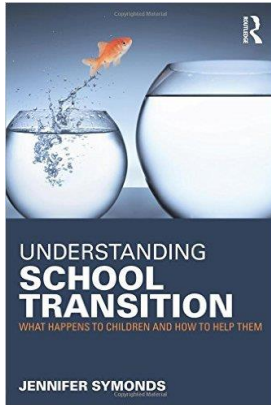


The New Social Story Book

By Carol Gray

This book provides step by step instructions regarding how to write clear social stories that help young people to understand social situations and expectations. It includes examples of social stories that have been written for different situations. Although the intervention is often used with children who have autism it can be used to help any child with difficulties within social skills.

Further reading about transition

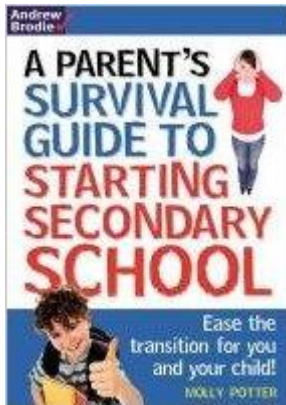
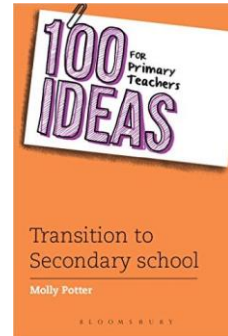


Understanding school transition: what happens to children and how to help them

By Jennifer Symonds

100 ideas for primary teachers: transition to secondary school

By Molly Potter

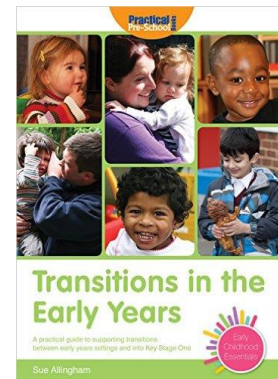


A parent's survival guide to starting secondary school: ease the transition for you and your child!

By Molly Potter

Transitions in the Early Years

By Sue Allingham



Resources for children



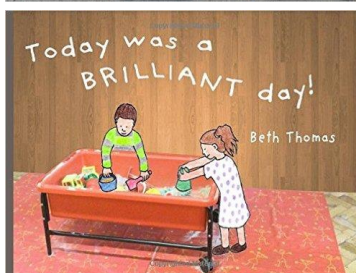
I'm going to big school!

By Beth Thomas



Get me to school on time

By Beth Thomas



Today was a brilliant day!

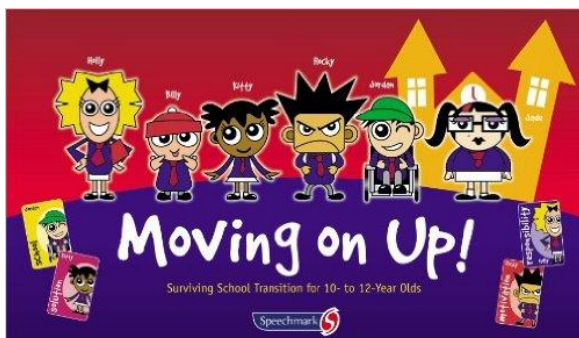
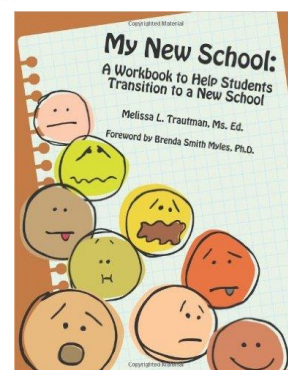
By Beth Thomas



Starting School Reward Chart - My Growing Up Chart (4yrs+)

My new school: a workbook to help students transition to a new school

By Melissa Trautman

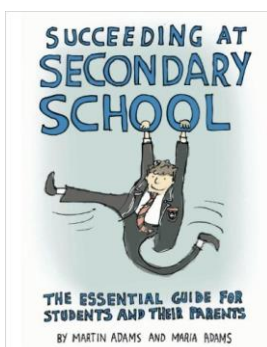


Moving on up: surviving transition for 10 to 12 year olds (board game)

By Speechmark Publishing

Going up: the no-worries guide to secondary school

By J. Alexander



Succeeding at secondary school: the essential guide for students and their parents

By Martin Adams and Maria Adams

