

TIPS

OPPORTUNITY RATIONALE

Develop new opportunity from change

Finding new patterns of learning and positive approaches in smaller class sizes and cohort bubbles. Develop 'team' spirits and sense of belonging

Phase 3 activities are about looking ahead and enabling children to see positivity in change



- Communicate about emotions within your classroom as part of daily activity, in addition to your planned sessions to learn about emotions. An Emotion Coaching approach will support you in structuring your response to children in moments of emotion, providing empathy for the emotion, validation, setting limits (if necessary) and, perhaps later, problem solving alternative coping mechanisms.
- Help children express their emotions using tools such as "Emotional Check-in" or "Sentence Starters" on the Anna Freud Schools in Mind website.
<https://www.mentallyhealthyschools.org.uk/resources/sentence-starters/>
- Reading Well - A survey by the Reading Agency (April 2020) indicated that 34% of people in London are reading more during lockdown, and 9 out of 10 parents of children aged 4-11 years agree that reading is a useful tool to open up conversations about feelings. Reading Well for children provides quality-assured information, stories and advice to support children's mental health and wellbeing. booklist is targeted at children in Key Stage 2 (aged 7-11), but includes titles aimed at a wide range of reading levels to support less confident readers.
<https://readingwell.org.uk/books/books-on-prescription/children#health-minds> (excerpt from Biborough Educational Psychology Consultation Service's guidance see <http://services2schools.org.uk/Pages/Download/26ca744a-f1c4-48ec-a2ef-6e9afd830456>)
- Use collaborative class activities to share strengths and promote narratives to support resilience, such as The Tree of Life:
- This exercise helps children to cope with challenges in their lives. Its aim is to cast a light for children on their existing strengths, encourage an alternative story to a 'problem focused' narrative and increase a sense of connectedness with, in this case, their class community. It can also be particularly useful when exploring issues of culture and diversity. (also from Biborough guidance, see link above)



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