

## 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



## TIPS

- Ask simple questions to ascertain what help might be needed when you judge young people are in need of support. Listen with compassion.
- Have conversations about coping mechanisms with students vulnerable to experiencing high anxiety, both those in and out of school. Use prompt cards about coping mechanisms, such as those in the Doncaster EPS guidance for secondary pupils "Supporting anxiety and worry linked to the Coronavirus", to initiate conversations about which may be helpful.
- 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 pupils 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/>
- Remind pupils of healthy use of social media during times of challenge

## FURTHER WORK

Enable non-verbal methods and visual methods for communication wherever required. Focus on positive skills acquired during periods of difficulty including things such as new ways of learning or doing work