

RESPECT RATIONALE

The respect area is all about respecting each others' lived experience of crisis and the ways that members of staff, children and young people may want to express this. This may require additional support or it may require less. We know from research around social systems following crisis periods or tragic events that social dynamics can play a large factor in young people's interactions with each other and influences such as social media have a further impact upon this.



TIPS

- Support children to overcome conflicts, help children to develop scripts to use with each other to develop conflicts
- Re-introduce sharing as a key theme as children may have had less experience of sharing in recent times
- identify the importance of listening to each other and hearing another person's view
- outline how responses to each other may need to be different e.g. for little ones if Mrs A doesn't hug you it is because she isn't allowed to at the moment not because she doesn't want to
- use social stories to help to explain to children that some children may feel wobbly at the moment
- encourage 'acts of kindness' –use a special jar containing rainbow tokens or other multi coloured resource to build up a visual of how kind the children are being to each other- photograph at the end of each week and start again following week. Make a note of 'kindness of the week'

FURTHER WORK

Younger children may display increased irritability with each other and may be less tolerant in play. Some children who have had adverse experiences may display shifts in their patterns of social communication and interaction patterns. Monitor shifts in engagement and ability to tolerate others. Increased levels of social negativity may be an indicator of lower well-being.