

COVID-19 TRANSITION BACK TO SCHOOL

SOURCES OF RESILIENCE - CHILDREN, YOUNG PEOPLE (CYP) FAMILIES AND SCHOOL



SCHOOL AS A COMMUNITY

- Celebrating achievements during school closure
- Celebrating resilience among staff, CYP and parents
- Promoting social opportunities
- Maintaining school values
- Maintaining ethos of togetherness
- Re-establishing school as a safe place

SCHOOL



SELF-IDENTITY

- New strengths and skills from time at home
- Increasing autonomy and independence
- Feeling confident
- Having an understanding that the situation is temporary
- Reflecting and celebrating school experiences



INDIVIDUAL

CHILDREN AND YOUNG PEOPLE

- Acknowledging the differences in CYP's experiences of health, education and care
- Differentiation of support for CYP in relation to the impact of COVID-19
- Acknowledging the need for emotional space and routine
- Opportunities to share home and personal experience with trusted adults

ROUTINES

- Sharing an understanding of structure and routine in the changing context of COVID-19
- Normalisation of the "new/temporary normal"
- Preparing families before the return to school
- Reassuring CYP around missed learning and creating opportunities
- Acknowledging situation and changes in expectations
- Balancing the need for routine and the need for emotional space

BELONGING

- Space for discussing experiences during school closure
- Feeling safe
- Social bonding
- Acceptance
- Opportunities for marking transition
- Reassurance around future hopes
- Recognising that achievement is still possible
- Opportunities to support peers by highlighting CYP's own achievements and experiences

STAFF WELLBEING

- Staff empowerment, and encouragement to share their own successes and celebrations with colleagues and CYP
- Social and support network
- Emotional wellbeing
- Staff wellbeing policy
- Experience of resilience
- Self-care



HOME LIFE

- Opportunities (e.g. living, leisure and study conditions)
- Families recognising and celebrating how they are meeting their wellbeing and physical needs
- Continuing communication between CYP, families and professionals

FAMILY

- Promoting access to necessary external support
- Positive family experiences
- Protecting the physical health and wellbeing of parents
- Safety of CYP



RELATIONSHIPS

- Transparent and continued communication between CYP, home and teacher
- Contact with peers during school closure
- Availability of key adults
- Friendships



For more information, please email: edpsychs@richmondandwandsworth.gov.uk