Mobilise Trauma-informed Transition session 1 - May 2020 ‘Take-aways’

Over 200 school-practitioners have shared their thoughts and ideas through the Mobilise PLC-model, generously supported by the agencies listed below on Dr B.D. Perry’s neuro-sequential model of therapeutics, translated into the ‘bottom-up’ approach, rooted in the neuroscience 3Rs (Regulate/Relate/Reason) to support schools preparing for wider re-opening. It is recommended that the reading and/or complementary video from Beacon House is shared widely amongst your staff: https://beaconhouse.org.uk/wp-content/uploads/2019/09/Repair-of-Early-Trauma.pdf and https://www.youtube.com/watch?v=FOCTxcaNHe6

A follow-up presentation and resources can be found at: https://mobilise.kyrateachingschool.com/projects/emotional-health-and-well-being/whole-school-approach/resources

Follow-up CPD: 5 short videos focused on Trauma-informed Practice and the 3Rs compiled by Mary Meredith: https://www.youtube.com/playlist?list=PLL2ZK9CqKpu-2hAqpDswAIyijenUHNvU

Preparing to return is all the more difficult as we don’t know the impact the pandemic has had yet;

BE KIND TO YOURSELF, you can only make measured judgement.

Preparation and communication are key; view all returning pupils as ‘new starters’; re-establish routines and values
Prepare answers to pre-empted questions – share FAQ with parents and secondary pupils
Make contact with families; find out what has gone well at home and if anything has gone less well; being informed and prepared for pupils’ return. Build on the positives back in school
Prepare to build in some of the home routines that pupils have grown used to whilst they’ve been at home such as Joe Wicks; timed screen-time; background music
Prepare a social script for those struggling to get home
Prepare a social script to explain ‘why’
Prepare a social script for those struggling to get into school
Consider a bridging activity – a simple activity sent home for pupils to begin; they then complete this when they return to school
Prepare pupils for a switch back to school routine – advise parents and carers to: re-establish sleep patterns, limit screen-time, routine meal-times, wearing uniform; take a walk or drive on the route to school and talk about what they are looking forward to
Prepare the length of ‘lessons’ and activities – they may need to be shortened (around 40 minutes before a regulating break of around 3 minutes)
Prepare to ‘put on pause’ and ‘let them be’ – read the pupils – this is what you have always done – trust in your intuition
Prepare for time to re-connect and find out what they’ve been doing on a personal level
Prepare your ‘bubble’ – who will be in it; how will you communicate with other ‘bubbles’ and those not returning
Prepare a transitional curriculum around positive news stories and the community with a high focus on SEL/PHSE
Consider a focus on creative subjects, supporting regulation and allowing pupils the time and space to express themselves; be alongside pupils when they are working creatively - a conversation may then flow- it’s also ok if it doesn’t
Prepare social stories to show what school will look like when they return including where they will wash their hands and eat lunch; where they will enter and be collected; how equipment will be used; what will be brought from home
Prepare a personalised message from Headteacher and key staff for returnees and those remaining at home including ‘this is the terminology we will use in school’ such as ‘physical distancing’
Prepare a set of photos or virtual tour (at child-height) to show ‘what the school looks like now’ – stress it is how it looks for now to keep you safe (consider how to show it as a friendly and welcoming place despite the lack of people)
Make new routines/rituals fun e.g. hand washing with a song
Prepare the welcome pupils and parents will receive on arrival
Prepare to work with not impose on
Agree the principles on which re-integration will be built
Prioritise in preparation and on return: rebuild trust, regaining confidence, sense of safety and security and reconnecting to love
Prepare to take a few ‘steps back’ – even further than you may expect – this will re-establish confidence and feeling of ‘I’ve got this!’; if pupils achieve early success

Remember – without exception, everyone has gone through a time of change and uncertainty. The fact that this is a shared experience will speed up recovery. You already have a ‘toolbox’ of strategies that you draw from to deal with a wide range of unexpected situations in school so have faith that the pupils’ trust in you is well-placed.

Focus on the certainty – not what is uncertain
Highlight what is the same as well as what is different
Focus on positive language and talk about ‘the team’, especially for pupils that are used to one trusted adult or key-worker, where they will be working with a number of adults on a rota
Focus on looking **forward** not back
Remember you are NOT able to fix everything; pupils will mirror how you present yourself in school; be realistic and don’t make assumptions

Pilgrim Hospital School  [https://www.pilgrim.lincs.sch.uk/](https://www.pilgrim.lincs.sch.uk/) – guide to re-opening:  
Caring2Learn: Top Tips for Parents/Carers to support transition back to school:  

Regulate – Predictable, repetitive, rhythmic routine and patterns; movement can be very regulating

Maintain calm but confident presence, being mindful of body language, tone of voice, words used and facial expressions
Ensure opportunities for staff to regulate
Be prepared to use strategies you wouldn’t usually to help create a calm, safe environment
Strategies that seem more ‘primary appropriate’ can work well in a secondary setting
Breathing/grounding exercises – count 4 in and 4 out, with pause between
Mindfulness
Imagine, draw and create an emotional place of safety. Practise travelling there and going to the place of safety
Spend time in nature – go on a mindfulness treasure hunt, make nature collages
Yoga
Creative activities – finger-painting, ripping paper and making collages
Create own sensory bottle using glitter/dye – snow-globe reflects a ‘scattered mind’ – watch it settle along with your thoughts
Individual stress balls/squeezey items
Regulation for some that have been engaged with home-schooling may well be to resume academic study
Mazes and labyrinths – using left and right brain
Repetitive cognitive games – I went to the shop and I bought...
Worry boxes, dolls and diaries
Sensory breaks and sensory circuits (around 3 minutes)
Go for a walk – daily mile
Listen to music
Drumming – use lap or chair – drum own rhythm to a piece of music
Self-tapping on knees (left/right) to think of good or positive things - Self tapping whilst breathing - Self tapping whilst engaged in something fun
Dance
Movement
Reading on a rocking chair
Snack breaks – pupils (and staff) may well be used to grazing whilst at home
Use an individual pot of playdough
Circle time (also for staff)
5-point scale of emotions to help understand emotions
Name, validate and acknowledge all emotions
Mind – body links – teach children how to notice different sensations in their bodies linked to feelings
Visual aids and support
‘serve and return’ – you say ‘fish’, pupils say ‘chips’ – bounce back pairs of words
Consistent but appropriately flexible rules, routines and rituals
Consider individual pupil’s sensory needs and differentiate activities accordingly
Regulation activities linked to pupils’ own personal interests

**Agency Links:**  
Working Together Team (WTT) formerly ‘Autism Outreach’ has extensive experience at supporting pupils with autism through transition; strategies that are useful for all learners:  [http://website.twtt.org.uk/](http://website.twtt.org.uk/)  
outreach@gosberton-house.lincs.sch.uk
Futures in Mind: bespoke psychological services offers bespoke educational psychology services and training for schools:  
enquiries@futuresinmind.org; 07905784610
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<tr>
<th>Relate be present, non-judgmental, daily dosing. ‘It’s the relationships that heal’ (Mary Meredith); ask ‘What do you need?’</th>
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<tbody>
<tr>
<td>Check-in (not check-up) and check-out for pupils and staff</td>
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<td>Drop positive comments and walk away</td>
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<td>Daily, brief, multiple, relational experiences (3 minutes several times a day) providing invaluable support for pupils and staff. Interaction lead should be present, listen without judgement and aim to fully connect</td>
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<td>Give specific praise</td>
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<td>Offer choice to establish feelings of control</td>
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<td>Restorative circles</td>
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<td>Talk about shared experience – brings cohesion and calm and a reminder; ‘we’re all in it together’</td>
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<td>SEL/PHSE curriculum focus</td>
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<td>Emotion Coaching</td>
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<td>Focus on the ‘small stuff’ to be part of a community – instil a sense of belonging</td>
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<td>Focus on the ‘team’, not just one ‘safe’ person</td>
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<td>Apply PACE – beginning of pedagogy for relational approach that enables connections with children that it difficult (playfulness, acceptance, curiosity and empathy) <a href="https://ddpnetwork.org/about-ddp/meant-pace/">https://ddpnetwork.org/about-ddp/meant-pace/</a></td>
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<td>Social pedagogy - sharing personal as well as professional self, shows them who we are, so we can develop a better, more genuine relationship</td>
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<td>Build in regular moments of concentrated connection with pupils, noting those who ‘seem fine’ – buffering</td>
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<td>Maintain connections with those who are distanced (pupils and staff) at home or in different ‘bubbles.’ Connect regularly using a range of media; online platforms, phone calls, texts, postcards</td>
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Agency Links:  

Reason (only after the bottom-up approach has been applied so pupil is calm and connected so ready to listen and engage their thinking brain and memory)  

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<th>Connection before correction</th>
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<td>Emotions coaching – be aware of your emotions and the child’s; connect with the child; listen to the child; name the emotion; find solutions (based on John Gottman): <a href="https://afaeducation.org/free-dt-resources/explore-our-resources/emotion-coaching/">https://afaeducation.org/free-dt-resources/explore-our-resources/emotion-coaching/</a></td>
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<td>Every interaction is an intervention – make every moment count (Dr Karen Treisman)</td>
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<td>Avoid confrontation or consequences and punitive response</td>
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<td>Whole-school relational/restorative approach</td>
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<td>Use of ELSAs</td>
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<td>Every behaviour serves a function – be open-minded and compassionate. Give children a safe space to decompress</td>
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<td>Consistency in approach but freedom to differentiate strategies</td>
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<td>Not the time to introduce new concepts, instead go back a few steps, focus on previously learned content and ensure pupils feel successful in academic learning</td>
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<td>Bridging activities to support transition</td>
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