

Time to Talk - Transition

10th June 2022

Why do we reorganise
classes?



Through Annual Reorganisation

- Children develop new friendships whilst maintaining existing ones
- There is a supportive and caring ethos across the school
- All children feel a sense of belonging within our community
- Any imbalance of need caused by in-year transition and developing needs is addressed.
- Children learn and play with a wider variety of peers
- There is greater social interaction between children as they move through the school
- Children develop greater resilience

Pupil Conferencing

What would make you even happier at school?

“I’d like to have more friends.”

How?

- Staff observe the children's relationships in all areas of school life
- A child-centred approach. Children select three friends they would be happy to be in a class with. We guarantee that they will have at least one friend from that list.
- Year group teams work to ensure the re-organisation has:
 - A good balance of friendships/personalities
 - A range of attainment
 - A range of social and personal needs
 - A range of academic needs
 - Year group teams meet to discuss and finalise groupings
 - The Senior Leadership Team meet to agree new class lists

How can parents/carers
support from home?



How can you support from home?

- Stay calm and speak to children in these calmer moments
- Be positive
- Allow difficult Feelings
- Help children label their feelings
- Help children to find solutions
- Language of Friendship
- Communicate with staff
- encourage your child to manage their anxiety and ask for help when they need it

"The goal isn't to eliminate anxiety, but to help children manage it."

(Childmind.org)

NHS advice on supporting children

- Try not to become overprotective or anxious yourself
- Encourage your child to manage their anxiety and ask for help when they need it
- Distraction can be helpful for young children. For example, if they are anxious about going to nursery, play games on the way there, such as seeing who can spot the most red cars
- Turn an empty tissue box into a "worry" box. Get your child to write about or draw their worries and "post" them into the box. Then you can sort through the box together at the end of the day or week

Child Mind Institute

"Helping children avoid the things they are afraid of will make them feel better in the short term, but it reinforces the anxiety over the long run. Let's say a child in an uncomfortable situation gets upset and starts to cry — not to be manipulative, but just because that's how they feel. If their parents whisk them out of there, or remove the thing they're afraid of, the child has learned that coping mechanism. And that cycle has the potential to repeat itself."

Express positive — but realistic — expectations.

"You can't promise a child that their fears are unrealistic—that they won't fail a test, that they'll have fun ice skating, or that another child won't laugh at them during show & tell. But you can express confidence that they're going to be okay, that they will be able to manage it. And you can let them know that as they face those fears, the anxiety level will drop over time. This gives them confidence that your expectations are realistic, and that you're not going to ask them to do something they can't handle."

Respect their feelings, but don't empower them

"It's important to understand that validation doesn't always mean agreement. So if a child is [worried about something], you don't want to belittle those fears, but you also don't want to amplify them. You want to listen and be empathetic, help them understand what they're anxious about, and encourage them to feel that they can face their fears.

The message you want to send is, "I know you're scared, and that's okay, and I'm here, and I'm going to help you get through this."

Don't ask leading questions

*"Encourage your child to talk about their feelings, but try not to ask leading questions—
"Are you anxious about [your new class]? Are you worried about [next year]?" To avoid
feeding the cycle of anxiety, just ask open-ended questions: "How are you feeling about the
[your new class]?"*

Try to keep the anticipatory period short

When we're afraid of something, the hardest time is before we do it. So, another rule of thumb for parents is to really try to eliminate or reduce the anticipatory period. If a child is nervous about going to the doctors, you don't want to launch into a discussion about it two hours before you go; that's likely to get your child more keyed up. So just try to shorten that period to a minimum.

How do we support in
school?



In-school support

- Positivity
- Worry Boxes
- Transition sessions
- Circle times
- Learning Mentors

Links to Support Children with Change

- <https://lemonlimeadventures.com/what-to-say-to-calm-an-anxious-child/>
- <https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/anxiety-in-children/>
- <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/anxiety/>