



Building
stronger
families

Lincolnshire BOSS



Restorative Guide For transition from Infant to Junior School



RESTORATIVE
SOLUTIONS

reducing harm, resolving conflict



Flow Chart

Introduction



Responding to the child's worries



All about me & my current school



Junior School



What I am looking forward to and
questions for school



Pupil Passport

Introduction

This Guide is to be used in conjunction with the transition booklet.

The purpose is to help school staff and key adults to prepare pupils to move from Infant school to Junior school, however the materials and resources can be used to support transitions of other primary aged pupils.

The restorative approach is one that is focused on building relationships. Building and maintaining positive relationships with a key adult in school is key to supporting effective transitions. Using social stories, transitional objects and clear routines are other great ways of supporting transitions for children.

Engagement and participation are the key elements to this guide. To do this we will need to foster a safe environment; giving them space to have their voices heard. So, we can carefully prepare them to be able to cope with the changes they will be experiencing.

Within the booklet there are a variety of tasks and talking points which provide the opportunity for the young person to explore their hopes, expectations or worries around the transition process, while supporting the child to problem solve using a solution focused approach.

Responding to the Child's Worries

When working through this booklet children may express their worries and concerns around the change process. When responding to the child's worries, it is important to follow the following steps

STEP 1- Listen to the child

Respect their feelings by taking time to listen carefully,

Take the child's emotions seriously

Show the child that you understand what he or she is feeling.

Avoid judgment

STEP 2 -Name emotions

Help your child identify and name emotions.

Identify the emotions the child is experiencing instead of telling the child how he or she should feel.

Naming emotions helps soothe a child.

STEP 3- Find good solutions

Explore solutions to problems together.

Avoid phrases like "don't worry and it will be fine"

Support the child to problem solve and plan

Healthy Minds have lots of useful resources on managing anxiety and anxious feelings which can be found on their webpage

<https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/helping-you-help-yourself>

Finding out about the young person

The first two pages are all about relationships and developing an understanding of the young person's beliefs and abilities. It contains activities which can be carried out remotely or one to one.

All about me – This page is about the young person's preferences, and can be shared with their new class teacher as a way of starting to build a relationship.

Talking point

- Explore with the child what they particularly like about their hero and why they have chosen them

My current school – This section can be used to explore how that child learns best and what they need to help them, with a focus on past successes and looking at how they achieved them.

Talking points

- Explore with the child what they need to help them learn?
- Ask the child what are you most proud of?
- Encourage the child to explore how they achieved it

Outcomes

- Have an insight into how they may learn best
- They are able to identify personal achievements
- They can identify what they need to do to achieve something that makes them proud

Junior School and Key Contact

For this section, the current key adult will need to contact the Junior School on behalf of the child and gather the information.

If possible gain a photograph of the child's new teacher to be placed in the booklet and ask the new class teacher to write a welcoming message to the child. A social story about the transition to Junior School and any other pictures, photographs and resources that could be shared about Junior School would be helpful.

Outcomes

- For the child to recognise the class teacher
- For the class teacher to welcome the child to their class

Things I am looking forward to and questions I have about my new school.

Talking points

- Ask the child to think of things they are looking forward to at Junior School and why
- Encourage them to think about whether these are the same or different to Infant School
- Explore with the child any questions they may have about Junior School
- Try and encourage/prompt the child to think of ways they might be able to find out the answers to their questions with your help

Outcomes

- To provide an opportunity to explore hopes and worries
- To establish and identify expectations, feelings and fears
- To look at some of the changes they may encounter

Passport

This page to be completed by the Year 2 teacher and to be shared with the Junior School.

Outcomes

- To provide the Junior School with information about the child's hopes and challenges and what they may need to support them in school

Additional Information

If pupils have not had the opportunity to have closure: to say goodbye to friends/staff from their Infant School. They may be experiencing additional feelings; these can include; sadness, disappointment, feeling they have missed out, anger, worry, and many others.

It is important to have these feelings validated and normalised. They may need space, support and a medium to express these and to make sense of their loss, to enable closure to happen

There are many ways they can express these feelings:

Here are some examples:

- Schools to consider a special assembly
- Pupils are given an opportunity to return to their previous school to say goodbye
- Collage or memory box (A collection of special things relating to their loss e.g. photo, letter, transitional object)
- Draw or paint a picture to remind you of past experiences
- Having a quiet place to go if they need comfort
- Having the opportunity to talking about past experiences in a group or circle setting

How can parents support their children with transition

- Give the child time to prepare
- Listen to the child's concerns
- Read social stories about moving to Junior School
- Keep routines the same
- Talk to their child about change

Calming Activities for Children

- Invite the pupils to do a slow mindful walk around the class room/hall or playground. As they are walking ask them to focus on the different senses one at a time. Ask them to notice what they see, hear, smell, touch and taste for example:
- Design a picture of themselves as their hero
- Breathing exercises – Ask the children to breathe in and pretend they are smelling a flower. Breathe out and pretend they are blowing a leaf.
- Ask the children to imagine themselves as a tree. Ask them to feel the roots planted into the ground and to stretch out their arms to feel their branches. Imagine the sun is shining on the tree

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