



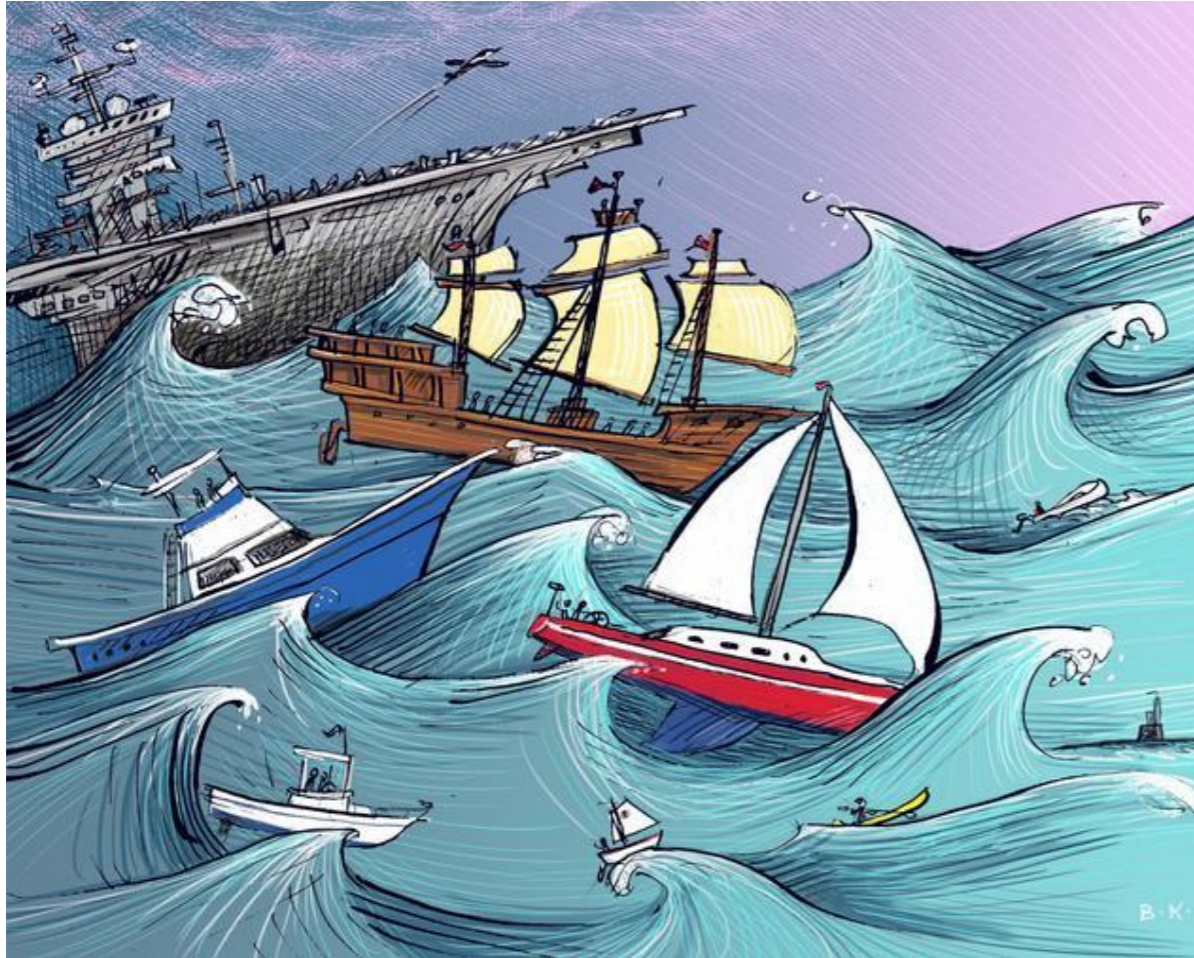
Cognus
Thinking about ... Education

Coffee morning for foster carers: The return to school

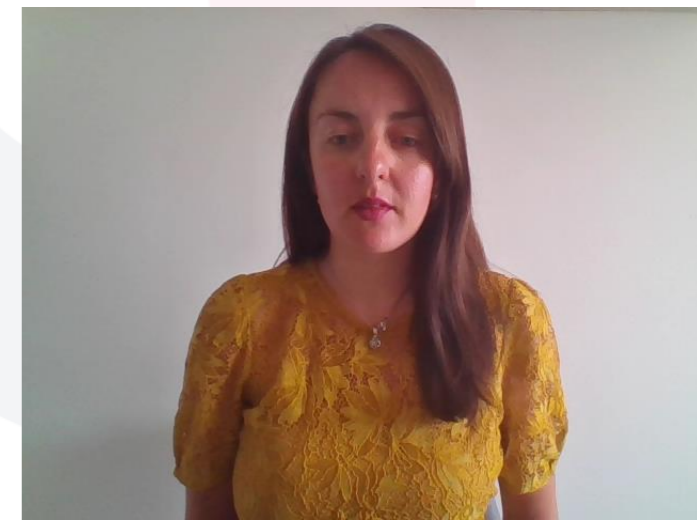
*Kate Payne
Educational Psychology
Service*



Current situation



“We may be all in the same storm but we are in different boats”

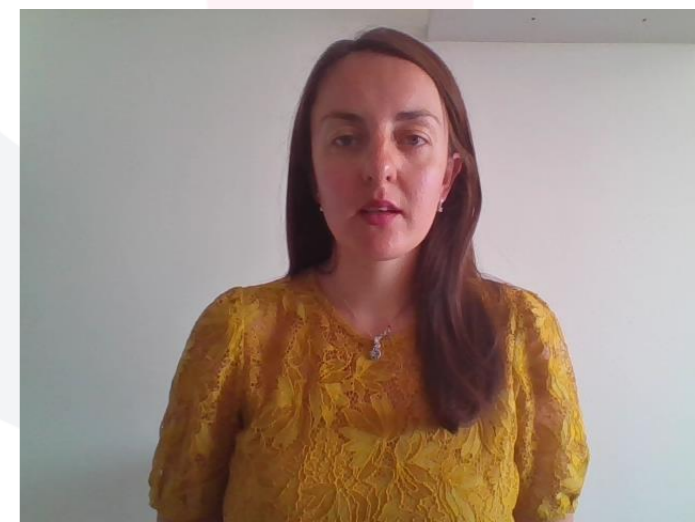


How can we support the return to school?

1. Feeling anxious is normal

Change is often stressful and while most children will cope fine, don't be surprised if your child has a wobble at some stage as they return to school.

Help your child to manage their emotions and remember to look after yourself too.

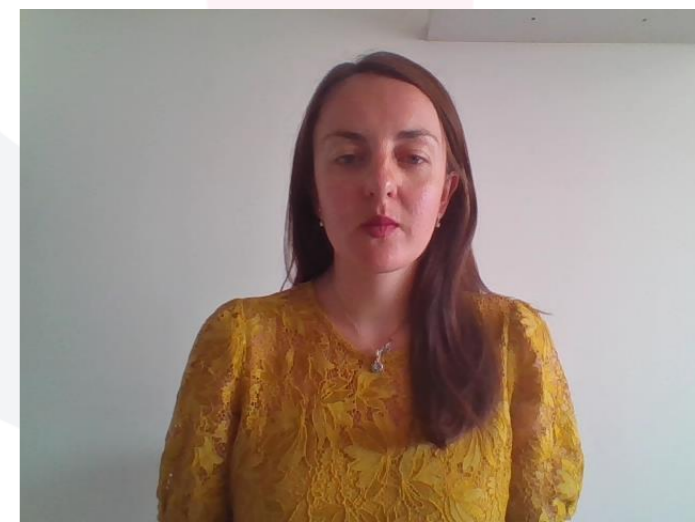


How can we support the return to school?

2. *We're all in this together*

Help your child to rebuild their important relationships and social connections to smooth the transition and promote wellbeing.

Help them to stay connected to their teachers, peers, and wider community.

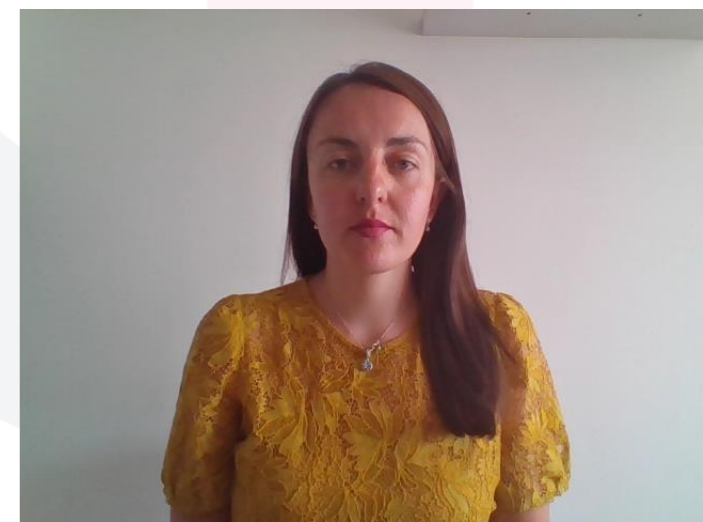


How can we support the return to school?

3. Getting prepared for school

Practical steps can be a useful way to get everyone back into the right mindset and feel ready for school.

Find out what school is going to look like when they go back so that you know what to expect.



How can we support the return to school?

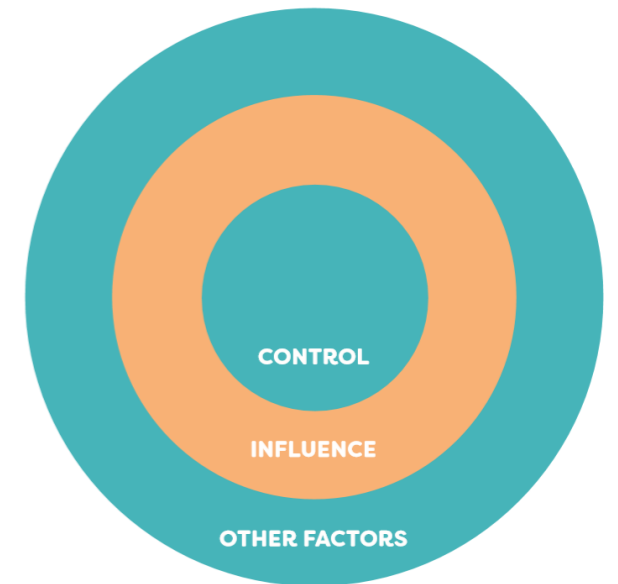
4. A worry shared is a worry halved

If your child has specific worries about school, you can help them manage these by giving them a chance to talk them through. Worry jars and stories can help them explore their feelings.

Talk to them about what is within their control and what is not, so that they can find ways to problem solve.

The Circle of Control and Influence

(Adapted from Covey, 1989)

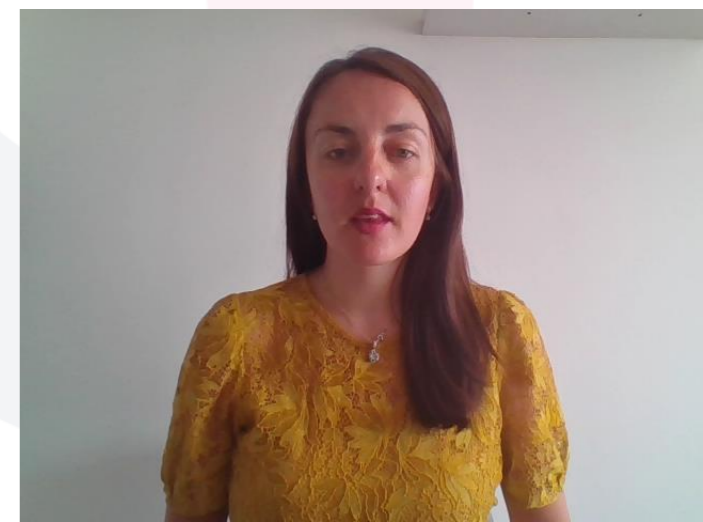


How can we support the return to school?

5. **Missing family and home**

Some children may worry about missing their foster carers or other family members when they go back to school.

They might need reassurance, family time or transitional objects to help separate from their home.



Next coffee morning on
Monday 1st June at 10am

Topic:
Home-based learning strategies

