

A Reality Transition

Supporting Child Development After Lockdown.

Dr. Emmanuel, Assistant Headteacher

Objectives

- Before lockdown
- During lockdown
- After lockdown
- Considerations
- Our approach
- Working together
- Concerns or Questions (via chat)















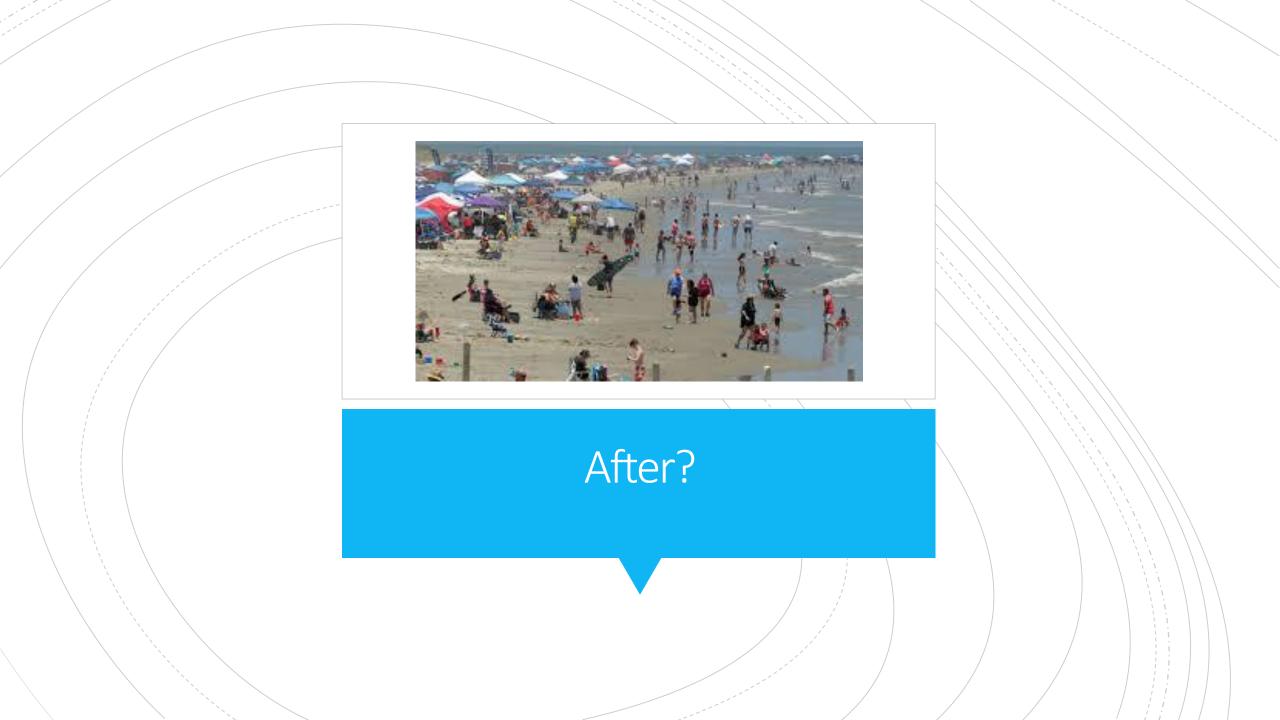


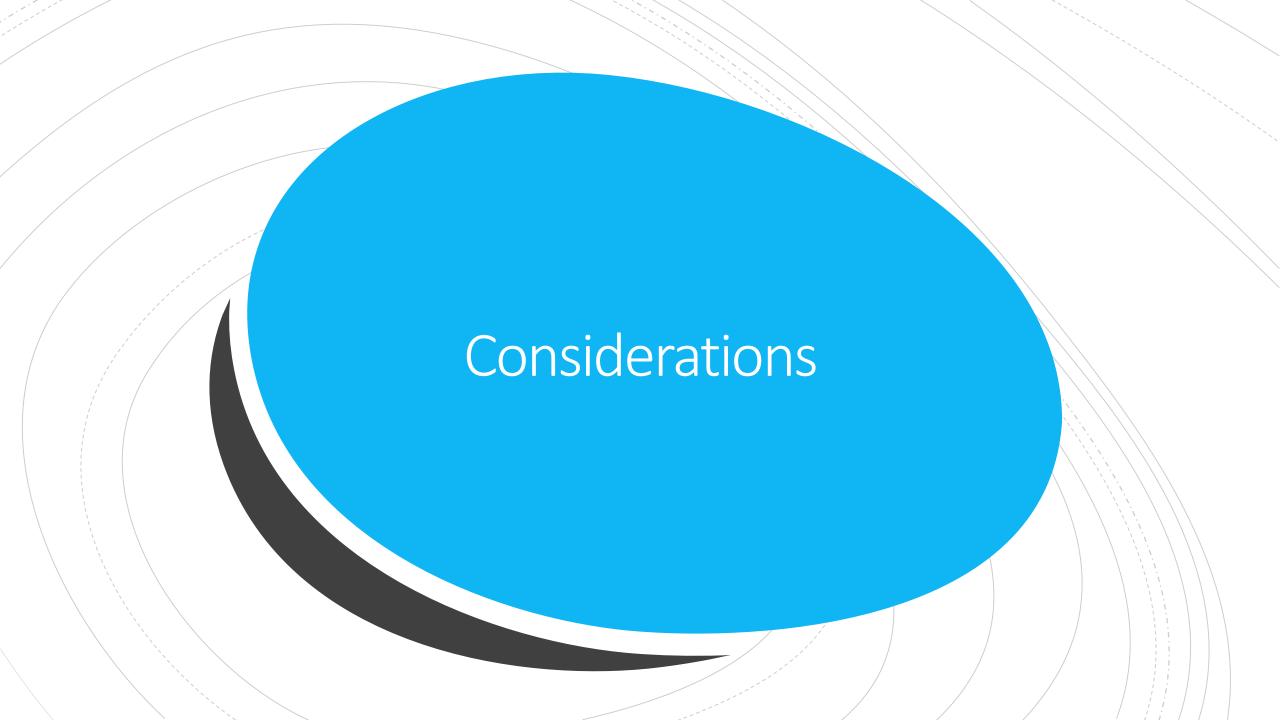
During

Not all bad...some thrived









A Social Issue



Relationships key



Our 'psychological selves' interact with technology



Persona or 'false self'



Starved of these complex interactions at a crucial stage of their development.



Reduced 'authentic recognition' and interpersonal complexity.

From Low to High Complexity

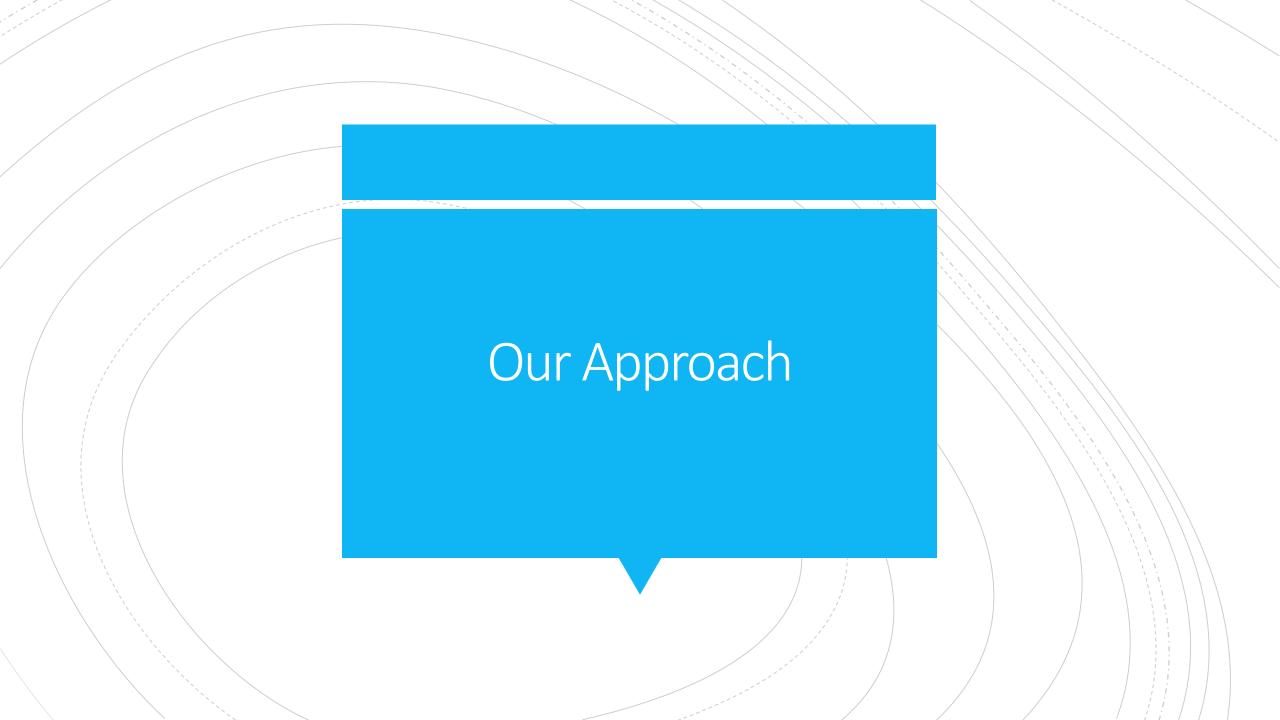
Environment of increased emotional complexity

Big transition, takes time, requires pacing Space to actively communicate (home and school)

Clear nonshaming ways for struggling pupils to self-refer

Understand, normalise 'fear'

Overstimulation



East Tilbury

- 'Biscuit time' continues, opportunities to talk
- Mental Health liaison and Thurrock MHT (CD, CS, RM, HA), pupil counsellor, classroom resources
- Nurture School
- Curriculum basic skills, responsive
- OPAL investing in quality outdoor experiences
- Clubs, outdoor learning
- Observing, learning and adapting (stamina, maturity, group work, basic skills)
- Signposting parents/carers to support, including curriculum
- Response to questionnaires



