

Information for Scotland's practitioners to support children's health and wellbeing during key transitions

'Applying nurture as a whole school approach - A framework to support self-evaluation' - This toolkit explains 6 nurture principles and provides resources to support early learning, childcare settings and schools who are applying a whole-school approach to nurture.

A toolkit of free resources and tips, from 'Mentally Healthy Schools' for primary teachers, school staff, parents and carers, to help address anxiety arising from COVID-19. In this toolkit you will find: a booklet to support schools; videos to provide practical guidance and tips to schools, parents and carers on mental health; and activities to ease anxiety that can be done at home or when schools return.

'Katrina's Children: Social Policy Considerations for Children in Disasters' (2007) - Applying lessons from natural disasters and how these have impacted the education system. This social policy report based on hurricane Katrina suggests we need to consider a multi-pronged and multi-level approach to education system recovery. Education to preparedness is one piece, as is capacity to respond from schools, after school programmes and wider community supports such as third sector.

Recommendations from the **Chartered College of Teaching report - Education in times of crisis: The potential implications of school closures for teachers and students, 2020:**

- Communicate, identify and fill missed gaps in the curriculum which could leave students who are transitioning vulnerable

- Support parents to look after children's mental wellbeing. This includes recognising and responding to stress/trauma and building resilience

- Consider what training practitioners will need to best support students who have suffered bereavement, stress and/or trauma

- Be aware of secondary trauma on practitioners. Ensure they have access to support structures which ensures staff's own health and wellbeing.

Recommendations from the 'Scottish Early Childhood and Families Transitions Statement' (2019):

- Recognition that attention given to transitions is part of ensuring quality in ELC and early Primary School

- Confirm child, family and educator participation in transition approaches through mutual consultation and support

- Include all families in transitions processes, Providing appropriate support to ensure equity
- Leadership and support for educators involved in transitions process, with a particular focus on play, pedagogy, curriculum and reflection

- Recognition that the transitions that are part of our system can be opportunities and tools for change

- Continued commitment to the entitlements of children, families and educators during the process of

'Are you Trauma Informed?' (2007) - This blog identifies the impact of traumatic experiences on pupils and their classroom behaviours. It advises on tried and tested practical approaches that can be used to improve educational outcomes and alleviate the impact of trauma. It highlights the importance of integrating self-care techniques for students and staff.

Trauma Informed Resources: Opening Doors and Sowing Seeds Animations (2019) - Was developed

by NHS Education for Scotland, in partnership with the Scottish Government. It is designed to be relevant to all workers within the Scottish workforce who work with children and young people. It aims to support staff to understand the impact of trauma and to know how to adapt the way they work to make a positive difference to the lives of children and young people affected by trauma.

'The Compassionate and Connected Classroom' (2020) -

This resource consists of a curricular and professional learning resource; it aims to raise awareness of the potential impact of adversity and trauma in shaping outcomes for children and provides support that can help mitigate the impact of these experiences.