

Settling in to the new academic year for those with lived ACEs

TouchBase
trauma recovery



For parents/carers

- Initiate some positive talk about learning and school, foster some excitement about the learning adventure ahead!
- Engage your child in some prep e.g. buying new school shoes, choosing a new pencil case, going to the library to research topics a week or two before school starts back.
- See if the school will support a brief visit onsite during an inset/prep day to see their classroom and meet their teacher before the official start of term.
- Pack the school bag together.
- Engage your child in choice of snack/packed lunch.
- Engage your child in school uniform prep so all ready for the morning.
- Early night before school starts.
- Early get up to support the school routine to start well.
- Let the child know where you will be whilst they are at school.
- Be explicit about how you will remember them whilst they are at school.
- Pop an encouragement note in their school bag for them to open once there.
- At end of day ask child to let you know a favourite part of their day and a tricky part of their day.

For education staff

- **Show up. Be mindfully present, regulated and connected.**
- **Ensure you meet and greet using the child's name, together with eye contact and a smile**
- **Be intentional about increased felt safety cues. (See Know Me to Teach Me book.)**
- **Show the child to their drawer/locker and seat.**
- **Seat them at the back or to the side of room with easy view of everyone and a clear exit.**
- **Remind the child of anything that will remain the SAME from last year.**
- **Organise a brief PEP talk with the child with Team Pupil present. (See Attachment Aware Schools book series.)**
- **Ensure the child has a thinking doodle notebook ready for listening/focusing time.**
- **Ensure that sensory breaks are facilitated at regular intervals throughout the day, starting the school day with a sensory break and ending the school day with a sensory break. The frequency needs to be matched to level of stress carried from the past and/or present.**
- **Give lots of notice for transitions and changes throughout the day.**
- **When something is about to end, let them know when they will see the member of staff next or do the activity they are involved in next as opposed to focusing too much on the ending.**
- **Have spare equipment ready.**
- **Use yes responses as opposed to no responses.**
- **Be explicit with this child about hope. Hope on their behalf of all they could be and all they could possibly accomplish.**
- **Be explicit with this child that they will make mistakes, that they will mess up from time to time as they are human and that this is ok. That you will together find ways through that.**

