

Go to

Starting a new school



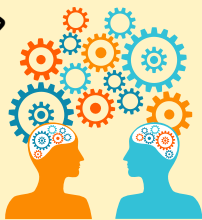
How do you feel about your child's move?
Try to take time to acknowledge your own feelings as you oversee practical preparations. This way, you will be supporting your child to do the same.

If this is a change from primary to secondary, embrace & encourage the increasing independence your child will need.

We all cope better with change if we feel well prepared and supported.

It may be useful to consider together...

- * What does your child already know?
- * What will stay the same?
- * What will change?
- * Are there any worries?
- * What could help?
- * What would they like to know?
- * Where would you find information?



Maybe include an older child to help with hints & tips from their own experience.

Find out how your child is really feeling about moving school.
Try not to assume that you know.

Create talking opportunities instead of obvious questioning. 'Walk'n'Talks' or 'Car Chats' can feel much easier & will be more constructive.



Practicalities

Getting the basics sorted in advance creates confidence and avoids last minute panics. e.g. practise the journey to school, plan arrangements for lunch, agree mobile rules.

As much as possible, aim to be 'alongside' and supportive, rather than directing and organising.

Some anxiety can actually be a good thing.

Some feelings of anxiety during new experiences are really healthy. The increased awareness means we are better prepared to notice differences and process changes. Some anxiety means our body is helping us to manage new environments more successfully.



If anxiety levels have become too high, help is available...

Go To for Emotionally Based School Avoidance



We are here to support, listen or advise anytime. Contact us Monday to Thursday 9am to 9pm. Friday 9am to 5pm and Saturday 9am to 1pm

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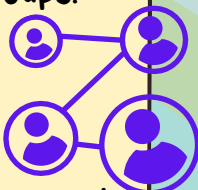


**Parent
LineNI**

0808 8020 400

Schools are usually very well prepared to support new pupils & parents with all the changes.

- * Try to make a good connection with one key person e.g Year Head.
- * Try to attend any open days and getting-to-know-you sessions.
- * Take virtual/real school tours.
- * Try to connect with PTA groups.
- * Encourage your child to join after school sports & hobbies to nurture new friendships.
- * Stay involved with teachers/parents.



This is the time to start stepping back.



Create learning experiences to get young brains in gear for independence.

- * Try 'what do you think?' instead of answering every question.
- * Encourage problem solving instead of sorting an issue.
- * Ask your child to plan routes, organise what is needed for outings.
- * Encourage your child to generally anticipate, plan and prepare.
- * Add duties and responsibilities to help your child feel 'I can do it'
- * Create opportunities to teach prioritising issues & managing timings.

Plan B

Try working together on some specific solutions for the what ifs?

- * What if the bus does not come?
- * What if you forget something?
- * What if you are not well?



Whose responsibility?

This is where you begin to find a new balance between supporting your child, and trusting them with important new self-reliance and their own responsibilities.

Natural consequences

Allowing your child to experience the natural consequences of not doing something, is important learning.

A clear understanding of 'whose responsibility' can protect relationships.



Link to additional useful information...

Parentkind

Create a home haven,
provide the balance.



- * Ask open questions to keep communicating e.g. what? how?
- * Maintain predictable routines.
- * Maintain fair parenting boundaries and expectations.
- * Try to avoid any other changes or moves around this time.
- * Actively create daily space for fun, downtime & being together.



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