

School Readiness

MENTAL HEALTH SUPPORT TEAM (MHST)
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Achieving for Children
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Clinical Commissioning Group

 **achieving
for children**

 **Are you OK
Kingston?**

 **Are you OK
Richmond?**

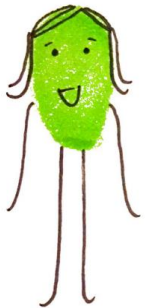


Objectives:

Defining school
readiness

Exploring why
school
readiness is
important

Strategies to
support your
child before
they begin
school



What is school readiness?

School readiness is:

- ability to cope emotionally with being separated from parents
- being relatively independent in their own personal care
- having a curiosity about the world and a desire to learn
- having strong social skills

(PACEY, 2015)



Transition anxiety:

Starting school can be an anxiety provoking time for both parent and children.

Anxiety impairs ability to:

- Take in new information and enjoy learning
- Control attention and stay focused on task
- Get along with other children and adults

This can impact a child's ability to cope with the demands of school and learn effectively.

Promoting a child's attachment to school is the main task for parents and carers in preparing for transition to reception



What is attachment?

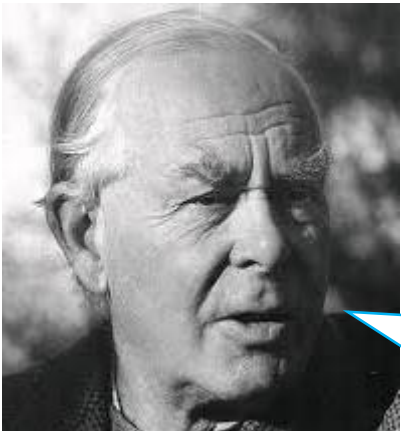
Attachment refers to the “*lasting psychological connectedness between human beings.*” Bowlby 1969

- Attachment is **co-created** between an infant and a primary caregiver
- Dependent on capacity of a caregiver to be predictable, consistent and emotionally available
- The aim of attachment behaviour is closeness or contact with the attachment figure with the associated feelings of security and safety.



The Secure Base

- This attachment relationship enabled you as the parent/caregiver to become a secure base for your child.
- You provided your infant with emotional security in fear-provoking situations
- Importantly, as a secure base, you supported your child to explore the world around them, promoting their natural curiosity about the world and encouraging social learning. They could reach out into the world, knowing you would be there to comfort them in times of need.



Bowlby, 1973

“Not only young children..., but human beings of all ages are found to be at their happiest and to be able to deploy their talents to best advantage when they are confident that, standing behind them, there are one or more trusted persons who will come to their aid should difficulties arise.”



Attachment and relationships

- These early attachment experiences during infancy influence how the brain develops during the years up to adolescence,
- It shapes how we learn to calm our emotions, how we understand ourselves and how we relate to others and the wider world.

Internal working model

Template for relationships

Self

Others

The
world



School as the secure base

In addition to their primary attachment relationship with you, the hope is that your child also forms an attachment to their school and this acts as an additional secure base through:

- **Providing safety**
- **Providing emotional security in fear-provoking situations**
- **Promotes opportunities for learning, play, socialising and contribution**

This enables school to be a place where they can feel safe to explore and their learning can thrive.



How can you promote attachment to school?

- Build expectations of school as an exciting place.
- Read stories about school to your child.
- Explain what will happen during the school day and what will be expected of them.
- Talk to your child about their future teacher, introduce your child to the teacher if possible.
- Talk through the journey to school, who will be taking them/ picking them up from school.



Other skills that will build school readiness include:

Autonomy – self care

Managing emotions

Developing empathy

Social skills

Communication skills

Routine

