

Kyra Wellbeing Newsletter

W/C Monday 27th April 2020

Tips for a Smooth Home Learning Routine

When supporting your child's behaviour, and their social and emotional needs, there are a few key principles that should help:

- Find your new routines. You could share [this video](#) with your child. Talk to them to help them plan their new routines.
- Look for the positives. If we can catch them doing things right and praise this behaviour, we're likely to get more of it.
- Model the coping techniques you are using. Talk to your child about the struggles you face and how you are addressing them – and don't be afraid to be open about getting it wrong and trying a different strategy. Encourage your children to explain the approaches they are trying too.
- Speak to your child and trust your judgement about what works for them above any generic advice.

Taken from the [Education Endowment foundation: Four Tips for a Smooth Home Learning Routine](#)

Supporting home learning routines Planning the day



Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a [regular](#) routine is key recommendation 4 of the EEF's guidance report [Improving Outcomes in Schools](#)

| | M | T | W | T | F |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I woke up at a good time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I did some exercise. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I had regular meals and drank water. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I enjoyed some reading in a quiet space. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I practised a maths skill. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I completed some school work at my work space. I chunked it so I had some breaks too. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I talked to my family about my day and how I am feeling. I asked them about their day. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I helped with a household job and talked to my family while I did it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I contacted my friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I spent some time on my creative hobby. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My parent/carer told me what I did well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My goal: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My goal: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Blog: Home Schooling Week 6 – Taking Notice

Anna Miller

“I was struck by the idea in the session that we may all be experiencing grief or loss of some kind during this pandemic; grieving the loss of our usual routine and possibly our sense of purpose. We might be grieving the loss of face to face contact with friends and family or experiencing anticipatory grief (fear of possible loss in the future) which can damage our collective sense of safety. This all resonated strongly with me and so I am interested to learn more about how mindfulness practice might be supportive at this time.”

A blog for parents providing a shared experience week 6 of lockdown and social distancing Author Anna Miller, Mobilise Project Research Champion & Mum.

[CLICK HERE TO READ THE FULL BLOG POST](#)

Blog: Wellbeing Check

Claire Blackburn BSc (HONS) dip couns BACP (reg), Counsellor Private

“As we begin week 6 of lockdown it can be helpful to consider a wellbeing review, not only for yourself but for those in your house with you. A wellbeing review lends itself to ‘checking in’ with what is and isn't helpful for you and your family. You may wish to consider what you might do that you are perhaps not and what things you are doing that may not be helpful.”

[CLICK HERE TO READ THE FULL BLOG POST](#)

Useful Links:

Every Mind Matters: Your Mind Plan (Public Health England): Answer 5 quick questions to get your free plan with tips to help you deal with stress and anxiety, improve your sleep, boost your mood and feel more in control. **Your Mind Plan is only for people aged 18 years and over** and is designed to point you in the right direction. It is not a medical assessment – if you're worried about your health you should speak to a healthcare professional. – [Click here.](#)

#GrowHappy by the Landscape Show: Let's all plant some of the very happiest flowers - sunflowers! - and see just how much happiness we can grow. **A 100 day challenge to grow the tallest sunflower!** More information about the competition: [Click here.](#) Email: info@landscapeshow.co.uk for a childrens' information pack and sunflower seeds.

EEF Guidance: A range of resources for families to support home routines, social and emotional learning and behaviour and valuable learning opportunities, such as shared reading: [Click here.](#)

