

# Guidelines for a significant Change and Loss event

## What we might see

### Reactions

These may present themselves months or years after the event so it may be difficult for staff or other pupils to relate behaviours to the past event.

Don't be surprised by an unusual behaviour! All behaviour is communication

### Explanations

#### Reactions may be triggered by environmental cues

Children may be affected by a song, article of clothing, figure of speech that reminds them of their loved one.

#### Special occasions can be difficult

Note significant dates which may affect child e.g. birthdays. Make sure other staff are aware of these and possible reactions from child.

#### Consider possible reactions to certain class/assembly topics

e.g. making father's/mother's day cards – do ask the child if they wish to be included.

#### Don't be afraid to acknowledge potentially difficult times with child

e.g. I know Christmas is coming up and this may be a very different and difficult time for you all this year without your dad/mum – so don't forget if it helps you can always come and see me.

**Revisit Nurture Training and Change and Loss Materials:**  
Staff Tips and Change Activities and Information Booklet.

## What we can do

### Maintain structure, normal rules and expectations of behaviour.

Quietly check on a regular basis how things are going.

### Help child work out and meet priorities.

If problems arise, ask child what they think could be done to improve situation

Organise ways for child to cover missed work and consider other ways of helping child complete homework tasks

Consider use of a time in card

### Support the maintaining of positive relationships with peers and staff

Sensitivity to the child's needs is crucial

### Child may benefit from formal support from peers and school staff.

Look out for indication of isolation, incidents in playground.

### Consider impact of loss on child when considering consequences.

e.g. it may be inappropriate to punish for bringing incorrect equipment to school but lashing out at a peer may require sanction.

Use Restorative Approaches to support conversations

### Staged Intervention & Additional Support

If appropriate the child can be identified as having additional support needs and placed on staged intervention.

### Concentration is often diminished, child is often tired and disorganised and may need more of your help than usual.

Consider strategies to support concentration and motivation e.g. Shorter, high interest tasks. Refer to Staged Intervention model.

Consider consulting Management team, Pupil Support, Principal Teacher, Child Protection Officer etc

**If child's needs seem to last unusually long or seem unusually severe, talk to your Educational Psychologist.**

For further information on change and loss, please contact your school Psychologist.

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