

## THE AFFECTED CHILD FACES SCHOOL BREAK OR GRADE REPETITION AFTER INTERVENTION

### Situation

The pupil cannot go back to class after the intervention. They might need to repeat the year or take a break from school because they were not able to study during their illness and treatment.

### Reflective questions

1. What emotions might arise among the classmates, and how can you try to make them feel supported and understood?

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2. How can you approach the conversation with the pupils' classmates in a compassionate and sensitive manner?

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3. What additional resources do you have available and how can you use them to support your pupils and yourself?

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4. What farewell activities can be organised to help classmates say goodbye?

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## Possible approaches

Compassionate Conversations and Rituals: Initiate a compassionate and understanding conversation with classmates about the reasons their friend cannot return to the class. Create a safe space for classmates to express their emotions and seek answers to their questions. Offer a farewell for the pupils' classmates, and plan it together with your pupils to say their goodbyes.

## Approaches according to the eHandbook

When the re-entry phase, after a prolonged absence due to illness or treatment starts, but in a different class, make sure your colleagues are prepared to ensure a smooth transition back to school. Collaborating with other teachers, psychologists, and parents is important to provide the necessary support for the returning pupil. Key factors are adapting the school environment to meet the pupil's needs, communicating effectively with teachers and classmates about the pupil's condition, and implementing gradual inclusion strategies. The pupil's progress should be checked frequently, and support needs to be adjusted accordingly. Yet, empathy and understanding are a top priority. The handbook offers a well-structured guide on how to integrate a pupil after illness.<sup>1</sup>

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<sup>1</sup> ABILITI Teacher eHandbook, pp. 49-53.