

# The Road to Recovery

## Context

Since March 20<sup>th</sup> 2020, many children have been unable to experience social interaction with their friends, extended family and their teachers. They have lost their usual structure, routines, freedom and in some cases, their voice, because they are not able to attend school, where some children have access to many more life-enhancing activities than they would at home. Some children may have been without their usual freedoms such as playing outside and visiting leisure areas. Some may have experienced bereavement of friends or family. As a result, emotions are heightened and anxieties flourish.

The same could be said of many adults- this includes those working from home.

However, it is also important to remember that in a small number of cases, some children have flourished- these are the children from key worker and vulnerable families who have attended school every day and who have had a more personal teaching experience than ever before and who have made significant progress; their voices must not be forgotten.

The same could be said of many adults- those teachers who have worked in school with small groups of children and who have seen how resilient these learners have been and how quickly they have adapted to their new surroundings.

Therefore, it is essential that we share and we talk about these differing experiences when the children and adults return to Belvoirdale in the autumn term. We will do this with a simple *Road to Recovery Plan*, devised by all stakeholders, inspired by shared experiences and delivered by everyone through the daily curriculum.

## Aims

To support the mental health and well-being of children and adults so that the route to resilience remains a collective goal in our desire to become strong learners.

***At Belvoirdale Community Primary School, we all work together,  
to respectfully explore the world we see.***

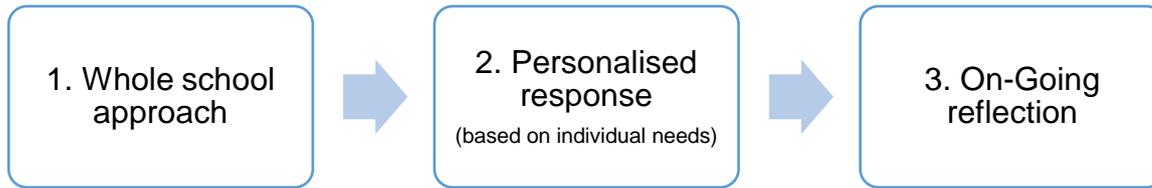
***We are confident, resilient and independent and strive to the best that we can be.***

## We will

- Recognise the experiences had by all
- Promote a sense self-worth through- *Good to be Me*
- Promote friendships and social interactions
- Restoring trust and relationships –Children and staff
- Rebuild a sense of community
- Install structure and routine
- Prioritise learning

## Supporting everyone

There will be a three phased approach:



### 1. Whole school approach

This will encompass the main curriculum. For most children and adults, this will be sufficient to meet the aims set out above, although their journeys will happen over different time frames. From the activities planned, staff will be able to identify those who need more support in their recovery which will lead to a personalised response. Collective staff meetings will allow all staff to share (if they so choose) their experiences of lock down. Support from LA wellbeing services will also be promoted.

### 2. Personalised response

Where pupils are unable to engage in the curriculum, further work will be undertaken by school staff such as the ELSA, SENDCo and or sports coach to enable them to meet the above aims. This may include one to one sessions or in school-out of school activities.

### 3. On-Going Reflection

To ensure that time for reflection and discussion is embedded within the daily, weekly and termly timetable so that experiences are not forgotten or locked away. Staff meetings may also include more social activities instead of a focus for academia.

## Recognising the experiences had by all

Time will be given to share the experiences of lockdown. Space will be allocated during the day for reflection and sharing. These will be morning, lunch and end of day although discussion should be encouraged whenever further reflection is needed. Sharing experiences can be done through relating experiences to topics in the curriculum, specific PHSE, reading (DERIC), worry boxes, mood charts, assembly and or themed days.

### Promote a sense self-worth through- *Good to be Me*

*Good to be Me* working walls can focus and collate shared experiences. Belvoirdale characteristics will take a heightened presence within the curriculum and positive reinforcement will be promoted at every opportunity. Parents/Carers will be encouraged to reinforce and celebrate success in school at home also. PHSE themed days will promote a sense of self-worth. Lunch time sporting activities as well as PE will celebrate achievement.

### Promote friendships and social interactions

FAB clubs will take place on the first Friday of term. These will be in OWN classroom groups due to COVID interaction restrictions.

Friendship themed day will promote the benefits of positive relationships. Visits to former teachers and classrooms to share new experiences will be encouraged. Daily mile will support physical activity which will promote mental health.

### Restoring trust and relationships with staff

*"Remember me? Don't forget me."* Year 5 child June 2020 in a letter to HT

Some children may have felt a level of abandonment from family, school staff, through no fault of the school. It will take time to build up their trust and restore relationships. Staff will continue to nurture and support through positive words and role modelling the school values. Within the day there will be plenty of opportunity to talk and play

together, allowing time for 1-1 conversations. Staffing will be kept as consistent as possible. Adults will also need to rebuild relations with team members. Staff meetings will be, where possible, interactive with a sense of relaxation and fun!

### **Rebuilding a sense of community**

Communication between school and home will continue to be a priority. Wherever possible, the celebration of children's achievements will be shared with parents.

### **Install structure and routine**

#### ***The school timetable will predominately stay the same.***

This means that discussion and reflection times will be built into the school timetable as it stands although separate PHSE stand-alone lessons will be provided for the first term related to assembly-whole –school themes surrounding mental health and well-being themes related to loss, staying safe- resilience etc.

Daily elements such as the daily mile, circle time/reflection will be written into the timetable while English, maths and curriculum will still remain the same every day although the lesson length will be shortened for the first two weeks. The timetable will be re-evaluated on a regular basis to ensure that all pupils within the group are coping with the transition back to school.

The first two weeks (13 days) August 26th to Sept 11<sup>th</sup> will include Items such as discussion and reflection times- promotion of *Good to be Me* topic and one themed day related to *Good to be Me (You can't forget me because.....)*

### **Sports Afternoon (TBC)**

Within the first four weeks- Each class will have a Sports afternoon organised by the sports coach. Parents will be invited into school (school field) to watch their class (max 30 chd) complete a Sports-Day-like event. This will demonstrate resilience, a can do attitude and remind children and parents that Belvoirdale is a positive-thinking community.

### **Prioritising Learning**

*Learning will always be prioritised at Belvoirdale.* However, the first few days of any new term and class are at the behest of the class teacher. Rules and routines must be prioritised and established.

Within the two weeks a baseline of core subjects/abilities will be taken. This will be devised by CORE subject leaders with the support of school improvement leaders.

Interventions quickly established by school improvement leaders.

Academic **Catch Up** will utilise, where possible, the skills of current staff. This may include before and after school sessions. Government funding for catch up may be used for this purpose as well as the proposed national online tutoring programme being devised by the EDF (Education Endowment Foundation)

## Action plan

<b>Objective/Target</b>	<b>Actions</b>	<b>Success criteria</b>
<i>Address the needs of all returning to school</i>	Timetables to be adjusted to reflect needs	Feedback from teachers and children indicate that wellbeing is good Behaviour is good/incidents of disruption are minimal Parents are positive in their feedback
<i>Establish a clear timeline of events</i>	Diary dates communicated	Staff have clear expectations and deadlines are achieved Communication is strong and parental feedback is positive
<i>School leaders to lead from the front</i>	Responsibilities to be shared	Collective responsibility enables leaders to flourish Colleagues are allowed independence and deadlines are achieved School improvement leaders are forthright in opinions and actions Impacts are effective
<i>To know where chd are academically</i>	Complete baseline assessment	Target Tracker is overhauled Teachers are confident in targets Chd know what they have to do to progress
<i>To know where chd are emotionally</i>	Establish support networks	Feedback from teachers and children indicate that wellbeing is good Behaviour is good/incidents of disruption are minimal Parents are positive in their feedback
<i>To know where staff are emotionally</i>	Establish support networks and reflection time	Staff meetings are positive Support networks are strong
<i>To identify where support is needed</i>	Establish effective and structured intervention	Precise interventions are established Chd make progress
<i>To re-establish wider school curriculum</i>	F.A.B and after school clubs organised quickly	School appears to be functioning well Chd have access to a broad and balanced curriculum
<i>To hear pupil voice</i>	School council established immediately	School council, and prefects are seen and heard
<i>To Communicate with parents quickly and clearly</i>	Parent meetings and support networks established	Feedback is positive Attendance is strong
<i>Safeguarding and Vulnerable families are monitored regularly</i>	Fortnightly meetings are maintained. Supportive actions between agencies are maintained	Chd and families are supported Attendance improves