



Inclusive Multi Academy Trust Recovery and Wellbeing Overview

The following plan gives advice and guidance for our staff to support our children during the phased return to school.

Research has been taken from:

The Recovery Curriculum
The Nurture Classroom
The Resilience Framework
The Swan Approach

Adopting the Approach of the Recovery Curriculum

"The anxious child is not a learning child"

Helping children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom

If you are interested in reading more about the principles behind the recovery curriculum, please click this link.

<https://www.evidenceforlearning.net/wp-content/uploads/2020/04/Recovery-Curriculum-Loss-and-Life-for-our-children-and-schools-post-pandemic-3.pdf>

ALL RELATIONSHIPS ARE KEY!



EVERY POSITIVE INTERACTION

WILL HELP CHILDREN

THRIVE AND FLOURISH

*Nurture and Create an environment to have fun! – to laugh together - to relax – to teach our brain that
school is a safe place – THEN learning can begin!*

YOU are laying the foundations for future learning

Key messages from the Recovery Curriculum

- Daily activities e.g. Zones of Regulation check ins will give us the opportunity to give a voice to the children and assess their understanding of what they have heard on the news and in the community, to address fact from fiction, and support them to match and recognise emotions. We need to talk about the virus. Do not dismiss it
- Children may be apprehensive and may return in a fragile state (what this look likes will vary from child to child)
- Remember this has happened for *all* children (not just the most vulnerable children)
- Some children will struggle to re-engage and it may not necessarily be the children we expect
- All children have gone through a period of neglect. Not wilful neglect but enforced neglect from key relationships
- Building bubble relationships are key to success
- Meet the child emotionally where the child is.
- Apply concepts around attachment and ACEs. Covid-19 is an Adverse Childhood Experience

Entitlements to be included in the bubble day until the end of term:

- Calm start – Journaling, yoga, mindful colouring, emotional check in, drawing, reading, soothing music – Mozart has been proven to have calming impact on the brain?
- Zones of regulation – Displays that the children use to check in or can indicate how they feel
- New routines are done with humour and a smile. Rehearse them with music or through a game to diminish strangeness and make it easier to remember. Eg The Baked Potato song/ The Hug
<https://www.youtube.com/watch?v=3Zvg1ZF6WEk>
<https://www.facebook.com/faberchildrensbooks/videos/the-hug-by-eoin-mclaughlin-and-polly-dunbar/329053337822164/>
- Also refer to the story, **Coming back to school in a bubble**. This is a pdf which is attached.
- <https://www.youtube.com/watch?v=RGNi0mEmwpl&feature=youtu.be> **This is a story on you tube about coming back to school and being in a bubble.**
- Circle times – Using Seal and PSHE Portal –
<https://padlet.com/grahamandre07/backtoschoolpshe>
<https://www.twinkl.co.uk/resources/pshe/relationships/ks1-pshe-seal>
http://www.lancsngfl.ac.uk/curriculum/pshe/index.php?category_id=184
- **Jigsaw – Recovery Pack & Mapping Tool – Lessons include Welcome back, Coronavirus explained, feeling safe, reconnecting, being positive, managing fears, gratitude, bereavement + assemblies (on each school server)**

- <https://www.redcross.org.uk/get-involved/teaching-resources/coronavirus-how-to-build-resilience-and-diffuse-tensions>
<https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382>
- Five Ways to Wellbeing – Activities Connect, Be Active, Take Notice, Give, Keep learning
<https://www.derbyshire.gov.uk/social-health/health-and-wellbeing/mental-health-and-wellbeing/five-ways-to-wellbeing/five-ways-to-wellbeing-young-people/five-ways-to-wellbeing-for-young-people.aspx>
<https://www.healthyyoungmindsinherts.org.uk/five-ways-wellbeing>
- Mindfulness sessions – Headspace, Pobble 365, **Mindful Herts**, Cosmic Kids, *Mindful Herts Paws B Mindfulness lessons for year 6 One hour per week*
<https://www.headspace.com/meditation/kids>
<https://www.pobble365.com/>
<https://www.cosmickids.com/>
<https://www.themindfulnessinitiative.org/Handlers/Download.ashx?IDMF=e7822fad-a910-496f-a7cd-1ad644e8f1d5>
<https://www.bbc.co.uk/cbeebies/grownups/go-explore-app-your-mindful-garden>
- Outside time including the Daily mile
- Mental Health learning
<https://www.wfctrustmentalhealth.com/post/positive-minds-online-programme-launches>
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>
<https://www.twinkl.co.uk/resources/ks2-pshe/health-and-wellbeing-pshce-subjects-key-stage-2/health-and-wellbeing-pshe-subjects-key-stage-2>
<https://www.mymind.org.uk/about-mymind/professionals/resources-for-professionals/>
<https://beaconhouse.org.uk/resources/>

Other opportunities to include

- Virtual assemblies
- Bubble breakfast
- Cooking
- Gardening

Week One Bubble Entitlements

These need to be completed over the first week

Take time to reconnect

- Recognise that Social distancing rules are new to most children and will feel strange



Over the School Day:

- Decide on a team name together
- Create a team flag (one per bubble)
- Name labels laminated on each table which the children design
- Members of staff to be called "Team Leaders"
- Create own **Zones of Regulation** for your classroom – write and laminate your own names/pictures (teachers to also have their names as we want to show that everyone moves between the zones and we all feel differently and need to regulate ourselves – feelings effect our behaviour and all feelings are 'ok'). Staff to refer to these zones throughout the day to increase emotional literacy – "I wonder if you are feeling blue because you are tired?"



- Each child to create a **new Network Tree or Flower or hand**, depending on the school (**Refer to Protective Behaviours Training Zoom**) – promote

time to talk about friendships/relationships/belonging – who are their new trusted adults – school is a safe place (links to the 6 Nurture Principles). Their network will be reduced due to being in a bubble. Children can phone or Zoom the PST teams.

- Prepare new **visual** timetable for the new structure of the day together as a bubble – what does the new school day look like, how & where will breaks take place, one way systems around the school, lunchtimes?

- Children are reminded that they are part of something bigger than themselves and that they belong
- Children feel part of a community and feel safe again within that community
- Sense of belonging re- established



	<ul style="list-style-type: none"> • Share new 'rules', values and explain social routines – e.g social distancing – how this will work in practice for you all (what will it look like). Children could sign these and put them up on a display wall. • Use Social Stories to explain social distancing, washing hands etc. • Create a new safe place at least 2m away maybe in the cloakroom for example– just somewhere else they could go if they feel overwhelmed. 	
<p>Make time to talk</p> <ul style="list-style-type: none"> • Children may not have had the opportunity to discuss their feelings whilst at home • Family circumstances will be different so time to talk is vital 	<p>Take time to talk if a child brings up an experience they have had during lockdown Talk through any concerns about returning to school they have or they have heard Read through the Coronavirus social stories</p> <p>You may wish to use Jigsaw Recovery pack resources (on each school server)</p>	<ul style="list-style-type: none"> • Any misconceptions about the Coronavirus are challenged and discussed • Children's feelings are recognised as important and listened to • Children reassured
<p>Refresh</p>	<p>Five Ways to Well-being</p> <p>Daily Mile</p> <p>Calm Start</p>	<ul style="list-style-type: none"> •

Nurture as part of our tailored curriculum

Following the experiences of Coronavirus and lockdown, our curriculum needs to be designed around a nurture model. Reframing social distancing to physical distancing.

On arrival the children should be welcomed at the school gate by a familiar member of staff before entering their bubble. On the first day having bubbles blowing at the entrance gate.

The six key principles of nurture are:

1. **Children's learning is understood** developmentally – *It is not about catching up concepts and skills which have been disrupted by a trauma. Children need to feel safe and secure before new learning concepts are taught.*

Provide positive and fulfilling experiences through enriching play experiences. Children thrive when they laugh and can recognise and appreciate personal strengths. Returning to school should be fun. **Adding academic**

pressure at this time will add to children's stress

- <https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf>
- <https://www.playengland.org.uk/about-us/why-play-is-important/>
- <https://www.llamau.org.uk/news/the-importance-of-play-for-children-during-social-distancing-and-self-isolation>
- <https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/coronavirus-wellbeing-activity-ideas-for-schools/>
- Provide meaningful, practical, multi-sensory experiences. Small steps, simple instructions and active modelling.
 - When thinking of activities – keep in mind using all their senses Touch, taste, smell, hearing & sight
 - <https://jojoebi.com/50-easy-sensory-activities/>
 - <https://handsonaswegrow.com/non-touch-sensory-activities/>
 - <https://www.thechaosandtheclutter.com/archives/huge-list-outdoor-sensory-fun>
 - <https://mommypoppins.com/ny-kids/99-sensory-activities-for-any-child>
- Differing attachment styles of the children may need a different approach from the adult.
 - <https://www.psychalive.org/identifying-your-childs-attachment-style/>
- The adult needs to be flexible in their approach and understanding that children will all have had a different type of home schooling experience.
 - <https://www.gottman.com/blog/an-introduction-to-emotion-coaching/>

2. **The classroom offers a safe base** – *The children are not returning to the same physical space as before and with limited movement around school. Making school a secure base will need a proactive and consistent approach in their bubble -- map of the school showing one way system so they know which way to go or include this in the video that we can put on twitter and email out to parents before they come in that week?*
- **Social story of how school /bubble will look and what to expect (need to be done before 8th June)**
 - <https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>
 - **Video of their classroom and expectations of what they can and cannot do. However, the message that it is safe and you will be there for them every step of the way (need to be done before 8th June)**
 - Agree a bubble name together with the children
 - Create a team flag/tribe flag with their values that they feel are important
 - Visual timetable.
 - <http://dsplarea9.org.uk/coronavirus-resources-for-professionals/>
 - Seating plan – child has own resources including playdough
 - Photos and messages from friends and staff on display
 - Positive messages around the class 'You are safe here', You can talk to me anytime 'All feelings are ok'
 - Zones of regulation is re-taught and used – **IMAT online Training leaflet and Zoom link email**
 - <https://www.theottoolbox.com/zones-of-regulation-activities/>
 - <https://www.weareteachers.com/zones-of-regulation-activities/>
 - **Protective behaviours** is re-taught. **Network hand and uh-oh feeling IMAT online Training leaflet and Zoom link email**
 - <https://familiesfeelingsafe.co.uk/resources/free-downloads-2/>
 - <https://www.protectivebehaviours.org/protective-behaviours-resources-training-room>
 - Safe space area in bubble (no cushions or soft furnishings)
3. **The importance of nurture for the development of wellbeing** – *Children need to be shown, they are valued, thought about and given unconditional positive regard. Through relationships we can promote optimism for the future and resilience*
- Parents to provide photos or videos of what their children have been doing at home to show at school. These provide conversation starters. Highlighting skills and creativity. – **This will need to go out in home learning w/c 01.06.2020.**
 - Choice about activities – Now and Next so the child feels in control and promotes autonomy:
 - <http://dsplarea9.org.uk/coronavirus-resources-for-professionals/>

- Time in the day for their own special interests or activities
- Special box of their own to put what they do in school or a special book to keep work in.
- Positive feedback to be given, what are they doing well, praising effort not outcome.
- Challenging negative beliefs and putting setbacks into perspective (is that true) Limiting catastrophizing. Challenging Fake news. Be careful not to trivialise the child's thoughts or say 'it will all be ok'
<https://www.scouts.org.uk/news/2020/may/how-to-spot-fake-news/>
- Children create their own children's newsletter for home learners about what is happening at school

4. **Language is a vital means of communication** – *Helping children to put their feelings into words is of vital importance. Adults need to check their language and the messages we are delivering who are experiencing a range of powerful emotions.*

- Zones of regulation boards – refer to training pp and links above
- Emotion story books/videos/planning PST have a wide range of books
- Comic strips/social stories/videos as to why the class is smaller /cannot see friends /no touching
<https://www.youtube.com/watch?v=2PnnFrPaRgY>
- Role-play scenarios/games (2m distance)
<https://www.twinkl.co.uk/blog/social-distancing-games>
- Puppets to explain social distance hygiene rules wearing face masks
- Coded phrases for children to use if help is needed
- Welcoming phrases – I missed you, When I saw this....I thought of you, it reminded me of you. I was wondering about you whilst you were at home.
- Be sure about the bereavement policy and where to signpost to

5. **All behaviour is communication** – *It is important to look underneath the behaviour and ask 'What is the child trying to tell me? Do you know the child's experiences during lockdown? Adults need to be open-minded and non-judgemental. Connection before Correction (Emotion Coaching/STEPS)*

- Be playful at early stages of re-integration, creating a sense of safety, reducing stress and diffusing situations. Whilst clear **safety rules** must be adhered to, think of a child's development age not their actual age Think STEPS, Emotion Coaching.
- Include the children in agreeing the 'bubble' rules
- Personalised greetings, sharing jokes, being musical and plenty of outdoor time. When the adult changes, everything changes

- New routines are done with humour and a smile. Rehearse them with music or through a game to diminish strangeness and make it easier to remember. Eg The Baked Potato song/ The Hug
<https://www.youtube.com/watch?v=3Zvg1ZF6WEk>
<https://www.facebook.com/faberchildrensbooks/videos/the-hug-by-eoin-mclaughlin-and-polly-dunbar/329053337822164/>
- Also refer to the story, **Coming back to school in a bubble**
 Be accepting and non-judgmental and show the child you understand how they feel. Empathetic language – I am wondering; I am noticing; I am curious. Show me, tell me
- Empathy gives the child a way of seeing you understand. 'I know this is really tough for you, I am listening. The classroom looks different but I am here for you, I will listen. Your friend is in a different bubble, that's hard I know.
- Don't feel you have to solve everything because you cannot.
<https://www.sec-ed.co.uk/best-practice/protect-children-wellbeing-mental-health-coronavirus-covid-19/>
<https://www.understood.org/en/school-learning/for-educators/empathy/teaching-with-empathy-why-its-important>
<https://www.tes.com/news/2-ways-teach-empathy-work-and-why-it-matters>

6. **The importance of transition in children's lives** – *Simply being in lockdown has been a major transition in children's lives, whether being inside at home, in school which has been different as child of a keyworker. Some children are coming back for the first time. There will still be uncertainty about the future and more change and uncertainty.*

- Get the views of the children through words, filming, drawing. Respond to their needs not yours.
- What does school look like now? **Communicate before they start through video, letter and their social story about the changes. Aimed at the child. (needs to be done before 8th June)** *Children need to know what will be happening – When is break time? What happens at lunchtime? Can I see my friends? When can I go to the toilet?*
- Consider how the bubbles will communicate and also communicate with their friends learning at home in real time.
- Transition to the next year group – virtual tour of the new classroom. Online talks with the new teacher. Zoom sessions with the whole new class together. New teacher reading a story online. More detail in transition section

http://dspl3.co.uk/wp-content/uploads/2015/05/THE_SIX_PRINCIPLES_OF_NURTURE_GROUPS.pdf

Some children will need more tailored nurture and support depending on their emotional needs. However, it is important that we try to incorporate all these principles into our teaching and planning as much as possible to cater for the needs of all children during this time of transition back to schooling.

- <https://www.place2be.org.uk/media/yesltwzt/primaryschoolresources.pdf>

Other opportunities

Providing learning to make children 'future ready' through life learning and life skills activities – both emotional skills and physical skills. Character Education. What has made them resilient in this crisis and how can we harness it and transfer those skills.

<https://barclayslifeskills.com/i-want-an-insight-into-how-the-world-of-work-is-changing/school>

<https://www.jubileecentre.ac.uk/1610/character-education/teacher-resources>

<https://flintobox.com/blog/child-development/life-skills>

<https://hundred.org/en/innovations?cat=character-education>

<https://www.goodcharacter.com/teaching-guides/middle-school/>

Posing P4C style questions to explore managing expectation, feelings of disappointment, loss, sense of self etc

P4C Books and planning available from PST

<https://www.thephilosophyman.com/>

<https://www.northlakes.cumbria.sch.uk/useful-p4c-resources/>

<https://www.twinkl.co.uk/search?term=p4c>

<https://www.challenginglearning.com/portfolio/philosophy-for-children-p4c/>

<https://www.youtube.com/playlist?list=PL5rSQQQ188p6PXDjYWj8AQwDN5edic>

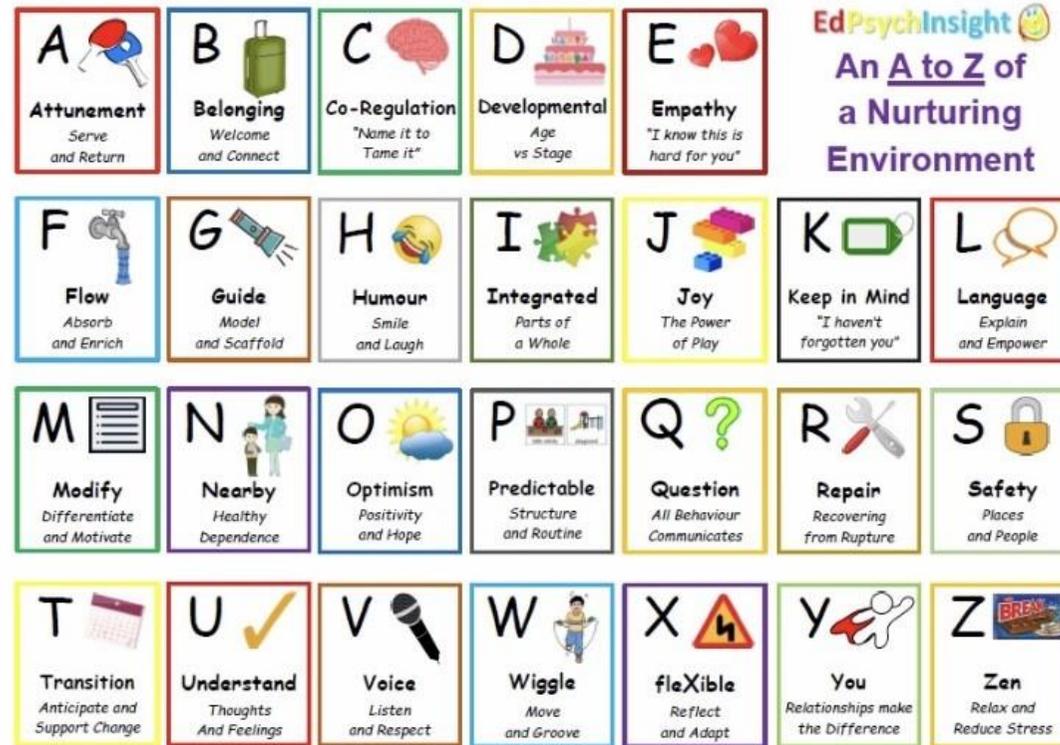
Useful Learning Projects & Year 6 transition packs

<https://www.robinhoodmat.co.uk/learning-projects/>

Some ideas for school staff to help build a nurturing classroom

- Checking in with the young person every morning, finding out about what they did the night before – Calm Start – Check in – Zones of Regulation
- Sharing any identified difficulties with other staff – identifying lines of communication – Teams/mobile phone/Cpoms
- Getting to know the things that motivate the young person – Pupil Voice – How do they want their learning to be tailored. Follow children's interests

- Asking for and noting down the positive aspects of the young person's day at the end of each day, keeping a record of these
- What went well discussion
- At the end of the day recapping on what went well. Asking the young person to discuss what they are looking forward to the next day/at the weekend/in their class Circle time
 - Celebrating the successes of the young person with them and other staff Celebration wall, Marvellous Me
 - Preparing young people and children for transitions between activities and sometimes before they go home Visual Timetable.

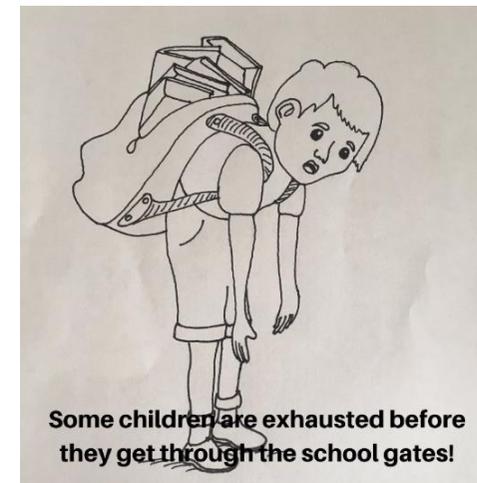
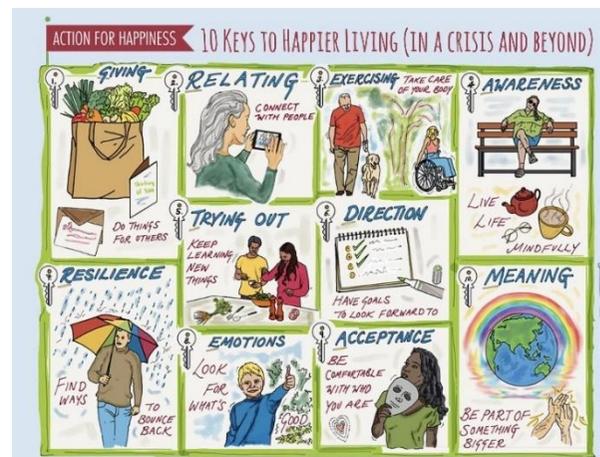
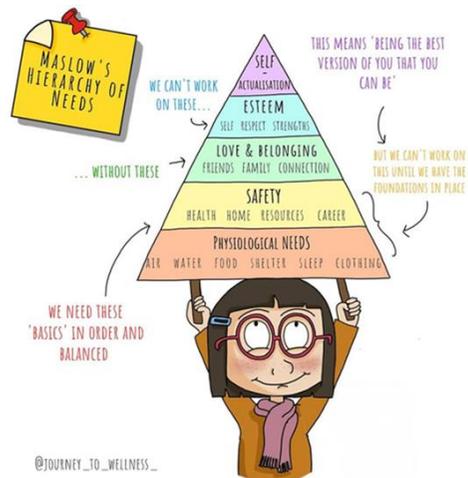


Further reading

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Back%20to%20school%20-%20using%20psychological%20perspectives%20to%20support%20re-engagement%20and%20recovery.pdf>

Resilience

For a child to be successful in school they need to be well fed, sleeping well, feeling safe and have confidence in themselves. **Maslow's Hierarchy of Needs** is a theory which focuses on a series of five human needs which should be met in a specific order which allows for progression - for one to be realised so that the next can happen. It demonstrates that all learners are less likely to be successful if their basic needs are not met. Maslow's hierarchy of needs can help focus on what children need, and to identify where there are gaps, for example, breakfast may be provided for children who come to school hungry.



What is resilience?

There are many different definitions of resilience. Resilience research has identified actions that can be taken to enable students to achieve good outcomes against the odds. We define **academic resilience** as students achieving good educational outcomes despite adversity. By supporting our students to build their resilience we can help them to do better than their circumstances might have predicted.

RESILIENCE FRAMEWORK

Basics

- Good Housing
- Money to live
- Being safe
- Transport and getting to places
- Healthy diet
- Exercise and fresh air
- Enough sleep
- Play and hobbies
- Not being judged

Belonging

- Find somewhere you feel like you belong
- Find your place in the world
- Spend time with good people and in good places
- Keep relationships going
- More healthy relationships the better
- Take what you can from relationships where there is some hope
- Get together with people you can rely on
- Responsibilities & obligations. For example: looking after your brother/sister or going to school
- Focus on good times and places
- Understand what has happened in your life
- Predict a good experience of someone or something new
- Make friends and mix with other people

Learning

- Make school or college work as well as possible
- Engage mentors
- Plan out your future
- Organise yourself
- Highlight achievements
- Develop life skills

Coping

- Understand right from wrong
- Be brave
- Solving problems
- Focus on the good things in life. Put on your Positivity Glasses!
- Find time for your interests
- Calming down and making yourself feel better
- Remember tomorrow is another day
- Lean on others when necessary
- LOL Have a laugh

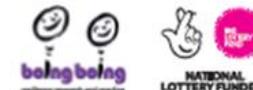
Core self

- Instil a sense of hope
- Understand other people's feelings
- Know and understand yourself
- Take responsibility for yourself
- Find time for your talents
- There is existing help and solutions for problems, use them

Noble truths

- Accepting
- Conserving
- Commitment
- Enlisting

Blackpool Council



Adapted from Hart & Blincow with Thomas 2007 www.boingboing.org.uk. Co-designed with Marton Primary's Resilience Committee

The Resilience Framework identifies five areas of a young person's life that need to be addressed in order to support the building of resilience.

Basics

- In order for students to feel more resilient, basic structures need to be put in place such as good enough housing (in this context translated as a safe and comfortable school and classroom), enough sleep (students who have slept well will feel more alert and motivated to learn) and healthy diet (can improve behaviour, mood, ability to learn).
- If these basic structures are in place then students will feel a greater sense of security and peace of mind and can better deal with the challenges of school life.
- Although some of these improvements may seem beyond the reach of 'school' and are linked to family life and social circumstances they can still be addressed through taking an interest or exploring sensitively with students and could make significant changes to your student's wellbeing and enhance their ability to learn.

Belonging

- Belonging is an important aspect of resilience-building. **Good relationships are key.** When a student has good
- relationships in their life, and they belong to a group that accept them as they are, this helps create a good sense of self and identity.
- Encourage good relationships with friends, teachers and other members of staff.
- It is important that students have somewhere they feel they belong (clubs, activities and favourite places in school) and that they meet people who are good influences, who can help them make sense of where they have come from and their place in the world.
- It is really important for the student to find something they are good at, an activity or a talent, a way of expressing themselves, whether it's sport, music, writing, helping out in the library... it can be almost anything. The important thing is that being part of a group where they do or talk this activity can have a positive effect.

Learning

- Learning is a fundamental part of the student being able to function successfully in the world.
- Helping your students to develop talents, interests and life skills, encouraging them to learn how to cope, how to express their emotions, understand boundaries and have aspirations, are crucial parts of helping them become more resilient.

- Helping your student have life plans, visions and getting organised allows them to develop new skills that are an essential part of them increasing their learning.

Coping

- Coping helps the student build up a particular set of skills to help them with the challenges of everyday life.
- Encouraging the student to cope helps them develop a sense of bravery, an ability to solve problems, to stand up for their own views and beliefs, foster interests and make themselves feel better.

Core self

- Core self focuses on the importance of the student understanding of who they are and their own personal strengths.
- Encouraging the student to put themselves in other people's shoes and be sensitive to how other people feel can help raise awareness of how *they* feel and how their behaviour can affect other people's feelings.
- It is important to help them be self-aware and take responsibility for themselves and their behaviour towards others while at the same time believing in them.
- Help them try out different things and they might find something they are talented at.

Resilience building ideas and activities can be found here:

- Jigsaw – Recovery Pack & resilience mapping tool
- <https://www.redcross.org.uk/get-involved/teaching-resources/coronavirus-how-to-build-resilience-and-diffuse-tensions>
- <https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382>
- https://www.boingboing.org.uk/wp-content/uploads/2017/04/The_resilient_classroom.pdf
- <https://biglifejournal.com/blogs/blog/activities-grit-resilience-children>
- <https://biglifejournal.com/blogs/blog/teach-kids-growth-mindset-neuroplasticity-activities>
- <https://positivepsychology.com/resilience-activities-worksheets/>
- <https://drive.google.com/file/d/16TR-POAUOoRG8IWxuJBOfLLI736odlo8/view>
- <https://www.youtube.com/watch?v=EIVUqv0v1EE>

Activities in School to Support Wellbeing and Recovery

- Calm start to the day with a choice of mindfulness activities. E.g. journals, doodles, mindful colouring, meditation
- Morning check ins with each pupil during calm start (see nurture classroom)
- Active lessons outdoors following social distancing rules

- Daily PSHE during first weeks back focusing on the recovery curriculum and the resilience framework planning
- Circle time discussions following discussion topics (attached)
- Team building games – socially distanced (attached)
- Support in daily transitions – lunch, break, preparing to go home
- Playground games – we need to teach the children how to play safely with socially distanced games. This website has lots of ideas and videos for games to lead. <https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing>

Academic Support

We need to ensure that our curriculum is transparent and that we make it clear to children and parents the ways in which we plan to support their academic progress alongside their mental wellbeing.

The children will initially be split into small groups and working with the same member of staff daily. The children will be following the home learning curriculum for their year group in school. *However the children's mental health and wellbeing needs must come first before academic learning can take place.*

Work will be differentiated as required and Team Leaders will be supported with this by the class teacher, phase leader, and SENCo as appropriate.

Managing transitions

Plan for Year 6

- Lessons based on key skills needed for secondary schools (e.g. reading timetables, using a diary, tying a tie, looking at the secondary website etc) **Not the initial focus returning to school**
- Ask the children to write a letter to their new teachers to introduce themselves
- Question box to send to secondary school staff to answer
- Facilitate 'virtual meetings' with new form tutors/school staff
- Links transition programme to be run online
- Organising social virtual meetings for the year 6 children before the end of term.
- Children to create images of themselves with a picture their face and their school uniform on. This could be made into a full collage of participating pupils and shared to create a shared feeling of moving on
- Year books and 'hoodies' to celebrate their time in primary school
- Class leavers electronic book – children create a page of best memories and stories including signatures as a keepsake.

- Create a wall for leavers in the school grounds for children who are able to attend school as a legacy
- Transition journaling book for feelings and thoughts about moving on
- Zoom or other media meetings with new year heads/form tutors from secondary schools
- Virtual tours of the new school
- Transition booklet (Chessbrook)
- 'Ask it' box – electronic for home learners and physical for in school to pass questions to the next school
- Robinhood Mat – Full Transition pack available

<https://www.robinhoodmat.co.uk/learning-projects/>

https://drive.google.com/drive/folders/1LXehw0yYH9ZzaT0rJ-mTVu76ch_PlpW1

<https://youngminds.org.uk/resources/school-resources/find-your-feet-transitioning-to-secondary-school/>

<https://schoolleaders.thekeysupport.com/covid-19/safeguard-and-support-pupils/pupil-wellbeing-and-mental-health/coronavirus-supporting-pupil-transition-to-secondary/#section-0>

<https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack>

<https://www.parentmail.co.uk/blogs://www.parentmail.co.uk/the-transition-from-primary-to-secondary-school-supporting-children/>

Transition

New to Nursery and Reception Foundation Stage

Zoom Online transition meeting

Virtual tour of the Foundation Stage

Online meeting with class teacher and family

Video Teacher diary – How a day will look

Phone calls home

Online Story sessions with the new teacher

Postcards home to the new children starting

Home Visits (possibly September) to be in place once social measures restrictions are relaxed

<https://schoolleaders.thekeysupport.com/covid-19/safeguard-and-support-pupils/pupil-wellbeing-and-mental-health/coronavirus-supporting-transition-into-reception/>

<https://www.bbc.co.uk/bitesize/collections/starting-primary-school/1>

Year Group to Year Group

Zoom Online transition meeting
Virtual tour of the new classroom
Online meeting with class teacher and family
Video Teacher diary – How a day will look
Postcards home
Phone calls home from new teacher
Online Story time sessions with new teacher

<https://www.bbc.co.uk/bitesize/collections/starting-primary-school/1>

Support for children with SEND

My lockdown experience 
Widget Symbols © Widget Software 2002 - 2020

What I liked

Any significant events

					<input type="text"/>	<input type="text"/>
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What was difficult?

					<input type="text"/>	<input type="text"/>

How did I learn best?

					<input type="text"/>	<input type="text"/>

What am I worried about, going back to school?

		<input type="text"/>				

• **See IMAT SEND Leaflet: On all school websites:**

- Social stories for social distancing, hand washing, coronavirus, understanding their new routine
- Visual timetable to help the child develop understanding of the new routine
- Now/Next boards with motivational activities
- Use of overlearning/busy box
- Discussions with parents.
- SENCo support with differentiation and targeted support
- Updated HCC risk assessments
- Updated STEPs individual risk management plans
- SEN Teaching Assistant support with targeted precision teaching
- Boxall profiles
- Use of specific technology e.g. iPad
- School nursing wellbeing support
- 1:1 drawing and talking via Zoom
- Advisory Teachers support lines (See SEN leaflet)
- Zoom/Microsoft Teams chats with Pastoral Teams as appropriate
- <https://www.schudio.tv/courses/take/preparing-autistic-send-children-for-going-back-to-school/lessons/12474279-finding-hope-in-the-familiar>
- <http://dsplarea9.org.uk/coronavirus-resources-for-professionals/>
- HCC Risk assessments completed with a member of the headship team, the SENCo, and parents. In addition, for children with SEMH, also with the PST

Enhanced Transition Plans

- Government Guidance states, "This could mean that, informed by risk assessments, the increase in

<p>attendance for some children and young people takes place over a longer period of time. (Mainstream and AP educational settings may need to consider similar approaches to support the return of pupils with SEND without an EHC plan.)”</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</p>	<p>lead. These risk assessments will best inform the school and parents as to whether an enhanced transition plan is required with the child returning on a more graduated approach.</p>
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<p style="text-align: center;"><u>Coronavirus: The impact on children’s mental health</u></p> <p>Please do not underestimate the impact that the Coronavirus may have had on the wellbeing and mental health of our children, as well as many of us. We need to think of it in terms of a trauma (ACEs) and then relate this to our attachment theory training. Many, but certainly not all of our children, will have enjoyed time at home with family. There may be children who are not usually on our radar, but as school returns you may become aware that they need additional support/time to talk and discuss feelings etc.</p>		
<p>Strategy</p>	<p>Implementation</p>	<p>Impact</p>
<p>Team Building</p>	<p>Activities</p> <ul style="list-style-type: none"> • Patchwork team flag – everyone in the bubble makes an individual flag and they are pieced together to make one big united flag. • Create a ‘bubble’ family tree – identifying members of the bubble and their strengths. • What went well discussion or board – focus on the positives. Reframe thinking. Challenge negative talk. • Emotion Cup activity. 	<ul style="list-style-type: none"> • Children feel part of a community and feel safe again within that community



<p>Build a Structure Allow time for children to reconnect with others and with school</p>	<p>Daily Activities:</p> <ul style="list-style-type: none"> • Calm start to each day with a choice of mindfulness activities. E.g. journals, doodles, mindful colouring, meditation - Jigsaw calm me scripts. • Morning check ins with each pupil during calm start (using the Zones of Regulation) • Circle time to discuss Zones of Regulations check ins and for children to become familiar with each other • Active lessons outdoors following social distancing rules • Daily PSHE during first weeks back focusing on the recovery curriculum and the resilience framework planning (see Jigsaw resources). • Afternoon Circle time discussions following discussion topics – always make times to talk (this trumps learning)– some children may not have been able to discuss feelings during lockdown • Team building games – allow children time to reconnect with others and build new relationships – games need to be socially distanced • Daily mile – at least once a day – once just running then if a second time allows in the afternoon an obstacle course laid out by team leaders using their own bubble PE equipment. • Support and guidance in daily transitions – lunch, break, preparing to go home • Playground games – we need to teach the children how to play safely with socially distanced games. This website has lots of ideas and videos for games to lead. https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing • Play music which can encourage an exploration of different emotions and feelings - 	<ul style="list-style-type: none"> • Children are familiar with social routines
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	<p>https://www.letsplaykidsmusic.com/classical-music-teach-emotions/</p> <ul style="list-style-type: none"> • Ensure there are regular brain breaks in between lessons, or during them, as needed. These could be simple yoga stretches or a burst of star jumps; use the guided dances and relaxation activities on www.GoNoodle.com; • https://www.youtube.com/user/CosmicKidsYoga • https://www.bbc.co.uk/programmes/p06tmmvz • https://www.headspace.com/meditation/kids • Make time for mindful activities 	
<p>Make time to talk</p> <ul style="list-style-type: none"> • Children may not have had the opportunity to discuss their feelings whilst at home • Family circumstances will be different so time to talk is vital 	 <p>Know who the Mental Health First Aiders are in your school. They can be identified by their badge.</p> 	<ul style="list-style-type: none"> • Any misconceptions about the Coronavirus are challenged and discussed • Children's feelings are recognised as important and listened to • Children reassured
<p>Embed wellbeing</p> <p>To recognise the important and fundamental role wellbeing has in our children's development especially post lock down.</p>	<p><u>Activities in school to support wellbeing and Recovery</u></p>	<ul style="list-style-type: none"> • Wellbeing recognised as a discreet timetabled activity • Mindfulness exercises will



support children's ability to identify and be in touch with their thoughts and feelings. With increased awareness of how they're feeling in the moment, comes less emotional reactivity and a greater ability to listen and communicate more thoughtfully and effectively

- Laughter is so important for releasing tension and building a sense of connection. Children to tell funny stories, jokes, which encourage laughter.  Have some gross or science activities. Watch a funny short video clip.
- 1. What is happiness? Talking about issues without blame. Being totally honest about why decisions are made. Discuss what makes us feel happy. How do we know when someone is happy? What could we do to make a person feel happy? Children each have simple 'happy face' in one area and a 'sad face' in the other. The children should then draw or gather images of the

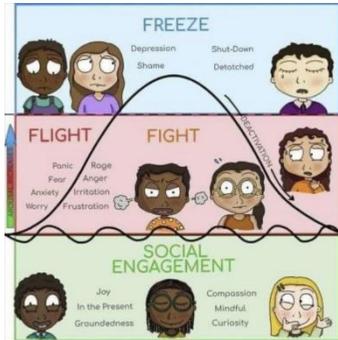
	<p>things that prompt both emotions. They can place them accordingly.</p> <ul style="list-style-type: none"> • 2. Smile on a stick. Get some straws or lolly sticks. Using paper plates cut out a smile and colour it in red for lips. Stick the smile to a stick and hold it up to your face • 3. Happy Standing (power pose). When you stand in a positive way it can tell your brain you feel happy. Practice standing in a happy way. Practice standing in a sad way. Do you feel different when you stand in these ways? Standing in a positive way or 'power posing' can help you feel better. Practice happy standing to help you and others feel better • Daily P4C – Could be silly questions like would you rather have 10 noses or 10 eyes? Etc... Bit of light-hearted funny discussions. • Kindness Calendar – do it week by week. • Growth mindset/ positive affirmations – make a few that are personal to each child. • Problem solving wheel – how can the children deal with problems (Social distancing applies) For example: falling out with some in their bubble. • Y6 Memory Box – leave primary school positively with good memories and time spent on transitions (Chessbrook resources) • 5 keys to well-being badges on Marvellous Me – earn the new badges – celebrate successes <p>See Home learning page on school website for more wellbeing activities.</p>	
<p>Give time to adapt</p>	<p>Remembering and slotting into new routines takes time and patience even under normal circumstances; with social-distancing restrictions, it will take even longer.</p>	<p>Children adapt better to change and become more collaborative,</p>

Children will need more time to focus, adapt and process everything

This means being patient and giving children more time, understanding they may not be quite at the level they were when you last saw them.

embracing the unfamiliar.

Do whatever it takes to help them process everything.



Slow breathing causes a physical response to reduce anxiety

Quite literally, when we breathe slowly this sends a message to the Vagus Nerve which then causes the body to release calming chemicals.

