

Recovery Curriculum

2020

Aims for the Sandringham Infant and Nursery school

Recovery Curriculum:

- To build trust and relationships
- To learn how to socially interact with adults and peers
 - To begin to follow a structure and routine
- To learn how to co-regulate or self-regulate emotions and behaviours

Think about the children's EMOTIONAL WEALTH. If the children had a treasure chest around their emotional wellbeing...what are you doing/investing in that chest? What gifts are you placing in that chest that will restore resilience and emotional well-being of the child?

Every one of our pupils, families and staff will have been affected, in a variety of different ways, by the events of the pandemic. In their think piece "A Recovery Curriculum: Loss and Life for our children and schools post pandemic", Carpenter and Carpenter (2020) identified 5 losses that are likely to be experienced: "of routine, structure, friendship, opportunity and freedom" and that these "can trigger the emergence emotionally of anxiety, trauma and bereavement in any child".

Sandringham has acknowledged the need for support that our pupils will require in order to address each of these potential losses, as well as regain any losses in the standards of their emotional and academic development associated with the impact of the pandemic. The support we will provide will be guided by the teaching of our Recovery Curriculum that has been specifically designed to empower pupils to continue progressing towards their long term, pre-pandemic, aspirations. The stages that link to the support we offer are Carpenter and Carpenter's 5 levers of recovery: relationships, community, transparent curriculum, metacognition and space and the principles of Maslow's Hierarchy of Needs. As always, a personalised approach to planning will be adopted that considers each student's holistic needs. Supporting our pupils develop both their independence and interdependence skills, as well as their self-regulation and characteristics of perseverance and resilience will be more central to our work than ever.

It is our role as a school community to support each other through this challenging time. Humans are not born able to regulate stress. Psychological research has demonstrated that systems which foster co-regulation can help mitigate stress and prevent injury.

We therefore owe it to our pupils and staff to put plans in place to ensure that going forward, together "we can grow stronger through recovery from toxic stress" resulting from this global crisis (Cairns, 2020). Therefore, we are pleased to be able to continue making a difference to the lives of our pupils and their families at this challenging time through our Recovery Curriculum; a personalised approach that meets each student at their current point of need; recognising their strengths to enable them to continue gaining skills and achieving success.

Recovery Curriculum

PART ONE OF RECOVERY:

- **Identify engagement factors** – what motivates each student to come to school? Friends, esteem needs, self-actualisation needs? Identifying and utilising staff strengths.
- **Physiological and attachment needs** – positive and regular communication with families, supporting safeguarding needs, physical and mental health and any physiological symptoms of stress and trauma, supporting attachment needs, student and parent support surveys, leadership supporting staff's individual needs.
- **Safety needs and reconnection** – building staff and student confidence, supporting students with interpreting information from the media and how it impacts them, communicating measures in place, social stories, self-responsibility, social distancing, identifying safe and withdrawal spaces, supporting and responding to sensory needs, re-building relationships with staff, strategies to communicate and manage their anxieties, supporting students' and staff's physical and mental health needs, emotional regulation, communication.
- **Routine and respect** – once groundwork above has been done, establish the routine that our students need, relationship building activities with peers, developing acceptance of new routines, developing attention and concentration, greater focus on independent learning than group teaching initially, supporting students re-establish purpose and coping with sense of loss of learning time, respecting students' need for space after being isolated and students respecting social distancing and their responsibility to keep others safe, respecting others' journeys, needs, anxieties and coping strategies, PPE.
- **Relationship building** – supporting attachment needs, building on and rebuilding healthy relationships, coming to terms with the fact that they may be rebuilding relationships at school before those with their own extended family, loss and bereavement, with the community – feeling safe in the community, understanding new boundaries.
- **Transition planning** – planning for a positive future, creating positive news stories, building relationships with new peers, new staff, transition books, team building, engaging students, communicating and establishing belonging, communication.
- **Safety needs and reconnection** – welcoming families to site, communicating and establishing permanence of change, establishing new boundaries, safe spaces, new routines, new relationships with key staff and new classes, strategies to communicate and manage their anxieties, emotional regulation.
- **Routine, respect and relationships** – embedding routines and expectations, respecting one another's needs and ways of working, establishing new class groupings.
- **Continuing pre-pandemic progress journeys** – baselining, managing the impact on students'/staff's mental health of previous stages.
- **Self-actualisation** – on journey of achieving, developing independence and self-belief to support them achieving their goals.

Recovery Curriculum

*“The common thread that runs through the current lived experiences of our children, is **loss**. From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing.” (Carpenter and Carpenter, 2020).*

Carpenter and Carpenter identified **5 losses**:

- The loss of friendship and social interaction.
- The loss of routine.
- The loss of structure.
- The loss of opportunity.
- The loss of freedom.

And the following **5 levers of recovery**, which form the basis of our Recovery Curriculum:

Lever 1: Relationships – As always at Sandringham, relationship building will form a significant part of what we do and an element that has remained strong throughout lockdown. During the first stages of pupils’ recovery, reaching out and reconnection with pupils will be critical. Consistency of staff and approach will then continue to rebuild reconnections once in school.

Lever 2: Community – Discussions with pupils and families will contribute significantly to initial planning for each pupil’s return to routine. Continuity of approaches to learning used at home will be talked about and considered in school where appropriate to support this transition.

Lever 3: Transparent Curriculum – Staff teams will plan their reintegration, taking into account pupil views and what is important to each individual. Learning expectations, content and intentions will be shared with pupils to offer that ‘transparent curriculum’ that pupils need.

Lever 4: Metacognition – Sandringham School’s Recovery Curriculum has been specifically designed to focus on and support the development of key learning skills that are likely to have been impacted in recent months, e.g. listening, maintaining their attention, sensory regulation and social communication and interaction. The Recovery Curriculum will be key to developing students’ confidence, self-esteem and resilience.

Lever 5: Space – Involving students in discussions and identifying students’ engagement factors will be key. Space will also be a central element for our pupils, including outside learning, break out spaces, as well as other creative elements of the curriculum such as creative arts and sport.

Recovery Curriculum

Our Recovery Curriculum at Sandringham aims to enable our children to continue to develop their emotional resilience; developing their self-regulation and learning how to learn in a school environment once again while ensuring rigour in our academic curriculum.

Central to this will be supporting them through the following stages:

- 1) Physiological and attachment needs
- 2) Safety needs and reconnection
- 3) Identifying engagement factors
- 4) Routine and respect
- 5) Relationship building

Pupils will need to focus on each stage for varying amounts of time as each child will have reacted to the lockdown period differently.

Although engaging in core learning will be important for routine for many of our pupils, we recognise the importance of allowing time to work through the above stages. Those 5 stages will need to be achieved before a greater shift can be made for some of our pupils towards academic learning for the achievement and attainment focus.

TEAM, TEAM, TEAM - Recovery Curriculum for staff

There is no doubt that supporting our students is a very rewarding, albeit physically and emotionally demanding role. It is critical that staff feel able to seek support; whether that be someone to offload to, adaptations made or more formal support from external professionals. Afterall...

"You can't pour from an empty cup".

Every one of us has been facing our individual challenges over recent months; after all we are living through a global pandemic, it is important that we respect and acknowledge that this will have affected and is affecting us all in different ways and that, as always, we ensure that our team adapts to enable us to support each other through these challenging times.

The physical and virtual SLT office door is always open and we know that your wider team will be there to support you in any way that they can. Please do not hesitate to ask if you need a 1:1 check in or supervision and we can facilitate this.

Recovery Curriculum

You can also seek support from:

Kite MAT Human Resources (HR) – 0001 our HR representative Tracy Parker
tracy.parker@kite.academy

Teacher's National Helpline – launched by Operation Compass (focus on domestic abuse) in response to COVID-19 and with the support of the Home Office and Department for Education. After a School's Key Adult receives an Operation Encompass call/notification the Helpline is available to offer free advice/consultation with a Child/Clinical Psychologist. The Helpline is available [Mon-Fri 8-11am 0845 646 0890](tel:08456460890).

Government Guidance - <https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19>

NHS Guidance - https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-anxiety-tips/?gclid=EAlaIqobChMIqdTs47fH6AIVQ7TtCh02RQaVEAAYASAAEgLYT_D_BwE

MIND - <https://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing>

Mental Health At Work - <https://www.mentalhealthatwork.org.uk/toolkit/coronavirus-and-isolation-supporting-yourself-and-your-colleagues>

Just as our children are being reintegrated into school, we are supporting staff using the same premise.

Our key aims for staff are supporting their mental health and wellbeing during this challenging time and supporting staff to return to what we do as a school: working directly with our pupils to support their “whole child” progress. Where staff are absent from work due to illness – due to either physical and/or mental health, it is important that formal absence reporting procedures are followed so that the right support can be offered. Where individuals are unable to do this at present due to shielding, we will continue to consider how we can continue to support them feeling part of the Sandringham family and Kite Trust communities and contributing to our work, e.g. through communication, offering Continuing Professional Development opportunities and working remotely, as appropriate.

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