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# BACK TO SCHOOL

Getting ready for the new normal!



# Sawley Infant and Nursery School



## Back to School Guide for our Superhero Staff



Sparkle and Shine at Sawley Infants

# Please read the Sawley Superhero Back to School Guide

(attached as a word  
document in your email – or  
follow this link:

<https://primariesite-prod-s3.amazonaws.com/sawley-infant-and-nursery-school/uploadedDocument/7e6f6c0a1f5eb254f57782db3ac/back-to-school-superhero-staff.pdf?AWSAccessKeyId=AKIAJKNSSY94UJH01ZQ8S&Signature=uZiYv8NIGGA3vJ7aE7Bq26QP9W0n3D&Expires=1698620064>

Please send any ideas, questions or queries to  
our emails – Marie and Becky.

# RECOVERY CURRICULUM

## Getting our Sawley Sparkle back!

Some research and thoughts to consider –  
ready to discuss in your teams.



There are so many things to consider about our return to school – but one of the most crucial is the development of a safe **learning environment and curriculum.**

One which our children will want to **dive in and engage with**, in order for them to **develop and thrive**.

We have had to focus on the logistics of risk assessment and safety routines to **minimize the chance of further spread of the virus** – but this is not usually our main focus!

We need everyone to be able to be **back in education** and **ready to learn.**

But these are two very different things!

“We can’t expect all our students to return joyfully” –

Professor Barry Carpenter

Our curriculum offer is

**REAL:**

Relevant,  
Engaging  
Accessible and  
Linked.

We need to ensure that we use this to guide our provision in these strange new times.

<https://www.sawleyinfantschool.co.uk/our-curriculum-offer/>

The Recovery Curriculum was a concept sparked by a think-tank piece written by Professor Barry Carpenter and Matthew Carpenter.

Their work highlighted the need for children to have the opportunity to 'recover' before engaging with catch up programmes.

We need our children and families to settle back into new school routines and feel safe and comfortable before we can 'catch up' and fill gaps.

A Recovery Curriculum: Loss and Life for our children and schools post pandemic.

Quotes from this think piece are included throughout the presentation

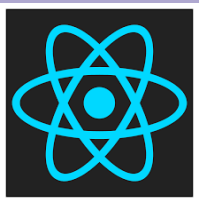
<https://www.evidenceforlearning.net/recoverycurriculum/>

"It would be naïve to think that a child will pick up the curriculum at exactly the same point at which they left it."

- Professor Barry Carpenter

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University.  
Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire.

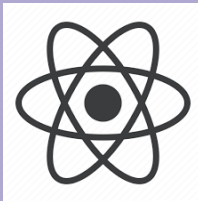
# The recovery curriculum construct



## REACT

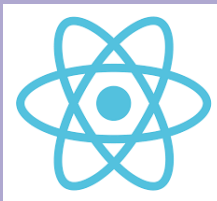
At the onset of Coronavirus, we were in a reactive state – responding to uncertainty and ever changing guidance.

Identifying how to keep in touch, keep safe and keep learning at home or at school.



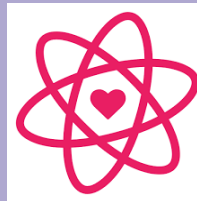
## RESET

As the pandemic continues, we move towards 'resetting normal' – Creating new routines for safety and structures to enable us to get back into school... in a new and different way.



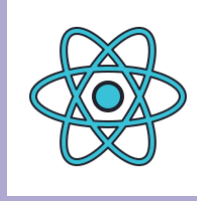
## RECOVER

As we realise this pandemic is long lasting and the impact far ranging, we look towards well-being for all – staff, children, families and community.



## REBUILD

This pandemic has already changed the way we work and interact. We do not want to just repair and move on, but to rebuild and affect positive change for the future, building on the experiences and needs of all.



## REFLECT

This cycle is likely to repeat at varying degrees as the pandemic rises and falls in different areas, at each stage we are better prepared if we reflect on the challenges and successes.

“The anxious child is not a learning child”

Professor Barry Carpenter



All children have experienced a period of enforced emotional upheaval. They have been neglected the opportunity for interaction, freedom and education and many will have experienced other significant challenges and losses.

Carpenter and Carpenter identified these 5 main losses:

- Routine
- Structure
- Friendship and social interaction
- Opportunity
- Freedom

“Losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child.

The overall impact cannot be underestimated. It will cause a rapid erosion of the mental

health state in our children” — Professor Barry Carpenter

## LEVER 1:

**Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning

## LEVER 4:

**Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

## LEVER 2:

**Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school



## LEVER 3:

**Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss

## LEVER 5:

**Space** – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

# Carpenters 5 levers for change



"All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues."

Children will not necessarily recognise they have experienced any distress during lockdown. Research around childhood trauma shows that if children are not supported to understand and address this as it happens then it can cause behaviour, social and emotional issues in later life.



Therefore, it is really important that we ensure children recognise and address trauma at a certain level – missing family and friends, missing key events, no transition programme, missing schooling, bereavement, etc. We have put into place various support mechanisms and maintained communication and we need to be extremely responsive to children's individual needs in school and Nursery. As with safeguarding, this is everyone's responsibility.

How can we plan to use these levers to address the losses for our children at each stage?

Losses (Levers)	ROUTINE (COMMUNITY)	STRUCTURE (CURRICULUM)	FRIENDSHIPS & INTERACTION (RELATIONSHIPS)	OPPORTUNITY (METACOGNITION)	FREEDOM (SPACE)
RESET					
(all children)					
(some children)					
RECOVER					
(all children)					
(some children)					
REBUILD					
(all children)					
(some children)					

Action planning in teams – come ready with some ideas please.

<https://www.mentallyhealthyschools.org.uk/media/2075/reset-recover-rebuild-a-roadmap-for-return.pdf>

<https://palatineschool.org/recovery-curriculum/>

<https://www.egfl.org.uk/elp-services/health-improvement-schools/hit-resources-and-support/health-improvement-recovery>

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

<https://www.bolsover-inf.derbyshire.sch.uk/Better-Bears/>

# Wider reading options



## Safe and Well to Sparkle & Shine @ Sawley!



# WHAT'S NEW?

- definition of safeguarding
- mental health
- whole school safeguarding culture emphasising the important role of children who have a social worker
- safer recruitment (including supply teachers)
- role of the Designated Safeguarding Lead

- **UPDATE** The new Keeping Children Safe in Education for September 2020 has now been published
- 



## NEW Definition of Safeguarding

The definition of safeguarding has been expanded to specifically mention 'mental and physical' health.

**Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:**

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.



## When schools should call the police

One document that is available now, and is referenced in this version of Keeping Children Safe in Education 2020, is 'When to call the police' produced by the National Police Chiefs Council (NPCC).

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>



## **Safer recruitment and managing allegations against staff**

[where a staff member has] 'behaved or may have behaved in a way that indicates they may not be suitable to work with children'. This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children' (see paragraph 211).

## **Supply Teachers**

The safer recruitment section, and the managing allegations section, refers to the particular risks that may arise when employing supply teachers.

## **Other changes**

The impact of coronavirus has led to a reduced capacity for the DfE to to update Keeping Children Safe in Education 2020. This has meant that they have only updated the guidance in three situations:

Where legislation requires it

- To add helpful information
- To provide important clarification
- As a result, further detail has been added to a number of safeguarding topics. This additional detail will need to be shared with staff in appropriate CPD sessions.

Please log in to complete your HAYS online training before the 7<sup>th</sup> September .



It really helps if you save a copy of your certificate and email it to us. 😊





THANKS  
See you all on  
Wednesday 😊

- Presentation template by [Slidesgo](#)
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