

A RECOVERY FRAMEWORK

We are aware that there are countless sources of information available regarding the return to school and recovery after the COVID closures. We have reviewed these and distilled some of the main ideas into what we hope is an accessible and digestible document. The aim is to support planning and thinking regarding the journey of recovery for pupils, staff, and the whole school community.

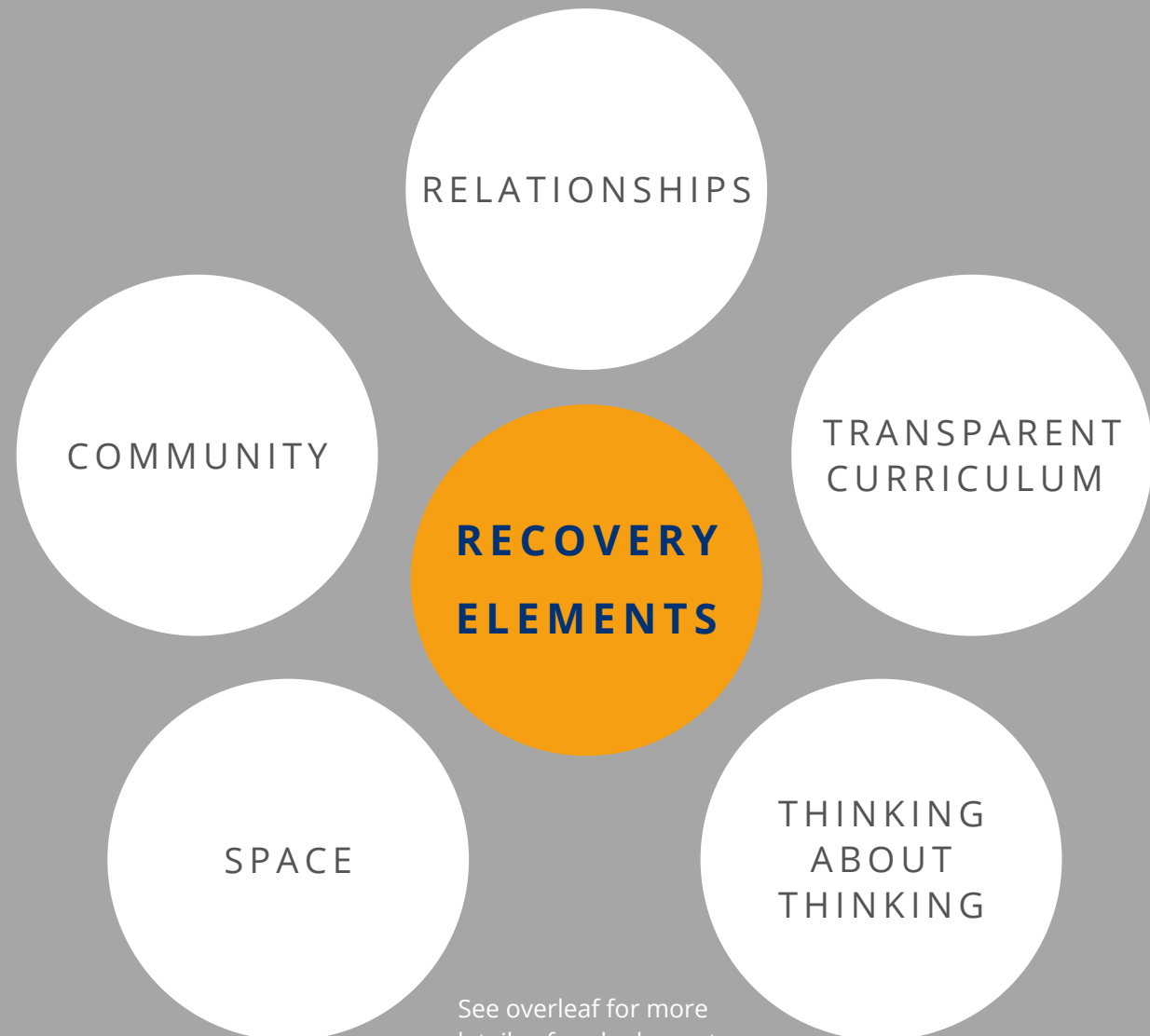
This document is based on a wide range of sources, including the British Psychological Society and advice from other EP services and Local Authorities nationwide. It is underpinned by various psychological approaches, such as Barry and Matthew Carpenter's Recovery Curriculum, resilience and well-being, emotional literacy, Acceptance and Commitment Therapy, mindfulness, and more.

You can use this resource in a way that you feel is best suited for the unique needs of your school community.

What is this document for?

This series of 4 pages can be used to guide you through a psychological process of thinking, reflecting, facilitating, and planning for an increased reconnection of your school community.

Remember – transition and recovery is a journey, not a destination – you are likely to plan, move forward, pause and plan again, maybe several times... this is OK!



See overleaf for more details of each element

Some of your community will return joyfully, others will not. Relationships that were once thriving may need investment and restoration.

- How will you plan to reach out to each other?
- How can you connect with your whole school community to help create a 'soft landing' over the coming days, weeks and months?

Relationships

For most, the curriculum has been based in the community over the period of COVID restrictions.

- What has happened within the communities around your setting?
- How will you listen, understand and engage them to transition back to learning in your setting?

Community

For many, there will be a sense of lost learning.

- How will you plan to address this?
- Will this be addressed straight away or something you will work towards in time, when this feels right?
- How will you inform children and young people in a way that promotes feelings of security?

Transparent Curriculum

A REFLECTIVE PAUSE

Utilise your skills, the skills of your colleagues, children, young people and families to rebuild your learning community at a pace that is right for your whole community and the people in it.

What were the aims and values of your setting before this pandemic? How will you use them now to guide your judgements, to build a personalised response to your community in restoring their losses? You might find reflective questions can help to guide you through your journey of recovery.

Thinking about thinking

Children and young people will have been learning in many different ways.

- What have been the strengths and difficulties of this learning?
- How will you ensure the skills for effective learning are revisited in order to rebuild their confidence?
- What are the skills children and young people require and how can they be 'ready to learn'?

Middlesbrough Psychology Service



Contact the service on 01642 201831
or through your named EP for
further consultation

Space

Some / all of your community might need the space to be, to rediscover themselves as learners / practitioners.

- How will you ensure opportunities for space, reflection and exploration are provided?

FACILITATING RECONNECTION

This is intended to enhance reflection on the five elements of the recovery framework. It is helpful to consider where you can build upon strengths and resources in these areas to support the recovery of the school community.

It aims to provide a few examples of strategies and practices that could respond to the reflective questions posed by each element, although some of these ideas may fit into more than one area.

The ideas suggested here are only a starting point – you may have more thoughts about which ones are the most appropriate for the unique needs of your setting, and that is encouraged!

If you have any further questions, or would like to discuss these / other ideas in more detail, please contact Middlesbrough Psychology Service through your named EP or on 01642 201831.

Space

- Allow space for calming activities, meditation or relaxation.
- Encourage thoughts/worries to be shared in a safe space.
- Demonstrate that accepting thoughts/worries can be a natural response to difficult situations
- Create opportunities to talk about emotions and experiences with trusted peers/adults.

Community

Support pupils and staff to reconnect with activities such as:

- Projects or discussions about the positives, e.g. how people came together and supported each other, impacts on climate, time to pursue hobbies, local heroes.
- Sharing ways of expression e.g. painting, drawing, music, dancing, writing.
- Philosophical discussions – Programmes such as Philosophy for Children.

Relationships

- Establish a routine and clear expectations.
- Explore with children/young people and their families about what their experiences have been at home.
- Create safe, calm and nurturing environments.
- Plan time for exploring emotional safety e.g. communicating feelings of trust and acceptance.
- Have a 'buddy' to check in with regularly to catch up and reflect (staff too!)
- Support conversations about feelings for example, using discussion, books, art, drama or cooking.
- Activities around identifying 'people who care for me'.
- Activities to prompt positive memories.
- Class activities around difficult times and how they have been overcome.
- Support key transition points, such as arrival, breaks, lunch and home time, with a familiar member of staff on a consistent basis.

Transparent Curriculum

- Highlight to children, young people and staff that they may all be in different places when it comes to learning at present - this is OK, and may lead to different ways of working.
- Be open with pupils - explore and discuss the curriculum moving forward.
- It is OK to work to address a loss of confidence and routine before focusing purely on academic targets.
- There may be an element of lost teaching time to address when the time is right, or new approaches to explore.

Thinking about Thinking

Explore the strengths and challenges children / young people are experiencing in relation to learning engagement. Consider revisiting executive functioning skills key for effective learning, such as planning, organising, prioritising, focus, flexible thinking, emotional regulation and self awareness.

When learning, we may have thoughts, feelings or ideas which feel like a distraction and may need to:

- Share it – talk to someone about it
- Shelf it – put it to one side to come back to at an agreed time
- Shout it – express it in other agreed upon ways, such as running, jumping or shouting.

The table below provides space for you to apply this framework to your setting. You may wish to note any key questions or strategies which have stood out to you, along with reflections and ideas about your next steps.

Recovery Element	Key Questions You may wish to look back at questions on page 2, or note your own	Possible Strategies You may wish to look back at ideas on page 3, or note your own	Reflect Thoughts, ideas, challenges... How might this look like in your setting?
Relationships	E.g. How will staff and pupils be supported to build relationships?	E.g. Routines, check in buddies	
Community	E.g. What has happened in the communities around your setting?	E.g. Projects reflecting on resilience	
Space	E.g. How will you ensure opportunities for space and calm are provided?	E.g. Making time to talk	
Transparent Curriculum	E.g. How will you help others to understand your curriculum plan?	E.g. Being open to new ways of learning	
Thinking about Thinking	E.g. How can we prepare our pupils to be 'ready to learn'?	E.g. Explore strengths and challenges	