

WAVERTON CP SCHOOL RECOVERY PLAN 20-21



Waverton School will receive £15,200 to help support this plan. Payments will be spread across the three terms. The majority of the funding will be used for increase in TA hours to support teachers within the classroom, giving time to teaching staff to focus on the children in most need. It equates to approximately 25 hours of support per week across the school

PARTIAL CLOSURE OF SCHOOLS

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> • The majority of school have remained open for vulnerable children and children of key workers • Staff have continued to work, alternating between home and school • This included the Easter holidays (for some staff) • Some staff have worked at other schools • Some staff have been providing home learning tasks (daily) whilst home-schooling their own children • Some staff could be coming back both physically and mentally tired • Many may have had additional worries (and will continue to have additional worries) about 	<ul style="list-style-type: none"> • Staff meetings should focus on wellbeing of staff • Staff meetings should not focus on CPD issues for the first half term • Try to remove any expectations beyond the school day (no taking books home to mark) • Let them go home and focus on their family members • Do not add to teachers' workload by expecting too much in relation to assessing academic subjects • Instead, assess children's wellbeing and social and mental health • Talk through the curriculum with staff what subjects need greater emphasis. • Make time for all staff to talk to 	<ul style="list-style-type: none"> • After the first half term staff are fully back in the swing of things • After the first half term staff meeting routines have been re-established • The normal timetable for staff meeting, to include subject specific issues are re-establish after the first half term • Staff feel well supported during the return period and feel more confident about leaving vulnerable family members • Normal after school arrangements have been re-established after the first half term • Staff are better equipped to continue to assess children's social

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<p>members of their family and friends</p>	<p>senior leaders about their personal situation, do they have access to supervision</p> <ul style="list-style-type: none"> Remind them of any internal support plan/system that is in place 	<p>and mental health</p> <ul style="list-style-type: none"> Normal timetable arrangements have been re-established after the first half term Staff have valued time to talk about their particular issues
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SUPPORT FOR INDIVIDUAL STAFF

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> Schools will be very keen to support staff, including those who will have suffered loss or trauma Some will have been in school without a proper break whilst others have worked almost exclusively from home Allow time to rebuild school communities Staff need to be aware of the stress that headteachers have faced and need to be considerate as well Many headteachers have had to make some very difficult decisions and have had to respond to a range of government guidance There is a role here for governors 	<ul style="list-style-type: none"> Governors need to focus on the well-being of all staff in the first half term back Governors accept that data will not be accurate until at least the end of the Autumn term Staff should not be spending time on monitoring learning or writing subject specific reports The focus should be on assessing children's wellbeing and creating a healthy environment to enable children to be ready for learning Accept that when children return this will be a new situation for everybody and nobody has a blueprint on what it should look like 	<ul style="list-style-type: none"> Governors have played a significant role in supporting staff as they return to 'normal' routines Governors and senior leaders accept that checking data is not the priority and have not pressured staff to provide information related to academic progress Staff have focuses on children's wellbeing and have not felt pressurised into providing reports or monitoring lessons There has been a strong focus on creating a healthy environment Children have made excellent adjustments and are rapidly back in the swing of things There has been an acceptance that certain routines have had to be changed for the sake of

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<p>to support all staff</p>	<ul style="list-style-type: none"> • There will be a little of 'feeling our way' involved as the return happens 	<p>children and staff</p> <ul style="list-style-type: none"> • The 'feeling our way' approach has been eradicated and routines established
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RE-ESTABLISH ROUTINES

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> • Recognise that it may more difficult than anticipated to re-establish routines • This goes beyond school routines: daily life routines for staff and children • Some sleep patterns may have been disrupted • The issues often associated with beginning of a new term will be magnified • Leaders may have to allow for a period of adjustment • However, there are benefits in re- establishing these routines for staff, children and parents • Getting back 'into the swing of things' will need to be a priority. • Be ready for many children 	<ul style="list-style-type: none"> • Aim to get back 'into the swing of things' as quickly as possible (this could provide much emotional support) • The vast majority of children feel more secure when routines are set, and they know what is expected of them • Similarly, so do the vast majority of staff. • Recognise that some families may struggle with getting back into the swing of things • Support these families where it is needed • Provide more open type activities in the afternoon so adjustments to the timetable may be needed • Children will have established 	<ul style="list-style-type: none"> • The school is back to its normal working routines in a very short time (well within the first half term back) • Children respond well to the routines that have been set for them • There are few, if any, issues that can be associated with a return to school • Staff are very much back into routines also and this is helping children to settle • Staff have dealt well with children from families that are finding it difficult to get back into the swing of things • The adjustments made to the afternoon timetable have gone down well and helped children to settle

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(and staff) feeling tired in the afternoon	different eating patterns – they may feel hungry more frequently – snack times may need to be introduced for a short while	<ul style="list-style-type: none"> Snack times seem to have done their job as children are not saying they are hungry
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RE-ESTABLISHING EXPECTATIONS

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> Recognise that different people will have had very different experiences during the lockdown period Some will have been in school throughout (including senior leaders) The majority of children will have been at home – all having had different experiences For some, it will take time for them to re-establish and re-learn the expectations of the school, particularly learning and behaviour Learning involves much practice and children will out of practice in this respect 	<ul style="list-style-type: none"> Ensure that behaviour expectations are re-established as quickly as possible Remind children (and staff) about how they speak to each other; how they treat each other and the expectations with regards to attitudes Re-establish the “Waverton Way” behaviour plan Leaders need to find time to regularly talk to each class to remind them of these expectations However, place much emphasis on the school being a safe environment and that they are loved and cared for Place much emphasis on respecting each other Aim to re-establish the 	<ul style="list-style-type: none"> Patterns of behaviour have been re-established and the school’s expectations with regard to behaviour have been adhered to Children are polite and caring and are aware of how words can hurt Staff are careful about the way they approach potentially difficult situations and take extra care with the words they use Children are reminded regularly of the school’s expectations Children know what is expected of them and feel cared for There have been additional activities organised aimed at helping children to be kind to each other and to listen to each

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	<p>culture and ethos that existed before</p> <ul style="list-style-type: none"> Once this is established place much emphasis on attitudes to learning 	<p>other</p> <ul style="list-style-type: none"> Everyone believes that the school is the same place that it used to be Attitudes to learning are very positive and much in line with what they used to be
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DEALING WITH CHILDREN WHO ARE WORRIED ABOUT RETURNING

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> Many children will be looking forward to returning to school, but many will find being around people difficult, frightening and even overwhelming This will especially be the case as we move quite rapidly from social distancing to a return to school Some children may have developed a fear of people in general Many children will be overwhelmed by the implicit message that other people could be dangerous to their health Again, many will not have experienced other people apart from their immediate family being in their personal space The daily life of a school, with its 	<ul style="list-style-type: none"> Be aware of the sensory issues, especially when moving around the school Lunchtime is a potentially key time to consider Aim for calm and quiet at all time but be aware of a need for quiet space for individuals who need it Ensure you have such spaces dedicated on the playground and create quiet spaces around the school Help children to understand that if they crave space that it is not unusual and talk to them about it As most children have not been in crowded rooms for some time, they may find the classroom over whelming. Keep noise levels as low as possible 	<ul style="list-style-type: none"> Movement around the school is calm and well ordered Lunchtimes are also orderly with greater levels of calm evident Quiet places have been established both in and out of the main building There are quiet areas established on the playground and children know where they are Children know that it is not unusual for them to want to go to a quiet area The noise levels in classrooms are particularly low Very few, if any, children mention that they are unsettled because of noise levels around the school

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<p>hustle and bustle, could be difficult for some</p> <p>Be aware that some may have sensory issues and anxiety about the proximity of others physically</p>	<ul style="list-style-type: none"> Teachers should continually remind children of the quiet spaces that have been created 	<ul style="list-style-type: none"> Staff continually remind children of the quiet spaces that have been established
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SEPARATION ANXIETIES

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> The vast majority of children will have become used to being with their parents for extended periods Even for the children who are excited to come back to school to see their friends, this could be a source of potential anxiety There will be some children who will struggle with this separation and experience anxiety Children may well worry about their parents going to work, either as key workers or those returning after the lockdown Most children separate from their families quite easily but there will be a few who did not, even before this lockdown period 	<ul style="list-style-type: none"> Allow children to bring in photographs of their family Younger children may benefit from having a familiar cuddly toy Older children should be provided with time to 'check-up' on their younger siblings Talk to children to reassure them: <ul style="list-style-type: none"> It is perfectly ok to miss them It is perfectly ok to not to want to be surrounded by lots of people It is ok not to want to get back to formal learning once more Staff should constantly reassure children that their parents are safe 	<ul style="list-style-type: none"> Children do not feel anxiety about being separated from their families Fewer children feel the need to bring in photographs of family members or a cuddly toy to make them feel more settled Arrangements for older children to see their younger siblings have been established The regular talks with children have helped them with coming to terms with being away from their family members Children know they can talk to a member of staff when they feel insecure The number of calls being made by staff at lunchtimes is diminishing rapidly

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<ul style="list-style-type: none"> • Staff are likely to know the most vulnerable in this respect, however these numbers may now grow 	<ul style="list-style-type: none"> • Staff should be allowed to call parents at midday so as to reassure a very anxious child • In some cases, arrange a midday meeting between the child and the parent 	<p>Meetings between parents and children at midday are also dwindling</p>
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RELATIONSHIPS

<ul style="list-style-type: none"> • It is important that re-building relationships will be a key factor in a successful return to school • This may well not happen overnight • Staff need to give themselves time and work at being kind to each other • Accept that most children will have spent months in the company of only their parents and could well struggle to separate • They are unlikely to have played with friends where they have had to compromise and may find following rules difficult 	<ul style="list-style-type: none"> • Ensure that all playing is supervised and scaffolded • Remind children how to play together • Remind children how things are done at this school • Help them to regain their identity and the culture and ethos that comes with it • Use rewards to reinforce messages of being one unit • Emphasise to staff that they will have to be very patient with some children • Remind those children, that will need it, how to speak at school 	<ul style="list-style-type: none"> • After an initial period of support, children are back into the swing of things with regard to playing at break and lunchtimes • Children demonstrate consideration for each other during play • Rewards have been established and are used sensitively and correctly • Staff demonstrate patience when some aspects of playground and lunchtime play have not gone according to plan • Children speak with respect with one another
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Children's different experiences during lockdown

HOME LEARNING OR NOT		
ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> • It is inevitable that some children will have been doing a great deal of home learning whilst others may have done very little or none at all. • The vast majority of children will be somewhere in the middle • It is important that teachers respond to what children have done, not what they were expected to have done • There is a need to be aware that many children will have forgotten much of their learning • Some children may well have been a carer for a sick relative or dealt with grief 	<ul style="list-style-type: none"> • Whilst it is important to get a sense of where children are in their learning, there will be a need to assess informally and not subject children to formal tests as soon as they return • Building relationships will need to be prioritised • Put energy into celebrating and valuing what children have achieved • Build in time for children to share their experiences of lockdown, including providing them with a chance to showcase the learning they did at home • In this way, there is room for celebrating the learning that children did that is not part of the curriculum • Help teachers to recognise that many children will not have done what had been set for them and that some children will have been through trauma 	<ul style="list-style-type: none"> • Teachers have a good idea of which children will have done much learning at home and those that have not • No formal testing has taken place • Children have had opportunities to talk about what they did during lockdown • Good relationships at all levels have been re- established • There have been opportunities provided for all children to show what they did, especially the more practical elements of home learning • There has been a strong sense of celebrating the learning children did at home with very little talk about what children did not do • Teachers have been relaxed about aspects of learning that children did not cover

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Children's different experiences during lockdown
ACCESS TO HOME LEARNING

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> • Children will have had different access to learning during the lockdown • For some, they have parents who have been able to take on the role of 'teacher' and oversee the home learning • For others, there may be a whole range of issues impacting on their ability to learn at home: <ol style="list-style-type: none"> 1. Space to work 2. Parents' commitment to home learning 3. Parents' skills 4. Parents' interest or capability 5. Access to online facilities • Older children will have been able to be more independent as learners, and this may well be helpful, especially for upper Key Stage 2 children 	<ul style="list-style-type: none"> • Some, or many, children may feel they have missed out on learning and may be anxious or stressed as a result • It is important to acknowledge that this has not been the children's fault • It is also important to celebrate the learning that many children did (as set by their teachers) • It is also important to acknowledge the experiences (learning) of other children (even though it is not related to the learning set) • Look for examples of children who have shown resilience, patience and kindness at home • Be careful not to discriminate against children who have not been able to do much work online 	<ul style="list-style-type: none"> • Teachers have accepted what children have done without any reprimand • Teachers have been able to talk individually with children about what they did achieve and how much of it they can still recall • Teachers have a good idea about gaps in learning and have made adjustments accordingly • There have been opportunities provided for children to showcase their learning • Credit has been given to children who showed characteristics such as resilience, patience and kindness • Teachers accept that many children did not have online access

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CHILDREN WHO WERE AT SCHOOL AND THOSE WHO WERE NOT

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> • Clearly, there will be a great difference in experience for those children that attended school and those that did not during lockdown • Do not assume that those who did attend school will be in a better position than those that did not • In many cases, only few children attended school • However, these are more likely to be comfortable with social distancing, less worried about 'catching' something off others • There is a very real possibility that children will have had different messages, e.g., going outside, talking or seeing others, etc. • However, academically they may not have experienced that much difference 	<ul style="list-style-type: none"> • Make use of the children who were at school to relay the message that school is a safe place • They can relay the message about washing hands, keeping a distance as much as they can and using tissues when sneezing or coughing • Some children who attended school may feel hard done by, so use them in a positive way to support their feelings • The children at school (especially if they attended another one) will have made new friends so provide opportunities for them to keep in touch • These children could be used to model to others how they kept safe but still had a chance to play and learn 	<ul style="list-style-type: none"> • All children have been reassured that school is a safe place • Children that were at school are able to set good habits about washing hands and keeping a safe distance • Children who were at school are used as models and made to feel important • Opportunities have been made for children who were at school to keep in touch with new friends they made, either in other schools or in other year groups • The children who did attend school have been able to relay information about being safe but still being able to play and enjoy life

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SAFEGUARDING
Different types of abuse

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<p>Domestic Abuse</p> <ul style="list-style-type: none"> It is important to be aware that a small minority (hopefully) of children will have experienced domestic abuse during the lockdown (we know there has been a significant rise in DA) It is important that we are alert to children who may not have come under the radar before and be aware that some may have suffered significant harm during this time <p>Online Abuse</p> <ul style="list-style-type: none"> Some children may have experienced threats and possible abuse online. Exposure to harmful images may well have increased <p>Online Bullying</p> <p>As children have moved more of their social lives online, we need to be aware of increased risk of online peer to peer abuse</p>	<ul style="list-style-type: none"> It is important that during the first half term back at school that you provide more opportunities for children to talk about their experiences It is also important that every school ensures that there is a high focus on creating a safe environment Create 'safe spaces' for children to talk about their experiences Ensure that all children have access to 'trusted' adults who are trained to listen and are able to respond effectively All staff, on their return to school, should have received safeguarding briefing on how to respond to disclosures Be aware that it may take some children a long time to disclose or reveal any abuse Some, may be revealed through changes in behaviour and other indicators Do not assume that poor behaviour is associated with just being back at school 	<ul style="list-style-type: none"> Children have been provided to talk with a member of staff that they feel comfortable with about any issues that concerns them Systems are well established to deal with issues of disclosure Safe environments have been established as a matter of priority Safe spaces have been established for children so that they can feel comfortable about talking All staff have received a safeguarding briefing when they returned to school, so they are very alert to certain issues Staff are aware that some children may take longer than others to disclose important information Staff are alert to any changes in behaviour by individuals Staff are aware that poor behaviour will be about being back at school

SAFEGUARDING
Bereavement and serious illness

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> • It could well be that each setting may have someone who has died. It is important that all children know about this • Others may have moved on – house move, job move, parents deciding to continue home education, etc. • It is important that we do not allow children to create rumours or to be led by inaccurate information on social media • We need to be aware that any illness to family members, friends or peers will become a greater source of anxiety • In relation to illness and death, we all will have experienced something that was outside our concept in this century • There is a likelihood that this could lead to more anxiety and may make children and adults more risk adverse 	<ul style="list-style-type: none"> • Be as transparent as you can about any changes that have occurred • Use whole class settings or assemblies to support this • If children have moved schools, ensure that the school body is seen to wish them luck • Focus on the excellent work of the NHS and how they have helped people to recover from their illnesses • Talk about the ‘Thursday clapping’ and the fundraising that is and has taken place • Use the strength of the NHS as a catalyst to talk about our nation’s strength and resolve • Ensure your key members of staff are ready to meet the needs of any individuals who have experienced a loss or have abnormal fears • Provide staff members and school community with access to outside resources that can help (see links) 	<ul style="list-style-type: none"> • Children know about any changes that have occurred to staff and to children in various classes • Children who have moved to different schools have been contacted and good wishes have been sent to them • Much talk has been happening about the NHS and the excellent work they have done • Children have had opportunities to talk about what they did to celebrate the NHS work (rainbows and clapping) • The NHS has been used as an example of gathering strength from adversity • Staff are in an excellent position to support any individual who has lost a close member of their family or a friend of their family

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SPECIAL NEEDS

Helping children with special needs settle back into school life

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> • The impact of all these issues will be even greater for children with special needs • Not only will their learning have been impacted upon, so will their anxiety about not carrying out the routines of being at school • Some will have had issues about dealing with the changes when the lockdown came in the first place • There are likely to be issues with managing transition into school • This will be compounded if there is also a change of setting 	<ul style="list-style-type: none"> • For most SEN children the biggest hurdle will be that of managing expectations of behaviour, establishing routines once more and reassuring them that everything is ok. • Visual timetables should be used daily to reassure them what the day will look like • Excellent behaviour management needs to be in place using positive reinforcement as many may well have forgotten how to behave (shouting out, talking over each other, poor language) • Arrangements need to be made for those children that will struggle • Accept that it may take a few weeks to re-establish routines and appropriate behaviour • Create charts to outline unacceptable and acceptable behaviours and discuss with the children 	<ul style="list-style-type: none"> • Children with special needs have returned to school and settled down into familiar routines • Children with special needs feel safe and are happy to be back at school • There are very few issues related to behaviour (and certainly no more than usual) • There is excellent behaviour management re-established • Where children have struggled, they have been identified quickly and helped by individuals so that they settle back quickly • Staff have been patient and recognised that for some children it has taken a long time for them to settle once more • Children know what is acceptable and what is not

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CURRICULUM ISSUES

Missed elements of the curriculum

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> • As we are following a very prescribed curriculum, there will be a need to consider how you are going to make adjustments • The maths and science curriculum are presented on a year by year basis, and with as much as at least a term being missed there is a need to consider how to make adjustments. • For English, reading is the main issue (see next page) it may be slightly easier to close the gap because the English curriculum of the National Curriculum is outlined in two-yearly blocks • For the foundation subjects, adjustments can be made over a longer time, with learning being spread over a longer period 	<ul style="list-style-type: none"> • Subject leader for mathematics to work with senior leaders to identify the potential gaps in learning • Subject leader for mathematics to work with senior leaders to make necessary adjustments, e.g. fraction work for Year 3 to be combined with fractions work with Year 4 • Similarly, subject leader for science to work with senior leaders to identify potential gaps in learning • Subject leader for science to work with senior leaders to help close the gaps, e.g. combine plants work for Years 2 and 3 • English subject leader to carry out survey across the school to consider which elements of learning has been missed and then put forward suggested adjustments moving forwards • Leaders of Foundation subjects to consider which topic areas have been missed and to assess if these can be visited through other topics later in the key stage 	<ul style="list-style-type: none"> • A closing the gap plan has been established and presented to staff for both mathematics and science • All teachers are comfortable and confident with the adjustments made in mathematics and science • English leaders have carried out their surveys and have made adjustments needed • Staff have been presented with the changes to the English curriculum and have made the necessary changes • The history and geography leaders have considered where adjustments need to be made and have presented their findings to staff • Staff have made the necessary adjustments to their plans for foundation subjects

CURRICULUM ISSUES

Reading

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> • As we are all aware, we cannot afford to let children miss out on reading regularly • This is particularly the case for younger children who are at the point of becoming independent readers • It is also important for older children with regard to their reading fluency • However, in reality there will be those children that will have read regularly (daily) and others who will not have read at all during the lockdown • Despite messages from schools to implore parents to ensure their children's reading activities are being kept up, the length of the lockdown will inevitably mean that some parents have not been able to keep up the regular support their child/ren need Children may have gone from regular phonics input to little or no input 	<ul style="list-style-type: none"> • With younger children, in phonics groups, there may be a need to reassess where they are as quickly as possible and provide programmes to help and support them to get back to where they were and be in a good position to springboard on from there • English or reading leaders need to support staff in providing additional 'bridging' activities for younger children in particular • It may mean that for a short-period, leaders may need to recommend additional-phonics sessions for those that have slipped backwards • There may be a need to introduce an addition 'quiet reading time' for older, independent readers to help them get back into the swing of regular reading • Look at introducing reading buddies with older children reading to younger children 	<ul style="list-style-type: none"> • Children have been placed into appropriate phonics groups • Catch-up programmes have been successfully implemented by staff • English (or reading) leaders have supported all staff in ensuring that the bridging activities are appropriate and supportive • Where needed, additional phonics sessions have been organised to support children in need • Additional quiet reading periods have been established for older children • Reading aloud to the class is prioritised with staff choosing books that grab the children's interest • Children are being directed to carry out more research which involves reading

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	<p>across the school - VIRTUALLY</p> <ul style="list-style-type: none">• Look for more opportunities to provide children with reading challenges, in some cases it could be related to the book being read to the class• Ensure children are carrying out research which requires them to read to obtain the information they need	
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TRANSITION
Helping children move onto next stage

ISSUE	ACTIONS NEEDED	SUCCESS CRITERIA
<ul style="list-style-type: none"> • New reception children will not have had the usual transition visits and preparation for school • They will also know about Covid19 and this may add to their anxieties • Parents will not have the normal introduction to the school and its systems 	<ul style="list-style-type: none"> • The transition programme should happen in the first few weeks of the Autumn term and hold parents' meetings in July • Create a video clip/labelled pictures of the setting which will help parents to explain to their children about the routines they can expect this can be shared on website or via email. • Ensure that the video focuses on aspect such as where they will place their coats, where various play areas are, etc. • This should allow parents time to buy any uniform or equipment in good time • Transition meetings could be held online with pre-school settings • Provide a staggered start for the new children so that they can settle in with smaller groups 	<ul style="list-style-type: none"> • Although the transition programme did not begin until the new academic year, parents have been provided with good quality information to enable their children to settle well into school life • Because of the film, children were familiar with their setting • Children knew where to put their belongings and new about the sand area and the outside environment • Where applicable, children had the correct uniform and parents felt well supported in the information about book bags, etc. • Parents are very positive about the preparations the school has made to meet their child's needs • The staggered start system worked well to support a positive start for all children

USEFUL LINKS

Staff Wellbeing

Education Support: <https://www.educationsupport.org.uk/> Tel: 08000 562 561

Anna Freud National Centre for Children and Families: Supporting Staff Wellbeing:

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-in-schools/>

Mentally Healthy Schools:

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>

Mind:

<https://www.mind.org.uk/>

Pupil Wellbeing

Education Endowment Foundation: Improving social and emotional learning in Primary Schools:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

Young Minds:

<https://youngminds.org.uk/>

Charlie Waller Memorial Trust: <https://www.cwmt.org.uk/schools-families>

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LGfL Wellbeing Connected: <http://wbc.lgfl.org.uk/>