** Recovery Response – levels of support**

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| **Level of Response** | **Teaching and Learning Strategies** | **Provision** | **Support** |
| Universal | Building Relationships | * Acknowledge that for some children and young people, they will be frustrated by the situation and want to be back in school.
* Acknowledgement that some children and young people will have experienced safeguarding issues being at home.
* Priority to be given to the re-affirming of relationships between both staff and children/young people. Although there will be some learning lost, not to get straight into formal assessment.
* Flexibility – a way of demonstrating that wellbeing is the first priority.
* Awareness of any Key Worker children, if they have remained in school and their feelings towards others who have not been attending school.
* Consideration of the school day especially, in the first instance, to think about activities that build on relationships, feeling safe, repetition of routines and structures. This can involve Circle Time, games, welcome back assembly (re-establishing school community) to celebrate any missed birthdays, show appreciation for key workers, reinforce everyone being safe and back together.
* Time within the curriculum to acknowledge that everything has not just ‘returned to normal’
* Recovery conversations with children.
* Wellbeing recovery SOW for all staff and children
 | Websites |
| Response | Trauma-informed |  |
|  | approaches | <https://www.ssscb.org.uk/> |
|  | Resilience |  |
|  | Nurturing Principles | [www.boingboing.org.uk](http://www.boingboing.org.uk/) |
|  | Mindfulness |  |
|  | Emotion Coaching | [www.nurtureuk.org](http://www.nurtureuk.org/) |
|  | Trauma Informed approach |  |
|  | PACE model | [www.emotioncoachinguk.com](http://www.emotioncoachinguk.com/) |
|  | Growth Mindset – Carol |  |
|  | Dweck | <https://www.annafreud.org/> |
|  |  | [https://www.camhs-](https://www.camhs-resources.co.uk/coronavirus) |
|  |  | [resources.co.uk/coronavirus](https://www.camhs-resources.co.uk/coronavirus) |
|  |  | [https://www.calameo.com/read/00077772](https://www.calameo.com/read/000777721945cfe5bb9cc?authid=Xu9pcOzU3TQx) |
|  |  | [1945cfe5bb9cc?authid=Xu9pcOzU3TQx](https://www.calameo.com/read/000777721945cfe5bb9cc?authid=Xu9pcOzU3TQx) |
|  |  | Books |
|  |  | <https://axelscheffler.com/books-for-older-children/coronavirus>  |
|  |  | <https://www.elsa-support.co.uk/coronavirus-story-for-children/>  |
|  |  | <https://nosycrow.com/blog/actor-hugh-bonneville-to-voice-audio-for-nosy-crows-coronavirus-book-for-children/>  |
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|  |  | <https://axelscheffler.com/books-for-older-children/coronavirus>  |

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|  |  | * Thought around displays in school to reflect the situation, for example things that we are sad about and things we are/can be happy about.
* Adults to model appropriate behaviours and talk about experiences when needed
* The use of visual resources to explain and reinforce routines and structures of the day. This could be via visual time tables, checklists etc.
* Clear and consistent rules and routines expressed – re- teach these.
* Use of social stories.
* Repetition and reminders that are supportive rather than assertive.
* The use of positive praise at all levels.
* Staff to not directly question children on what work they may or may not have completed at home.
* Children who have completed home working to be praised privately.
* Parents/carers to be included in plans of the school with opportunities for parents/carers to share if their child has experienced any difficulties during the lockdown (e.g. emotional, bereavement, illness).
* Safe spaces for children to talk about experiences.
* Ensure pastoral support is available throughout the day and is not by timetable/appointment only.
* Clear communication regarding the whereabouts of members of the school community.
* Opportunities to celebrate members of the school community who have died, this could be in the form of a remembrance assembly where names could be read ~~it~~ of

family members of children, as well as celebrating the | ([https://www.calameo.com/read/0007777](https://www.calameo.com/read/000777721945cfe5bb9cc?authid=Xu9pcOzU3TQx) [21945cfe5bb9cc?authid=Xu9pcOzU3TQx](https://www.calameo.com/read/000777721945cfe5bb9cc?authid=Xu9pcOzU3TQx))ActivitiesHope Cloud Activity (from Young Minds website)All About MeTherapeutic Story – The Little Elf Growth Mindset – Big Life Journal Well-being rating scales/daily emotion‘check ins’ (i.e placing name on chart to show how children are feeling).OtherCYC EPS Trauma-informed Behaviour Policy GuidanceCYC Critical Incident GuideAdvice and guidance from other services such as SWS, EPS, STT |

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|  |  | work of the NHS and key workers (in line with parental / family wishes and only when consent from bereaved families has been sought to do this).* Opportunities to talk about feelings/emotions embedded throughout the curriculum.
* Careful balance of prioritising wellbeing and also ensuring boundaries are in place, as these are safe, i.e. (it’s OK to feel scared about being at school but it’s not OK to hurt others).
* Expect ‘behaviours’ – plans in place for these.
* Gradual approach to reintroducing academic demands. Children and young people have to be emotionally ready before they can learn.
* Staff wellbeing also a priority – “need to feel nurtured to nurture”.
* New rules and restrictions articulated as ‘do’ statements rather than ‘don’t’ – such as ‘do wash your hands’.
* Use of therapeutic stories for the whole class.
* Peer mentoring schemes.
* The use of transitional objects to be used with younger children.
* DSL to be in contact with Virtual School if support needed.
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| Targeted | Building Relationships | All of the above and;* A number of adults being ‘available’ to support children if and when needed.
* Ensure that key members of staff such as SENCo and DSL have additional time to attend to any matters that have arisen.
 | Websites |
| School | Resilience | [www.elsanetwork.org](http://www.elsanetwork.org/) |
| Response | Nurturing Principles | <https://www.elsa-support.co.uk/> |
|  | Mindfulness |  |
|  | Emotion Coaching |  |
|  | ELSA | Books |

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|  |  | * Small group work, specifically targeting area of need, such as specific work around emotions, emotional regulation, bereavement etc.
* Nurture group both EYFS and KS2
* Examples of support: ELSA, Zones of Regulation, FRIENDS, Lego Therapy, Talking Partners.
 | The Zones of Regulation: A curriculum designed to foster self-regulation and emotional control.ActivitiesAdvice and guidance from other services such as SWS, EPS, STT |
| Individual Targeted Response | Building Relationships ResilienceNurturing Principles Mindfulness Emotion Coaching ELSAAnxietyCBT approachesLoss and Bereavement work | All of the above and;* Provide a consistent adult that a child can develop a positive and trusting relationship with.
* Specific targeted work with a familiar adult trained in delivering the programme.
* Information gathering and action plan set out to meet needs.
* Personalised timetable in the short term
* Allocated a member of staff/key worker, in the short term to help re-adjust.
* The use of both social and therapeutic stories with individuals if needed.
* Some specific children may experience separation anxiety from parents/carers – individual support may be needed to offer reassurance.
* Some children may experience specific anxiety. Looking at individual ways that they can be supported to offer reassurance, such as the use of CBT approaches.
* Some children may have experienced loss and bereavement and will need some additional adult support, such as an ELSA or other suitably trained adult.
 | Websites [http://www.em-](http://www.em-edsupport.org.uk/coronavirus-eps)[edsupport.org.uk/coronavirus-eps](http://www.em-edsupport.org.uk/coronavirus-eps) [https://www.winstonswish.org](https://www.winstonswish.org/)[https://www.cruse.org.uk](https://www.cruse.org.uk/) [https://www.samaritans.org](https://www.samaritans.org/) |
|  |  | [https://youngminds.org.uk](https://youngminds.org.uk/) |
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|  |  |  | Conversations that Matter – Margot SunderlandWhat to Do When You Worry Too Much? A Kid’s Guide to Anxiety - Dawn HuebnerThe Mindfullness Journal for Teens – Jennie Marie Battistin.ActivitiesThe use of Therapeutic Stories – The little Elf ([http://www.em-](http://www.em-edsupport.org.uk/coronavirus-eps) [edsupport.org.uk/coronavirus-eps](http://www.em-edsupport.org.uk/coronavirus-eps))Creation of a five point scale, for any emotion, including anxiety (Dunn Baron and Curtis).OtherLoss and Bereavement Guidance, produced by CYC EPS |
| Outside | Educational Psychology Service | * This should be done following the graduated response with the Assess, Plan, Do and Review Cycle.
* In the majority of circumstances children and young people should be raised at a planning meeting/consultation with supporting documentation.
* Use of un-named consultations
* My Agreed Outcomes Plan (or equivalent)
* My Support Plan (MSP)
* Education Health and Care Plan (EHCP)
 | [https://www.yor-](https://www.yor-ok.org.uk/2014%20YorOK%20Website/families/Local%20Offer/supporting-children-at-home-who-are-deafhearing-impaired.htm) |
| Agency | (EPS) | [ok.org.uk/2014%20YorOK%20Website/families](https://www.yor-ok.org.uk/2014%20YorOK%20Website/families/Local%20Offer/supporting-children-at-home-who-are-deafhearing-impaired.htm) |
| Support | School Wellbeing Service (SWS)Local Area Teams (LAT) | [/Local%20Offer/supporting-children-at-home-](https://www.yor-ok.org.uk/2014%20YorOK%20Website/families/Local%20Offer/supporting-children-at-home-who-are-deafhearing-impaired.htm)[who-are-deafhearing-impaired.htm](https://www.yor-ok.org.uk/2014%20YorOK%20Website/families/Local%20Offer/supporting-children-at-home-who-are-deafhearing-impaired.htm) |
|  | Specialist Teaching Service |  |
|  | (STT) | [https://www.yor-](https://www.yor-ok.org.uk/families/Local%20Offer/supporting-autistic-children-at-home.htm) |
|  | Specialist Early Years Support | [ok.org.uk/families/Local%20Offer/supporting-](https://www.yor-ok.org.uk/families/Local%20Offer/supporting-autistic-children-at-home.htm) |
|  | Team (SEYST) | [autistic-children-at-home.htm](https://www.yor-ok.org.uk/families/Local%20Offer/supporting-autistic-children-at-home.htm) |
|  | Virtual School |  |
|  | Child and Adolescent Mental | [https://www.yor-](https://www.yor-ok.org.uk/families/Local%20Offer/specialist-teaching-team.htm) |
|  | Health (CAMHS) | [ok.org.uk/families/Local%20Offer/specialist-](https://www.yor-ok.org.uk/families/Local%20Offer/specialist-teaching-team.htm) |
|  |  | [teaching-team.htm](https://www.yor-ok.org.uk/families/Local%20Offer/specialist-teaching-team.htm) |



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| **Date:** | **Time:** | **Session:** | **Audience** | **Zoom Access** |
| 8th September | 4.00 - 4.45 pm | *The Art of Brilliance Part 1: the science of**flourishing.* | Staff *with Andy* | Meeting ID: 842 8228 7951Password:88 56 25 |
| 15th September | 4.00 - 4.45 pm | *The Art of Growing Brilliance: learning to grow.* | Staff *with Will* | Meeting ID: 878 5685 7558Password: 21 74 86 |
| 16th September | 11.00 - 11.45am | *An Introduction to Brilliance: the importance**of perspective.* | Primary Pupils*with Will* | Meeting ID: 886 8946 8588Password 33 79 45 |
| 21st September | 4.00 - 4.45 pm | *The Art of Brilliance Part 2: how to be a**2%er.* | Staff *with Andy* | Meeting ID: 810 1821 4907Password: 92 08 94 |
| 30th September | 11.00 - 11.45am | *2%er Thinking: choosing positively and embracing responsibility.* | Primary Pupils*with Will* | Meeting ID: 817 6789 4362Password: 90 45 00 |
| 5th October | 7.00 - 7.45 pm | *The Art of Being a Brilliant**Parent: you are enough.* | Parents *with Andy* | Meeting ID: 829 1433 6166Password: 60 94 40 |
| 14th October | 11.00 - 11.45pm | *Learning to Learn: 5 steps to success.* | Primary Pupilswith Will | Meeting ID: 816 3617 2786Password: 38 24 11 |
| 4th November | 11.00 - 11.45 | *True Grit: a route-map to resilience.* | Primary Pupils with Will | Meeting ID: 817 4428 6540Password: 97 65 33 |
| 18th November | 11.00 - 11.45 | *HUGGS: turning dreams in to reality.* | Primary Pupilswith Will | Meeting ID: 889 7405 7392Password: 91 44 70 |
| 2nd December | 11.00 - 11.45 | *The Ripple Effect: understanding your impact.* | Primary Pupils with Will | Meeting ID: 895 3700 0152Password: 71 40 50 |