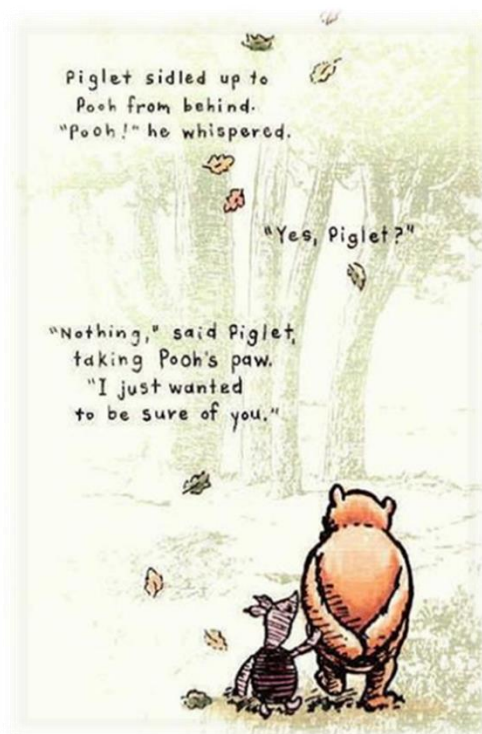


## Returning to school thoughts and strategies for teachers



**Nurture** The nurture principles are ultimately about supporting children who have missed key developmental experiences in their early lives. They are also a useful guide for helping them to recover from an unprecedented change in their daily routine. We will be asking them to cope with this strange and stressful disruption and adapt to a "new normal" in the coming weeks and months. Applying a nurturing approach in children's return to school-based education enables us to focus on the factors, which foster healing, and resilience in the face of trauma. Factors such as:

*safety, security, understanding, wellbeing and inclusion*

<https://www.twinkl.co.uk/resource/nurture-group-pupil-information-primary-resource-pack-t-s-2547303>

### PACE

Dan Hughes highlights the need for *connection before correction* and his formula of PACE can be applied to our work in a post-lockdown world.

*(Playful, Acceptance, Curiosity, Empathy)*

How can this formula be used?

**P** Playful interactions with children in the early stages of returning to school will help to create a sense of safety and belonging, reduce stress and defuse situations before they escalate. We might achieve this through personalised greetings in the mornings, sharing jokes and learning topics through physical action or musical rhythm. We could turn new routines into a game to diminish the strangeness and have fun rehearsals to make them easier to remember. Our new greeting could include thumbs up, an air five, self-hug.

**A** Acceptance is about being non-judgemental and showing the child that we understand what they are going through validation. For example, "I know you're scared about being here, let's work through this together" or "It must be hard not to think of your parents at home. You loved spending so much time with them every day and it's sad to leave them".

**C** Curiosity is important in putting aside our own presumptions and eliciting the child's views by wondering aloud – "I've noticed you've been quiet since coming back. I am wondering if you might be worried about something".

**E** Empathy is our way of stepping into the child's shoes and showing them that "we get it". We might say, "I know this is really tough for you. The classroom looks so different from the last time you were here" or "You are so upset that your friend has not returned to school yet. You miss seeing him every day like you used to".

## ELSA SUPPORT

Use the social story created by the ELSA support team to explain the changes to pupils returning to school.

<https://www.elsa-support.co.uk/back-to-school-after-coronavirus-story/>



## SMILE APPROACH

An ethos based approach to supporting school community mental health and wellbeing



smile-activities-staying-in.pptx

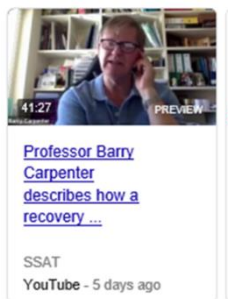
Double click to view the PowerPoint



Recovery Curriculum Professor Barry Carpenter & Matthew Carpenter

Re-connection, Recovery and Resilience

Videos



<https://www.youtube.com/watch?v=IkAkGIQtDwE>

A MUST SEE INTERVIEW!



## PERMA resources

Positive emotion, engagement, relationships, meaning and accomplishment



## Leuven Scale

The Leuven Scale is a form of assessment developed by Ferre Leavers and his team at Leuven University in Belgium. It is a five-point scale that allows childcare practitioners to measure children's 'emotional well-being' and 'involvement' – two vital components of learning, development and progress in children.

According to Leavers, children in a high state of 'well-being' are like 'fish in water'. They are comfortable in their environment, confident and eager to experiment and explore. Whereas, children with low levels of well-being often appear frightened, anxious and dependent, making it hard for them to learn in a sustained way and explore their potential. Similarly, high levels of 'involvement' – characterised by curiosity, fascination, deep satisfaction and a genuine interest in what they are doing – is an indicator of 'deeper-level', meaningful learning

The Leuven Scale for Emotional Well-Being:

1. Extremely low: The child shows clear signs of distress such as crying or screaming. They may seem withdrawn, frightened or aloof, and may behave aggressively, hurting themselves or others around them.
2. Low: They may seem uneasy and display a slumped posture. However, the discomfort is not evident all the time and is not as strongly expressed as in Level 1.
3. Moderate: The child has a neutral expression and demeanour. Their posture and expression neither show signs of sadness, pleasure, comfort or discomfort.
4. High: The child looks happy, cheerful and satisfied. But, these signals are not always present with the same intensity.
5. Extremely high: The child is lively, cheerful, confident and shows no signs of stress or tension. Their actions are spontaneous and expressive. They may talk to themselves, hum, sing and look entirely at ease with themselves.

<https://www.twinkl.co.uk/resources/home-early-years/home-early-years-assessment/early-years-assessment-targets-the-leuven-scales>

## What is the Government guidance telling us? EXTRACTS TAKEN FROM:

Keep Education Safe: guidance on learning over the summer term

Welsh Government 10.6.20 <https://gov.wales/keep-education-safe-guidance-learning-over-summer-term>

...Expectations for learning over the summer term

The time before the summer break is limited and schools will have restricted opportunities to engage with their learners. It is, therefore, important to put this time to best use and to focus of what is most important to support all of our learners. This time should be used to:

- **spend time undertaking activities which support the health and well-being of learners and staff**
- check in with learners, undertake activities to develop their readiness for learning and begin to reintroduce in school learning as appropriate
- test operations for partial reopening under social distancing (Keep Education Safe: operational guidance for educational settings)
- **engage with families, understanding learners' well-being needs and building confidence in the careful approach we are taking.**

**At this time more than ever, the focus should be on identifying and supporting the needs of individual learners. The role of practitioners should be first and foremost to nurture children and young people.** Learners should be supported positively to understand and observe hygiene and social distancing requirements but practitioners should ensure their expectations of learners are reasonable and support their well-being.

### **Relationships and social well-being**

A physical return to school has the potential to be a welcomed opportunity for learners to meet friends, revive social connections and to spend time with adults in school who have become important to them. Some learners will need additional support to reconnect. **A feeling of belonging and connectedness are key drivers of well-being...**

- **nurturing both positive peer relationships and those between staff and learners**
- ensuring **learners feel valued**, listened to and heard
- giving learners opportunities to work collaboratively, in purposeful learning
- **developing a sense of community.**

Over the summer term, there should be:

- an increased focus on well-being, play and outdoor learning
- a focus on learners **becoming 'learning fit'**: learning should have a clear focus on preparing learners to learn again, on their progression and next steps, rather than focusing on level attainment or a need to 'catch-up' on activity. Where assessment is used, this should be only used to help learners progress in a supportive way
- where learning is reintroduced, learning experiences developed in response to learners' needs: learners will have a variety of needs, across physical and remote learning and practitioners will need to design learning to support these, rather than carry on with 'business as us

**...Relationships with other learners and staff are a key aspect of learners' well-being.** As learners may also be missing other key relationships, such as their relationships with grandparents, having opportunity to rekindle relationships at school will be critical.

### **...Physical well-being**

Schools can provide important opportunities to support learners' physical well-being. This gives young people opportunities to enjoy a range of physical activities. It can also help them to understand the importance of a healthy balanced diet and access and enjoy foods as part of this. Lockdown may well have had a significant impact on learners' access to these. Their sleeping habits may also have changed significantly. Indeed for many children, routine will need to be rebuilt and this may be especially difficult in the 'part-time nature of some schools and settings. Schools should consider how learners can enjoy activities to support their physical health and to understand and develop healthy behaviours. Particular emphasis should be placed on enjoyment: as this supports them to develop health-affirming behaviours.

### **...LOCAL AUTHORITY RECOMMENDATIONS ...**

The local authority understands that schools will need to provide different experiences for learners returning to school.

The summer term should be used to provide opportunities **for learners and staff to readjust** to being back with their peers within a school environment.

The local authority **strongly recommends that schools focus on the emotional health and wellbeing for the remainder of the summer term.**

However, where learners are at the point of transition (eg Year 2, Year 6) schools are encouraged to provide opportunities to support the next phase in the learn