

ROUTINES & RELATIONSHIPS

RETURN TO SCHOOL: SEPTEMBER 2020



WHY?

For some children, there will have been up to five losses:

1. Routine
2. Structure
3. Friendship
4. Opportunity
5. Freedom

HOW?

By acknowledging these losses, the school can establish a consistent approach that is underpinned by a common set of principles that are closely aligned to our Vision: Loving, Growing & Succeeding Together and our Christian Values. It is important to acknowledge that the school will need to react to the needs of the individual, providing a suite of support mechanisms to transition them back into the school community.

WHAT?

WHY?	LOVING	GROWING	SUCCEEDING	TOGETHER
HOW?	RELATIONSHIPS Friendship, Trust, Respect	SPACE & OPPORTUNITY Courage, Honesty	TEACHING & LEARNING Perseverance	COMMUNITY Friendship, Trust, Respect
WHAT?	Routines: <ul style="list-style-type: none"> • Timetables • Pattern of the day Structures: <ul style="list-style-type: none"> • Agreed approaches • Rules and class agreements Friendships: <ul style="list-style-type: none"> • Collaborative • Engaging • Enjoyable PSHE: <ul style="list-style-type: none"> • Learning about relationships 	Physical Space: <ul style="list-style-type: none"> • PE • Games during break Mental: <ul style="list-style-type: none"> • Opportunities to talk • Rediscovering their voice Creative: <ul style="list-style-type: none"> • Art • Music • Drama 	Planning: <ul style="list-style-type: none"> • Sharp focus on what needs to be taught • Forethought Teaching: <ul style="list-style-type: none"> • Modelling • Use of TAs & HLTAs • OWLET • Well resourced Assessment: <ul style="list-style-type: none"> • Within a lesson • From lesson to lesson • Valid summative data 	Reconnecting: <ul style="list-style-type: none"> • Proactively engaging with stakeholders Empathy: <ul style="list-style-type: none"> • Listening to stakeholders Consistent: <ul style="list-style-type: none"> • Within school and between school and home Support: <ul style="list-style-type: none"> • Working with external agencies and specialists

Targeted children receive multi-agency support to proactively help their recovery.

- CAMHs, EP etc.

Some children have a focussed, needs-led programme of support that is personalised and agreed with home.

- Identify losses
- Agree support and strategies – e.g. Miss Fullwood, Relax Kids etc.
- Liaise with teacher and home – consistent
- Measure the progress – Wishes & Feelings

All children will have a consistent whole-school approach underpinned by a common set of principles. These approaches are clearly planned:

- Relationships
- Space & Opportunity
- Teaching & Learning
- Community

- Target children that we know are vulnerable
- Establish a referral system for teachers
- Wishes & Feelings: Jen or Gemma