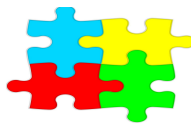


Phoenix Park Academy & Sevenhills Academy

Recovery Curriculum in response to COVID-19



Statement Of Use

Given the unprecedented events of the last few months and the impact upon our learners and school staff, the Senior Leadership Team felt that it was appropriate to respond to this need in a trauma informed way.

The 'Recovery Curriculum' is an important component of our thinking and planning across key stages so that our individual settings can create and adapt curriculum materials to meet the needs of their students within their individual context. The basis of the model is to provide some reassurance to our children and young people with opportunities to listen, question and discuss their feelings and experiences over the last few months. It also aims to establish routines and structures to the school days to help them re-integrate to the learning environment and re-introduce them to learning.

This is not a 'Catch Up' curriculum to address deficits in learning or an 'Instead Of' curriculum where no learning takes place. This is a 'Recovery Curriculum' to re-engage learners and enable them to learn with us again. Each site and the students and staff within it have had many different experiences throughout the pandemic and lockdown and the thoughts/considerations/plans within this document are there to support them back into school and working life.

“See the child before the student and the adult before the staff member”

- This document is to highlight ideas and considerations to create our own Recovery Curriculum to support our students, staff and wider community.
- It's been broken down into a phased approach to support understanding of need.
- Phases do not have specific time frames and can be extended/reduced where required.
- The phases list a number of considerations but are not designed to be followed through verbatim. With these considerations SLT & HOC will be able to make specific plans for the gradual return to sites.
- For each consideration there are resources/plans to support staff to easily implement them.
- All plans/resources are sources from multiple places (Online, homemade, PSHE/SEAL etc). They are simple, clear, easy to follow and suitable for KS2, KS3 & KS4 plus adaptable to each site.
- There is an example Medium Term plan which is linked to the different phases and has examples of activities linked to resources.
- There are also example days for each of the phases to generate ideas on how the school day could look.
- The Recovery Approach is supported by principles of attachment, trauma, restorative practice, Maslow's Hierarchy of Need, Polyvagal Theory and P.A.C.E
- The Recovery Curriculum has also been further supported by an Educational Psychologist, SEMH Specialist Teacher and Mental Health Practitioners from Mind Space.
- All items, where possible, should be done with, and not to or for staff/students. Although, at first, there will be times where we have to do things for the students to help scaffold their learning. The most effective return will see high levels of challenge accompanied with high levels of support.



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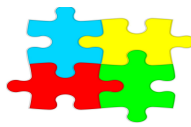
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A Phased Approach

The Recovery Curriculum is built upon 5 'Levers' outlined and interpreted for our settings below. This is based upon academic research derived from:

<https://www.evidenceforlearning.net/recoverycurriculum/>

Phase 1 - Relationships, Restore & Invest

This phase is for -

- Rebuilding, restoring and investing in relationships with the students and staff.
- Re-establishing rules, routines and boundaries.

How can we do this?

- Clear and agreed expectations;
- Consistent and predictable morning and afternoon routines;
- Planned activities - Team Building/SEMH etc;
- Restorative practices;
- Understanding what we (staff) and they (students) have been through - Circle Time and robust Check in, Check on and Check out systems;
- Well-being - Staff/Students;
- Nurture Breakfasts (and snack time for KS2);
- Structured days - planned fully in advance;
- Elements of learning suitable to a student's needs/tolerance.

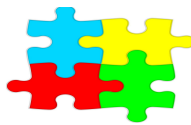
Phase 2 - Community (Individual & School)

This phase is for-

- Looking at the more in depth needs of the students/staff/wider community.
- Acknowledging that we have all been through something that no one has been through before.
- Recognise the individual need, but also recognise how we can come together and support each other, the students and the wider school community.

How can we do this?

- Support the SEMH Needs of students - Planned lessons - Anxiety, Anger, Resilience, Communication etc;
- Acknowledge the needs of families and wider school community;
- Support the needs of all staff and the rebuilding of the wider team.



Phase 3 - Learning

This phase is for-

- Looking at the needs of the students, academic/pastoral/SEMH and recognising that they may feel that they have lost time (or direction) and show each how we are addressing these gaps;
- Acknowledging the needs of staff, whether classroom or non-teaching, that we are all rebuilding and co-constructing with our students to reskill and rebuild confidence;
- Supporting each other to 'recover' from this sense of lost time.

How can we do this?

- Be open and honest in our ambition to re-engage each student;
- Demonstrate that we have planned to address their concerns about their needs;
- Communicate with clarity our intention to pick up where we left off, when it is appropriate and we all are ready;
- Learn together;
- Listen together;
- Support each other in the learning journey.

Phase 4 - Metacognition (How students learn)

This phase is for-

- How students learn, in different environments students will learn in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.;
- How staff teach, to rebuild confidence in their ability as teachers of students with a wide variety of needs;
- How individual needs are met via differentiation, to be able to identify the best way to teach a point of learning;
- Meeting the needs of those students with SEND.

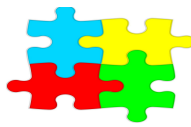
How can we do this?

- Support the learning needs of students, whatever they may be;
- Planned lessons and activities that are focussed and timed to avoid fatigue;
- Allow an opportunity to reflect and think, include discussion points;
- Make mistakes, and learn from them - (or Test and Learn).

Phase 5 - Space

This phase is for-

- Students to just be themselves, the return to school maybe the first opportunity for students to be in a different environment independently;
- Allowing students to rediscover themselves, to be away from home and independent from their home environment;



- Giving students the opportunity to find their voice about learning, making the classroom one of equal opportunity and valuing each individual;
- Creating opportunities to learn and explore without fear of failure.

How can we do this?

- Support the SEMH needs of students, acknowledging their heightened Anxiety, Anger, Resilience, Communication needs etc. Students in AP settings are typically referred to us for similar needs and they may be exacerbated;
- Planned lessons and activities gradually introduced at a pace tolerated by the student to avoid crisis;
- Plan for rapid change, lessons may be shorter (or longer) and may take place beyond the classroom e.g. messy Maths in the kitchen;
- Make room for mistakes, and learn from them, some learning and lessons may go well one day and a similar lesson less well the next day;
- Allow students the opportunity to talk 1:1 with each other and staff;
- Allow groups structured time to check in and Check out, embed 'Circle Time' with clear participation rules;
- Give students a voice in the type of learning and activities they participate in and how they will be delivered.

These 'Levers' are not exhaustive, but serve as an exemplar to provoke consideration. There are many other voices in the 'return to school debate' however we feel that these are reflective of 'where we are at, and what our students will get.' We know our students well and with a bit of trial and error, it is hoped that we can build upon the above to augment our academic curriculum.



Routines

In an attempt to add structure and consistency to the school day, you may find the following suggestions useful. Please be reminded that these are not scripts and what may work for one group, may need tweaking for another. However, the spirit of each routine is merely a suggestion to promote positive relationships in a trauma informed way that students and staff could adopt. Please note, Covid social distancing measures and personal hygiene considerations need to be highlighted and thorough plans made.

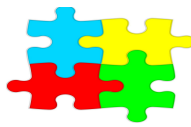
Suggested Morning recovery routines

- Students to be met at the gate and welcomed into the building with staff opening doors. Lines made to consider social distancing. Students sanitise hands with alcohol gel once in the building prior to placing possessions into individual wallets. Students then demonstrate they have handed in possessions and search themselves with the metal detector wand and are welcomed into their classrooms for breakfast;
- During breakfast students are offered breakfast (toast etc.) and a drink (hot or cold). The atmosphere is really relaxed/nurturing and students will check in with peers and staff in an informal way;
- All staff administrative duties should have been completed prior to breakfast to avoid disturbance;
- Activities are arranged within the breakfast area: cards games, colouring, word searches, crosswords, puzzles, riddles, reading books etc. (There could be daily themes - Monday = Card games, Tuesday = Word searches etc.);
- Activities are to be focused on down-regulating and staff shall make themselves aware of where each student is in their window of tolerance/stages of crisis;
- Calm music or have the radio on quietly as background noise;
- Staff to be strategically placed to promote a relaxed and inclusive atmosphere and engaging with the students. A warm smile goes a long way.

At an agreed time and /or when most students are present, a more formal check in starts. Students and staff join together in a circle (chairs, bean bags, round a table etc) and answer/ask questions.

Example questions could be -

- How was your night/weekend?
- Chats about friends/families;
- Impact of COVID 19;
- Questions about the news and/or current affairs;
- Goal setting for the week;
- Things the group are looking forward to;
- Other themes the students highlight.



At the start of the week targets and goals should be set. These targets can be taken from student PLPs, EHCP or be something that the student may have struggled with the previous week. It is beneficial that targets are co-produced with the student.

Primarily, check ins should be done within their own classrooms with their teacher and TA plus any extra support from key workers like Care Team staff or a nominated person.

Morning routines should also include

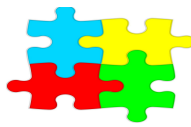
- Introduction and reminder of the school day (lessons and breaks, timings etc).
This should also be followed up with a visual timetable - Whole class or individual;
- Informing the group/individual of unexpected changes, for instance such changes as: timings/staffing/breaks/assemblies/students from other classes.

Academic Considerations

- For core subjects like Maths and English, there may well be some anxieties and reservations around successfully coping with what a typical core subject lesson would look like.
- Consider tasks that learners will have accessed positively (before Covid-19). Focusing on tasks they have done before and have a positive experience of, will give learners that opportunity to be successful, which will in turn increase motivation. For example, a maths group may be confident and understand adding, so this would be possibly a topic to start with that the children will understand and show success in to build their confidence.
- Be careful not to expect too much too soon from the children. Carefully consider increasing the time allocated on subjects and difficulty of task as the days/weeks progress.
- Think of activities and games the children are aware of and are successful at - these will increase motivation and positive feelings towards academic work i.e Hangman in English and Times Table Bingo in maths.
- Baselining the learners will be beneficial to have a starting point for the academic year. However, it could be a negative experience and not an accurate baseline if it is done too soon and not carefully planned. Consider at what stage of the recovery curriculum will give our learners the best chance of giving a successful, accurate baseline and think about our communication with them around the reasons for these tests. Ensure the students are aware (in advance) of these tests, the reasons why they are being tested and that they know what is expected of them.

Suggested Afternoon recovery routines

- Upon return from break and lunch, specific down regulating activities should be planned OR break and lunches should include a down-regulating activity before returning to class - Sensory Circuits, mindfulness, calming music, drop everything and read, drink and watch a video can be utilised;



- Follow-on activities should be thoroughly planned and be considerate of individual students' window of tolerance, bearing in mind that many students will not have been in education for a large period of time and not conditioned for academic routines;
- Circle Time/Afternoon Check In - This gives students and staff a chance to catch up from the morning and could include questions similar to the morning questions;
- Prior to finishing for the day/week - Group/individual check in to reflect on points, praise, plans for the next day or week, steps forward, restorative work etc. As this is the end of the day/working week. This could be done in a more relaxed manner and revolve around a class reward (hot chocolate for example);
- Upon leaving school, student possessions should be easily accessible and laid out before they leave in an orderly fashion;
- Students given certificates/letters home/I'm proud of you notes etc to support transition over the weekend;
- Make it known to students, that staff are looking forward to seeing them again;
- Doors are open/locks deactivated to allow smooth transitions out of the building;
- Staff to walk with the students on the way out of site and be a familiar presence outside of school;
- Positive phone calls/letters/texts home are made - this can be any night of the week.

Alternative morning/afternoon routines

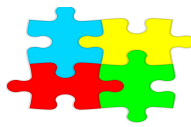
- Sensory based circuits led by Care Teams for students that show greater difficulty regulating their behaviour and settling in class;
- Whole class/small group Sensory Based Circuits to support transition and regulation between lessons or returning from breaks and lunches;
- Individual check in/check out with non-class based staff (Care Team/Intervention TA/HOC);
- Students complete the 'Match Script' coaching model which allows goal setting and reflective practice. Further training may be needed in this area - please see your Care Team;
- Students may be permitted to arrive later than usual cohorts if they show considerable difficulties and other alternatives have been unsuccessful. Students can then follow a personalised check in suitable to their needs;
- School councils to support and inform other ideas.
- Other considerations to reduce anxieties/support transition can be found in Reintegration Strategies later on in this document.

Suggested recovery routines for staff

Check In/Check On/Check Out

These can be completed as whole staff teams, Key Stages or selected teams of staff. The aim is to build and maintain a community and ensure everyone is listened to and supported.

- **Check Ins** are used each Monday morning. Much the same as the students, this will give staff an opportunity to talk and discuss their weekends, how they feel and share news;
- There can also be a **Mid-week Check On** so staff have a forum to check in with each other, share worries, seek support, share successes or discuss their week;



- **Check Out** time for staff to finish their week. Plans for weekends are shared, positives and lessons learned from the week have been shared. If agreed - this can be done following End of Day meetings.
- Further suggestions - Site SLT meet prior to whole staff check ins and hold a similar meeting plus discuss plans and intentions for the week.

Staff Meetings

- Meeting Promises - Staff to come together to create their Staff Meeting Promises. An agreed list of expectations and promises that each staff member agrees to ensure meetings are open, honest, respectful etc. This should be signed by all staff and referred to prior to staff meetings;
- Staff Meetings to be clearly presented, understood by all and chaired in a purposeful manner;
- Agenda to be distributed with a minimum of 1 days notice;
- Important notices given out via handouts if appropriate so all messages are clear and can be referenced. If possible, these should be emailed out or discussed the day before so the content comes as no surprise to staff and can be considered in advance;
- Monday meetings to include important notices for the week ahead;
- Where possible, important notices should be shared via email/staff notice board and then discussed in the daily briefing. This will ensure predictability and transparency;
- End of Week meetings to include - Likes and learns from the week, staff shout out (see below), important notices for the following week (meetings/students starting/deadlines/Health & Safety updates);
- Staff Shout Out - Staff share positive moments they have seen from each other. These can be presented on a board in the staff room, verbally during the Check-Out, via a little note, 'You've Been Mugged' - **staff given a celebratory mug** for a week with coffee/tea/hot chocolate sachet in for making a difference during the week.

Other Recovery Practices For Staff or Students

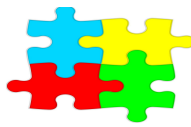
Open Forum - Staff invited to share worries in an open but professional manner within their current teams, with/without wider SLT;

Designated Responsibilities - Ordering/Rewards/Displays/Trips/Activities;

Trauma Informed Staff Rooms/Toilets - Positive quotes, handwash, soft towels, deodorant and other toiletries, pictures of staff;

Wellbeing - Well-being events planned in advance and to be personalised to the staff needs. For example - Ability to work longer days in order to finish early/start later to consider child care difficulties;

Wellbeing Board - Important information, deadlines, rota's, celebrations, worry box, themes for the term (sleep, exercise, mindfulness), dates about Wellbeing events;



Do Not Disturb - Staff to have designated Do Not Disturb time planned during the week to allow staff to concentrate on one task without being disturbed and Do Not Disturb Signs available that can be put on class and office doors to prevent disruption on a call or used if quiet time is needed;

Staff Breaks - Well organised, understood and timings adhered to whilst ensuring the students are well supported;

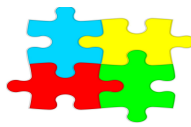
Access to SLT - Designated time in the week to discuss worries/concerns. Whole school Question and Answer sessions via online systems;

Solution Based Circles - Time put aside during end of day meetings/whole staff meetings to discuss difficulties being faced and potential solutions to them.

Uniform Considerations

Wearing a uniform gives students and staff a sense of belonging and inclusivity and in every school, the expectation is that students and staff wear the correct uniform in line with the academies policies. However, it may be reasonable to accept some may find it difficult (financial difficulties, difficulties finding the correct uniform due to local stock or reluctance to wear it due to not wearing it for a number of months). Considerations could be made to accept these difficulties and steps made to support.

- Opportunities to purchase school uniform before returning in September
- Reinforcement of the expectations and a reminder of the uniform policy
- Student uniform available to borrow on a daily basis if students do not have the correct uniform. Uniform to be given back to the school at the end of the school day so it can be washed.
- A day's grace period could be given for the student to come to school the next day in the correct uniform.
- Uniform or other appropriate uniform available if staff/students need to change for hygiene reasons.
- There are other options available but they need to be specific to each school and their policies.



Reintegration Strategies

(adapted guidance from North East Lincolnshire Educational Psychology service)

- Treat it like a starting school transition – give parents/carers as much information as possible about what school will be like and ask them to talk it through with the child so they aren't expecting it to be the same as school usually is.
- If possible, place the child in their usual classroom with a friend, whenever feasible, and give them time to familiarize themselves with the new layout and furniture arrangements.
- Make sure adults are aware of the child's needs and ability and ensure the child has a named person they can ask for if they are finding things difficult.
- Make sure all resources that are usually used, such as word banks, special pencils, overlays, cushions, wedges etc. are in the child's new classroom.
- If a child regularly needs time out, then arrangements need to be made in order to ensure that the child can do it safely without risk to themselves or others.
- If possible, use a video / virtual tour shared live via video or recorded and shared with parents. Ideally this should be done by an adult who knows the child well and can talk about the new environment. Share photographs of staff who will be working with that child.
- Explain the differences there will be during the school day; entering through different doors, sitting at one desk, eating lunch at one desk, going to the toilet with social distancing, outside areas and social distancing rules, etc. Be prepared to explain and model repeatedly for some children. Remember some may need instructions/rules broken down into small steps. It might help to have these new rules provided visually to help them process what has been said.
- Make the day as predictable as possible but anticipated changes to routines need to be explained prior to, and again upon school return. A visual timetable could be introduced to support children's understanding of the changed routines, including new routines such as frequent handwashing times.
- Use of Social Stories to support new routines.
- Plan times into the day where pupils can talk about their emotions and worries, their experiences of lockdown and so on.
- Build up learning stamina by using regular learning breaks.
- When unplanned changes occur, an adult will need to check the child has understood there is a change of plan and what that change is.
- Ensure supervising adults in the playground and for lunch times are aware of the support needs of the children and young people, especially if the area they play in has been changed or cordoned off, as they may struggle with that change.
- Use children's names first when giving instructions or asking questions so the child knows when these are, or are not, directed at them.
- Remember that the anxiety of parents/carers may impact on the children and young people so reassure parents/carers about the protocols in place to keep their children safe.
- Restore relationships with children and young people as quickly as possible and re-establish their sense of belonging at school.
- Identify a calm, safe space for children who may need a learning break.



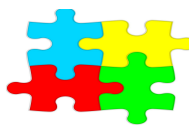
Medium Term Plan

Below is an indicative Medium Term Plan, acknowledging the above Levers, with Themes and Thoughts to re-engage learners over a half term:

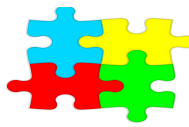
A consideration throughout all weeks is that students thrive on relationships and this is key in engaging their 'thinking brain'. Learning supported via the means of music, art and sport can be extremely beneficial as it supports behavioural regulation, allows the students to remember how to learn and is inline with the Neurosequential Model. If using music, art and sport is not possible, ample movement breaks which are supported with brainstem calmers will also be extremely effective in improving cognitive learning. However, these methods of teaching aren't suitable for all students. Some students may want and need more sedentary/calm activities to support their return to school.

To add context to this Medium Term Plan, there are example days for each of the weeks below.

Week	Theme/Topic	Suggested Activities	SEMH Considerations	Resources
Pre Week 1	Prepare students to return. Lower anxieties and improve student's knowledge of school.	<ul style="list-style-type: none"> Questionnaire to gauge understanding/willingness to return. Create video/share timetable etc. Scaffold the return to school. Staff to create a timetable, order resources etc. 	<ul style="list-style-type: none"> Students may be anxious or not wanting to return. Students may be forced to come back because of parents/carers. 	<ul style="list-style-type: none"> Questionnaires - staff, students, parents. Videos of school. Pre-visit for students to see changes within the building. Completed Requisition Forms with suitable breakfast options.
1	Phase 1 Welcome & reassure. Routines & boundaries. Building relationships. Welcome to the learning environment.	<ul style="list-style-type: none"> What do you expect from school/us? Gently creep in academics - messy maths/practical skills and gauge what students have retained academically. Plan for small wins and opportunities for success. What have students missed? Re-admittance questionnaire to permit student voice. Have quick work e.g. English and Maths to hand if the students expect to work. What is COVID 19? Use of arts/crafts/design to discuss Lockdown? Circle Time. Class stories/reading. Brainstem calmers. Theraplay. 	<ul style="list-style-type: none"> Plan for regression/progression to differ between students. Unofficially baseline academic ability. Consider the impact of social distancing and parental anxieties impacting willingness to participate. Observe behaviour of the students, what are they doing/what are they avoiding? Are they over vigilant? What have they seen or experienced over lockdown - DV/CCE? Students may struggle with following R/R/B. Students may be more receptive to staff they have had contact with during lockdown. The amount of changes 	<ul style="list-style-type: none"> Visual timetables, posters about hand washing, social distancing measures. Games -uno/dobble/monopoly /Guess Who. Paper based resources - word-searches/tarsias/ crosswords. Quick worksheets. Maths Bingo. Stop the Bus. Circle time resources. Class Book. SPOT Tool COVID 19 Lesson Plans.



			<p>may overwhelm and lead to FFF responses.</p>	
2	<p>Phase 1</p> <p>Building relationships.</p> <p>Secure routines & boundaries.</p> <p>Short learning inputs.</p> <p>Develop classroom routines.</p>	<ul style="list-style-type: none"> Revisit the school/class rules/routines and boundaries. Revisit the previous week with students via the check in/out system. Start with similar activities as the previous week and extend if appropriate. Safe games that allow students to win or lose - Uno, Dobble, Top Trumps. Team games and sport to build class community. More structured academic lessons but regress if necessary Improve classroom/wider building via displays. Build 1-1 time with key staff. Practical lessons using music, sport and/or art. 	<ul style="list-style-type: none"> Initial period being over, students might be over the 'honeymoon period' per se. SEMH needs more apparent when they feel settled, safe and comfortable. Students may find it increasingly difficult to rebuild attachments/share attachment with their peers. Students become more relaxed and may test boundaries. 	<ul style="list-style-type: none"> Team Building focussed lesson plans. Sport. Project Based Learning. Worry Box. Visual rules and expectations as discussed in previous weeks. SEMH Lessons - Anger/Anxiety etc.
3	<p>Phase 1 and 2</p> <p>Wider community work.</p> <p>Broadening relationships.</p> <p>Developing your 'tribe' (class identity).</p> <p>Working with others - staff carousel.</p>	<ul style="list-style-type: none"> Revisit the school/class rules/routines and boundaries. Revisit the previous week with students via the check in/out system. Extend circles of influence with other staff - lesson carousel - sport/craft/DT/cooking/games. Lego Club or similar to expand peer influence. Staff-wellbeing event? Highlight needs of individual students. Q&A session for staff. Staff/student/parent questionnaire. Project based learning - class/group projects around the school. 	<ul style="list-style-type: none"> Reluctance to leave their safe spaces OR struggle to regulate outside of safe spaces. Testing security/validity of expectations and boundaries. Students may struggle to regulate when in new situations with new influences. Staff fatigued after being at work for a number of weeks and the high level of need of students. Students may find wider group work uncomfortable. 	<ul style="list-style-type: none"> Look forward to next week - students informed of certain days/times where they will be doing things differently. Mid-term check in - What have they enjoyed/disliked about school. Student/parent/staff questionnaire.
4	<p>Phase 1 and 2</p> <p>Increase exposure to wider school life.</p> <p>Longer learning inputs.</p> <p>Develop relationships.</p>	<ul style="list-style-type: none"> Day contains an increased level of structure and increased time in academic lessons. Activities still underpinned by SEMH work where appropriate. Interventions begin for individuals - Sensory Circuits/Theraplay/Mable/Complex SEMH. Embed team games/activities. Develop circles of influence with other staff but be mindful key workers may still be required. Student Council to sit with SLT. Sensory/Movement breaks may be 	<ul style="list-style-type: none"> Reliance on key staff to support regulation. Difficulty engaging with extended lessons due to lower tolerance. Achievable academic work available to support resilience. Students may struggle with wider friendships/relationships/lessons. Students may struggle with failure. 	<ul style="list-style-type: none"> Friendship/relationship based SEMH work. Sensory/Movement break lesson plans. Planned work for students to complete outside of class if appropriate. PHP/PLP reviewed. Brainstem calmers .



		<p>required to support increased academic work.</p> <ul style="list-style-type: none"> • Celebrate small successes. 		
5	<p>Phase 1, 2 and 3</p> <p>Review provision.</p> <p>Consolidate relationships.</p> <p>Address individual needs (SEMH/learning).</p> <p>Following a broader timetable.</p>	<ul style="list-style-type: none"> • Complete more substantial SPOT SEMH assessment of pupils to highlight students showing considerable difficulties in comparison to peers. • Increase academic offer - length of lessons/number of lessons on offer. • Individual interventions embedded. • Trips into the wider community. • Embed circles of influence with other staff but be mindful key workers may still be required. 	<ul style="list-style-type: none"> • Interventions with key students for further support need. • Students behaviour may change when out in the community. 	<ul style="list-style-type: none"> • SEMH resources for specific difficulties. • Expectations/Rules/Routines/Boundaries for being in the community. • Evolves, Risk Assessments . • Team building activities.
6	<p>Phase 1, 2 and 3</p> <p>Plan next steps.</p> <p>Review 'Recovery Journey'.</p> <p>Jointly plan for next term.</p> <p>Secure relationships.</p> <p>Following a broad timetable.</p>	<ul style="list-style-type: none"> • Maintain structure that has been effective thus far. • Regress lessons/academic input to week 4 to factor in fatigue levels of students. • Assess where the students are academically? • Students need predictability and support transitioning through to a half term break. • Parents/Carers invited in to see work completed to continue to develop the school/parent relationship. • Revisiting successful team building games. • Thorough review of previous 6 weeks - SWOT analysis. 	<ul style="list-style-type: none"> • Students may face similar difficulties as typical for end of term weeks. Worry/anxiety about leaving school. • Availability of key workers to support individual students. 	<ul style="list-style-type: none"> • Transition Resources to help students transition from school to half term. • Plan, Do, Review Document to review work so far. • Team Building Activities. • Community/Parent Day?

Examples of a Typical Day

All plans below are subject to change depending on students/staffing/times etc and must adhere to the COVID 19 guidelines. The example time tables below are very basic and are open to a lot of interpretation as all students will come with different tolerances, starting points and needs from school.

Pre Week 1

Thoughts and considerations

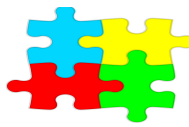
- Tour of site prior to coming in;
- Walk through/talk through about what the site looks like;
- Students and parents are aware of the basic expectations, rules, routines and boundaries;



- Students have safety walk to practice what they can do if they get dysregulated;
- Student/Staff/Parental questionnaire - has it been completed? What does it show us?

Week 1

Time	What?	Resources/Staffing/Considerations
08:45 - 09:30	Welcome, searches and Nurture Breakfast.	Where does this happen? Are there cooking facilities in class? Teacher and TA both present. Is there a cut off time for late comers? Games on table - Uno/Dobble/Word Searches. Is the time table for the day visual and suitable for each student? Staff visual at all levels - at the gate, on searches, in the classroom etc. Hand wash stations.
09:30-09:50	Themed Check In - What did you do at the weekend/last night, SEMH topic?	Where are students sat? Where are staff sat? What is the topic for the day? Who or what decides the topic?
09:50 - 10:10	Movement Break/Sensory Circuit.	Pre planned activities with plans to up and down regulate. Does every student need this? Is this done in small groups or individually?
10:10 - 10:45	Rules/Routines/Boundaries whilst in school. Create a class rule set and discuss consequences (positive and negative).	What is expected of staff and students at all times? Consequences/rewards discussed - points/work/rewards/catch up work etc. Dinner Time and Break Time rules?
10:45 - 11:00	Snack time - Students may be used to eating at all times during the day.	Light food - Fruit etc. Drinks.
11:00 - 11:30	Movement Break - scaffolded games to give students safe space to move around. Team games - throwing and catching etc. Alternative Breaks for students that wish to complete more sedentary activities - uno/IPads/Drawing/Music etc.	Planned and fully resourced activities. Planned activities to regulate them.
11:30 - 11:45	Reading/Conversational based activity to help settle the class.	Brainstem calmer/Down Regulating exercises. May not be suitable for all... Who leads it?
11:45 - 12:15	Times Tables Bingo/English Type Activity/Messy Maths.	Can this be tailored to allow movement?
12:15-13:00	Team games - Scaffolded games to give students	Staffing suitable to need but also to allow staff a



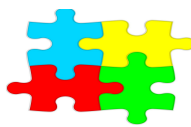
Lunch Time/Break Time	safe space move -throwing and catching etc. Alternative Breaks for students that wish to complete more sedentary activities - uno/IPads/Drawing/Music?	break. When eating, considerations made for quick eaters, students who will struggle waiting, hungry students etc. When they've eaten, do they have to stay in the dining room? Do they eat in their rooms?
13:00-13:15	Reading/Conversational/Film based activity to help settle the class. Hot drink to calm.	Brainstem calmer/Down Regulating exercises. May not be suitable for all... Who leads it?
13:15-13:45	Worksheets/colouring/Team activities/Problem solving/Tarsias .	Activities the students can access in a group or individually. Movement based if appropriate.
1345-14:30	Relational based activities - board games/forum to talk with staff/cooking/forest schools etc. Vocational based activities suitable to curriculum offer. Home Time	Snacks available to combat blood sugar levels dropping. Do all students leave at the same time? What about taxis that are late or students that need to catch up on missed work? Student possessions are easily accessible and there is a plan for them to leave safely and quickly. Staff outside as a presence.

Other considerations -

- This week could include basic SPOT analysis or Strengths and Difficulties Questionnaire Subjective baselining on maths/english abilities?
- What have they retained?
- What are they enjoying doing?
- How are they managing transitions from break/between lessons/classroom to classroom? What can we do to make the stresses of being back in school more manageable?
- What can they do to personalise their classroom and make it home?

Week 2

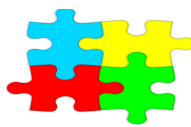
Time	What?	Resources/Staffing/Considerations
08:45 - 09:30	Welcome, searches and Nurture Breakfast.	What worked well last week? Does it stay the same or are there small changes to be made? What is being done to improve punctuality of attendance?



09:30-09:50	Themed Check In - What did you do at the weekend/last night, SEMH topic?	Does this look the same as last week? Who or what decides on the topic of the week/day?
09:50 - 10:10	Movement Break/Sensory Circuit.	Is this suitable for all students? Can this be done in class?
10:10 - 11:00	Times Tables Bingo/English Type Activity/Messy Maths. One focus - Slightly more than week 1 .	Starter activity followed by independent work (close support on hand).
11:00 - 11:30	Snack time - Students may be used to eating at all times during the day. Movement Break - scaffolded games to give students safe space to move around. Team games - throwing and catching etc. Alternative Breaks for students that wish to complete more sedentary activities - uno/IPads/Drawing/Music?	Light food - Fruit etc. Drinks. Planned and fully resourced activities. Planned activities to regulate them. Is this too long? Do the students return to their own classes or go straight to the next one (KS4). How do they return to class?
11:30 - 11:45	Reading/Conversational based activity to help settle the class.	Does this type of activity vary from day to day or stay the same to make their return to class more predictable?
11:45 - 12:15	Project Based Learning.	Can this be tailored to allow movement? Is it suitable for all students?
12:15-13:00 Lunch Time/Break Time	Team games - Scaffolded games to give students safe space move -throwing and catching etc. Alternative Breaks for students that wish to complete more sedentary activities - uno/IPads/Drawing/Music?	What worked well last week? What didn't? Does the current system allow staff to have a break and allow a quick and effective turnaround between staff teams. Are the students able to wait patiently when they're waiting for the meals or after they've finished them?
13:00-13:15	Reading/Conversational/Film based activity to help settle the class.	Is this linked to their morning or afternoon session? Is it linked to academics/SEMH or just for fun?
13:15-13:45	Worksheets/colouring/Team activities/Problem solving/Tarsias.	Activities the students can access in a group or individually. Movement based if appropriate. Is this linked to their morning or afternoon session? Is it linked to academics/SEMH or just for fun?
1345-14:30	Slow integration to their afternoon offer as per their curriculum, options etc.	What are the students' needs? Are they able to tolerate more structure and academic demands in the afternoon? Do they have work to catch up on before leaving for the day? Is there any restorative that needs to happen? What worked well when leaving school last time?

Other Considerations -

- Have we pitched the day at the right level of need/tolerance/acceptance?
- Do the students want/need more learning?
- Are the expectations correct and suitable to need?



- What lessons are the students enjoying more, can we do more of them?
- Can they personalise areas outside of their classroom? Displays etc.

Week 3

Time	What?	Resources/Staffing/Considerations
08:45 - 09:30	Welcome, searches and Nurture Breakfast.	Have we allocated too much or too little time to help the students come in and settle?
09:30-09:50	Themed Check In - What did you do at the weekend/last night, SEMH topic?	Where are students sat? Where are staff sat?
09:50 - 10:10	Movement Break/Sensory Circuit.	Is this still required? Is it done each day or as and when needed by students?
10:10 - 11:00	Learning Carousel - Students go to different classes for different lessons - Academic with relationship building elements.	High support available. Considerations for students not willing to move around. Transitions well organised and thought of. Students given prior notice of activities, what to expect and what they can do if they struggle.
11:00 - 11:20	Movement Break - scaffolded games to give students safe space to move around. Team games - throwing and catching etc. Alternative Breaks for students that wish to complete more sedentary activities - uno/IPads/Drawing/Music?	Is the same activity available to students every day? Is there a wet break alternative? Do Key Stages need to share spaces? Respect Covid guidelines.
11:20 - 11:30	Return to your own tutor group to settle after break.	Regulatory Activities?
11:30 - 12:15	Continue with Learning Carousel. Ideally start in their tutor group to prevent another transition	Wipe down areas. Covid guidelines.
12:15-13:00 Lunch Time/Break Time	Team games - Scaffolded games to give students safe space move -throwing and catching etc. Alternative Breaks for students that wish to complete more sedentary activities - uno/IPads/Drawing/Music?	Music playing in shared areas.
13:00-13:15	Reading/Conversational/Film based activity to help settle the class.	What activities are available to support regulation after break?
13:15-13:45	Worksheets/colouring/Team activities/Problem solving/Tarsias .	Activities the students can access in a group or individually. Movement based if appropriate.
1345-14:30	Continue with Learning Carousel. Consolidate in our own classrooms.	Has the offer today been suitable? How are the students managing with the increased number of transitions?



Other considerations -

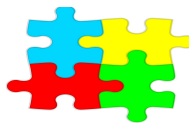
- How are the students reacting to increased work?
- How are they responding to increased circles of influence - staff/peers that they aren't used to being around?
- What have they really disliked? What have they really enjoyed? Is this evident to what is being offered during their day? If not, why not?

Week 4/5/6

Weeks 4, 5 and 6 have been intentionally grouped together. During these weeks a more structured timetable can be followed if appropriate. As is typical after returning to school after long breaks (outside of COVID 19) students have begun to follow a broader timetable much sooner. Although there may be specific difficulties for individual students, the majority of them (with good attendance) will be used to being back in school and aware of the rules, routines and boundaries although they still may show difficulty accepting them and following them.

Over the course of weeks 4, 5 and 6 academic work, underpinned by solid relational practice should be increased. Some students may need specific scaffolding and their learning focused on what they already know to continue to develop their resilience. It is during these weeks that the needs of students who require more specific interventions, will become more apparent and should be supported.

Time	What?	Resources/Staffing/Considerations
08:45 - 09:15	Welcome, searches and Nurture Breakfast.	Is this predictable? Are all students accepting that it is the norm?
09:30 - 10:10	Lesson 1 - Maths/English - Active starters and starting to follow the same/similar format as a typical lesson.	Is this going to be suitable to all learners?
10:10-10:20	Movement Break/Sensory Circuit.	Pre-planned activities with plans to up and down regulate.
10:20 - 11:00	Lesson 2 - Maths/English/Vocational Offer - Active starters and starting to follow the same/similar format as a typical lesson.	Is this going to be suitable to all learners?
11:00 - 11:20	Break - scaffolded games to give students safe space to move around. Team games - throwing and catching etc. Alternative Breaks for students that wish to complete more sedentary activities - uno/IPads/Drawing/Music?	Follow Covid guidelines.
11:20 - 11:30	Returning to their own classes to help settle and regulate.	Planned and fully resourced activities. Planned activities to regulate them.



11:30 - 12:15	Lesson 3.	Is this suitable for all students? Is the lesson/activity suitable and inclusive?
12:15-13:00 Lunch Time/Break Time	Team games - Scaffolded games to give students safe space move -throwing and catching etc. Alternative Breaks for students that wish to complete more sedentary activities - uno/IPads/Drawing/Music?	Follow Covid guidelines.
13:00-13:15	Reading/Conversational/Film based activity to help settle the class. Hot drink to calm.	What engaging activity can be used to give students a hook in to the afternoon but also help regulate them ready for learning?
13:15-14:30	Lesson 4 + 5. Vocationally based suitable to the needs of students/curriculum.	Activities the students can access in a group or individually. Movement based if appropriate.

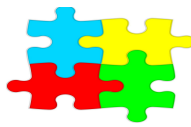
Other considerations

- Do some students require a slight regression to previous week's model to support their SEMH needs?
- What do they need more of?
- What do they need less of?
- Are any students showing particular difficulties with the increase of academics/typical curriculum?
- Can any learning activities be safely taken out to the community - Local parks, walks etc?
- Are any students in need of specific interventions for further support - academic/SEMH?
- Are there any outside agencies that can support the school community?

Resources/Activities/Lesson Plans

The links below will take you to the different resources for Nurture, Relationship Building, SEMH approaches and Restorative. Within the folders you will find a brief introduction to the subject area as well as a table of contents outlining the name of individual resources as well as a brief description of it.

The resources/activities/lesson plans are a mixture of ones made and created by PPA and Sevenhills staff as well as those from other sources (Twinkl, TES etc.) and where appropriate, they are referenced on them.



- **Nurture and Relationships**

<https://drive.google.com/drive/u/0/folders/1tPdFWDodcoXyspJWo3zDcN8Df0SazOQB>

- **SEMH Approaches**

<https://drive.google.com/drive/u/0/folders/1M8kzUFB6caSyfvm2ek-1im2RBGyXBi9L>

- **Restorative Approaches**

<https://drive.google.com/drive/u/0/folders/1FK-ZMf5d5UufahfbiOSKDxGCpBb3CXs8>

- **Questionnaires**

<https://drive.google.com/drive/u/0/folders/1QyprcRb5A1i2rO-WLwK3d0z2sZyObLF3>

Useful links

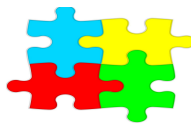
The links below are ones that have contributed to our version of a Recovery Curriculum.

Recovery Curriculum - <https://www.evidenceforlearning.net/recoverycurriculum/>

Restorative Practice - <https://www.iirp.edu/restorative-practices/defining-restorative/>

Polyvagal Theory - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3108032/>

PACE Approach - <https://ddpnetwork.org/about-ddp/meant-pace/>



Restore Our Schools - <https://restoreourschools.wordpress.com/>

**This document has been co-produced by the staff of Phoenix Park Academy and Sevenhills Academy based upon recommended advice, guidance and suggested best practice, including that of Educational Psychologists and Specialist Advisory Teachers during the period May - June 2020.*

AL, NW & DM.