



ISSUES	ACTIONS	DESIRED OUTCOMES
Issues related to staff wellbeing a) Partial Closure of schools		
<p>School has been open for vulnerable children and children of key workers. Staff have continued to work, alternating between home and school. Staff have been providing home learning tasks (daily) whilst home-schooling their own children. Many may have had additional worries (and will continue to have additional worries) about members of their family and friends.</p>	<ul style="list-style-type: none"> • Staff meetings should focus on wellbeing of staff. • Try to remove any expectations beyond the school day. • 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 senior leaders about their personal situation. • Remind them of any internal support systems in place. 	<ul style="list-style-type: none"> • 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-established 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 and mental health. • Normal timetable arrangements have been re-established after the first half term. • Staff have valued time to talk about their issues.
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Issues related to staff wellbeing b) Staff Motivation		
<p>There could well be staff who will find it difficult to pick up from where they were.</p> <ul style="list-style-type: none"> • Many adults keep saying that 'the world will be a different place once we are back to normal' • For some staff this may mean reprioritising their lives. • You may also have an issue about an undercurrent of 	<p>Leaders ensure that staff 'welcome back' is well thought through and likely to raise spirits.</p> <ul style="list-style-type: none"> • Leaders need to find time to talk to individual members of staff and reassure them of their value to the school. • Where appropriate, find specific tasks for everyone so that they feel part of a team again. • Although the initial focus will be on wellbeing and social issues, do not stop individuals who are desperate to get back to the more subject based developments to be given a task. 	<p>Staff have settled back to their routines well and are back in the swing of things.</p> <ul style="list-style-type: none"> • Individual chats with staff have maintained relationships between senior staff and all adults in school. • Individual tasks have been given to key members of staff and these have been acted upon in a positive way. • Staff members who wanted to continue to work on subject or curriculum related activities have been able to do so and this has been helpful to them. • There is no evidence of staff burn-out. • The brief 'on your feet' gatherings have continued and proving to be a success.



<p>unhappiness, 'we shouldn't be back yet.</p>	<ul style="list-style-type: none"> • However, judge this carefully as it may well be easier to reach burnout than ever before. • Bring the staff together more frequent than usual, even if it is a quick five minute 'on your feet' meeting. 	
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<p>Issues related to staff wellbeing c) Support for individual staff</p>		
<p>Schools will be very keen to support staff, including those who will have suffered loss or trauma.</p> <ul style="list-style-type: none"> • 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. • There is a role here for governors to support all staff. 	<p>Governors need to focus on the needs of all staff in the first half term back.</p> <ul style="list-style-type: none"> • 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. • There will be a little of 'feeling our way' involved as the return happens. 	<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 focused 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 into routine. • There has been an acceptance that certain routines have had to be changed for the sake of children and staff • The 'feeling our way' approach has been eradicated and routines established.



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Issues related to re-establishing routines and expectations a) Re-establishing routines		
<p>Recognise that it may more difficult than anticipated to re-establish routines.</p> <ul style="list-style-type: none"> • 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 (and staff) feeling tired in the afternoon. 	<p>Aim to get back ‘into the swing of things’ as quickly as possible (this could provide much emotional support).</p> <ul style="list-style-type: none"> • Most children feel more secure when routines are set, and they know what is expected of them. Similarly, so do most staff. • Recognise that some families may struggle with getting back into the swing of things. • Support these families where it is needed. <ul style="list-style-type: none"> • Provide more open type activities in the afternoon so adjustments to the timetable may be needed. • Children will have established different eating patterns – they may feel hungry more frequently – snack times may need to be introduced for a short while. 	<p>The school is back to its normal working routines in a very short time (well within the first half term back).</p> <ul style="list-style-type: none"> • 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. • Snack times seem to have done their job as children are not saying they are hungry.
Issues related to re-establishing routines and expectations b) Re-establishing expectations		
<p>Recognise that different people will have had very different experiences during the lockdown period.</p>	<p>Ensure that behaviour expectations are re-established as quickly as possible.</p> <ul style="list-style-type: none"> • Remind children (and staff) about how they speak to each other; how they treat each other and the expectations with regards to attitudes. 	<p>Patterns of behaviour have been re-established and the school’s expectations about behaviour have been adhered to.</p> <ul style="list-style-type: none"> • 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.



<ul style="list-style-type: none"> • Some will have been in school throughout (including senior leaders). • Most 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"> • Leaders need to find time to talk to each class daily 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 culture and ethos that existed before. • Once this is established place much emphasis on attitudes to learning. 	<ul style="list-style-type: none"> • 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 other. • 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.
ISSUES	ACTIONS	DESIRED OUTCOMES
Issues related to re-establishing routines and expectations c) Dealing with children who are worried about returning		
<p>Many children will be looking forward to returning to school, but many will find being around people difficult, frightening and even overwhelming.</p> <ul style="list-style-type: none"> • 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 	<p>Be aware of the sensory issues, especially when moving around the school.</p> <ul style="list-style-type: none"> • 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 overwhelming. Keep noise levels as low as possible • Teachers should continually remind children of the quiet spaces that exist or have been created 	<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. • Staff continually remind children of the quiet spaces that have been established.



<p>message that other people could be dangerous to their health.</p> <ul style="list-style-type: none"> • 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 hustle and bustle, could be difficult for some. • Be aware that some may have sensory issues and anxiety about the proximity of others physically. 		
ISSUES	ACTIONS	DESIRED OUTCOMES
<p>Issues related to re-establishing routines and expectations d) Separation anxieties</p>		
<p>Most children will have become used to being with their parents for extended periods</p> <ul style="list-style-type: none"> • 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 	<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: <ol style="list-style-type: none"> 1. It is perfectly ok to miss them. 2. It is perfectly ok to not to want to be surrounded by lots of people. 3. 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. <ul style="list-style-type: none"> • 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.



<p>work, either as key workers or those returning after the lockdown.</p> <ul style="list-style-type: none"> • Most children separate from their families quite easily but there will be a few who did not, even before this lockdown period. • 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 to reassure a very anxious child. 	
ISSUES	ACTIONS	DESIRED OUTCOMES
Issues related to re-establishing routines and expectations e) Relationships		
<p>It is important that re-building relationships will be a key factor in a successful return to school.</p> <ul style="list-style-type: none"> • 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 	<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 well must 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 regarding 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.



may find following rules difficult.		
ISSUES	ACTIONS	DESIRED OUTCOMES
Children's different experiences during lockdown a) Home Learning or not		
<p>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.</p> <ul style="list-style-type: none"> • Most 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. • Recognise that many children will not have done what had been set for them and that some children may 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. • Children have had opportunities to talk about what they did during lockdown. • 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.
ISSUES	ACTIONS	DESIRED OUTCOMES
Children's different experiences during lockdown b) Access to learning at home		
<p>Children will have had different access to learning during the lockdown.</p> <ul style="list-style-type: none"> • For some, they have parents who have been able to take on the role of 'teacher' and oversee the home learning. 	<p>Some, or many, children may feel they have missed out on learning and may be anxious or stressed as a result.</p> <ul style="list-style-type: none"> • 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). 	<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.



<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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"> • It is also important to acknowledge the experiences (learning) of other children (even though it is not related to the learning set). <ul style="list-style-type: none"> • 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"> • 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.
ISSUES	ACTIONS	DESIRED OUTCOMES
Children's different experiences during lockdown c) Children who were at school and those who were not		
<p>Clearly, there will be a great difference in experience for those children that attended school and those that did not during lockdown</p> <ul style="list-style-type: none"> • Do not assume that those who did attend school will be in a better position than those that did not. • Attendees are more likely to be comfortable with social distancing, less worried about 'catching' something off others. • There is a very real possibility 	<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. • 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 can 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. • The children who did attend school have been able to relay information about being safe but still being able to play and enjoy life.



<p>that children will have had different messages, e.g., going outside, talking or seeing others, etc.</p> <ul style="list-style-type: none"> • However, academically they may not have experienced that much difference. 		
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Safeguarding a) Different types of abuse		
<p>It is important to be aware that a minority of children may have experienced domestic abuse during the lockdown.</p> <ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • 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>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.</p> <ul style="list-style-type: none"> • 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 can respond effectively. • All staff, on their return to school, will receive a 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 with opportunities 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 may not be about being back at school.



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Safeguarding b) Bereavement and serious illness		
<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. • 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. • Each class teacher to keep a list of any bereavements -Could we ask parents to let us know? • Ensure your key members of staff are ready to meet the needs of any individuals who have experienced a loss or have abnormal fears. • Talk to children about how to support bereaved peers. • 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.
ISSUES	ACTIONS	DESIRED OUTCOMES
Special Needs Helping children with special needs settle back into school life		



<p>The impact of all these issues will be even greater for children with special needs.</p> <ul style="list-style-type: none"> • 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. 	<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 may be used 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. 	<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.
ISSUES	ACTIONS	DESIRED OUTCOMES
Curriculum a) Missed elements of the curriculum		
<p>AFTER HALF TERM</p> <ul style="list-style-type: none"> • Curriculum will need assessing to identify gaps. • 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 teachers to identify the potential gaps in learning. • Subject leader for mathematics to work with teachers to make necessary adjustments. • Similarly, subject leader for science to work with teachers to identify potential gaps in learning and to help close the gaps. • 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 	<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.



	can be visited through other topics later in the key stage.	
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Curriculum b) Reading		
<ul style="list-style-type: none"> • 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 encourage 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"> • Assess where children as quickly as possible to inform phonics and reading groups. • It may mean that for a short period, we need 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. • Reintroduce reading buddies with older children reading to younger children across the school. • 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. 	<ul style="list-style-type: none"> • Children have been placed into appropriate phonics groups. • Additional groups have been successfully implemented by staff. • English leaders have supported all staff in ensuring that the bridging activities are appropriate and supportive. • 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. • Reading buddies timetabled regularly across the school.
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Transition a) Helping children move on to the next stage of their education.		
<p>September return</p> <ul style="list-style-type: none"> • If children do not return until September, there will be issues associated with children changing schools. • In normal circumstances the school will have said a fond 	<ul style="list-style-type: none"> • Invite children back to have closure, say goodbye and mark the transition. • Whatever the decision, make time to say a proper goodbye. <p>Key Stage 1 to Key Stage 2 (Years 2 to 3)</p> <ul style="list-style-type: none"> • Focus on disclosures, preparing for the transition and creating a safe and happy environment they had before the lockdown. 	<ul style="list-style-type: none"> • Year 6 leavers feel that they have been given a fond farewell by the school. • Year 6 leavers have been able to talk to their Year 6 teachers, their headteacher and other key members of staff. • Importantly, Year 6 children feel they have a chance to say goodbye to the school and hopefully will carry fond memories with them for the rest of their lives.



<p>farewell and wished them well on their way.</p>	<p>Children changing teacher</p> <ul style="list-style-type: none"> • Teachers to have telephone conversations with anxious children. • Teachers to send out a letter to new class. 	<ul style="list-style-type: none"> • The transition period for these children has been very positive and they have settled well into their new class. • Where necessary, children had a short period in their original class before moving to their new one
ISSUES	ACTIONS	DESIRED OUTCOMES
<p>Transition c) Helping children move on to the next stage of their education - Early Years</p>		
<p>New reception children will not have had the usual transition visits and preparation for school.</p> <ul style="list-style-type: none"> • Covid19 may add to their anxieties. • Parents will not have the normal introduction to the school and its systems. 	<p>The transition programme could happen in the first few weeks of the Autumn term with parents' meetings.</p> <ul style="list-style-type: none"> • Create a video tour 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. • Parents information to be shared via email. • Regular contact to be shared via email in Summer term. • Learning activities to be sent out in summer term and letters from teachers. • Make the first session optional stay and play. • Provide a staggered start for the new children so that they can settle in with smaller groups. 	<ul style="list-style-type: none"> • Parents have been provided with good quality information to enable their children to settle well into school life, beginning in the summer term. • Because of video, children were familiar with their setting. • 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		
<p>STAFF Anna Freud National Centre for Children and Families: Supporting Staff Wellbeing: https://www.annafreud.org/what-we-do/schools-in-mind/resources-forschools/supporting-staff-wellbeing-in-schools/ https://www.mentallyhealthyschools.org.uk/whole-school-approach/</p> <p>PUPILS Education Endowment Foundation: Improving social and emotional learning in Primary Schools: https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>		



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

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

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

SAFEGUARDING

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/>

Parentzone: <https://parentzone.org.uk/parents>

UK Safer Internet Centre: <https://www.saferinternet.org.uk/advice-centre/teachers-and-schoolstaff>

Think U know resources: <https://www.thinkuknow.co.uk/>

Childnet: <https://www.childnet.com/>

SWGFL: <https://swgfl.org.uk/>

BEREAVEMENT

Child Bereavement UK Helpline: <https://www.childbereavementuk.org/> Tel: 0800 02 888 40

Cruse Bereavement Care Helpline: <https://www.cruse.org.uk/> 0808 808 1677

Winston's Wish: <https://www.winstonswish.org/>

Supporting a bereaved pupil: <http://sabp.lgfl.org.uk/>

RESOURCES

Outdoor Learning books:

The National Curriculum Outdoors: KS1

The National Curriculum Outdoors: Year 6

The National Curriculum Outdoors: Year 5

The National Curriculum Outdoors: Year 4

The National Curriculum Outdoors: Year 3

Wellbeing resource: Agents Of Hope Resource (distributed to all staff)

Lesson plans -picture book collection bought

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New phonics books- range extended with book bag books

