

# Is our school 'Child Ready'? – *Life After Lockdown*

## Response

### Staff

Is school the same as it was prior to lockdown?  
Are emotional needs and well-being being considered? How are staff really? What support can be put in place? Acknowledge personal loss and trauma  
Have staff continued to work without a break? How has this impacted? How do we manage that?  
What has this period of time taught about the school, the community and children?  
What has worked well and can it be continued?  
What resources are we going to need as we go into the Recovery stage

### Pupils

Children are having different experiences out of school  
Different experiences and opportunities at home and new skills being developed  
Vulnerable children in school will have had different experiences  
Loss of social communication and interaction  
Some children will be enjoying these times, some will not!  
Increase in safeguarding issues?  
Increased anxiety – loss of or different structure and routines  
Trauma and bereavement  
5 Losses: routine, structure, friendship, opportunity and freedom\*

### Parents/Carers

Front line workers may have had little time to spend with their children  
Financial worries  
Personal loss and trauma  
Lack of technology to support their children  
Increased challenges to domestic life  
Increase in carers responsibilities  
Inability to support home-learning for variety of reasons  
Children at different stages and phases within the same family  
Lack of support from other agencies at this time

## Regroup

### Staff

'Pushed down' emotions together with anger/anxiety will emerge and need to be addressed\*\*  
Staff will find it difficult to 'get straight back to normal'  
Financial worries  
Can working practice be adapted to support staff with whatever they need?  
Draw on experience of returning after summer holidays  
A temptation to focus on loss of knowledge should be tempered – a holistic approach will be more beneficial  
Consider the first week back: what it looks like; what the impact is on staff; understanding the wide range of experience that the children have experienced; staff preparing to work with what the pupils bring; temptation to pick up from where learning stopped should be avoided  
Acknowledge loss, grief, anger, resentment of children  
Value and celebrate the different experiences of the pupils  
Increased Safeguarding challenges re abuse during lockdown\*\*\*

### Pupils

Acknowledge that pupils will have a different perspectives on returning to school – resentment, hostility, happy  
Relationships with peers and adults will be different/difficult  
Pupils will need time to settle and regroup – finding the new normal  
Some vulnerable pupils who didn't meet criteria may not have been able to access any learning experience  
Children of keyworkers may have experienced additional loss/separation with parents isolating away from home  
Pupils will need 'safe' spaces to talk about their experiences\*\*\*  
Some children/adults may not return to the school – how will this shape the settling in period?  
Watch for signs of domestic or on-line abuse. Increase risk from adults during whilst away from school

### Parents/Carers

Create opportunities to rebuild relationships that have altered during the pandemic  
Parents may lack budget or opportunity to buy new uniform/get hair cut to requirement for their growing children – pride may not allow them to accept second-hand donations  
Community fear and anxiety will play a part on pupils' ability to re-engage with learning

## Re-establish

### Staff

What training needs have arisen during this period?  
How do you rebuild your relationship with your pupils and each other?  
The period of transition back to school is not the same as in September – what does the school community need to make this work?  
Is there a new 'vulnerable'? What does this look like?  
What do staff need to know and do to be able to meet pupil need?  
Be kind to each other and accept that school is 'different'  
Find the time to listen/watch – your pupils will be communicating through behaviours that indicate a need\*\*\*. Is there a plan to meet the need? Safeguarding the new 'vulnerable'.  
Key Question: "What are we doing to be the place where all our school community can talk about their experiences? What does it look like in terms of message, relationships, systems and staff deployment?"\*\*\*\*

### Pupils

Vulnerable children who saw school as a safe place may feel and act differently. Pastoral care and intervention is key  
Pupils have spent so much time with parents that they may not feel secure returning to a system and structure that is so different and therefore will not be 'ready to engage'.  
Older pupils may want to reset the boundaries - how do you meet this need? How do we enable them to communicate with us?

### Parents/Carers

Parents will have experienced this time out of school very differently – parents assemblies, 1-1 discussions, coffee mornings, advisory sessions will all help the school community move forward together  
Make time to reform the relationships so important to children  
Opportunities to celebrate the return to school and what it now looks like will help to bridge  
Acknowledge loss and the different experiences the community will have had during this time  
Work with parents to find out about their experiences during lockdown, what their children have been doing and what they have done as a family so that this can be built into future planning

\* Carpenter, B. and Carpenter, M.' A Recovery Curriculum: Loss & Life for our children and schools post pandemic'

\*\* Barrington, S. – Leaders- What Next?

\*\*\* Alston, S. – SEA Inclusion & Safeguarding, The Many Problems of returning to School

\*\*\*\* Slater, B. – Fiveways Devon, Reflective Tool for School Leaders: Leaving Lockdown