



Post Covid-19 Rapid Recovery Plan- Behaviour and Attitudes

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Parent Version

Objective of the Rapid Recovery Plan:

1. To maintain attendance to school and limit numbers of students who are persistently absent but take a holistic approach to those who are using the emotional barriers to school non-attendance toolkit.
2. To ensure students feel safe to learn in the school environment and that their learning needs are met
3. To build positive relationships for staff and student
4. To ease concerns of all stakeholder for the transition back to school

| Identified Need | Who is affected? | Impact of Need | Actions | Time scale |
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| Student and Parent voice | Parents and students | To identify future improvements, WWW, EBI of current provision for B+A | <ul style="list-style-type: none"> • Survey monkey- parents • Survey monkey students • Present findings to SLT | Immediate |
| Emotional Well-being of students | Anxious students | Decrease in attendance during the first weeks back in September, engagement and potential persistent absenteeism | <ul style="list-style-type: none"> • Touch-base sessions in the last 3 weeks of the summer holidays to reconnect with students and families via Pastoral Leaders. (Objective 4) • Year 6 Transition- Videos of staff, form tutors, tour of the building. (Objective 4) • Zoom Q+A sessions with Pastoral leader and Learning Mentors (LM) to introduce themselves. (Objective 3/4) • Early identification of students who require emotional support via the LM from transition information. Yr 6 students placed on the tiered system of support. (Objective 3) • Leaflets posted home with Form Tutor introductions (Objective 3/4) • Video of the new way of working sent to the students prior to Sept. (Objective 4) • First day back to be a settling in day with the Form Tutor (Objective 3) • Continued use of Zoom and Teams for student drop-in's (Objective 3/ 4) | Immediate Immediate Immediate Immediate Immediate Immediate Further Further Further Further |

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| | | | <ul style="list-style-type: none"> • Increase use of the sensory room for all students who require it. (Objective 4) • Promoted use of the Reflection Room via Assemblies so students know how to access emotional support (Objective 3/4) • Non-teaching Pastoral Leaders employed so more dedicated time for the students. (Objective 3/4) • Continued Safeguarding throughout the Summer Holidays so the Pastoral Team are fully prepared for September. (Objective 2/4) | Immediate |
| Attendance of students, cohorts and individuals | Students refusing to attend | Learnt behaviour that sets a pattern Decrease in attainment | <ul style="list-style-type: none"> • Educational Welfare Officer (EWO) and Attendance Officer (AO) to identify students who had poor attendance prior to COVID and to visit the family to discuss the isolation of the young person (YP) i.e. is the YP socialising outside the house during the day/weekend. (Objective 1/4) • EWO/AO to Identify patterns of attendance using Arbor for Vulnerable groups/year groups and previous concerns pre-COVID. (Objective 1) • Continued use of Emotional Barriers to Non Attendance (EBSNA) toolkit • Continued use of Zoom and Teams for meetings to keep connected with a YP or family (Objective 1/2/3/4) • Publication of the Personal Development Calendar to ensure YP have exciting school-based activities to look forward to. (Objective 1/4) • Continued use of New Ways of Working and Trauma Informed Approach. (Objective all) | <p>Immediate</p> <p>Further</p> <p>Immediate Further</p> <p>Extended</p> <p>Immediate</p> |
| Behaviour and Attitudes of students | All stakeholders | Increase in Isolations, FTE and PEX Lack of consistency for the new SAB | <ul style="list-style-type: none"> • Due to a lack of routines in some families YP returning to school may demonstrate a decline in behaviour and may escalate up the staged Approach quickly. Trauma Informed Lens must be used and applied in individual cases. (Objective 3/4) • FTE must only be used as a last resort whereby the Isolation room provision is not effective for that YP (Objective 2/3) • Full training for the new SAB for every teacher and LSA so expectations are clear and consistently applied across departments. (Objective 2/3) • Student observations to be used to support the BSP. (Objective 2/3) • Student briefings planned to extend dialogue with class teachers (Objective 2) | <p>Immediate</p> <p>Immediate</p> <p>Immediate</p> <p>Further Further</p> |

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| Increased requirement of intervention services | Students with poor mental health and mental ill health | Increased numbers and frequency for Learning mentors Increased requirement for the school counsellor | <ul style="list-style-type: none"> • Due to the re-framing of the LM system more YP may wish to access support, a triage system led by FPA will be managed based on hard and soft data. (Objective 2/3/4) • School Counsellor to be triaged and zoom calls to be maximised to increased the numbers of YP to be seen (Objective 2/3/4) | Further Further |
| Blended Learning | All stakeholders | Access to learning whilst absent from school | <ul style="list-style-type: none"> • Symptoms and a positive test- work set /welfare calls by KPA • Symptoms with a negative test- work set and followed up by KPA • Self isolating due to contact with a positive case- work set and followed up by KPA • Self isolating due to a suspected contact with a positive case- work set and followed up by KPA • Quarantine due to a holiday- work set and followed up by KPA (Objective 2) • A team to be created to by KPA to communicate with the students who are isolating. (Objective 3/ 4) | Immediate |
| Lack of consistency for movement around the building | Staff and Students | Lack of orderly behaviour on corridors Risk of clusters mixing for longer periods of time | <ul style="list-style-type: none"> • Staggered start and finish times with staggered break and Lunchtimes. • One- way system introduced with each student having a tour around the school on the first day. (Objective 2/4) • Masks to be encouraged on lesson changeovers as social distancing cannot be adhered to on the corridors (Objective 4) | Immediate |
| Lack of clear routines | Students | Unfamiliar routines and therefore disorganised students | <ul style="list-style-type: none"> • Students should visibly see and be part of clear routines that are repeated in each lesson irrespective of the subject/teacher. (Objective 2/4) • SLT need to be clear with regards to what routines should be visible: Meet and greet, starter/do now, lesson objectives displayed, equipment routines to help students settle quickly into school routines (Objective 2) • SLT to include routines onto the QA programme. (Objective 2) | Immediate Immediate |
| Students feeling safe | Students | If students don't feel safe, they will not be able to concentrate and learn | <ul style="list-style-type: none"> • Review of the completed student voice to understand their wishes and feelings (Objective 2/4) • Complete a student voice once a half term to ensure the voice of the child is heard (Objective 2/4) • Use the re-vamped Student council as a method of validation (Objective 2/4) | Immediate Further Extended |