



ELLESMERE PORT CATHOLIC HIGH SCHOOL

'I have come so that they may have life and have it to the full' John 10.10

Ellesmere Port Catholic High School

Post COVID-19 Rapid Recovery Plan - Personal Development

Objective of the Rapid Recovery Plan:

- 1: Relationships** – we can't expect our students to all return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will.
- 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.
- 3: Metacognition** – in different environments, students will have been learning 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.
- 4: Space – to be, to rediscover self, and to find their voice on learning in this recovery plan.** It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations. However we must be mindful that space is required.

Identified Need	Who is affected?	Impact of Need	Actions	Time scale
Mental Health	Students who have previously been diagnosed with depression or anxiety and those who may have developed concerns during	Poor attitude to learning could be displayed.	<ul style="list-style-type: none"> • All staff to reach out to greet them, use the relationships we build to cushion the discomfort of returning (Objective 1) • New Personal Development curriculum plan has a range of opportunities for all year groups to receive support and advice for both mental and physical health (Objective 3 and 4) • Wellbeing sessions are being developed by the two Leads (JPH and DLE) to ensure coverage of a wide range of mental health concerns for across the year groups (Objective 2) 	Immediate
Emotional Well-being of students		Difficulty in rebuilding relations with staff and peers		Further
				Immediate
				Further



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	the Covid-19 pandemic.	Decrease in attendance and potential persistent absenteeism	<ul style="list-style-type: none"> Wellbeing team will make contact with Pastoral Leaders at regular intervals throughout the year to share information in relation to students' attitudes in PD lessons and from their observations around the school (Objective 1, 2, 4) Learning Mentors have been involved in curriculum design and matched up their own program of wellbeing for identified students to meet the Wellbeing PD Curriculum (Objective 1 and 2) On the first day back students will begin to look at their PD booklets, thinking about their own self-care and targets for the year. Opportunity to engage with members of their form and staff will also begin to rebuild relationships where needed (Objective 1) 	Further Immediate
Students struggling to respond to the new 'normal' and showing signs of being disengaged.	All students to ensure they build upon their knowledge, skills and attributes for now and in the future both in school and beyond the gate.	<p>Learnt behaviour that sets a pattern</p> <p>Decrease in attainment</p> <p>Poor relationships on a more regular and repeated pattern witnessed</p>	<ul style="list-style-type: none"> Development of a preventative education model for Personal Development including all statutory and recommended objectives. Model is universal and applicable to all (Obj. 4) PD lesson plans are being developed to be distanced – they will look objectively at events or issues rather than personally or from an emotional standpoint (Obj. 1-4) The whole PD curriculum has been designed in a spiral structure and builds year by year across the key learning areas which all received a half term per year group. It has been carefully planned and sequenced following the holistic approach of the PSHE Association (Obj. 1-4) Wide range of teaching practices to be used to ensure everyone is engaged in learning. Where needed blended learning can also be incorporated and will follow the Blended Learning Recovery Plan (Obj. 3) Extra-curricular activities from both in school and the local community to be promoted across the school and encouraged (Obj. 1 and 2) 	Extended Further Extended Immediate Immediate
Behaviour and Attitudes of students	All stakeholders	Increase in behavioural issues seen across the	<ul style="list-style-type: none"> PD Curriculum has been designed to develop a student's skills for life both in school and beyond the school gate. How they react and engage in situations will change as they expand their experiences and learning. 	Immediate Immediate



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		school at different stages.	<ul style="list-style-type: none"> • Due to a lack of routines in some families students returning to school may demonstrate a decline in behaviour and may escalate up the staged Approach quickly. <i>Trauma Informed Lens must be used and applied in individual cases</i> (Obj. 1-4) • Where required support and dialogue will take place between the Pastoral and Personal Development staff. PD Curriculum is designed to encompass all and not be specific however, pastoral team to work more closely under guidance of PD Lead if required (Obj. 1 and 2) • Wellbeing and Citizenship Leads developing PD lessons to reflect mental health and role of being a good citizen in society (Obj. 1, 2, 4) 	Further Immediate
Students feeling safe and opinions valued	Students	If students don't feel safe and valued, they will not be able to concentrate and learn	<ul style="list-style-type: none"> • Revised Student Council to act as a voice and feedback and up across the school. Action plans to be developed where required (Obj. 2 and 4) • Student Wellbeing Survey to be carried out to investigate feelings and emotions following the return to school (Obj. 1-4) • Students to be made aware of opportunities available to them to feedback to the school through form tutors, PL, PD Leads, CL and SLT. (Objective. 1-4) 	Immediate Further Further