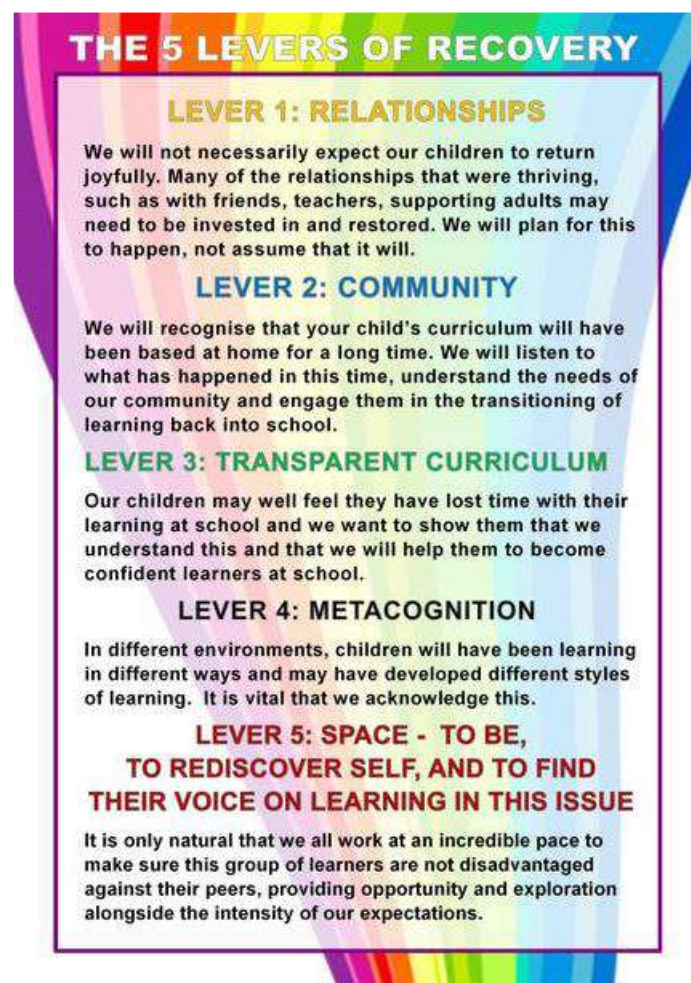


The 5 Levers of Recovery

Research and foundations taken from: 'A Recovery Curriculum: Loss and Life for our children and schools post pandemic.'

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



The common thread that runs through the current lived experiences of our children, is loss. From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile.

Those 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children. The Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child.

The loss the children experienced during this pandemic will have caused issues around attachment – in their relationships in school that they have forged over years; these will be some of the strongest relationships the young people have, but bereft of the investment of those daily interactions, will have become fragile. Our relationships curriculum must restore the damage of neglect; it must be a Curriculum of Recovery.

Levers of Recovery	What the research says	What this means for the children	What this means for the school community	What this means for the staff
Lever 1: Relationships	We can't expect our children to 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. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.	<ul style="list-style-type: none"> • Extensive relationships education using PSHE Jigsaw resources and previous MHEW work. • Time for 1:1 and small group discussions, as required. • Use of Nurture groups, as required. • Specific teaching of how to re-establish relationships and games to play during unstructured times, particularly with 'new' social distancing rules/class bubble timetable in place. 	<ul style="list-style-type: none"> • Signposting of support for families. • DSL support where required. • Re-establishing of relationships – SLT to be available to families for discussion and sharing of concerns. • Adapting communication with class teacher – using telephone/Teams/new class email account. • Openness from the school regarding Covid-19 risk assessments and policies and reopening of the school. 	<ul style="list-style-type: none"> • Signposting of support – SLT available to provide emotional support to staff. • ESCC Staff Counselling service available. • Embedding 'The Empowerment Approach'. • Staff being visible at the school gate and communications with parents/carers via email/telephone/Teams. • Safeguarding training reissued in INSET day with reference to Recovery Plan.
Lever 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.	<ul style="list-style-type: none"> • Sharing of lockdown experiences. • Celebrations and successes and acknowledging these. • Validating and attuning of concerns and worries that children held and continue to hold. • Communication with parents and carers around the needs of individuals. • Links with after school clubs re-established when possible. 	<ul style="list-style-type: none"> • Invitation from school for parents/carers to share concerns and worries about their child returning to school and any successes achieved during lockdown – by way of a questionnaire. • Engage with the child in the home learning activities. 	<ul style="list-style-type: none"> • Meetings (via Teams or telephone) with individual parents as needed around children's specific needs. • SLT available to listen to staff needs and support with planning for reshaping of tasks.

<p>Lever 3: Transparent Curriculum</p>	<p>All of our children will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our children to heal this sense of loss.</p>	<ul style="list-style-type: none"> • Where gaps in learning have been identified then personalised homework provided. • Explicit teaching about mental health and wellbeing given high priority. • Opportunities planned for children to voice what they have missed or forgotten. 	<ul style="list-style-type: none"> • Sharing of curriculum with parents and carers via termly letters/newsletters. • Sharing of information from DfE as appropriate. 	<ul style="list-style-type: none"> • Support in assessing gaps through observations, work scrutiny, moderations, short quizzes, diagnostic tests and formative assessment, as appropriate (either as a whole class, small groups or 1:1). • Investing in additional/replacement technology – new laptops. • Liaise and plan with colleagues and regular pupil progress meetings
<p>Lever 4: Metacognition</p>	<p>In different environments, children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children to reskill and rebuild their confidence as learners.</p>	<ul style="list-style-type: none"> • Sharing and validation of learning experiences in place though PSHE sessions. • Re-establishing school routines through role play, social stories, making expectations clear. • Extensive praise awarded around learning and social interaction. • Use of the 'Empowerment Approach'. 	<ul style="list-style-type: none"> • Ensure that any necessary changes to the school timetable/routines are identified and communicated to parents/carers. • Re-sharing of policies/addendums and signposting these on the website to ensure clarity. 	<ul style="list-style-type: none"> • Re-sharing of school policies/addendums with staff to ensure clarity. • Support from SLT with daily challenges and individuals posing specific challenges or displaying specific needs. • Contact ISEND and other external agencies if needed for further support/advice.
<p>Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue</p>	<p>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.</p>	<ul style="list-style-type: none"> • Pupil voice avenues made available so that children can share views on processes. • Priority placed on mental health and wellbeing and pupil voice within PSHE sessions. 	<ul style="list-style-type: none"> • Invitation from school for parents/carers to share concerns and worries about their child returning to school and any successes achieved during lockdown – by way of a questionnaire. • Support for families signposted through website and newsletters 	<ul style="list-style-type: none"> • Questionnaires/meetings made available to allow staff to share thoughts and feedback. • Processes regularly evaluated with staff.