

Recovery and Growth

Maintain open communication with families keeping them updated with how your school is continuing to support wellbeing.

Consistent timetables and routines will further support students to feel secure. Be aware of any last-minute, unexpected changes and prepare students where possible.

Continue to monitor for signs of distress or trauma and link students to additional support.

Maintain time for explicit social and emotional learning and continue to be responsive to student needs, teaching specific relationship skills and strategies if students need further support to navigate friendships.

Ensure students continue to be aware of help-seeking pathways and recognise the steps and supports in your school.

Continue to positively reinforce safe and respectful environments, re-teaching and modelling positive behaviour for learning if required.

Value 'shoulder-to-shoulder' moments with students during teaching and learning for the opportunity to reinforce individual connections and provide encouragement and feedback.

Identify students who may need additional academic support, but continue to focus on connection, belonging and wellbeing in the first instance.

Consider restorative practices for teaching students how to repair and restore relationships focusing on connectedness and belonging.

Link the wellbeing practices that were encouraged during home learning to on-campus wellbeing time and continue the strategies and experiences if possible.

Continue to provide professional learning focusing on strengthening wellbeing and ensuring that staff are aware of the signs indicating a student may need additional support.

Nurture a classroom climate of acceptance and inclusion, assuring each student continues to feel welcome and understood.

Monitor and review the progress of students with additional needs and implement collaborative, individual plans if necessary.

Continue to support staff wellbeing and self-care, focusing on supportive collegial relationships, acts of kindness and appreciation, collaboration, consultation and connection.

Build time into staff meetings to review and share wellbeing progress whilst continuing to strengthen the capacity of staff to implement social and emotional learning.

Plan whole-school activities to celebrate milestones or achievements. Involve students in designing, planning and implementing these events.

Maintain ceremonies, celebrations, rites of passage and school rituals where possible.

Wellbeing-focused Activity Ideas

Create a whole-school gratitude collage.

Build a 'strengths wall'. Each brick has a strength that was gained during learning from home.

Create a chain with each link describing something each student is grateful for.

Use assemblies, year group meetings or tutor/home classes to highlight strengths.

Create a classroom 'time capsule' in which students record their experiences.

Use music, art, craft, writing, poetry, play-based activities to give students opportunities to express their feelings.

Lead class discussions around the challenges of learning from home, how students coped and what has made them stronger.

Showcase hobbies or interests that students developed during learning from home.

Plan class social and emotional learning circles supporting students to express a challenge and a coping strategy.

Create letters or cards of thanks to teachers, parents, carers or others.

Share reasons to be hopeful and create collages of optimistic thought bubbles.

Co-design a student-led, interest-based end of year activity to boost belonging and connectedness.

Create a list of things that have changed and things that have stayed the same.

Continue any remote wellbeing activities and experiences and extend them onto campus.

Continue to practice evidence-based mindfulness.