



VULNERABLE PUPILS

To assist in the successful reintegration of vulnerable pupils you may want to consider the following information/guidance.

ARE THESE IN PLACE?

SAFEGUARDING RISK ASSESSMENTS in place for vulnerable pupils

UP TO DATE HEALTH CARE PLANS that reflect any changes since the lockdown

NAMED STAFF assigned to support individual pupils' well-being?

WELL BEING part of the curriculum

Updated **PASTORAL SUPPORT PLANS**

PUPIL/PARENT/CARER SURVEYS about their experiences at home

Would **PART-TIME/PHASED RETURNS** make it easier for some?

Activities for Pupils

[Transition, Recovery and Learning \(Primary\)](#)
[Transition, Recovery and Learning \(Secondary\)](#)
[Getting ready to go back to school](#)

INTRODUCTION

The Academic year has been disrupted and our expectations have changed. The attached information, and links to [a google drive](#) includes checklists, advice and guidance and resources to use with children and young people in all settings.

Subjects covered include and [resources](#) provided include **transition recovery for primary** and **Secondary learning, getting ready to go back to school**, a resource for **my lockdown experiences** (symbols), as well as support for **Early Years, Children in Care**, those affected by **Adverse childhood experiences, young carers**, those at the risk of **exclusion**, and with **Health needs**

SUPPORTING ADULT RELATIONSHIPS will be an important part of reintegration for vulnerable pupils from all groups. Research has shown that the potential of schools to support traumatised children, or to prevent an escalation of need, is huge and that it is through the school community that we can wrap our children in the safe and consistent place that will nurture and begin to create normality again. There is an evidence that a [recovery curriculum](#) students to be supported the recovery [resource](#) gives strategies and practical techniques to support

SUPPORTING THE REINTEGRATION OF EARLY YEARS

Early child development sets the foundation for lifelong learning, behaviour, and health. The experiences children have in early childhood shape the brain and the child's capacity to learn, to get along with others, and to respond to daily stresses and challenges. This has certainly been a challenging time for our pupils so there needs to be careful planning to ensure positive well-being.

YOUNG CARERS

A young carer becomes vulnerable when the level of care given and responsibility to the person in need of care becomes excessive or inappropriate for that child, risking impacts on his or her emotional or physical well-being, educational achievement or life chances. This will have been exacerbated by the lockdown.

[supporting young carers and vulnerable children](#)
[TOOLKIT for young carers](#)

RISK OF EXCLUSION

This is an overview to help schools to support vulnerable children and pupils returning to school.

During these unprecedented times, many families and their children will be experiencing higher levels of stress and anxiety.

It is important, therefore, to have this 'in mind' when preparing for their return. As you know, behaviour is a form of communication and expression of feelings can be difficult for some children and young people.

Checking in regularly and considering this, is essential.

[Exclusions Flow Chart](#)

"Pupils often misbehave because they know how teachers will react.

Teachers reactions sustain and strengthen undesirable behaviour, therefore they must learn not to follow their first impulse as this could feed the mistaken goal"

Caroline Broomfield
(Plymouth University)

[Advice on how to reduce the risk of exclusion](#)
[Emotions Word Wheel](#)

CHILDREN IN CARE

This title includes those previously in care/adoption/known to Social Services. It is important to give some time to reflect on those pupils who are identified to have experienced complex trauma/ACEs and who may have underlying attachment difficulties. This group includes Children in Care (CIC) and Previously Looked After Children (PLAC) – but it is highly likely there will be other children in your vulnerable groups who this also could well apply to.

Here are some key points for you and your school to think about to help you plan for these pupils returning to school:

<https://www.annafreud.org/media/11610/managing-unexpected-endings-transitions-may2020.pdf>

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

[Resources: Key prompts working with CIC, Young Persons view – secondary.](#)
[Young Persons view primary](#)

ADVERSE CHILDHOOD EXPERIENCES and TRAUMA

This academic year has been disrupted and our expectation has changed. We have had to adapt to rapid changes brought about by changing information. The reassurance of the academic cycle has shifted. This shift has presented us all with periods of anxiety, terror, alarm and fear. As school staff, the shift has not only affected our work experience, but, has manifested worries and concerns about our family and friends. Barry Carpenter has recently produced a framework called the '[recovery curriculum](#)' which highlights the importance of ensuring the support and approach are appropriate at this time.

Should a child have experienced an actual trauma then a period of time adjusting to this is normal and most young people process this and accommodate the experience in an adaptive way. Also we know that naturally processing trauma is more effective than formal treatment.

However, if the YP is still experiencing PTSD symptoms one month on, then it is appropriate to seek formal support via CYPMHS.

The guidance attached will help to enable school staff to evaluate current practice and ensure the readiness of the setting to receive pupils. It provides key questions, aspects to consider and links you may find useful.

HEALTH

Making sure Health Care Plans are updated and understood.

Gaining the pupil voice is vital – exploring their possible concerns about returning to school.

Ensuring detailed risk assessments are in place.

Ensure the school has latest medical evidence based on the child's health needs.

Follow Government guidance.

[Corona Advice for Schools](#)

[First Aid in Schools](#)

[Kent Children's Therapies](#)

[Explaining, Exploring and preparing the return to school](#)



Marsten (2014) states that 'exposure to childhood adversity can strengthen and transform a young person's level of resilience, equipping them with coping mechanisms to deal with life changes in adolescence and adult life'.

This is of course when the right support and guidance is given to the child. Within education we have the opportunity to ensure all children become resilient and life-long learners.

**RESOURCES [YEAR 6 REINTEGRATION](#)
[ADVERSE CHILDHOOD EXPERIENCES AND TRAUMA](#)**

FIVE WAYS TO HELP CHILDREN HEAL WHEN SCHOOLS REOPEN

Where one size never fits all – Mary Meredith

1. Hold a formal act of remembrance as a community
2. Place relationships front and centre and build social capital
3. Identify and support children in most need of social buffering
4. Reaffirm boundaries, rules and routines as safety measures
5. Re-evaluate and reaffirm core values, recognising all.

LINKS TO OTHER EMOTIONAL WELLBEING RESOURCES

[Staff Wellbeing](#)

[CYP Kent Emotional Wellbeing flow chart](#)

[Emotional Wellbeing in Schools; including universal and transitions](#)

[Emotional Wellbeing Support for Primary School Aged Children i](#)

[Practical Resources for parents and carers](#)

[Practical and Emotional Wellbeing Support Following Bereavement](#)

[Emotional Wellbeing – Highly Anxious Students](#)

[Emotional Wellbeing - SEND](#)

[Emotional Wellbeing - YOUTH](#)