



The Emmaus Federation Return to School Action Plan June 2020/September 2020

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

Luke 24: 13 - 35

Monitoring, evaluation and review of this plan

The Governing Body will have the ultimate responsibility of assessing the impact of the action plan. The sources of information will include:

- Department for Education
- The Local Authority
- The Lincoln Diocesan Board of Education
- Executive Headteacher
- School Leadership Team
- Subject Leaders, class teachers and other staff members
- Pupils and their parents
- First-hand information gathered by governors

The Chair of the Governing Body with the Executive Headteacher will discuss the action plan and evaluate the information.

The Senior Leadership Team is accountable for the effectiveness of the key actions.

The Governing Body will have the ultimate responsibility of evaluating the impact of the action(s) taken. This will be achieved through evaluating the impact of the action plan and detailed examination of the findings.

Covid19: Return to School Action Plan

| Section | Issues |
|---|---|
| Issues related to staff wellbeing | Partial closure of schools Staff motivation Support for individual staff |
| Issues related to re-establishing routines and expectations | Re-establishing routines Re-establishing expectation Dealing with children who are worried about returning Separation anxieties School uniform Relationships |
| Children's different experiences during lockdown | Home learning or not Access to learning at home Children who were at school and those who were not |
| Safeguarding | Different types of abuse Bereavement or serious illness |
| Special Needs | Helping children with special needs settle back into school life |
| Curriculum Issues | Missed elements of the curriculum Reading |
| Transition | Helping children move on to the next stage of their education if they do return during this academic year Helping children move on to the next stage of their education if they do not return during this academic year Helping children move on to the next stage of their education if they do not return during this academic year – Early Years |

Covid19: Return to School Action Plan

Issues related to re-establishing routines and expectations

a) Re-establishing routines

| Issue | Actions Needed | Success Criteria |
|--|---|---|
| <ul style="list-style-type: none"> • Recognise that it's possibly more difficult than anticipated to re-establish routines • This goes beyond school routines: daily life routines for staff and children • Some sleep patterns may have been disrupted • The issues often associated with beginning of a new term will be magnified and may continue for some time • Leaders may have to allow for a period of adjustment • However, there are benefits in re-establishing these routines for staff, children and parents • Getting back 'into the swing of things' will need to be a priority. • Be ready for many children (and staff) feeling tired in the afternoon | <ul style="list-style-type: none"> • Aim to get back 'into the swing of things' as quickly as possible (this could provide much emotional support) • The vast majority of children feel more secure when routines are set, and they know what is expected of them • Similarly, so do the vast majority of staff. • Recognise that some families may struggle with getting back into the swing of things • Support these families where it is needed • Provide more open type activities in the afternoon so adjustments to the timetable may be needed, including 2 hours+ of PE • Children will have established different eating patterns – they may feel hungry more frequently – snack times may need to be introduced for a short while | <ul style="list-style-type: none"> • The school is back to its normal working routines in a very short time (well within the first half term back) • Children respond well to the routines that have been set for them • There are few, if any, issues that can be associated with a return to school • All 'teething problems' are sorted out in the first three/four weeks • Staff are very much back into routines also and this is helping children to settle • Staff have dealt well with children from families that are finding it difficult to get back into the swing of things • The adjustments made to the timetable have gone down well and helped children to settle • Snack times seem to have done their job as children are not saying they are hungry |

Covid19: Return to School Action Plan

Issues related to re-establishing routines and expectations

b) Re-establishing expectations

| Issue | Actions Needed | Success Criteria |
|---|--|--|
| <ul style="list-style-type: none"> Recognise that different people will have had very different experiences during the lockdown period Some will have been in school throughout The majority of children will have been at home – all having had different experiences For some, it will take time for them to re-establish and re-learn the expectations of the school, particularly learning and behaviour Learning involves more consolidating and children may possibly be out of practice in this respect | <ul style="list-style-type: none"> Ensure that behaviour expectations are re-established as quickly as possible Remind children (and staff) about how they speak to each other; how they treat each other and the expectations with regards to attitudes Leaders/home learning support need to talk to each class weekly via Zoom meetings However, place much emphasis on the school being a safe environment and that they are loved and cared for Place much emphasis on respecting each other Aim to re-establish the culture and ethos that existed before Once this is established place much emphasis on attitudes to learning | <ul style="list-style-type: none"> Patterns of behaviour have been re-established and the school's expectations with regard to behaviour have been adhered to Children are polite and caring and are aware of how words can hurt Staff are careful about the way they approach potentially difficult situations and take extra care with the words they use. They are respectful, understanding and professional in their dealings Children are reminded regularly of the school's expectations Children know what is expected of them and feel cared for There have been additional activities organised aimed at helping children to be kind to each other and to listen to each other Everyone believes that the school is as near as it can be to the same place that it used to be Attitudes to learning are very positive and much in line with what they used to be |

Covid19: Return to School Action Plan

Issues related to re-establishing routines and expectations

c) Dealing with children who are worried about returning

| Issue | Actions Needed | Success Criteria |
|---|--|---|
| <ul style="list-style-type: none">• Many children will be looking forward to returning to school, but many will find being around people difficult, frightening and even overwhelming• This will especially be the case as we move quite rapidly from social distancing to a return to school• Some children may have developed a fear of people in general• Many children will be overwhelmed by the implicit message that other people could be dangerous to their health• Again, many will not have experienced other people apart from their immediate family being in their personal space• The daily life of a school, with its hustle and bustle, could be difficult for some• Be aware that some may have sensory issues and anxiety about the proximity of others physically | <ul style="list-style-type: none">• Be aware of the sensory issues, especially when moving around the school• Help children to understand that if they crave space that it is not unusual and talk to them about it• As most children have not been in crowded rooms for some time, they may find the classroom over whelming. Keep noise levels as low as possible• Teachers should continually remind children of the quiet spaces that have been created | <ul style="list-style-type: none">• Movement around the school is calm and well ordered• Lunchtimes are also orderly with greater levels of calm evident• Children know that it is not unusual for them to want to go to a quiet area• Very few, if any, children mention that they are unsettled because of noise levels around the school• Staff continually remind children of the quiet spaces that have been established |

Covid19: Return to School Action Plan

Issues related to re-establishing routines and expectations

d) Separation anxieties

| Issue | Actions Needed | Success Criteria |
|---|---|--|
| <ul style="list-style-type: none">• The vast majority of children will have become used to being with their parents for extended periods• Even for the children who are excited to come back to school to see their friends, this could be a source of potential anxiety• There will be some children who will struggle with this separation and experience anxiety• Children may well worry about their parents going to work, either as key workers or those returning after the lockdown• Most children separate from their families quite easily but there will be a few who did not, even before this lockdown period• Staff are likely to know the most vulnerable in this respect, however these numbers may now grow | <ul style="list-style-type: none">• Staff should constantly reassure children that their parents are safe• Staff should be allowed to call/Dojo parents so as to reassure a very anxious child | <ul style="list-style-type: none">• Children do not feel anxiety about being separated from their families• Children know they can talk to a member of staff when they feel insecure• The number of Dojo messages being made by staff is diminishing rapidly |

Covid19: Return to School Action Plan

Issues related to re-establishing routines and expectations

e) School uniform

| Issue | Actions Needed | Success Criteria |
|---|--|---|
| <ul style="list-style-type: none">• Children will have grown during the time of the lockdown and many uniforms may no longer fit them• This will be a major issue if there is a short notice given for the return• This situation could well be exacerbated by financial issues faced by parents during the lockdown, especially without full pay or no pay coming into the household• Schools need to be sympathetic and may have to relax some of their rules regarding school uniform• Children need to be welcomed back and not picked up regarding lack of appropriate uniform | <ul style="list-style-type: none">• Welcome all children back with, or without, uniform• Perhaps could also ask PTFA to help with uniform swap/sale (clothing left for 72 hours)• If extra funds are provided towards opening, then these funds can be partly used to support helping with uniform | <ul style="list-style-type: none">• Parents have found the school approachable when they have had issues about replacing their children's uniform• Any additional funds have been allocated appropriately with needy families given priority |

Covid19: Return to School Action Plan

Issues related to re-establishing routines and expectations

f) Relationships

| Issue | Actions Needed | Success Criteria |
|--|---|---|
| <ul style="list-style-type: none">• It is important that re-building relationships will be a key factor in a successful return to school• This may well not happen overnight• Staff need to give themselves time and work at being kind to each other• Accept that most children will have spent months in the company of only their parents and could well struggle to separate• They are unlikely to have played with friends where they have had to compromise and may find following rules difficult | <ul style="list-style-type: none">• Ensure that all playing is supervised and scaffolded• Remind children how to play together• Remind children how things are done at this school• Help them to regain their identity and the culture and ethos that comes with it• Use rewards – Dojos - to reinforce messages of being one team• Remind those children, that will need it, how to speak at school | <ul style="list-style-type: none">• After an initial period of support, children are back into the swing of things with regard to playing at break and lunchtimes• Children demonstrate consideration for each other during play• Rewards have been established and are used sensitively and correctly• Staff demonstrate patience when some aspects of playground and lunchtime play have not gone according to plan• Children and staff speak with respect with one another |

Covid19: Return to School Action Plan

Children's different experiences during lockdown

a) Home Learning or not

| Issue | Actions Needed | Success Criteria |
|--|--|---|
| <ul style="list-style-type: none"> • It is inevitable that some children will have been doing a great deal of home learning whilst others may have done very little or none at all. • The vast majority of children will be somewhere in the middle • It is important that teachers respond to what children have done, not what they were expected to have done • There is a need to be aware that many children will have forgotten much of their learning • Some children may well have been a carer for a sick relative or dealt with grief | <ul style="list-style-type: none"> • Whilst it is important to get a sense of where children are in their learning, there will be a need to assess informally and not subject children to formal tests as soon as they return • Building relationships will need to be prioritised • Put energy into celebrating and valuing what children have achieved • Build in time for children to share their experiences of lockdown, including providing them with a chance to showcase the learning they did at home • In this way, there is room for celebrating the learning that children did that is not part of the curriculum • Help teachers to recognise that many children will not have done what had been set for them and that some children will have been through trauma | <ul style="list-style-type: none"> • Teachers have a good idea of which children will have done much learning at home and those that have not through weekly monitoring by HoS overseen by EHT • No formal testing has taken place • Children have had opportunities to talk about what they did during lockdown • Good relationships at all levels have been re-established • There have been opportunities provided for all children to show what they did, especially the more practical elements of home learning • There has been a strong sense of celebrating the learning children did at home with very little talk about what children did not do • Teachers have been relaxed about aspects of learning that children did not cover |

Covid19: Return to School Action Plan

Children's different experiences during lockdown

b) Access to learning at home

| Issue | Actions Needed | Success Criteria |
|--|---|---|
| <ul style="list-style-type: none"> • Children will have had different access to learning during the lockdown • For some, they have parents who have been able to take on the role of 'teacher' and oversee the home learning • For others, there may be a whole range of issues impacting on their ability to learn at home: <ol style="list-style-type: none"> 1. Space to work 2. Parent's commitment to home learning 3. Parent's skills 4. Parent's interest or capability 5. Access to online facilities 6. Parent's own work commitments • Older children will have been able to be more independent as learners, and this may well be helpful, especially for upper Key Stage 2 children | <ul style="list-style-type: none"> • Some, or many, children may feel they have missed out on learning and may be anxious or stressed as a result • It is important to acknowledge that this has not been the children's fault • It is also important to celebrate the learning that many children did (as set by their teachers) • It is also important to acknowledge the experiences (learning) of other children (even though it is not related to the learning set) • Look for examples of children who have shown resilience, patience and kindness at home • Be careful not to discriminate against children who have not been able to do much work online | <ul style="list-style-type: none"> • Teachers have accepted what children have done without any reprimand • Teachers have been able to talk individually with children about what they did achieve and how much of it they can still recall • Teachers have a good idea about gaps in learning and have made adjustments accordingly • There have been opportunities provided for children to showcase their learning • Credit has been given to children who showed characteristics such as resilience, patience and kindness • Teachers accept that many children did not have online access/parent's own work commitments etc. |

Covid19: Return to School Action Plan

Children's different experiences during lockdown

c) Children who were at school and those who were not

| Issue | Actions Needed | Success Criteria |
|---|--|---|
| <ul style="list-style-type: none">Clearly, there will be a great difference in experience for those children that attended school and those that did not during lockdownDo not assume that those who did attend school will be in a better position than those that did notIn many cases, only few children attended schoolHowever, these are more likely to be comfortable with social distancing, less worried about 'catching' something off othersThere is a very real possibility that children will have had different messages, e.g., going outside, talking or seeing others, etc.However, academically they may not have experienced that much difference | <ul style="list-style-type: none">Make use of the children who were at school to relay the message that school is a safe placeThey can relay the message about washing hands, keeping a distance as much as they can and using tissues when sneezing or coughingSome children who attended school may feel hard done by, so use them in a positive way to support their feelings | <ul style="list-style-type: none">All children have been reassured that school is a safe placeChildren that were at school are able to set good habits about washing hands and keeping a safe distanceThe children who did attend school have been able to relay information about being safe but still being able to play and enjoy life |

Covid19: Return to School Action Plan

Safeguarding

a) Different types of abuse

| Issue | Actions Needed | Success Criteria |
|---|--|--|
| <p>Domestic Abuse</p> <ul style="list-style-type: none"> It is important to be aware that a small minority (hopefully) of children will have experienced domestic abuse during the lockdown (we know there has been a significant rise in DA) It is important that we are alert to children who may not have come under the radar before and be aware that some may have suffered significant harm during this time <p>Online Abuse</p> <ul style="list-style-type: none"> Some children may have experienced threats and possible abuse online. Exposure to harmful images may well have increased <p>Online Bullying</p> <ul style="list-style-type: none"> As children have moved more of their social lives online, we need to be aware of increased risk of online peer to peer abuse | <ul style="list-style-type: none"> It is important that during the first half term back at school that you provide more opportunities for children to talk about their experiences though PSHE It is also important that every school ensures that there is a high focus on creating a safe environment Ensure that all children have access to 'trusted' adults who are trained to listen and are able to respond effectively All staff, on their return to school, should have completed domestic abuse safeguarding training and adult mental health training through Lincolnshire Safeguarding Board Be aware that it may take some children a long time to disclose or reveal any abuse Some, may be revealed through changes in behaviour and other indicators Do not assume that poor behaviour is associated with just being back at school | <ul style="list-style-type: none"> Children have been provided to talk with a member of staff that they feel comfortable with about any issues that concerns them Systems are well established to deal with issues of disclosure Safe environments have been established as a matter of priority All staff have completed domestic abuse and mental health safeguarding training Staff are aware that some children may take longer than others to disclose important information Staff are alert to any changes in behaviour by individuals |

Covid19: Return to School Action Plan

Safeguarding

b) Bereavement and serious illness

| Issue | Actions Needed | Success Criteria |
|--|---|---|
| <ul style="list-style-type: none">• It could well be that someone may have become ill within the family unit or died.• Others may have moved on – house move, job move, parents deciding to continue home education, etc.• It is important that we do not allow children to create rumours or to be led by inaccurate information on social media• We need to be aware that any illness to family members, friends or peers will become a greater source of anxiety• In relation to illness and death, we all will have experienced something that was outside our concept in this century• There is a likelihood that this could lead to more anxiety and may make children and adults more risk adverse | <ul style="list-style-type: none">• Be as transparent as you can about any changes that have occurred• Focus on the excellent work of the NHS and how they have helped people to recover from their illnesses• Talk about the ‘Thursday clapping’ and the fundraising that is and has taken place• Provide staff members and school community with access to outside resources that can help (see links) | <ul style="list-style-type: none">• Children know about any changes that have occurred to staff and to children in various classes• Children have had opportunities to talk about what they did to celebrate the NHS work (rainbows and clapping)• Staff are in an excellent position to support any individual who has lost a close member of their family or a friend of their family |

Covid19: Return to School Action Plan

Special Needs

Helping children with special needs settle back into school life

| Issue | Actions Needed | Success Criteria |
|---|--|--|
| <ul style="list-style-type: none">• The impact of all these issues will be even greater for children with special needs• Not only will their learning have been impacted upon, so will their anxiety about not carrying out the routines of being at school• Some will have had issues about dealing with the changes when the lockdown came in the first place• There are likely to be issues with managing transition into school• This will be compounded if there is also a change of setting | <ul style="list-style-type: none">• For most SEN children the biggest hurdle will be that of managing expectations of behaviour, social distancing, establishing routines once more and reassuring them that everything is ok.• Excellent behaviour management needs to be in place using positive reinforcement as many may well have forgotten how to behave (shouting out, talking over each other, poor language)• Arrangements need to be made for those children that will struggle• Accept that it may take a few weeks to re-establish routines and appropriate behaviour• Use behaviour and well-being charter to outline unacceptable and acceptable behaviours and discuss with the children and parents• SEND risk assessments for every child with strategies for support and they are shared with the teacher and parent• Strategies to support children, such as reduced timetables are for a limited time and only used for children who struggle with behaviour and social distancing despite every strategy being put in place | <ul style="list-style-type: none">• Children with special needs have returned to school and settled down into familiar routines• Children with special needs feel safe and are happy to be back at school• There are very few issues related to behaviour (and certainly no more than usual)• There is excellent behaviour management re-established• Where children have struggled, they have been identified quickly and helped by individuals so that they settle back quickly• Staff have been patient and recognised that for some children it has taken a long time for them to settle once more• Children know what is acceptable and what is not |

Covid19: Return to School Action Plan

Curriculum Issues

a) Missed elements of the curriculum

| Issue | Actions Needed | Success Criteria |
|---|---|--|
| <ul style="list-style-type: none">• Need to consider how we are going to make adjustments• The English, maths and science curriculum are presented on a year by year basis, and with as much as at least a term being missed there is a need to consider how to make adjustments.• For the foundation subjects, adjustments can be made over a longer time, with learning being spread over a longer period | <ul style="list-style-type: none">• Subject leader for English and mathematics to work with senior leaders to identify the potential gaps in learning from September• Similarly, subject leader for science to work with senior leaders to identify potential gaps in learning• English subject leader to carry out analysis in September across the school to consider which elements of learning has been missed and then put forward suggested adjustments moving forwards• Leaders of Foundation subjects to consider which topic areas have been missed and to assess if these can be visited through other topics later in the key stage | <ul style="list-style-type: none">• A closing the gap plan has been established and presented to staff for English, mathematics and science• Foundation subject leaders have considered where adjustments need to be made and have presented their findings to staff• Staff have made the necessary adjustments to their plans for foundation subjects |

Covid19: Return to School Action Plan

Curriculum Issues

b) Reading

| Issue | Actions Needed | Success Criteria |
|--|--|--|
| <ul style="list-style-type: none"> • As we are all aware, we cannot afford to let children miss out on reading regularly • This is particularly the case for younger children who are at the point of becoming independent readers • It is also important for older children with regard to their reading fluency • However, in reality there will be those children that will have read regularly (daily) and others who will not have read at all during the lockdown • Despite messages from schools to implore parents to ensure their children's reading activities are being kept up, the length of the lockdown will inevitably mean that some parents have not been able to keep up the regular support their child/ren need • Children may have gone from regular phonics input to little or no input | <ul style="list-style-type: none"> • With younger children, in phonics groups, there may be a need to reassess where they are as quickly as possible and provide programmes to help and support them to get back to where they were • English leaders need to support staff in providing additional 'bridging' activities for younger children in particular from September • It may mean that for a short-period, leaders may need to recommend additional-phonics sessions for those that have slipped backwards – expect to have two phonics sessions per day • There may be a need to introduce an additional Accelerated Reader programme for KS2 readers to help them get back into the swing of regular reading • Look for more opportunities to provide children with reading challenges, in some cases it could be related to the book being read to the class • Ensure children are carrying out research which requires them to read to obtain the information they need in non-fiction lessons and topic | <ul style="list-style-type: none"> • Children have been placed into appropriate phonics groups • Catch-up programmes have been successfully implemented by staff • English leaders have supported all staff in ensuring that the bridging activities are appropriate and supportive • Where needed, additional phonics sessions have been organised to support children in need • Additional Accelerated Reader sessions have been established • Reading aloud to the class is prioritised with staff choosing books that grab the children's interest • Children are being directed to carry out more research which involves reading in non-fiction lessons and topic |

Covid19: Return to School Action Plan

Transition

a) Helping children move on to the next stage of their education if they do return during this academic year

| Issue | Actions Needed | Success Criteria |
|--|---|---|
| <ul style="list-style-type: none"> • Pupils who return before the end of the summer term will have had greater preparation • Consideration of what school will look like if social distancing is in place – will children be on a rota/other year groups need to be back in school, even if this is part time! | <ul style="list-style-type: none"> • The June/ July period will focus heavily on wellbeing, safeguarding, routines, reassuring children and transition • A special focus needs to be given to new early years entrants and also to Year 6 leavers <ul style="list-style-type: none"> - September EYFS Zoom meetings, transition resources published on a Dojo page for September entrants and transition days pushed back to first and second week of September with a later full time start date - Year 6 social events at the end of term for <15 pupils and social distancing – important that those who have not returned to school are encouraged to attend unless they are shielding etc - Weekly Zoom meetings for Year 6 pupils' home-learning | <ul style="list-style-type: none"> • Arrangements for the new academic year have been done with all children and their parents knowing about which class they will be in next year – information published the first week in July • Year 6 children will have been provided with opportunities to make a smooth transition to their secondary school • The normal arrangements for early years children have taken place with parents being very reassured about safety and induction processes through online means and a later transition date • During the period before the end of the academic year much has been done to focus on children's wellbeing, safeguarding routines and social interaction • Year 6 leavers feel that they have been given a fond farewell by the school • Year 6 leavers have been able to talk to their Year 6 teachers, their headteacher and other key members of staff |

Covid19: Return to School Action Plan

Transition

b) Helping children move on to the next stage of their education if they do not return during this academic year

| Issue | Actions Needed | Success Criteria |
|--|---|---|
| <p>September return</p> <ul style="list-style-type: none">• If children do not return until September, there will be issues associated with children changing schools• In normal circumstances the school will have said a fond farewell and wish them well on their way | <ul style="list-style-type: none">• It may be useful to consider starting the new academic year with everyone back in their previous classes for the two days, then 50/50 for two days and then a full move to the next class | <ul style="list-style-type: none">• The transition period for these children has been very positive and they have settled well into their new class• Where necessary, children had a short period in their original class before moving to their new one |

Covid19: Return to School Action Plan

Transition

c) Helping children move on to the next stage of their education if they do not return during this academic year - Early Years

| Issue | Actions Needed | Success Criteria |
|---|---|---|
| <ul style="list-style-type: none"> • New reception children will not have had the usual transition visits and preparation for school • They will also know about Covid19 and this may add to their anxieties • Parents will not have the normal introduction to the school and its systems | <ul style="list-style-type: none"> • The transition programme should happen in the first few weeks of the Autumn term and hold parents' meetings in July over Zoom and access to Dojo • Create a video clip/labelled pictures/PowerPoint presentation of the setting which will help parents to explain to their children about the routines they can expect this can be shared on website or via email. • Ensure that the video/PowerPoint presentation focuses on aspect such as where they will place their coats, where various play areas are, etc. • Transition meetings could be held online with pre-school settings • Provide a staggered start for the new children so that they can settle in with smaller groups (need to know if it is still <15 and 2m) | <ul style="list-style-type: none"> • Although the transition programme did not begin until the new academic year, parents have been provided with good quality information to enable their children to settle well into school life • Because of being on Dojo, the video and PowerPoint, children were familiar with their setting • Children knew where to put their belongings and know about the outside environment • Where applicable, children had the correct uniform and parents felt well supported in the information about book bags, etc. • Parents are very positive about the preparations the school has made to meet their child's needs • The staggered start system worked well to support a positive start for all children |

Covid19: Return to School Action Plan

Useful links

Staff wellbeing

Education Support:

<https://www.educationsupport.org.uk/> Tel:

08000 562 561

Anna Freud National Centre for Children and Families: Supporting Staff Wellbeing:

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-in-schools/>

Mentally Healthy Schools:

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>

Mind:

<https://www.mind.org.uk/>

Pupil wellbeing

Education Endowment Foundation: Improving social and emotional learning in Primary Schools:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

Young Minds:

<https://youngminds.org.uk/>

Charlie Waller Memorial Trust:

<https://www.cwmt.org.uk/schools-families> LGfL

Wellbeing Connected: <http://wbc.lgfl.org.uk/>

Safeguarding

NSPCC:

<https://www.nspcc.org.uk/keeping-children-safe/>

Parentzone:

<https://parentzone.org.uk/parents> UK

Safer Internet Centre:

<https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff>

Think U know resources:

<https://www.thinkuknow.co.uk/>

Childnet: <https://www.childnet.com/>

Bereavement

Child Bereavement UK Helpline:

<https://www.childbereavementuk.org/> Tel:

0800 02 888 40

Cruse Bereavement Care Helpline:

<https://www.cruse.org.uk/>

0808 808 1677

Winston's Wish:

<https://www.winstonswish.org/>

Supporting a bereaved pupil:

<http://sabp.lgfl.org.uk/>