

RESPECT RATIONALE

This section is about respecting each other and yourself – recognise and respect your own thresholds and limits and observe them in others. Respect each others lived experience of both the crisis period and their current circumstances.



TIPS

Have open conversations about children undertaking catch up or booster work – indicate that this is likely to be necessary for most children and identify that this isn't to do with aptitude but, is circumstantial following the period of time away from school. This is important in encouraging respect of each others patterns of learning

Encourage independent learning behaviours which also help children to take account of their own well-being e.g knowing when they feel tired, need to re-orientate to tasks etc. allow open conversations about this which enable children to voice difficulties to staff and each other

Encourage children to reflect on achievements during the time away from school but, discourage discussion relating to quantities of learning or work completed as this could create social inequities for children

Re-visit ways of respecting each other in the classroom including routines and protocols. Emphasise that different families will also be re-engaging socially in different ways, e.g. shielding families may need to be more cautious. It is important to be mindful of how this could impact socially for children for example if they are unable to see each other in non-school contexts

FURTHER WORK

Be mindful of signs of anxiety- this may emerge in relation to learning or transition into the school context. Children may notice gaps if there are discrepancies between learning levels during lockdown period, children may feel that identities as learners have shifted and worry about this.