

# The Recovery Curriculum: Re-connection, Recovery and Resilience

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Professor of Mental Health in Education, Oxford Brookes University



This presentation is based on the **Think Piece -  
A Recovery Curriculum: Loss and Life for our  
children and schools post pandemic**

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See further – <http://www.recoverycurriculum.org>



# “When will we talk about the mental health of the children?”

“This pandemic must not be allowed to rob the children of hope – the gift of childhood.”

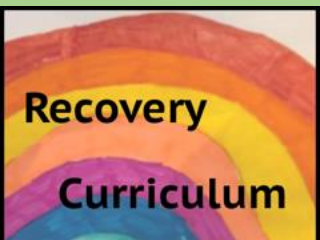
Professor Barry Carpenter, (May 2020)  
Lecture for Mental Health Awareness Week, 2020.

<https://www.recoverycurriculum.org/mentalhealth>



# The Recovery Curriculum

- a construct
- built through compassionate leadership
- aims and values
- best informed judgements
- a personalised response



# The 5 Losses

- Loss of Routine
- Loss of Structure
- Loss of Friendship
- Loss of Opportunity
- Loss of Freedom



# Loss Generates 4 Consequences

- Bereavement
- Attachment
- Anxiety
- Trauma



# “Think of the children”

- “Attachment is a deep and enduring bond..... The classroom is a frightening place for children with insecure attachment in normal circumstances but add in the extended period of absence from school for the lockdown period and we will have a real sense of fear and insecurity for many children”

Nicky Stewart, 19<sup>th</sup> May, 2020.

[www.nicolastewart.org](http://www.nicolastewart.org)



# Secure attachment and learning profile

Securely attached children are more likely to be:

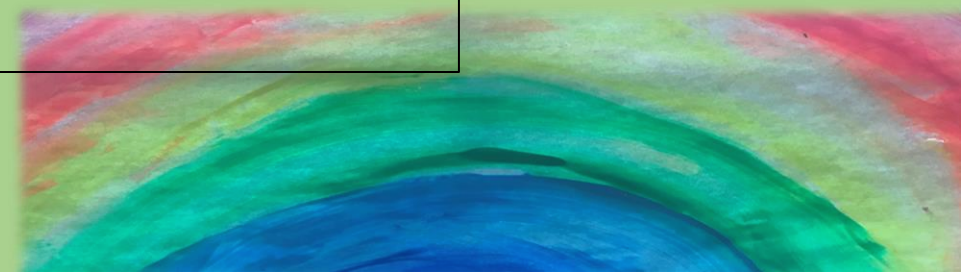


- ✓ better problem-solvers
- ✓ more curious
- ✓ have increased quality and duration of learning
- ✓ **have higher academic achievement**

Securely attached children are more likely to be:



- ✓ co-operative and self-regulative
- ✓ less likely to develop emotional and behavioural problems
- ✓ more socially empathetic and less biased in interpreting behaviour of others
- ✓ more self-aware (self-knowledge)





# “Lockdown Anxiety”

Royal College of Psychiatrists, May 2020





**'Anxiety is a key block to learning. It can prevent the imprint on the brain.'**

*McCulloch, A. (2008)  
'Mental health and teaching'*



**The anxious child  
is not a learning  
child!**



# Relative ideas ... an example from the New Zealand Earthquake experience

- As children began to return to schools in Christchurch, post the devastating earthquakes there, each school established a register of significant events that had occurred during the earthquake period. Had their home been damaged or destroyed and they were homeless? Had a loved one been seriously injured?
- **A Pandemic Register** could be developed in each of our schools so that ALL staff know about the child's experience. Did their Father lose his job? Was their Mother on the frontline, risking her health on a daily basis? Did a neighbour in their street die? Or worse a close relative?



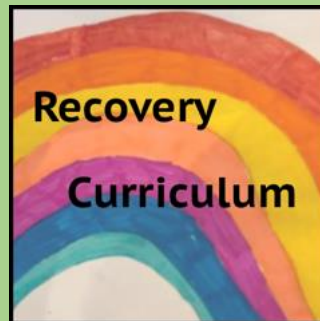
# The 5 Levers

- Lever 1:** *Relationships - Reach out to greet - don't automatically expect them to return joyfully.*
- Lever 2:** *Community - Engage, listen, understand, grow together.*
- Lever 3:** *Metacognition - Explicitly scaffold teaching to grow confidence as a learner.*
- Lever 4:** *Transparent Curriculum - co-construct to show them how you are addressing the gaps.*
- Lever 5:** *Space - to be, to rediscover self-image, concept, esteem and confidence.*



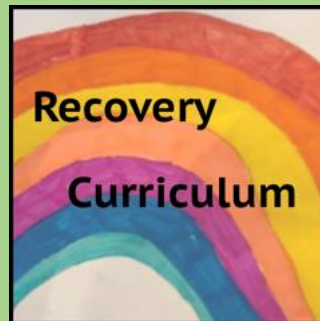
# Phases of the Recovery Curriculum

- ❖ holistic recovery, for all
- ❖ focussed recovery ... a personalised, needs led approach
- ❖ deep recovery - enabling a longer period of exploration of the trauma



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# So what would a Recovery Curriculum look like ?

- “Our Recovery Curriculum at Churchward School aims to enable our students to continue to develop their emotional resilience; developing their self-regulation and learning how to learn in a school environment once again.”
- Read the pdf on [www,recoverycurriculum.org](http://www.recoverycurriculum.org) (with thanks to Claire Owens, Assistant Head for sharing.)



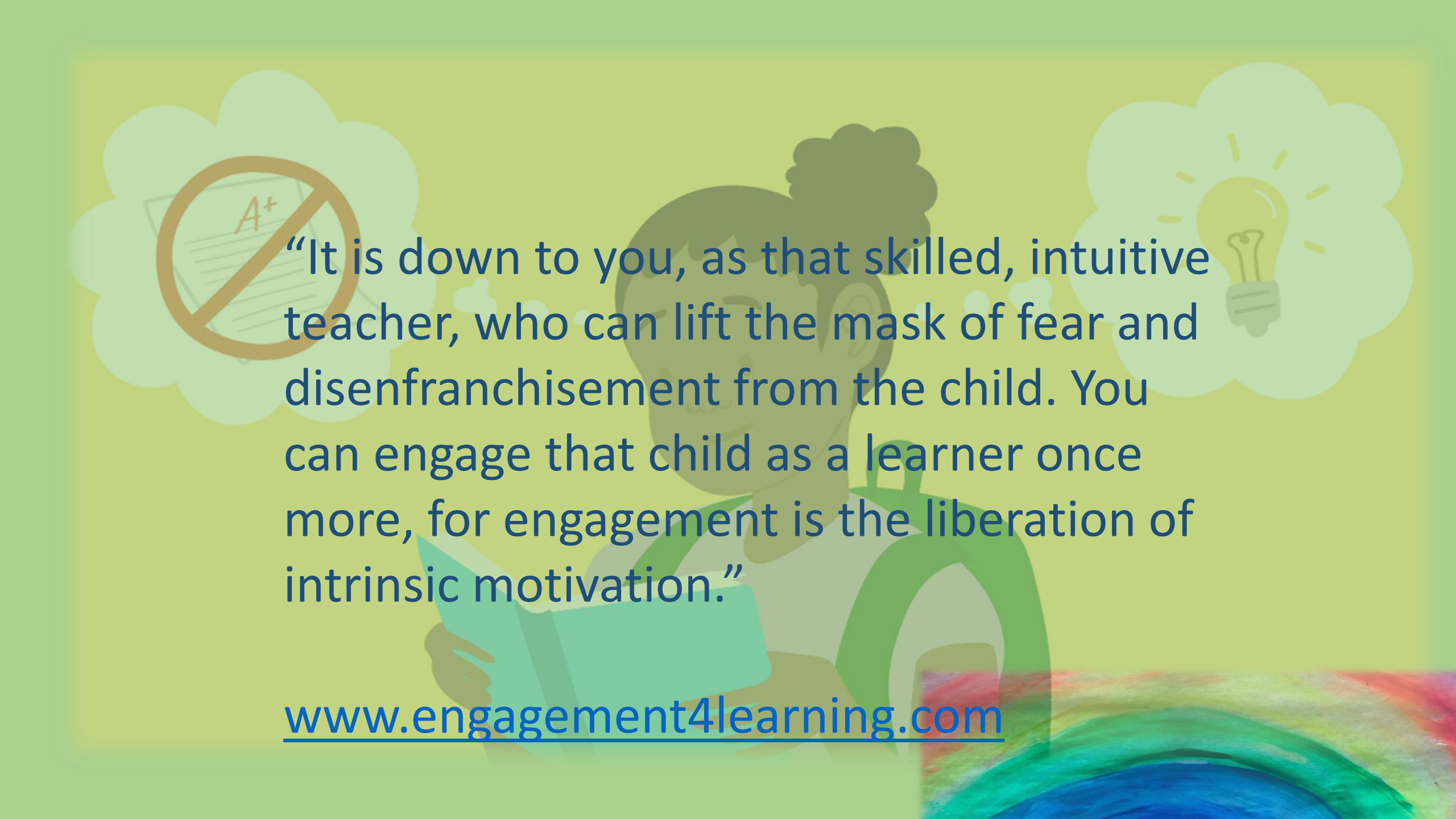
# One School's Response

Our aims for the rainbow curriculum are:

- To build trust and relationships.
- To learn how to socially interact with adults and peers.
- To begin to follow a structure and routine.
- To learn how to co-regulate or self-regulate emotions and behaviours.
- To learn how to manage emotions.
- To engage in learning.

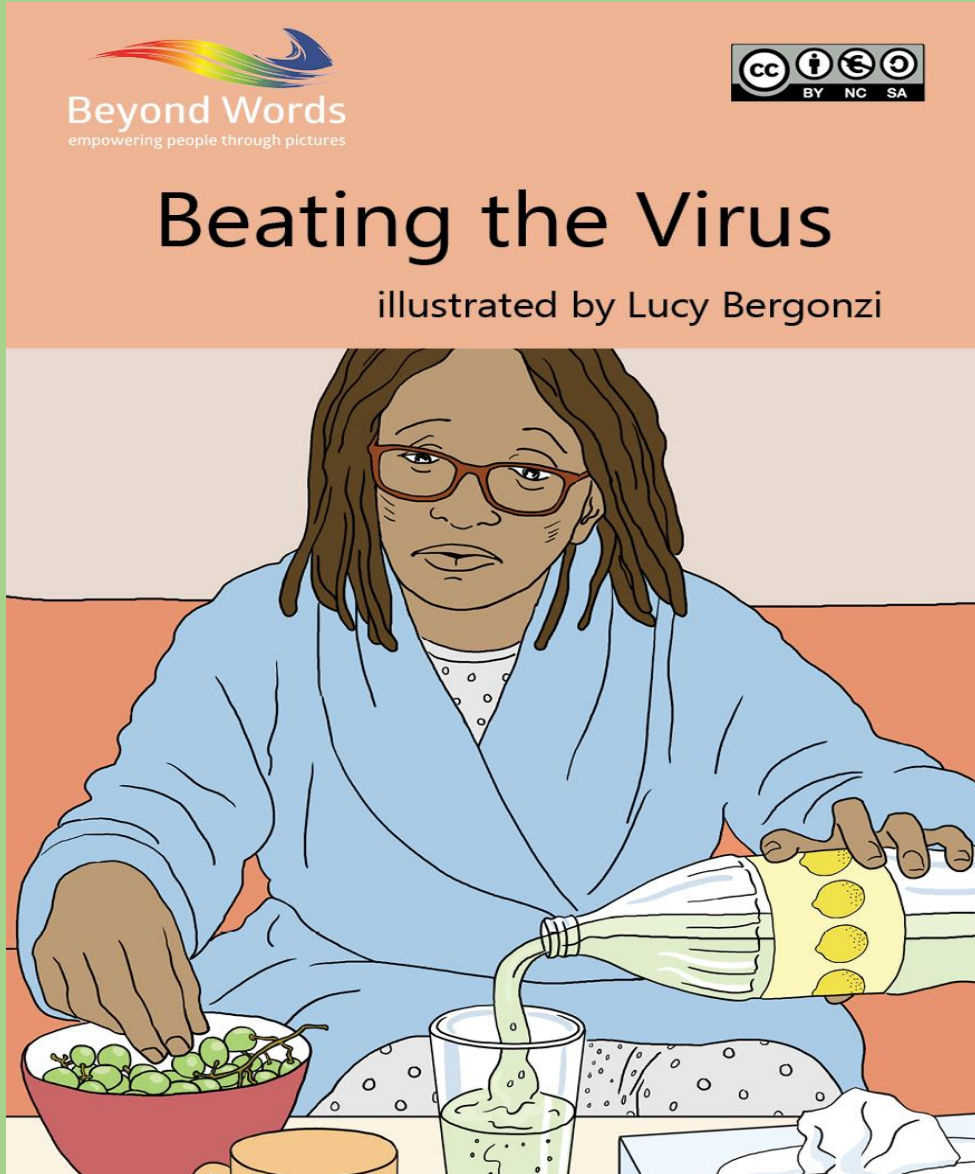
Kingsbury Primary School, Lancashire  
September 2020



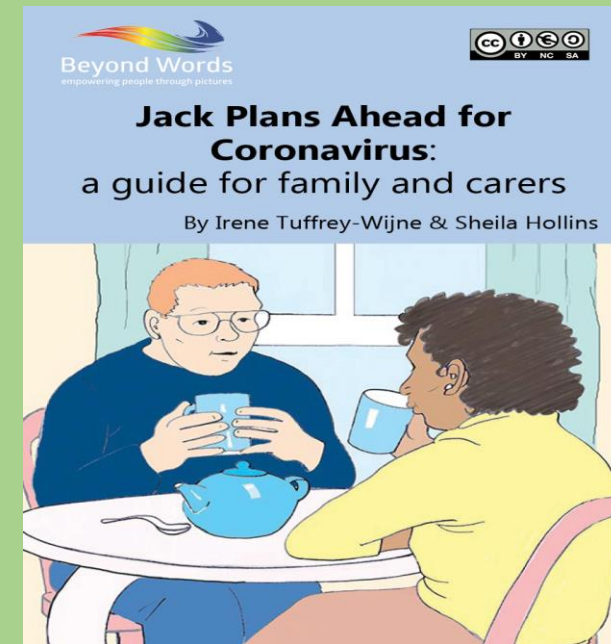
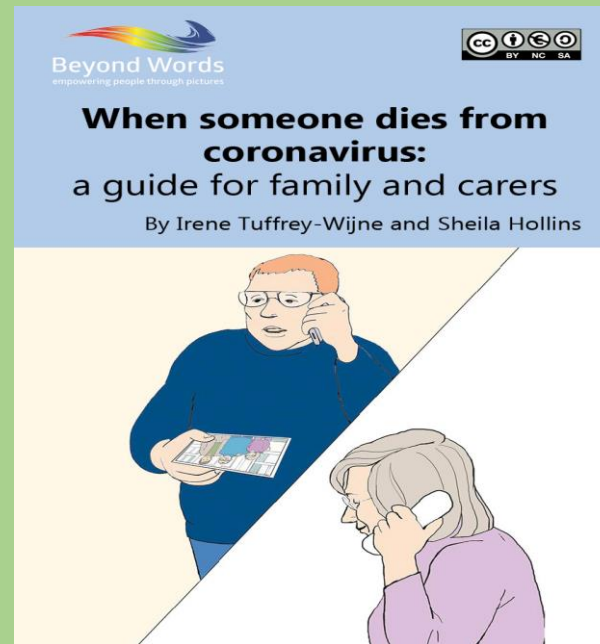
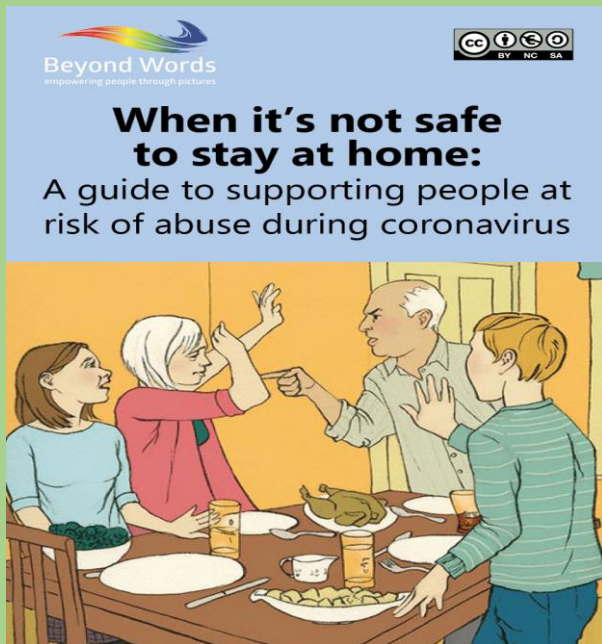
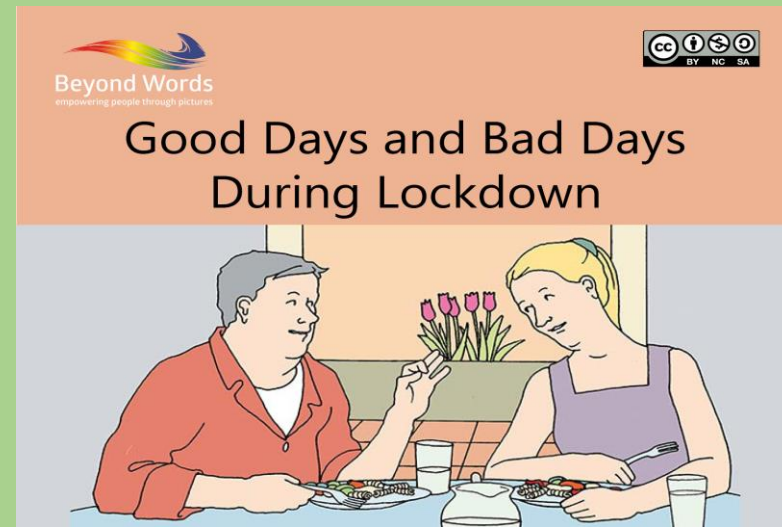
A central illustration of a young girl with dark hair in a bun, wearing a green shirt, reading a blue book. She is surrounded by thought bubbles. On the left, a bubble contains a document with 'A+' and a red prohibition sign. On the right, a bubble contains a glowing lightbulb. The background is a soft green gradient with a rainbow at the bottom.

“It is down to you, as that skilled, intuitive teacher, who can lift the mask of fear and disenfranchisement from the child. You can engage that child as a learner once more, for engagement is the liberation of intrinsic motivation.”

[www.engagement4learning.com](http://www.engagement4learning.com)



More **FREE** resources from Beyond Words to support people through the coronavirus pandemic:



Go to: [www.booksbeyondwords.co.uk/coping-with-coronavirus](http://www.booksbeyondwords.co.uk/coping-with-coronavirus)



Beyond Words  
empowering people through pictures

# Lenny and Lucy in Lockdown

Barry Carpenter, Alison Erskine and Jenny Hawkes  
illustrated by Charlotte Firmin



[www.booksbeyondwords.co.uk](http://www.booksbeyondwords.co.uk)



# Parent feedback on using Books Beyond Words in the Pandemic

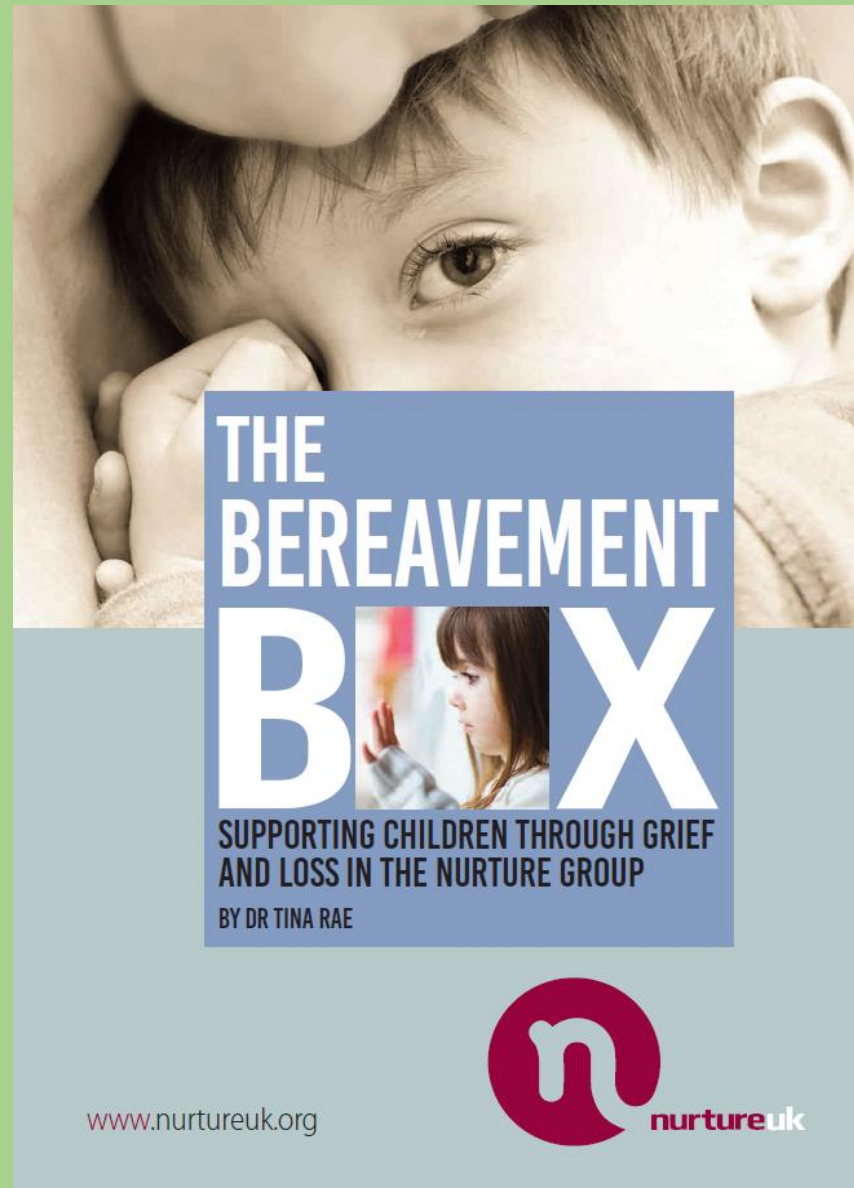
‘Having spent the last couple of months as E’s teacher, it has given me an insight into just how difficult it can be to get kids to engage in learning and keep them happy. I find the Books Beyond Words helpful in re-engaging E when she’s a bit stressed or for wrapping up the days learning. I came to realise that de-stressing E with a wordless, BBW book really helps bring her back to learning.’

May, 2020.

Cf: Podcast – Routes to Recovery through Books Beyond Words  
[www.recoverycurriculum.org](http://www.recoverycurriculum.org)



Available from  
[www.nutureuk.org](http://www.nutureuk.org)





# 60 Sensory Minutes





TINA RAE & JODY WALSH

# UNDERSTANDING & PREVENTING

## SELF-HARM IN SCHOOLS

Effective Strategies for Identifying  
Risk & Providing Support



## Self harm – An Intervention



# WELL BEING TOOL KIT for Mental Health Leads

A comprehensive training resource to support emotional wellbeing in education & social care



TINA RAE, AMY SUCH & JO WOOD



HINTON HOUSE Mental Health Essential

Well Being Tool Kit for Mental Health Leads – A Comprehensive training resource to support well being in education and care  
Hinton House publishers  
[http://www.hintonpublishers.com/isbn\\_template.php?isbn=978-1-912112-65-4](http://www.hintonpublishers.com/isbn_template.php?isbn=978-1-912112-65-4)



# Mental Health Resources



# Journals- from [www.butterflyprint.co.uk](http://www.butterflyprint.co.uk)

Four different designed journals .to be used as they are, then through action research staff will personalise for each pupil.

KS1-2



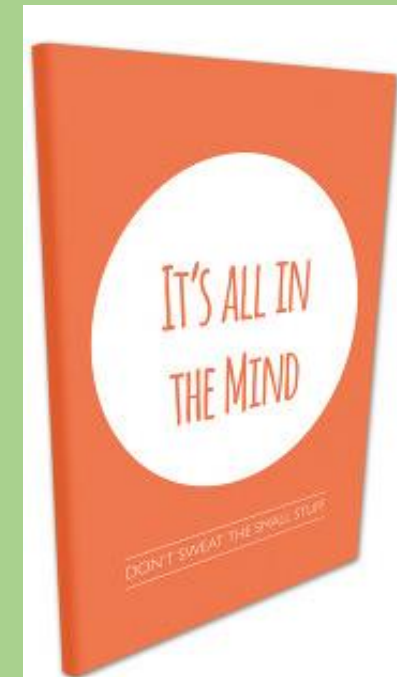
KS2-3



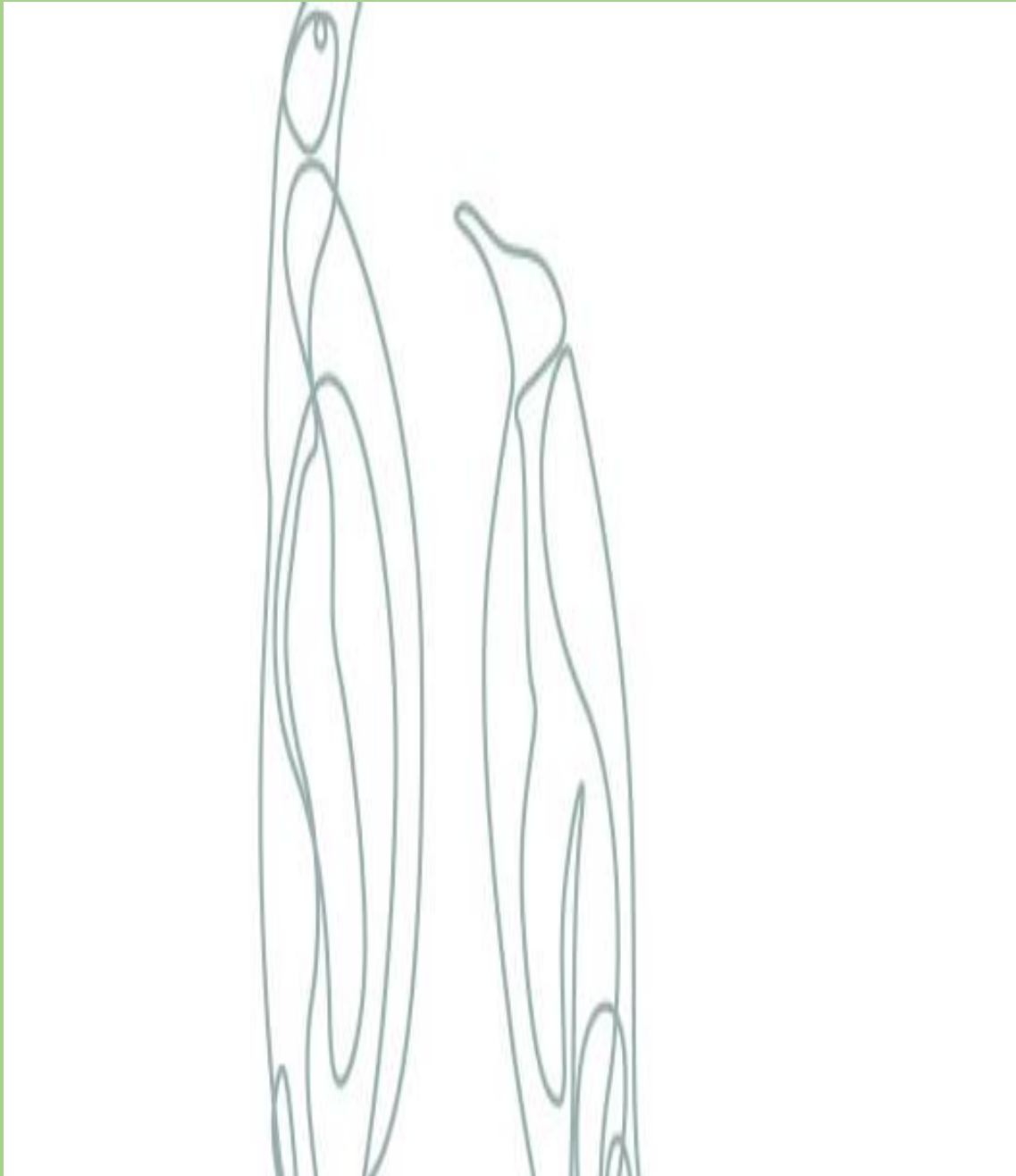
KS3-4



KS4-5



10% discount  
Code: MH POST



## Hello Again!

This dance work uses dance as a way of creating new forms of greetings. Due to social distancing, we sometimes have to find other ways of creating both formal and informal ways of saying hello. There is a lot of room for students to have fun creating together while discussing the ways life may have changed a bit due to the need for social distancing.

<https://www.teritotoi.org/wp-content/uploads/2020/04/TRT-Hello-Again.mp4>



**Happy**



**OR**



**Sad**



# Happiness Box



<https://barrycarpentereducation.com/2020/05/11/happiness-box/><https://>



“What is the best response to global epidemic of physical and mental problems among young people?”

At this point in history, we need creativity, care and compassion on a scale that we have never witnessed before.”

Professor Andy Hargreaves, (2016)





# Ponder point

*The more healthy relationships a child has ,  
the more likely he will be able to recover  
from trauma and thrive. Relationships are  
the agents of change and the most powerful  
therapy is human love.*

Bruce D Perry



## Contact details

[www.barrycarpentereducation.com](http://www.barrycarpentereducation.com)

[www.engagement4learning.com](http://www.engagement4learning.com)

<http://www.recoverycurriculum.org>