

## **Helping staff reconnect to school: leadership, well-being and planning following Covid-19**

Recovery and growth after community crises has highlighted the importance of clear, open and decisive leadership in building resilient communities. A good leadership who listens, learns and then acts is particularly important at a time of crisis. Staff will need time to reconnect and plan before children return and during the recovery stage.

School leaders should organise regular meetings with school staff to allow time for reflection and planning for staff, before children return, for staff to:

- Have a good knowledge of the existing systems of support that are already in place in school.
- Reflect and explore on the experience of lockdown on them individually and on their school community, identifying successes and lessons learnt.
- Develop peer systems of support within the workplace, which may mitigate some of the potential adverse psychological outcomes for staff.
- Consider setting up weekly peer support groups to create a safe space for staff to discuss emerging issues. Peer support groups may also incorporate discussions and exercises with staff that focus on the development of coping strategies and enhancing resilience, to minimise the risk of burnout
- Identify staff (and students) who may need extra support going forward.

When exploring and planning what needs to be achieved, a timescale including:

- Assuring the safety and wellbeing of:
  - School staff
  - Students, and by proxy,
  - Families
- Learning and development
- Monitoring health and wellbeing should be developed, with opportunities for regular reviews and adaptations.

**A visible leadership, clear communication and open discussions within schools enhances school team cohesion.**