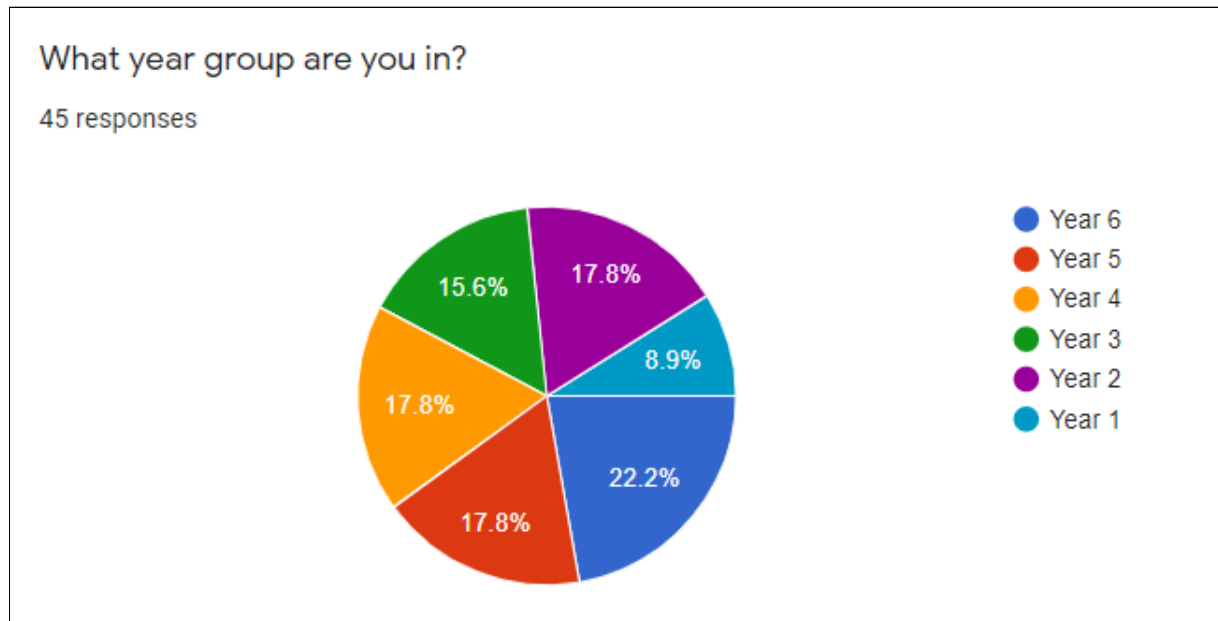


Analysis of Pupil Voice Spring 2021 Return to school and wellbeing

Shortly after their return to school, post-lockdown, 46 pupils were spoken to in small groups with the Deputy Head Teacher and Pastoral Lead, Kirstie Stroud. The children were from all year groups in Key Stage 1 and Key Stage 2. There was a mix of boys and girls and a mix of pupils that had been learning remotely, and pupils who had attended Duncombe's 'Lockdown School'.

After some general talk about their experiences and feelings, the children answered a set of questions in a survey. The results are analysed below.



What did you like about lockdown? (40 responses)

There was a strong consensus across all children that they enjoyed being at home with their family (15 responses directly mentioned this).

Many children also enjoyed having more freedom to relax and mentioned sleeping in later, not rushing to school, and more time playing on computer games (16 responses referenced this).

Of the children who attended lockdown school, there were several responses that showed they felt positively about this.

"Coming to school because it had been very tough on Google Classroom"

"I liked that I got to come to school and saw most of my friends but not all of them"

"That if you was in school it was two groups combined together. It was a smaller group of people and was nice and calm".

Of those working on Google Classroom at home, there were some positive responses about this.

"I liked when you guys sent us stuff [on Google Classroom]"

"I liked doing Google Classroom because my cousin really helped me"

What did you not like about lockdown? (37 responses)

The big response here was missing friends and teachers and family (especially friends) (17 referenced this).

Having nothing to do and being stuck in the house was also a common answer (6 references to this).

For those children who were not in Duncombe's Lockdown School, there was feedback about the difficulties of remote learning (8 responses about this).

"I didn't like that you guys just sent us 1 video. Also I didn't like that whenever I was about to go to work I deleted it."

"I didn't like how I couldn't speak to my teacher. I could but that was online and I'd rather chat with a teacher in real life."

"when we returned to school from lockdown we forgot everything we learnt"

"I did like Google Classroom but forgot some"

I did not learn a lot of things at home"

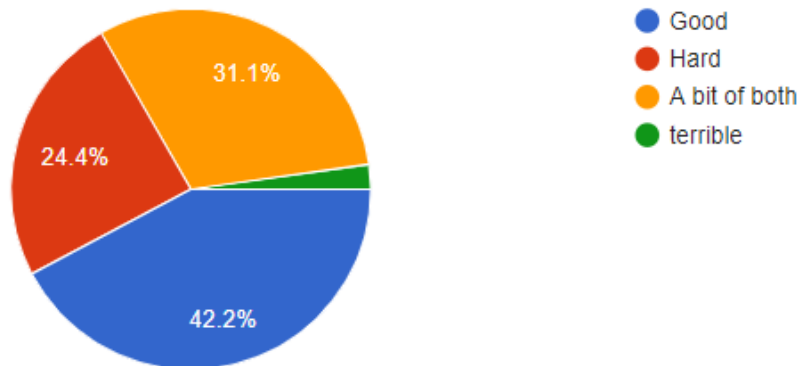
"I found the work hard"

Sleep patterns being affected by the lack of routine was also a common response, for instance, "It damaged my sleeping patterns a lot (e.g. I would go to sleep at 4am but I would stay up all night and day then go to sleep at 8pm)"

Several children mentioned feeling scared about coronavirus, having members of their family become sick with covid-19 and in some cases bereavement during lockdown.

Returning to school has been...

45 responses



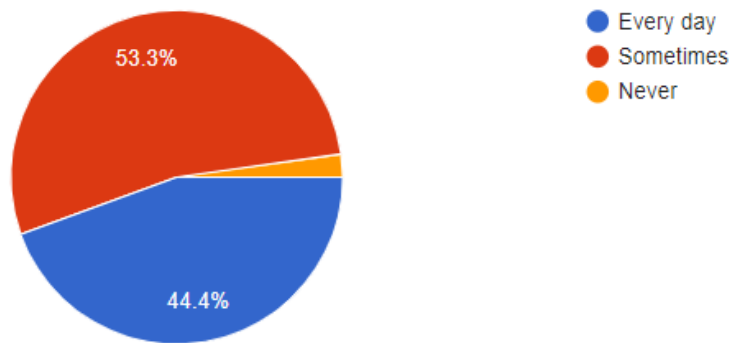
At Duncombe, we introduced wellbeing check-ins with pupils being asked how they are feeling at key points during the day, using a 1-5 scale. This gives the opportunity for children to be heard and support them to regulate their feelings.

How are you feeling? Scale 1 - 5



In school, my teacher checks how we are all feeling using the 1-5 scale

45 responses



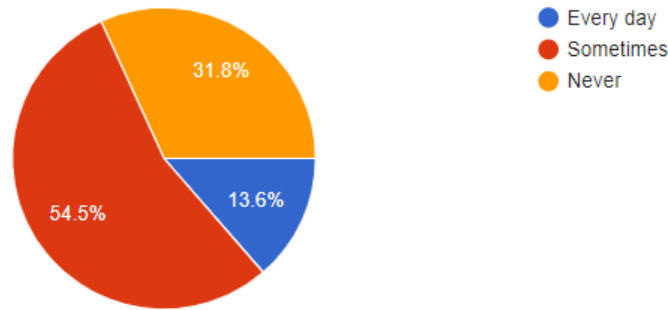
Results show that this check in is used regularly by class teachers across the school, although some not daily. We can address this by promoting the benefits and ease of the wellbeing check-ins with staff at regular points through the year to maintain practice.

At Duncombe, we also introduced the use of techniques to help pupils with self-regulation of their emotions.



In class, we use these ideas to practice reconnecting

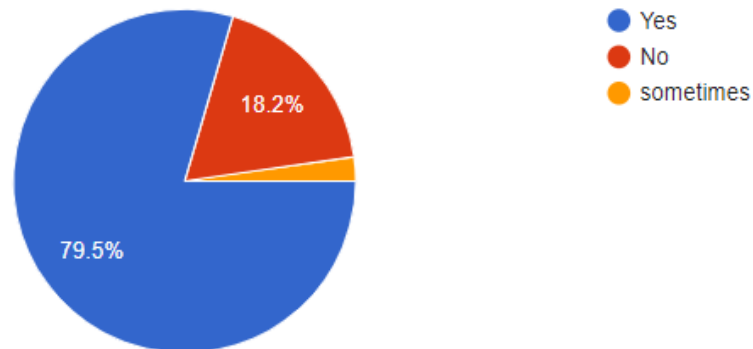
44 responses



Use of these techniques is not consistent across the school so further training and reminders are necessary to embed it into practice.

In school, I know who I can talk to if I feel upset, sad, worried, angry about anything.

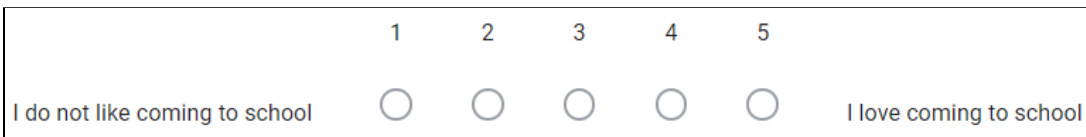
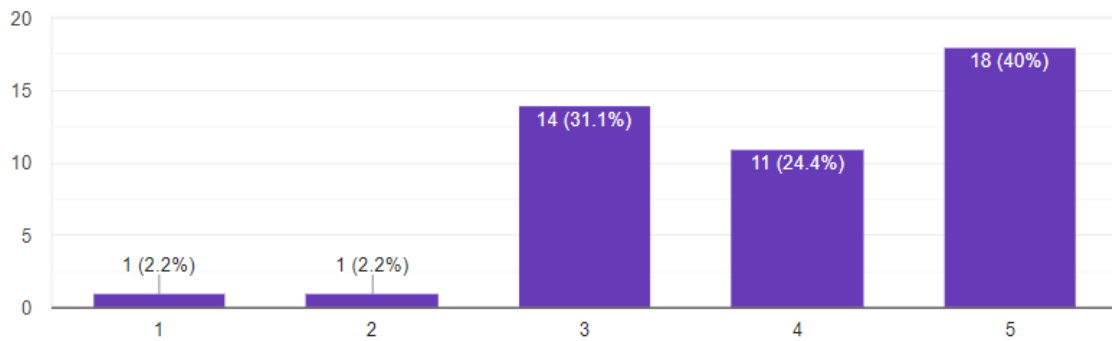
44 responses



18.2% (8 children from the sample group) responded that they did not know who to talk to about worries. This can be addressed in PSHE lessons, use of 'bubble time' across all classes and regular 1:1 check-ins with pupils by key adults in school.

Do you enjoy coming to school?

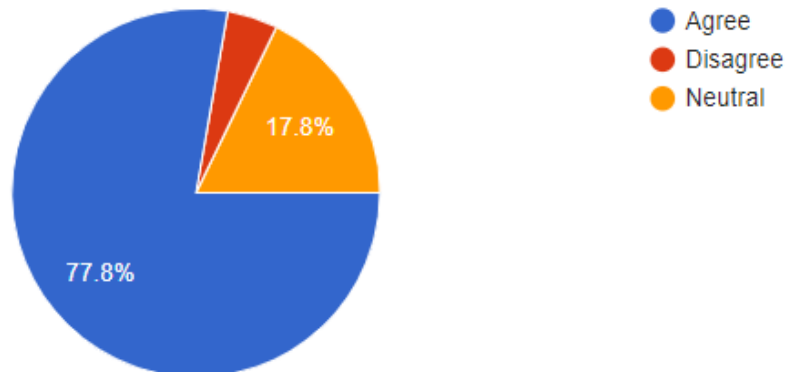
45 responses



The vast majority of children like coming to school, with 31% neutral about this since lockdown. Only 2 pupils responded negatively to this question and analysis showed that they were the children who responded that they very much enjoyed being at home with their family and they liked the more relaxing elements of not coming to school.

People in school care about me

45 responses



The response here is very positive although 8 children responded neutrally and 2 children disagreed with the statement. During the group discussions, those who were neutral explained that they were referring to both peers and adults and sometimes struggled settling back into their friendships since returning to school. Running wellness days, PSHE and circle time sessions and general personal development provision should support pupils to feel more positive in this respect.