



Good Morning/ Afternoon POLICY

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Commencing Date:	
Approval Signature:	
Review Date:	

1. Background

Starting with WHY!

Ardnashee School and College (ASC) recognise the importance of providing a bespoke and creative curriculum which considers not only the academic needs of our pupils but also places strong importance on the pastoral role we have as educators, in ensuring students are regulated and equipped to manage their emotions. In preparation for the return to face to face education we began the process of inquiry into the Recovery Curriculum alongside the EANI Supporting Schools NI programme with Professor Barry Carpenter. Our earliest priority in recovery was student wellbeing. Throughout the process of inquiry we worked alongside teachers, classroom assistants and parents to prepare a nurture focused programme as our welcome back to school toolkit. We were aware, that our students needed a holistic recovery curriculum to address the five losses considered by Carpenter (freedom, friendships, routines, structures and opportunity). In ASC, we recognise that how we approach recovery will impact on our students ability to return to school but also ensure that their wellbeing and adjustment will be restored and enhanced. Through consultation on what our learners needed most we devised a Good Morning Programme which would be used in the induction process for returning to education and later we introduced the Good Afternoon Programme for the end of the school day. This has now become one of the most successful initiatives in our school timetable.

<https://www.youtube.com/watch?v=XzL9v4jlhiQ>

Research

We have utilised a wide range of research to inform our decisions on both this policy and moving the '*Good Morning and Good Afternoon Programme*' into the classroom setting.

- 'The Recovery Curriculum' – Professor Barry Carpenter
- Emotional Regulation- Nicola Durrant
- 'Five Steps to Mental Wellbeing' NHS
- 'Smile Project- Our Well-Being Approach'- Amanda Mordey OBE
- 'The Well-Being Toolkit'- Doctor Tina Rae
- 'Five Ways to Wellbeing'- www.mind.org.uk

Please see the inquiry-based outcomes from the EANI Supporting School project led by Mrs Crossan and Mrs Rainey August 2020- June 2022:

<https://www.youtube.com/watch?v=XzL9v4jlhiQ>

2. Objectives

The aim of our '*Good Morning and Good Afternoon Programme*' is to support our students in:

- Achieving a calm, alert state and feeling ready to learn
- Making transitions from home to school, transport to school, lesson to lesson
- Managing stress and anxiety
- Building emotional resilience
- Ensuing that they are positive and active learners
- Developing strategies for self-regulation
- Setting personal goals in line with 'ASC Pupil Profile' and ASC PLP's

3. Structure

- Our '*Good Morning and Good Afternoon Programme*' will take place each morning and afternoon for every student throughout ASC as part of the daily teaching timetable to support learners getting ready to learn.
- The programmes are bespoke and in response to the individual needs of all learners and framed with a planned structure using the daily timetable of themes to focus the session. The daily focus is varied, linking to home experiences from the weekend, total communication, promoting positive emotional wellbeing experiences, the preventative curriculum, and friendships. This daily focus should be included in the circle time section of the GMP. The movement and mindfulness structure is bespoke to the pupils in the tribe you are working with. (See appendix 1.)
- Within ASC, each class team should be suitably resourced and prepared to meet the specific needs of the learners. Where needed and when possible resources will be provided and shared within Departments/Key Stages.
- Staff will have opportunities to develop their skills and knowledge throughout each academic year, either from outside agencies or by staff sharing expertise within the school community.

Planning Structure

Please plan for the following three areas to be covered during

Although bespoke in content the structure should include:

- Movement activity
- Circle Time activity – see the Tribe Timetable for daily focus
- Mindfulness / relaxation activity

The Process

Staff development teams:

1. **Strategic Team:** The curriculum senior leadership team focus on the strategic planning of our ASC curriculum including this 'Good Morning Programme' initiative and other curriculum developments.
2. **Operational Team:** The 'Student Wellbeing' team meet twice each term. The focus will be on the development of our '*Good Morning and Good Afternoon Programme*' within ASC with specific emphasis on training and resource needs when necessary.
3. **Research Team:** This team will research and sign post new ideas to all staff working in this area.

4. Guidelines

Each teacher will outline their intentions for their daily '*Good Morning and Good Afternoon Programme*' in the ASC Learning Programme. At the heart of the ASC curriculum lies an explicit emphasis on the development of skills and capabilities for lifelong learning and for operating effectively in society.

Therefore, throughout our '*Good Morning and Good Afternoon Programme*' activities, there will be opportunities for students to engage in active learning contexts across all areas of the curriculum, so they can develop Cross-Curricular Skills and thinking skills and personal capabilities.

Central to our ethos for this initiative is the development of the cross curricular skills: Communication, Using Mathematics and Using ICT. Specific emphasis is also placed on developing our students Thinking Skills and Personal Capabilities: Thinking, Problem-Solving and Decision-Making, Self- Management, Working with Others, Managing, Information, Being Creative.' Account will also be taken of each student's preferred learning style and interests.

As outlined within 'Five Steps to Mental Wellbeing' NHS guidance, a range of areas to promote well-being should be adopted. It is therefore important to consider activities which will consider opportunities to:

1. Connect with others
2. Be physically active
3. Learn new skills
4. Give to others
5. Pay attention to the moment (mindfulness)

Toolkit

A typical '*Good Morning and Good Afternoon Programme*' **may** include the following teaching methods:

- Sensory circuits
- Yoga
- Mindfulness
- Sensology
- Sensory/messy play
- Circle time – Zones of regulation input
- Playtrail walks
- Musical circle times
- TACPAC
- Attention Autism/Bucket Time
- Primary Movement
- Massage
- Reflexology
- Drama games
- Total sensory experience e.g. lights, music, sensory stimuli
- Breakfast club
- ICT activities
- Daily news
- Group exercise sessions

This is by no means an exhaustive list but rather one which can be built upon, depending on student need and staff development opportunities, as they arise. As a school community, we have provided range of resources in different mediums which all staff can access and to which many have contributed and shared their good practice.

Further Improvement June 2024

After a research expedition to XP School Doncaster, we embarked on a revised format for the Good Morning Programme for all learners. This is identified on the class timetable as 'Tribe Time' and is our first opportunity to engage and nurture our learners prior to diving into the busy timetable. In consultation with our leadership team and student council we developed an overview of themes and branded the days of the week to enable learners to understand what day it is, and explore the preventative curriculum, well being programmes and develop important life skills together with their form teacher and team. Appendix 1 includes the overview and structure of what a 'Tribe Time timetable' may look like.

5. Monitoring and Evaluation

The GMP and GMA programme are reviewed termly within key stage teams by the Key stage leader.

Since 2020 the programme developed in response to the changing profile of learners in our school community and the leadership team will continue to review the programme. The Senior leadership team will monitor and evaluate teacher planning for the programmes annually to ensure the needs of all learners are considered and staff are supported to offer the programmes effectively.



Appendix 1



Staff incorporate the daily theme into their circle time section of the Good Morning Programme Provision

Monday Matters:

My weekend - students communicate what they did at the weekend e.g., information & photographs sent via Seesaw

Colour: Green

Smell: Mint

TRIBE TV Tuesday:

Students access the sign of the week

Colour: Red

Smell: Strawberry

Wellbeing Wednesday:

All students access wellbeing programmes

Colour: Orange

Smell: Orange

Think Thursday:

Resources from the Preventative Curriculum/RSE Themes

Colour: Yellow

Smell: Lemon

Fun Friday:

All students focus on Friendships e.g., special snack, Golden Time

Colour: Purple

Smell: Lavender