

Hi Roger/Sue

Apologies that I did not say these things at the meeting, unfortunately the internet connection that evening was very slow and delayed so was making communicating very difficult.

There were a couple of subjects that actually needed my input and I was a little frustrated that I did not speak up during the meeting.

The points were:

1. There was a discussion around how parents and boy's coped in Lockdown and the support school offered during this time.
2. The integration back into school after lockdown and how the bubbles and boys are coping.

I think the school has excelled in both these areas and needs to be applauded. I would like to give a parent's view of lockdown and some of the challenges we faced.

Lucas has faced many challenges in his short life resulting in a heightened flight or fight response to any situation which is different to his norm. Due to Lucas's early life trauma he has a need to control his surroundings and finds it difficult to trust adults and authority and to attach to people including us his parents.

One of the things we have learnt is that by separating home and school life we have been able to build trust and attachment with Lucas. It also helps to create a safe environment at Home as well as school.

So, two things lockdown created was:

1. All of a sudden home and school life were no longer separated, there also seemed to be social media pressure into who can do the best home schooling and at times it felt like if we were unable to provide the home schooling we were failing Lucas. Lucas found it very stressful to even go out for an hour's exercise because he was very anxious about catching Covid.

Some of the daily battles we had were having a structure for the day

Bed time's

attempting some academic work

going out for a walk

Screen time

Playing online with school friends: Which initially we welcomed and encouraged so that he was interacting with other children, however we soon realised that Lucas and the friends he played with were not quite mature enough for this.

Relationships became strained.

Therefore, the weekly visits from the outreach team and the weekly music therapy zoom really helped. Having a few hours, a week to allow yourself to recharge your batteries and have somebody take over, but also keep relationships open.

## 2. Trusting adults and education.

Although we understand the reasons as to why school was closed, to a boy that has feelings of rejection from his birth parents as well as rejection from two schools it could quite easily have been a situation where he felt rejection again, that all the trust he had built up with his peers, teachers, key workers and therapists had been lost.

So, the integration back into school was always going to be a challenge and, in this instance, I feel the small bubbles has really worked as he has had the opportunity for more 1 to 1 attention and a greater chance to re-build those relationships.

After the first day Lucas has not once said he did not want to return to school or go to school which is a massive success. I feel part of this is down to the outreach work during lockdown.

the easy option would be to concentrate on how quickly we can catch up with the work they have missed out on. However, I think the biggest challenge is one you have achieved and that was to rebuild trust and relationships

So well done all and thank you.

Sorry for the long-winded e-mail but hope you find this feedback useful. Please feel free to share with the other governors and whoever you feel would benefit from reading this.

Kind Regards

Matt Crowther  
Parent Governor