**SCHOOLS'
WELLBEING
PARTNERSHIP**

Mental health and wellbeing in primary schools

Preparing for recovery:
Self-review and signposting tool

July 2020

Part of the family
NATIONAL CHILDREN'S BUREAU

Introduction

The Covid-19 pandemic has been one of the most challenging times that we have ever faced. Schools have achieved a remarkable amount in making sure that children and young people have been kept safe and able to continue learning.

We know that supporting mental health and wellbeing is more important than ever, as children and young people adjust to the return to school. We know that the pandemic is likely to have affected children and young people's mental health and wellbeing, including in the longer-term. For some, Covid-19 will have disrupted or removed protective factors for their mental health, and this may be compounded by additional risk factors.

We believe that a focus on pastoral support and mental wellbeing as a central part of what schools provide, is key, in order for pupils to re-engage pupils and rebuild social interaction with their friends and teachers. This tool has been developed by the Schools' Wellbeing Partnership in consultation with the Department for Education, to help primary schools to work through the key considerations to support mental health and wellbeing as all pupils begin to return to school full time.

Using the tool

Schools know their settings best. This tool is intended to empower schools to support and prioritise pupils' wellbeing during this period, as well as putting in place sustainable changes for the longer term, based on the local context and staff capacity.

The tool builds on the eight principles set out in Public Health England's guidance: **Promoting children and young people's emotional health and wellbeing: a whole school and college approach**, and shows how schools can promote and support mental wellbeing through all aspects of school life.

The tool is designed for school senior leadership teams to support schools seeking to build on their current practice. We hope this tool will enable Senior Leadership Teams to:

- Feel supported and informed about the range of mental health and wellbeing resources available;
- Facilitate a conversation about practical steps the school can take to support staff and pupils with their wellbeing e.g. at governing body or SLT.

About the Schools' Wellbeing Partnership

The **National Children's Bureau** coordinates the Schools' Wellbeing Partnership: a national network of nearly 50 member organisations from the education, health and wellbeing, and children's sectors. The Partnership works to improve the wellbeing of all children in education.

This tool...

- signposts to a variety of external resources which may be useful for schools
- signposts to a number of nationally available resources and programmes
- gives illustrative examples that show activities which have been found to be effective across different settings

It does not...

- endorse or set out a requirement for schools to use any of the referenced external resources
- provide an exhaustive list of all resources and programmes available to schools, and it does not include localised initiatives
- mandate these should be used, or give an exhaustive list of every intervention – schools may have their own valid practices which they should continue to use if they are effective.

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1. Leadership and management

An **ethos and environment** that promotes respect and values diversity

How you could do it

- Set an example by looking after your own wellbeing.
- Make sure you are aware of staff who may already be vulnerable due to personal circumstances and signpost sources of support.
- Prioritise time for staff to reflect on their own self-care and wellbeing needs. Ensure staff are not working excessive hours.
- Consider a buddy system whereby staff check in with each other at the beginning and end of the school day (this could be in bubbles or virtually).
- Consider prioritising staff wellbeing sessions as part of staff meetings and INSET days.
- Consider commissioning supervision for yourself and staff.
- Try to role model the behaviours you'd like to see reflected in school, for example, calmness, empathy, active listening.
- Devote time in assemblies to promoting wellbeing, encouraging hopefulness and identifying opportunities to come together as a school community. This could include, through letters, online or photos, if it's not possible to come together physically.
- Ensure that the senior leadership team is monitoring wellbeing of staff and pupils and prioritising actions to promote wellbeing.

Practice examples

- A headteacher in Hampshire has been writing letters to pupils throughout lockdown, reassuring them and encouraging them to reflect on this moment in the present as being the history of the future. Capturing those reflections in Covid Chronicles, just short sentences based on how they feel, best bit of lockdown, what made them anxious and hopes for the future.
- Broadgreen Primary School made transition videos for all classes, welcome booklets for all children and social story booklets for pupils with SEND

Self-review
Space to reflect on your current practice in this area

- Make sure that staff understand the process for escalating concerns about a child including child protection procedures.
- Make sure that staff are aware of the wide range of losses that staff and pupils may have experienced.
- Review **EEF guidance** on using DfE catch-up funding to inform decisions on interventions that focus on social and emotional needs.

Where to find further support

Government resources
- **Promoting children and young people's emotional health and wellbeing: a whole school and college approach**: Guidance from Public Health England on how to protect and promote pupils' emotional health and wellbeing.
- **Keeping Children Safe in Education**: Statutory guidance for schools and colleges on safeguarding children and safer recruitment.
- **Education Endowment Foundation guidance** to support decisions on how the catch-up funding is used

Other resources
- **Mentally Healthy Schools**: a range of free coronavirus and mental health toolkits with useful resources and guidance to support school staff, parents and carers through the challenges they face as a result of the pandemic. Includes:
  - Resources for managing anxiety and improving wellbeing
  - Dealing with the effects of lockdown
  - Resources for building resilience
- **Place2Be Resources for primary schools**: Assembly ideas and group activities for primary-aged children, based around four themes to support community recovery:
  - Promoting self-efficacy
  - Promoting hope
  - Promoting gratitude
  - Promoting connectedness
- **Anna Freud**: booklet on managing the transition back to school.
- **Anna Freud/Family school:** guide to running an AP school during lockdown. Contains advice of wider relevance on interaction with parents and families.
- **Child Bereavement UK**: collaborative projects for the school community to remember someone who has died.
- **Childhood Bereavement Network: Growing in Grief Awareness audit tool** to help plan your response.

2. Ethos and environment

An **ethos and environment** that promotes respect and values diversity

How you could do it

- Make sure to provide time and space for staff to regulate, away from their bubble.
- Consider use of space. Creating extra classroom space will put pressures on available space in school but think about how to preserve some space where children and young people can safely take time out. The use of areas in the classroom should be clear and explicit (ideally visually) for pupils in order to re-establish routine, predictability and safety.
- Protect some areas where children can play and pursue activities such as PE, music, drama.
- Protect areas in classrooms where children can sit quietly and read or draw.
- Consider how to ensure that there is time and suitable space allocated where children can speak to a trusted adult (which might not be the class teacher).
- Take a whole-class (whole-bubble) approach to wellbeing and look for opportunities to weave moments of regulation into the day.
- Think about creative use of displays around the school with a focus on how to look after your wellbeing. For examples, posters that give children self-support techniques or details of further support available.
- Make sure to display signposting information for families in an accessible place.

Practice examples

- The Community Wellbeing Project, together with PaJeS (the Partnership for Jewish schools), have developed a Back 2 School programme as a direct response to the current pandemic, to support children's wellbeing as they return to school. The programme is a group experience where children learn through games, drama, art and discussion. The ethos is to create a shared emotional language in the classroom and embed wellbeing within the culture of the whole school.
- Chaucer Junior School is housed in a building with interconnected classrooms, so they have created a one-way system meaning the children won't bump into each other in areas without corridors. They have factored in that some children require more physical space than others because they have some form of special educational and/or emotional needs.
- At Jubilee Primary School teachers have been providing safe spaces to share through circle times and creative activities, such as the whole school 'One Day We Will Be A Forest Again' art project, where pupils and staff are documenting something that they miss from pre-lockdown.

Self-review
Space to reflect on your current practice in this area

- Make sure staff highlight the things in school that will remain the same in terms of their shared values and ethos, and re-mind each other of those shared values as a way of reconnecting.
- If there has been a death within the school community during the pandemic, consider a memorial display or area for pupils and staff to remember them e.g. a picture of a tree with leaves with names, or a shared memorial bench.

Where to find further support

Government resources

- **Respectful school communities**: A tool to support schools as they develop a whole school approach that promotes respect and discipline.

Other resources

- **Anna Freud**: booklet on managing unexpected endings and transitions. Provides practical guidance to support pupils to manage change during periods of disruption.
- **Coram Education**: free Back to School toolkit for primary schools. Five weekly units based around 'SCARF' values – Safety, Caring, Achievement, Resilience and Friendship plans, as well as a "Wearing my Scarf" a virtual resource cupboard.
- **Young Minds Link Together**: 20 min activity to promote a sense of belonging to children returning to school.
- **Mentally Healthy Schools:** Wellbeing posters for **staff** and **pupils**.
- **Young Minds: Resources to support the development of pupil resilience** as part of a whole school approach.
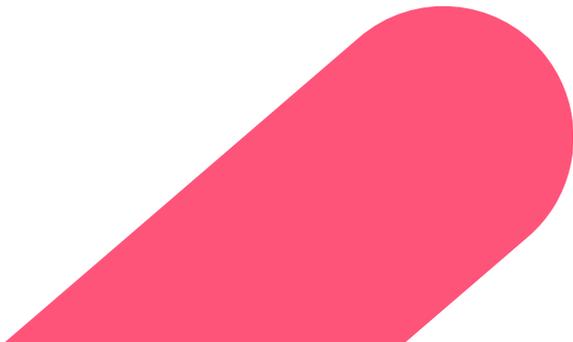
3. Curriculum, teaching and learning

Curriculum, teaching and learning should promote resilience and support social and emotional learning.

How you could do it

- Recognise that children may be in different places with their learning and their readiness to learn. Reassure pupils and emphasise the importance of wellbeing. Recognise the impact that terms like 'catch-up' can have on children.
- Create opportunities for play including free, child-led play and outdoor activities to allow children to re-connect and adjust following a long period of isolation.
- Celebrate what children have done during lockdown – take the time to find out what activities they've undertaken, whether they've developed new skills and look for ways to build on them back in school.
- Encourage children to focus on what they are looking forward to, in order to develop a sense of hope and excitement for the future
- Ensure that there is time and encouragement to pursue creative activities such as music, drama and art.
- Build mental health and wellbeing and coping with illness and loss into lessons – including through health education.
- Remember that physical activity is critical for wellbeing.
- Make sure to consider the wellbeing needs of children with SEND. Use non-verbal communication to support the written/spoken word ways of exploring feelings.

Practice examples

- **Going Back To School** features a range of tools, including a back to school journal designed for children featuring mental health and emotional wellbeing exercises to allow them to reflect on their feelings and experiences during the Covid-19 lock-down, and around being back at school.
- Embark Schools are focusing on things they can look forward to across the school communities. This includes a museum of hope, humanity and love called the 'Rising Strong Museum', which will celebrate the good that has come from this, like honouring the NHS and our key workers.

Self-review
Space to reflect on your current practice in this area

- Remember to consider 'difficult behaviour' as a sign that the child may have an unmet social, emotional or mental health need.
- Some children may have been impacted by recent events in the US and in the UK following the killing of George Floyd. They may not have the opportunity to discuss or explore their feelings openly or with their peers. It is important that schools provide a safe space to enable open conversations about how pupils may have been impacted. This can be explored as part of the curriculum, including health education.

Where to find further support

Government resources

- **Teaching about mental wellbeing**: a training module to support the physical health and mental wellbeing section of the statutory relationships, sex and health education curriculum.
- **Guidance for full opening – schools**: Section 3 – Curriculum, behaviour and pastoral support

Other resources

- **Place2Be Resources for primary schools**: assembly ideas and group activities for primary-aged children, based around four themes to support community recovery:
  - Promoting self-efficacy
  - Promoting hope
  - Promoting gratitude
  - Promoting connectedness
- **Mentally healthy schools**: in addition to the existing curriculum resources MHS is producing a number of mental health and wellbeing resources for primary pupils that are adapted to support school settings in the return to school after Covid-19. You can find them in the resource library from September
- **Learning outside the classroom**: support for schools to use different spaces for lessons, including activities that can be easily replicated at home.
- **Learning through landscapes**: outdoor learning ideas and plans, ideal for curricular led outdoor learning activities. Developed with teachers and early years practitioners.
- **Anna Freud**: booklet on managing unexpected endings and transitions.
- **A Recovery Curriculum: Loss and Life for our children and schools post pandemic**: resources from Barry Carpenter, Professor of Mental Health in Education at Oxford Brookes University.

- **Young Minds 360 schools**: Change Tunnel 40 min activity to be used with year 6 to help transition to secondary school and manage anxieties; and Who supports me? 30 min activity to help pupils think about the people who can support them as they return to school
- **Chameleon PDE**: free **life after lockdown** teaching packs.
- **My Back to School Bubble**: e-storybook for classroom and home use, which makes learning about micro-organisms, the spread, prevention and treatment of infection fun and accessible for all.
- **British Red Cross**: a range of free online teaching resources which explore and promote the value of kindness during coronavirus.
- **BBC resources to support teaching about racism**.
- **TES resources to support teaching about racism.**
- **NurtureUK resources** to support the transition from primary to secondary (£60 incl VAT).
- **Twinkl resources** to support activities which provide emotional support to returning pupils. Free resources but need to create an account.
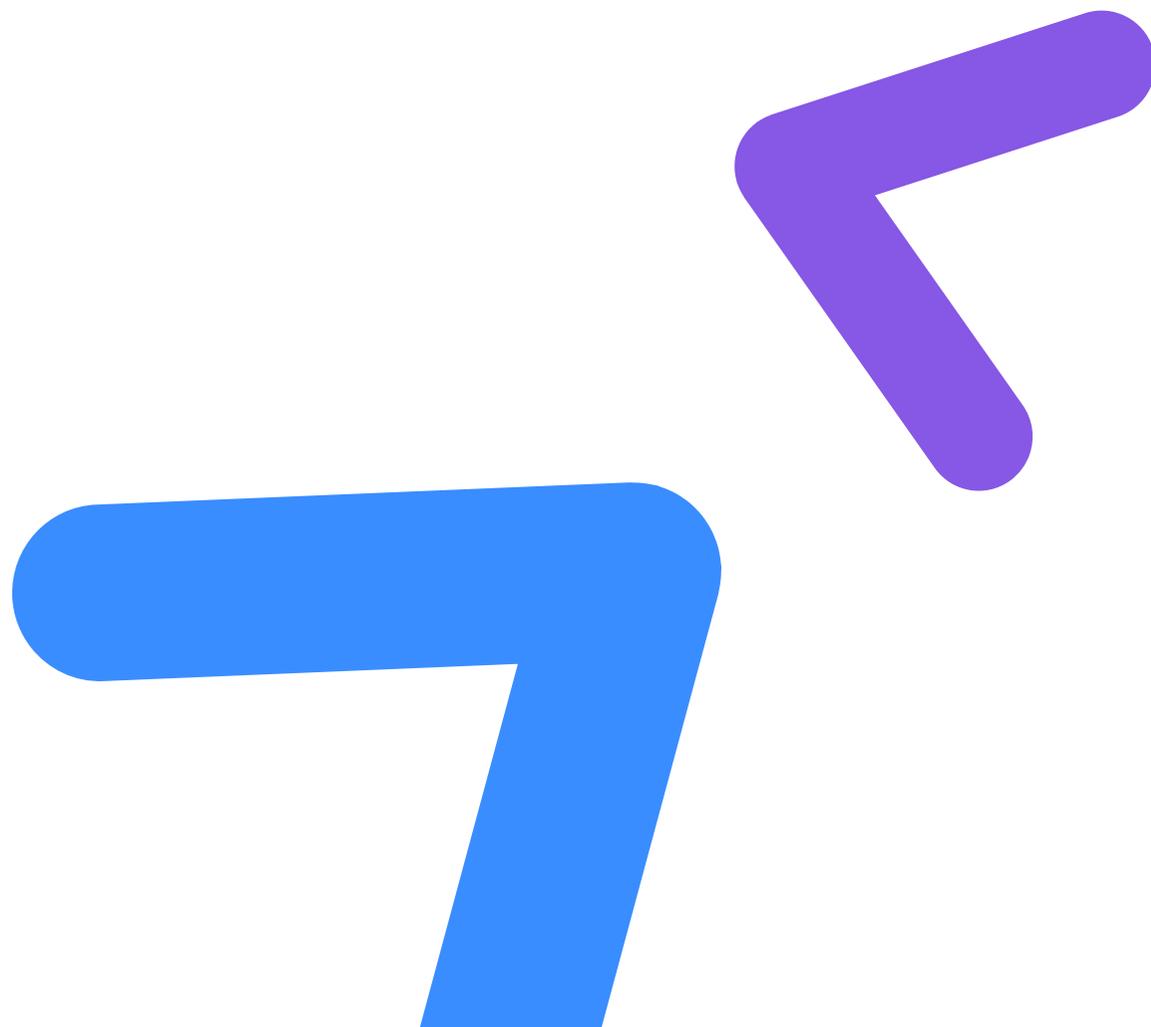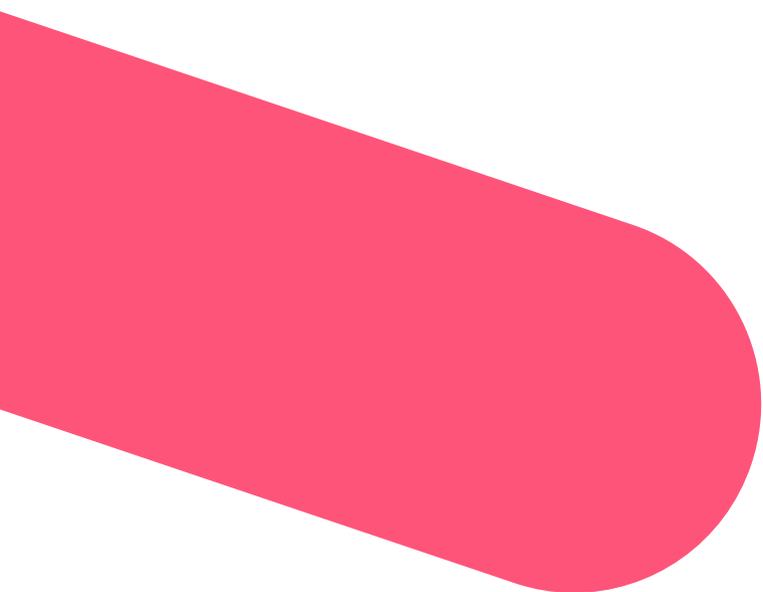
4. Student voice

Enable **student voice** to influence decisions.

How you could do it

- Don't assume that you know how children feel. It's important to ask and listen and validate emotions. It's important to remember that children will have had very different experiences during lockdown
- Ask children and young people what would help them to re-integrate and ask for their suggestions of activities they want to do.
- Make sure children have the opportunity to talk to a trusted adult and to each other about their experiences of lockdown.
- Where practically possible, encourage pupils to be involved in identifying their safe and shared spaces or new school routines.
- Encourage children to share their thoughts and hopes before the return to school, such as asking pupils to think about their goals for the next year or to suggest positive activities they would like to engage with on return to school.
- Give children the opportunity to be involved in decision making and encourage them to make choices e.g. choosing which story to read for guided reading, or choice of games for playtime etc. Some children may have felt out of control or helpless during lockdown, so look for opportunities to rebuild feelings of self-efficacy.

Practice examples

- Children who are part of the HeadStart programme in Blackpool have developed a document which explains how they would like to work with staff to make sure the return to school is safe and happy. This is built around 'trust':
  - **T**ake time to prepare us for how different school and college will be.
  - **R**emember we are all valuable; our voice and our influence will help especially in the most difficult of circumstances.
  - **U**nderstand we will all have had different experiences of lockdown and we will need time to adjust.
  - **S**imply returning to 'normal' isn't possible even though it's what some of us want. Routines and boundaries will help us settle into our 'new normal', but we will need some breathing space and some routines and boundaries can't be the same as before.
  - **T**ogether we will bounce forward. As a school we will be stronger through these tough times. As a town we will work it out.

Self-review
Space to reflect on your current practice in this area

- Consider the use of peer support or mentors, ensuring those children providing support receive appropriate guidance.
- Ensure your students with SEND are included in these activities. This will include working in partnership with parents/carers.
- Remember to include a range of ways to enable children to share their views, and that this may not always be verbal. Think of opportunities to elicit children's voices in play, creative activities and physical activity.

Where to find further support

- **Anna Freud**: Training and resources to support staff in schools, colleges and community organisations to develop a peer mentoring programme supporting mental health and wellbeing
- **SafeSpot**: app designed to help young people improve their coping skills.
- **Mentally Healthy Schools**: **guidance on children's voice** in primary schools
- **Mentally Healthy Schools**: Resources linked to the curriculum around resilience and feelings
  - **https://www.mentallyhealthyschools.org.uk/resources/resilience-game/**
  - **https://www.mentallyhealthyschools.org.uk/resources/resilience-ladder/**
  - **https://www.mentallyhealthyschools.org.uk/resources/activities-for-exploring-feelings/**

5. Staff development

Ensure opportunities for **staff development** to support their own wellbeing and that of their pupils.

How you could do it

- Draw on the range of webinars, on-line training and resources signposted later in this document to provide opportunities for all school staff to develop their knowledge and confidence in areas such as, identifying triggers and signs of anxiety; monitoring pupils' wellbeing virtually and communicating effectively online; supporting and alleviating stress; promoting self-care; rewarding brave behaviour; behavioural activation.
- Understand the most helpful ways to discuss children's worries about parental or carer unemployment, poverty or impact of illness, without judgement.
- Understand the most helpful things you can do for a bereaved colleague or pupil and access advice and training on how to engage with pupils and families about the support they would find helpful.
- Consider accessing some trauma informed training.
- Provide ways for staff to seek support/ guidance when dealing with difficult issues.
- Ensure that staff can access advice and support for their own wellbeing.

Practice examples

- Upton by Chester School have put together a welcome back to school presentation for school staff to support reintegration and re-engagement, with lots of useful information, training and resources for staff, as well as social events such as quiz nights.

Self-review
Space to reflect on your current practice in this area

Where to find further support

Government resources

- **Recording of DfE schools webinar** on supporting pupil and student wellbeing
- **Anna Freud Link Programme**: Coordinated by local Clinical Commissioning Groups (CCG) the Link Programme will bring together education and mental health services so that children and young people can get the help they need, when they need it. Being rolled out to all schools and colleges in England.

Other resources

- **Anna Freud**: booklet on supporting staff wellbeing in schools.
- **Anna Freud**: booklet on looking after each other and ourselves.
- **Education Support**: staff wellbeing resources.
- **Mentally Healthy Schools**: guidance on **supporting staff wellbeing** and information on **supporting a staff member with mental health difficulties**.
- **Young Minds**: resources to help teachers develop their knowledge and **look after their own wellbeing**.
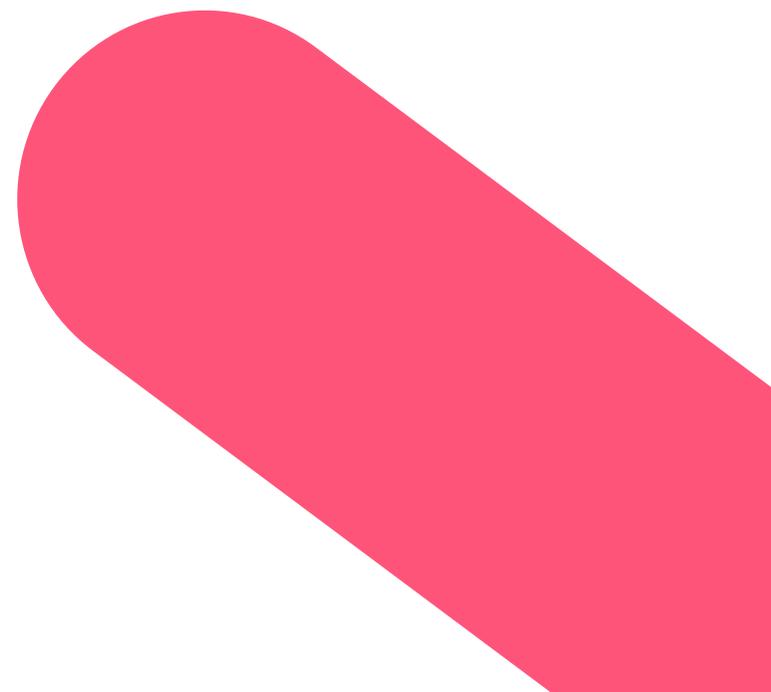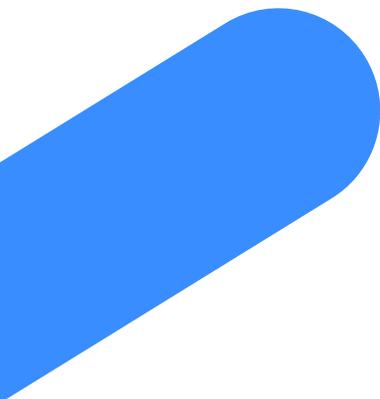
6. Identifying need

Ensure processes are in place for **identifying need** and monitoring impact of interventions.

How you could do it

- Don't assume that all children will be in the same position on return to school. Many will be happy to be back at school and will adjust quickly. Others may have fared better at home and will struggle to return. Remember that not all problems will be evident on day one.
- Be prepared for some of the most likely worries and focus on working with children to help them develop strategies to tackle their concerns:
  - Things being different and uncertain;
  - Missing out on some of the fun bits of school eg trips, plays, discos;
  - Not being able to be with close friends
  - Managing social distancing; not being able to hug friends
  - Being away from home
  - Transitions including to new classes or new schools
  - Changes in friendships – will my friends still like me?
  - Worrying about the risk of Coronavirus and family members becoming ill
- Create a safe space for children to talk about the challenges they have faced during lockdown and their worries about returning - it will be reassuring to them to hear that other children have similar worries.

Practice examples

- Yorkshire and Humber have led a proactive multi-agency approach across health and education to support the development of a Mental Health and Emotional Wellbeing Framework for Children and Young People returning to education. The Guide for Education Settings Supporting Children and Young People's Mental Health and Emotional Wellbeing Needs as a Result of Covid-19 was created to provide guidance to education settings on how to support children and young people with mental health and emotional wellbeing needs that might arise as a result of Covid-19, as well as staff wellbeing. The aim of this guide is to empower education setting colleagues so they can be prepared and able to identify mental health and wellbeing needs, provide an appropriate response and know how to access additional support in their local area.

Self-review
Space to reflect on your current practice in this area

- If creating bubbles and splitting classes consider how you can best support the re-integration of those children who struggle to make connections. Consider profiling the social and emotional functioning of classes and individual children using sociograms*.
- Expect some masking and challenging behaviour from some children. Encourage children to talk about their experience but don't apply pressure.
- Children experiencing grief can seem to go backwards in their development or be withdrawn, angry or irritable. They might have more stomachaches or headaches. They may be worried someone else in the family may die and find it difficult to be apart from loved ones. These are all normal reactions. It can help to give them some words to describe their feelings and creative ways of expressing them.
- Consider opportunities for a wellbeing check-in with pupils and families in advance of pupils returning
- Consider using wellbeing measurement tools to identify where particular children are struggling or to understand the priority needs of whole classes.
- Consider reviewing your anti-bullying policy to make sure that pupils, parents and staff have a clear understanding of what bullying behaviour is, and provide reassurance that if incidents do occur, they will be identified and dealt with quickly.

## Where to find further support
Government resources
- **Mental health and behaviour:** guidance on how schools can support pupils whose mental health problems manifest themselves in behaviour.
- **Measuring and monitoring children and young people's mental wellbeing:** PHE toolkit provides information about the range of validated tools that

are available to help measure subjective mental wellbeing amongst pupils.

- **SEND code of practice**: 0 to 25 years: guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25.
- **Preventing and tackling bullying:** guidance for schools on preventing and responding to bullying.
- **Pupil wellbeing leaflet for schools** about using check-ins to support wellbeing

Other resources

- **Young Minds: a letter about how I'm feeling** worksheet to help pupils express their feelings and understand what may have triggered them. For use with pupils in school or at home.
- **Mentally Healthy Schools**: tools to support an **emotional check-in with pupils**.
- **Mentally Healthy Schools: Anxiety thermometer** as a wellbeing measurement tool.
- **What Works Centre for Wellbeing**: Advice on **measuring wellbeing in schools**.
- **Schools Wellbeing Partnership blog** on content for a wellbeing check-in with pupils
- **CRESS lab (Sussex University) tools** to profile social and emotional functioning of classes, reveal the patterns of inter-personal relationships and help teachers to identify children who may be struggling with their place in the class. [sociograms*]
- **Pooky Knightsmith**: guidance on **helping children to overcome school refusal**.
- **CORC advice and tools on wellbeing measurement.**
- **Motional online tool** for identifying, assessing, and improving the emotional health and wellbeing of children and young people.
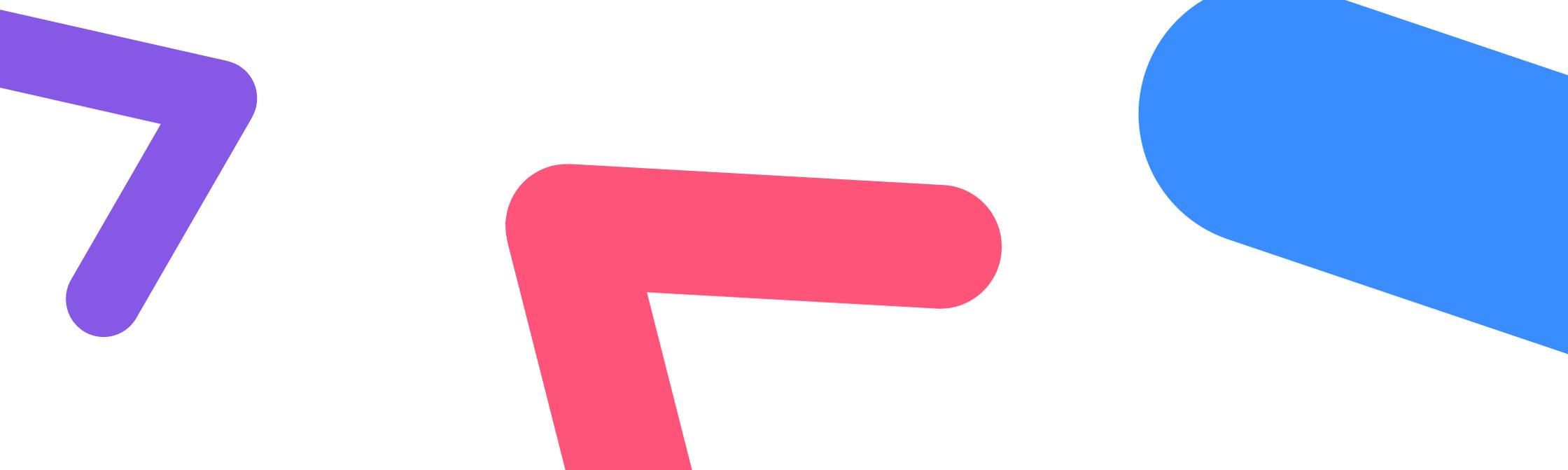
7. Providing targeted support

Provide **targeted support** and ensure appropriate referrals.

How you could do it

- Think about those children most likely to be impacted by the experience of lockdown and return to school and the different needs of those children. Consider in particular, those children with pre-existing mental health conditions who may not have been able to access the support they needed during lockdown; those children who have previously experienced trauma; those children with a tendency to be anxious or who previously struggled to come into school – some will have been happier at home and will find the return to school very challenging; children with SEND especially autism spectrum condition (ASC) and attention deficit hyperactivity disorder (ADHD) children in care; and children affected by bereavement.
- Do make contact with children and their families in advance of the children returning to school if possible. This will enable you to plan support in advance and give children a chance to talk about their anxieties before returning to school.
- Recognise that new problems may be associated with the experience of lockdown particularly where there may have been problems in the home environment (such as, lost income, domestic abuse, divorce/separation, adult mental health problems), or those

Practice examples

- **Example of practice**: Yorkshire and Humber have provided targeted support guidance, which includes a grid of advice and signposted materials which is broken down into the types of support needed by the child e.g. if having panic attacks, for looked after children, support for young carers, children who are happier at home.
- The Liverpool CAMHS Partnership website includes a designated area to provide a constant / up to date source of information and resources for schools' staff.
- A south London primary school has two children in the same year group who have both experienced the recent death of a parent. The children have been encouraged to talk to one another, and to access support from their teaching assistant. As the children and their families are currently managing well, the school are using the local Candle child bereavement service for consultation and advice, but staff know to make a referral if difficulties emerge.

Self-review
Space to reflect on your current practice in this area

who have been separated from family members (such as those in high risk jobs).

- Bear in mind that children process trauma differently. Some might need to talk through their experiences, but others may need to play or sit with a friend they feel safe with and can help them feel grounded.
- Recovery from trauma is not a straight line. There will be days when children feel ok and times when they are struggling. You may need to adapt your response to reflect this. A child you thought was coping may suddenly seem angry or a child who normally talks may be very withdrawn.
- Find out how local services to support children and young people's mental health and wellbeing have been affected by the coronavirus e.g. availability; what is available online; referral routes etc. to be able to make appropriate referrals and signpost support to parents and young people (including signposting parents to mental health support for adults where appropriate).
- Continue to risk assess individual pupils and plan for their support and refer for specialist support where needed.

Where to find further support

Government resources

- **NHS local directory of mental health services**
- **SEND code of practice**: 0 to 25 years: guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25.
- **Keeping children safe in education**: statutory guidance for schools and colleges on safeguarding children and safer recruitment.

Other resources

- UK Trauma Council will be launching a website in September with resources including advice and videos on child trauma and the brain; signs and symptoms of a traumatic reaction and the impact of the pandemic on children who have experienced past trauma.
- **Anna Freud**: booklet on supporting the most vulnerable children and young people.
- **Anna Freud**: Short practical guide to **supporting young children who are worried.**
- **MindEd Coronavirus Hub**: Top tips for professionals (including teachers) working with children and parents during Covid on:
  - loss and bereavement
  - stress, trauma and PTSD
- **Minded e-learning session** aimed frontline professionals, including teachers: **Loss and Grief** (for professionals including teachers)
- **Childhood Bereavement Network**: range of resources to help schools to respond to a bereavement and to provide support to bereaved pupils and their families. Includes signposting to local bereavement services.

8. Working with parents and carers

How you could do it

- Ask parents and carers about their worries and concerns and how they would like them addressed.
- Reassurance – if possible, send messages to parents and children to prepare children for how things will change, and some reassurances about things which will stay the same. Set out the new routine. Where possible share photos of how things will look different.
- Work with parents to support those children and young people who are struggling to return to school to understand what might help the children to feel more comfortable at school.
- Continue to work with parents to support the wellbeing of children who aren't back in school, for examples those who are clinically vulnerable or those in other year groups. Consider having checklists and guidance to support staff who are contacting parents.
- Signpost parents to sources of online support or helplines.

Practice examples

- A Y6 team and headteacher sent out questionnaires to all parents so they could express their concerns about the return to school and then rang them to discuss. Parents suggested a video tour of what the classrooms look like now so the children can see how they're different from before and know what they're returning to.
- Throughout lockdown, St Francis' C of E Primary School in Falmouth has reminded parents to let them know if children have been affected by Covid-19 in any way, via social media, the website and a mental health and well-being newsletter. Following Schools Bereavement Champion training from Penhaligon's Friends and completing the Childhood Bereavement Network's 'Growing in Grief Awareness' audit, the Pastoral Lead has done a socially distanced visit to all families who have experienced a bereavement during lockdown, taking them a support package of resources. From September, the school is focusing on mental health and wellbeing as a priority and will provide any bereavement support needed as it arises through groups and 1-1 support.

Self-review
Space to reflect on your current practice in this area

Where to find further support
Government resources
- **Covid-19: guidance on supporting children and young people's mental health and wellbeing**: PHE advice for parents and carers on looking after the mental health and wellbeing of children or young people during the coronavirus (Covid-19) outbreak.

- **Online wellbeing resources for home education:** a list of mental wellbeing resources designed to provide guidance on how to support the wellbeing of children and young people being educated remotely.

Other resources
- **Anna Freud:** top tips to help families work together and support one another during the coronavirus outbreak.
- **Young Minds:** resource for parents whose children are anxious about going back to school.
- **Young Minds: template for letters** or emails to parents of children returning to school.
- **Mentally Healthy Schools**: tips and advice on **parent/carer engagement.**
- **Rollercoaster**: have a Facebook group and have been running national virtual workshops for parents on behalf of NHS England called PLACE.
- **Family Links: The Centre for Emotional Health**: free resources supporting parents and families with emotional health and vlogs and blogs related to the **challenges of Covid-19**
- **Barnardo's See, hear, respond hub:** information for parents and carers to help with some of the challenges the pandemic has presented.
- **My Back to School Bubble**: e-storybook for classroom and home use, which helps prepare children for a return to school, addressing some common worries.
- **MindEd advice and resources for families** on supporting children's mental health
- **National Autistic Society** guide for parents on school return
- **BBC wellbeing resources for families**

Training to help schools prepare for recovery

There is a wide variety of training available to schools – covering a range of topics and delivered in a number of formats. Schools will want to consider the needs of their pupils and the experience of their teachers when considering training and CPD offers. Some points to consider include:

- Look at the demographics of pupils and staff, and consider the experiences they may have faced)
- Consider doing a review of staff training and experience to identify and prioritise gaps.
- Look at other support available (e.g. does the school have access to an educational psychologist who may be able to help with identifying emerging issues?).

- Consider who should attend training – groups or individuals - taking into account different job roles and responsibilities as well as a mix of training methods (for example e-learning and bitesize).

Points to consider when looking at specific training offers include:

- Does the provider make resources available to support attendees once they have completed their training?
- What sort of skills or qualifications will the training provide? What doesn't it provide?
- Does the provider have any evidence of the impact their training has made? Have they made any independent evaluation of their training available?

The list below sets out some training offers which have been specifically developed or adapted to focus on the return to school. This list is not exhaustive, and the Schools' Wellbeing Partnership does not endorse or recommend any particular training. Many of these sessions are free to access, but where there is a cost we have clearly identified this.

E-learning

- **FutureLearn Psychological First Aid**: online course developed by Public Health England. Explores the psychological impact of the Covid-19 pandemic and what you can do to help people cope. This is not specific to children but school staff may still find the core principles helpful. One hour a week for three weeks
- **Family Links - The Centre for Emotional Health**: Free hour-long online course '**Good emotional and mental health in schools**'.
- **MindEd:** learning platform for professionals (free to access) includes a **Coronavirus Staff Resilience Hub** with materials on peer support, stress, fear and trauma and bereavement. Pre-existing, bitesize content includes **death and loss** (for parents and carers), **loss and grief** (for professionals including teachers) and **trauma and coping** (for parents and carers). 30 min modules on the main issues relevant to school staff are grouped together in this Anna Freud learning pathway: **https://www.minded.org.uk/Component/Details/593682**
- **Child Bereavement UK** free to access **training tool** on supporting bereaved pupils, developed with London Grid and rolling **programme of training sessions** designed for early years, primary and secondary staff 1.5 hrs at specific times. Covers understanding of grief, practical ideas for supporting pupils and signposting to further support.
- **Winston's Wish online courses:** introduction to bereavement and what you can do to help aimed at schools (free but you need to register to access).
- Links to further training providers on loss and bereavement at the **Childhood Bereavement Network.**
- **Team Mental health: toolkit** which provides mental health awareness e-learning (free to access during coronavirus).

- **FutureLearn:** Range of **free online courses** from different universities. Usually involve 1-2 hrs a week for 2-5 weeks. Covers how adverse experiences can impact a young person's mental health; helping young people with anxiety – an intro course for teachers and other professional UEA; anxiety in children and young people during Covid-19 UEA; and understanding depression and low mood in young people.
- **Partnership for Children**: **Skills for Life programme** £20 per staff member and school needs to purchase resources for £100.
- **PSHE association**: **online 60 min sessions** relating to delivery of RSHE curriculum. Free to members.
- **Anti-Bullying Alliance:** free online training developed as part of the All Together Programme, for anyone that works with children and young people.
- **Restorative thinking**: e-Learning CPD developed for schools, to introduce restorative practice and how this can support the **transition back to school** (staff, students, parents); and ongoing positive mental health and wellbeing. The course takes 1.5 hours to complete, and includes tips and downloadable resources from a primary, secondary and special school that are part of our current restorative practice project in Liverpool (see attached flyer). E-Learning CPD for primary, secondary and special schools to support the transition back to school. Costs £450 per school for one year's access to the e-Learning CPD for the whole school.
- **Teen Tips** online mental health and wellbeing CPD to support school staff in their pastoral role. Training relevant for staff working with children of all ages. Need to email for costs.
- **Young Minds** one day training courses for school staff: introduction to mental health, trauma training and resilience training. Typical cost £225+VAT
- **Anna Freud Specialist Training for Schools and Colleges:** Evidenced based self-led online training and interactive live online workshop for primary staff to develop the key skills needed to support **children's and young people's mental health and emotional wellbeing**. Each module takes around 2-5 hours to complete.
- **Anna Freud on-line training programme** to help school staff to manage the impact on unexpected change on mental health four hours of video, audio and written content £1000 for a school licence for unlimited delegates lasting 6 months. There are also similar training programmes on staff wellbeing and engaging parents and carers.
- **Trauma Informed Schools:** three hour Zoom training on the **return to school.** Costs £49 per person for advertised sessions or £850 for whole school up to 300 on day of choice.
- **Educare [part of TES]: Pupil wellbeing course** developed with Young Minds. Four online modules taking up to four hours. Costs £28.50+VAT if bought as stand-alone. Discounts for multiple use or as part of an Educare package. They also provide wellbeing for staff training.
- **NSM training and consultancy:** A range of mental wellbeing courses. Costs range from £89+VAT for two hour ACEs course to £230+VAT for a one day course on supporting the mental health of students.
- **Creative Education: Range of online and video courses**. Costs £5 per month personal membership or for an organisation four weeks free then £750 for a year. Some courses are offered without signing up.
- **Positive group: Managing your Mind.** Free access for schools to a digital programme to help staff to build resilience and manage uncertainty until September.

Webinars

- **Charlie Waller Trust: webinars** for schools and families including Covid-19 stress response, perfectionism and self-worth.
- Rolling programme of **Emerging Minds webinars** (1hr), which have a range of speakers and draw on what the research tells us – sessions which have taken place can be watched on the Mental Elf YouTube channel including play, school reintegration; supporting autistic children and young people and those who self-harm.
- **Anna Freud Q&A sessions for teachers**: Sessions which have taken place are on their Facebook page and include helping parents to support their children; anxiety; and managing unexpected endings.

- Series of free weekly **webinars from Innovating Minds** on topics such as regulating emotions, implementing therapeutic strategies, emotion coaching.
- **CORC run webinars** on measurement and understanding data which can support schools (free for members of £30 for non-members)
- **Carnegie Centre of Excellence for Mental Health in Schools seminar series** for School Leaders, Senior Mental Health and Pastoral Leads which focuses on the mental wellbeing of staff, pupils and the wider community as schools re-open. The Seminar Series will feature pre-recorded bite-sized seminars, action planning templates, resources and FAQs with a focus on:
  - **Staff mental health**: supporting staff to feel ready to 'return', responding to staff needs, adjusting to a changed school/college
  - **Pupil mental health:** Preparing to welcome students back, welcoming the students back… the first few weeks, supporting vulnerable pupils and those in transition.
- **Innovating Minds and EduPod series of free webinars** on the impact of Covid-19 on mental health in the education sector.
- **TeenTips** webinars for parents, which schools can put on to support them to deal with children's anxiety and to build resilience and self-esteem. Focus on teenagers but some content on transition from primary to secondary (need to email for costs).

Videos and other bitesize content

- **Nip it in the bud** works with mental health professionals to produce short films to inform education professionals on topics such as anxiety, ADHD, PTSD, OCD and depression. Also has a free mental health awareness presentation for school staff.
- **Partnership for Children** video on talking to children about death.
- **UK Trauma Council coronavirus resources**: video and PDF resources looking at the signs and symptoms of a traumatic reaction and the impact of the pandemic on children who have past experiences of trauma.
- **Compass/Positive Effect** have developed six short videos with wellbeing activities for younger primary children combined with an explanation for staff of why the activity is helpful.

Helplines

Service		Provider	Website	Contact details
Childline Phone helpline 9am to midnight; 1:1 online chat same hours (can't join queue after 22:30); email (if you create an account).	Children and young people	NSPCC/Childline	https://www.childline.org.uk/	0800 1111; www.childline.org.uk/get-support/1-2-1-counsellor-chat/
YoungMinds Crisis Messenger Free 24/7 support across the UK if you are experiencing a mental health crisis.	Young people	Young Minds/Shout	https://youngminds.org.uk/	Text YM to 85258
Anxiety UK Email support; phone helpline; text service. During the coronavirus pandemic, we will be extending our helpline hours to provide a skeletal service over the	Weekend between 10am -8pm	Anxiety UK	https://www.anxietyuk.org.uk/get-help/anxiety-uk-national-infoline-service/	Helpline: 03444 775 774; Text Service: 07537 416 905; email: support@anxietyuk.org.uk
Crisis messenger text service run by Shout 24/7 Phone helpline 4-11pm 7 days a week; online chat 4-11pm	Under 25s; webchat for 10-18;	The Mix	www.themix.org.uk/get-support/speak-to-our-team/crisis-messenger	Helpline: 0808 808 4994; text service: THEMIX to 85258; online chat: www.themix.org.uk/get-support/speak-to-our-team
Eating disorder phone helpline 12pm–8pm during the week, and 4pm–8pm on weekends and bank holidays.	Parents/carers/teachers/young people	Beat	www.beateatingdisorders.org.uk/	Youthline: 0808 801 0711; adult helpline: 0808 801 0677
Kooth: online 1:1 chat service Mon-Fri 12pm-10pm; Sat-Sun 6pm-10pm	11-18 yr olds	XenZone	www.kooth.com/	
Chathealth: Text service for young people at secondary school to talk to school nurse team. For physical and emotional health. Usually 9-5 Mon-Fri -	11-19 yr olds. Currently in 40 CCG areas	NHS	www.nhs.uk/apps-library/category/nhs-services/	

Service		Provider	Website	Contact details
National bullying helpline Mon-Fri 9-5	Adults and children	National Bullying helpline	https://www.nationalbullyinghelpline.co.uk/	
Advice line for parents and carers - questions about a child's behaviour, emotional wellbeing, or mental health condition. Mon-Fri 09:30-16:00	Parents of child/YP under 25	Young Minds	https://youngminds.org.uk/find-help/for-parents/parents-helpline	0808 802 5544
Samaritans phone line 24/7; 7 days a week	Children and adults	Samaritans	www.samaritans.org/how-we-can-help/contact-samaritan/talk-us-phone/	116 123
Infoline provides an information and signposting service. Open 9am to 6pm, Monday to Friday. Phone, text and email.	Adults	Mind	www.mind.org.uk/information-support/helplines/#collapsef3625	Infoline: 0300 123 3393; email: info@mind.org.uk; text: 86463
No panic helpline for those who suffer panic attacks and phobias. 10am-10pm every day	Anyone but tailored resources and helpline for young people 13-20 yrs old	No panic	https://nopanic.org.uk/	Youth Helpline: 0330 606 1174
Hopeline for young people thinking about suicide 9am – 10pm weekdays, 2pm – 10pm weekends, 2pm – 10pm bank holidays	Young people under age of 35 and adults worried about young people	Papyrus	https://papyrus-uk.org/hope-lineuk/	Call: 0800 068 4141; text: 07860039967; email: pat@papyrus-uk.org
SupportLine: phone helpline particularly aimed at those who are socially isolated, vulnerable, at risk groups and victims of any form of abuse	children, young people and adults	SupportLine	www.supportline.org.uk/	Helpline number on: 01708 765200; email: info@supportline.org.uk
Phone helpline for parents and carers of disabled children aged up to 25	Parents and carers	Contact	https://contact.org.uk/advice-and-support/corona-virus-information-for-families-with-disabled-children/	0808 808 3555

Service		Provider	Website	Contact details
Phoneline; live chat and email service for families who have lost a child or and bereaved children and young people; and for professionals	Families and professionals working with families	Child Bereavement UK	https://www.childbereavementuk.org/	0800 02 888 40; Live Chat via the website; support@childbereavementuk.org
Phone bereavement helpline: Mon & Fri 9:30-5; Tues,Weds,Thurs 9:30-8	Anyone affected by bereavement	Cruse	https://www.cruse.org.uk/	Freephone National Helpline: 0808 808 1677
GriefTalk call, email or instant chat support for bereaved children and young people and those caring for them 9am-9pm Monday to Friday	Children, young people and adults	GriefTalk	www.griefencounter.org.uk	
National helpline for all those caring for a child or young person who has been bereaved Mon-Fri 9-5; crisis messenger 24/7; online chat 12-4 Wed and Fri; email.	Parents, teachers or others supporting a bereaved child or young person	Winstons Wish	www.winstonswish.org.uk	08088 020 021; text WW to 85258; ask@winstonswish.org

SCHOOLS' WELLBEING PARTNERSHIP

United for a better childhood

The National Children's Bureau brings people and organisations together to drive change in society and deliver a better childhood for the UK. We interrogate policy, uncover evidence and develop better ways of supporting children and families.

Let's work together: 020 7843 6000 | info@ncb.org.uk

London: 23 Mentmore Terrace, London, E8 3PN

Belfast: The NICVA Building, 61 Duncairn Gardens, BT15 2GB

Anti-Bullying Alliance   **SEX EDUCATION FORUM**   **Council for disabled children**   **ni ABF** Northern Ireland Anti-Bullying Forum   **Childhood Bereavement Network**   Part of the family **NATIONAL CHILDREN'S BUREAU**