SCHOOLS'
WELLBEING
PARTNERSHIP

Mental health and wellbeing in secondary schools and colleges

Preparing for recovery: Self-review and signposting tool

September 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 and colleges 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 or college. 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 and colleges provide, is key, in order for pupils to re-engage 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 secondary schools and colleges to work through the key considerations to support mental health and wellbeing as all pupils begin to return to school or colleges full time.

Using the tool

Schools and colleges know their settings best.

This tool is intended to empower schools and colleges to support and prioritise students' 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 and colleges can promote and support mental wellbeing through all aspects of school and college life.

The tool is designed for school and college senior leadership teams to support them 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 or college can take to support staff and students 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.
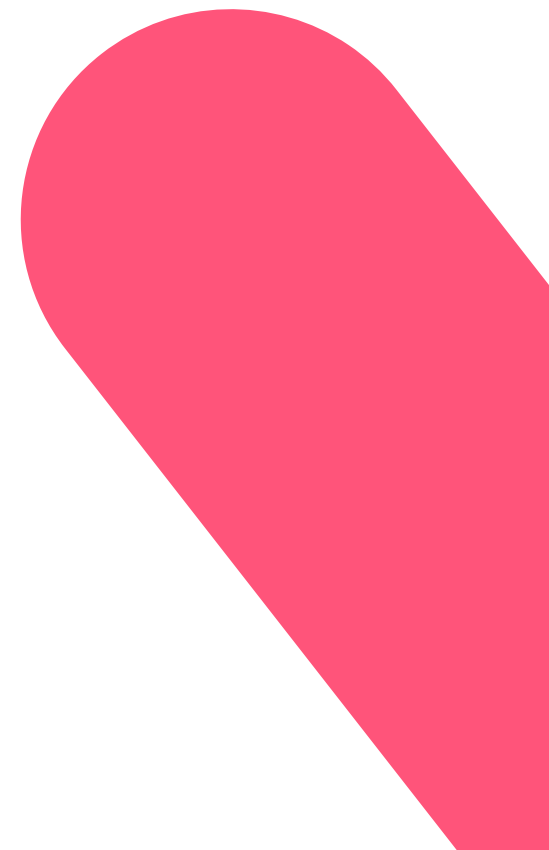
This tool...

- signposts to a variety of external resources which may be useful for schools or colleges
- signposts to a number of nationally available training 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 or colleges to use any of the referenced external resources
- provide an exhaustive list of all resources and programmes available, or localised initiatives
- mandate these should be used

Contents

1. Leadership and management

Effective **leadership and management** should support and champion efforts to promote mental health and wellbeing

How you could do it

- Set an example by looking after your own wellbeing and make it visible to staff and students.
- 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 and making it a standing item on team meeting agendas.
- Consider commissioning supervision for yourself and staff.
- Try to role model the behaviours you'd like to see reflected in school/college, for example, calmness, empathy, active listening.
- Devote time in assemblies to promoting wellbeing, encouraging hopefulness and identifying opportunities to come together as a school or college community. This could include, through letters, online or photos, if it's not possible to come together physically.

Practice examples

- Manchester College launched Connect-2College in April 2020. It provides students across Greater Manchester with support for transition to college. Students can meet their new tutor at college, do taster sessions, find wellbeing support and CV tips. The programme was shared with local schools to tailor and add their own branding before sending on to their pupils.

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

- Ensure that the senior leadership team is monitoring the wellbeing of staff and pupils and prioritising actions to promote wellbeing.
- Make sure that staff understand the process for escalating concerns about a young person 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.
- Consider an extended transition phase for those new to the school or college.

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.
- Working together to safeguard children: Statutory guidance on inter-agency working to promote the welfare of children
- **Education Endowment Foundation guidance** to support decisions on how the catch-up funding is used
- Guidance for FE colleges and providers on preparing for the autumn term: mental health and wellbeing

Other resources

- **Anna Freud booklet on supporting young people's wellbeing in secondary schools including topics such as exam stress, sleep problems, eating disorders, responding to traumatic events**
- **Anna Freud:** CARE animation and resources for staff. Offers a practical acronym to be considered when supporting pupils' mental health and wellbeing in schools.
- **Anna Freud**: booklet on managing the transition back to school and college.
- **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.
- MindEd's Coronavirus Staff Resilience Hub has a **dedicated section for senior leaders and managers** which includes guidance on skilling up, decompression vs debriefing, identifying staff who are struggling and more
- **Education Support** provides mental health and wellbeing support services to all education staff.
- **NSPCC advice** and resources to support the return to school covering safeguarding, mental health and wellbeing

2. Ethos and environment

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

How you could do it

- Prioritise mental wellbeing and foster a sense of connection and belonging. Consider auditing your current provision to identify strengths and areas for development.
- Make sure to provide time and space for staff to emotionally regulate.
- Consider use of space. Creating extra classroom space will put pressures on available space in school/college 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.
- Consider how to help young people, particularly those with SEND, reconnect to a school that may look physically different.
- Protect some areas where young people can socialise, play and pursue activities such as PE, music, drama.
- Consider how to ensure that there is time and suitable space allocated where students can speak to a trusted adult and alternative approaches for those who do not want to talk e.g. worry boxes.
- Think about creative use of displays around the school/college with a focus on how to look after your wellbeing.

Practice examples

- Wootton Academy Trust have prioritised those with a high level of SEND to have a pre-arranged and staffed safe space to retreat to if they need some grounding time, and TAs and teachers will be able to work together to access a separate, smaller learning environment for those with SEND to complete tasks from within lessons with bespoke support

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

- For example, posters that give young people self-support techniques or details of further support available.
- Make sure to display signposting information for families in an accessible place.
- Make sure staff highlight the things in school/college that will remain the same in terms of their shared values and ethos, and remind each other of those shared values as a way of reconnecting.
- Consider class or form projects such as creating a joint piece of art, which foster a sense of identity and community.
- Create an environment where young people are able to tell staff about their needs and know they won't be judged.
- 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.
- Remember to consider 'difficult behaviour' as a sign that the young person may have an unmet social, emotional or mental health need.
- Consider additional support and communication required for students at a new or increased risk of school exclusions after Covid-19. This may include young people who were happier or felt more secure at home, particularly those with SEND, SEMH or who were bullied.
- Create opportunities to discuss the impact of the Black Lives matter movement and the disproportionate impact of Covid-19 on BAME communities.

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.
- **Anna Freud**: CARE animation and resources for staff. Offers a practical acronym to be considered when supporting pupils' mental health and well-being in schools
- **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.
- **Excluded Lives report** School Exclusion risks after Covid-19 provides advice for how to support groups of young people at a new or increased risks of exclusion post-Covid.
- British Psychology Society – a **resilience and coping framework** for supporting children going back to school
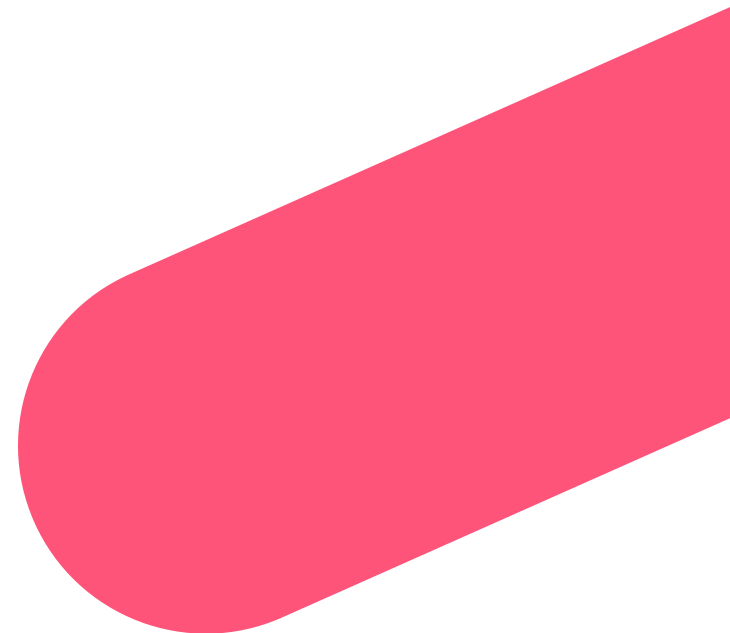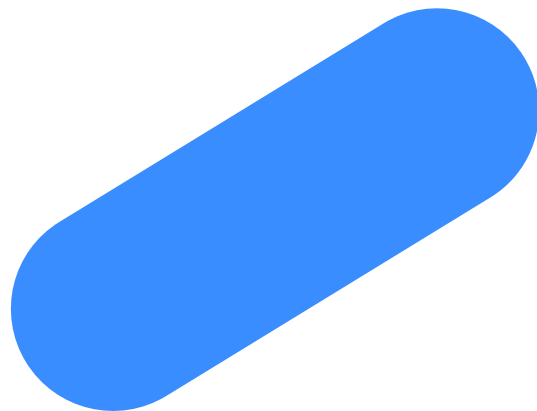
3. Curriculum, teaching and learning

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

How you could do it

- Recognise that children and young people 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 and young people.
- Consider extending tutor or form time to provide opportunities for young people to reconnect and to support a focus on pastoral support.
- Provide the permission, space and time for children and young people to play and socialise to allow them to re-connect and adjust following a long period of isolation.
- Celebrate what your students 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 students 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.
- Help students to see the strengths and coping skills they have [and apply them to new challenges]

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.
- Tower Hamlets Educational Psychology Service have developed a transition workbook for children and parents and accompanying webinars. They include resources to support the transition to secondary school. They are also developing resources to help schools support pupils showing emotionally based school avoidance. Resources:
  - **Supporting EWB during the return to school or college**;
  - **Moving On - Yr 6-7 Childrens Transition Workbook**;
  - **Transition to Secondary School - Transition year 6-7 parent booklet**
- NCS Trust have developed a support for FE settings and for schools to deliver with Year 11s which includes activities on 'Post-Covid socialisation.' This involves building shared connections, developing peer support networks and indoor and outdoor team work activities.

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

- 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 and good sleep are both 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.
- Consider the particular transition needs of students transitioning to a new school or college and the concerns of those students facing exams next year or those re-taking exams in the autumn
- Some students may struggle more than usual with concentration so factor that into the design of lessons.
- Some young people 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.
- Encourage young people to identify and develop their own self-care strategies for positive mental wellbeing.

- **Stepping Into Secondary School and Returning to School - Life After Lockdown**: Headstart Hull have worked with Barnardo's to co-produce resources with young people and schools focusing on transition from primary to secondary school. This programme recognises that young people will have been away from their peers for a long time and that some mayfind it challenging or stressful to establish relationships again, but that positive relationships and peer-to-peer support are key to student wellbeing.

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
- **Rise Above resources for schools** – flexible lesson plans and videos covering topics including sleep, social media, worry, exam stress, body image

Other resources

- **Place2Be's return to school pack** for secondary schools contains class-based activities, aassembly ideas and group activities to support emotional wellbeing and recovers of secondary-aged children, based around four themes: self-efficacy; hope; gratitude and connectedness
- **PSHE association guidance and lessons** on mental health and emotional wellbeing
- **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.
- **Anna Freud**: Moving Up! animation and teacher toolkit to support the transition from primary to secondary school.
- **Anna Freud**: Talking mental health animation and teacher toolkit to support discussions about mental health for 9 – 11 year olds.
- **Anna Freud**: We all have mental health animation and teacher toolkit to support discussions about mental health for 11 – 14 year olds.
- **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 'Find your feet'** classroom activities to support new year 7s cope with the transition
- Mentally Healthy Schools – Coronavirus Toolkit #7 on managing transitions, with resources including a transition passport and lesson plans and assemblies on transition
- **Young Minds Hope Clouds activity** for beginning of a new academic year to support young people to think about their hopes and aspirations
- **Young Minds advice for supporting the transition** to secondary school for pupils with SEND
- **Young Minds balance activity** to support young people to find the right balance between rest and revising during exams
- Young Minds advice for young people on dealing with **exam stress**
- Chameleon PDE: free **life after lockdown** teaching packs.
- **British Red Cross**: a range of free online teaching resources which explore and promote the value of kindness during coronavirus.
- **Mind advice and coping strategies** for young people related to changes to lockdown and the return to school and college
- **BBC resources to support teaching about racism**.
- **TES resources to support teaching about racism.**
- **Place2be advice and resources** to support conversations with children and young people about racism
- **Anna Freud self-care secondary pack** provides an explanation of self-care, provides key tips and provides a template for young people to develop their own self-care plan for the summer
- **Yes Futures resources** to support young people's emotional wellbeing, including a visual 'Wellbeing Workout' guide and a resource on Mindful Moments

- **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.
- **Childrens Society** short guide to relaxation techniques
- **Bloom resources:** series of videos to share with young people aged 14-18 in lessons based on the mental health resilience workshops run by Bloom, Mental Health UK's young people's resilience programme. Includes topics such as resilience, stress, social pressures, conflict.
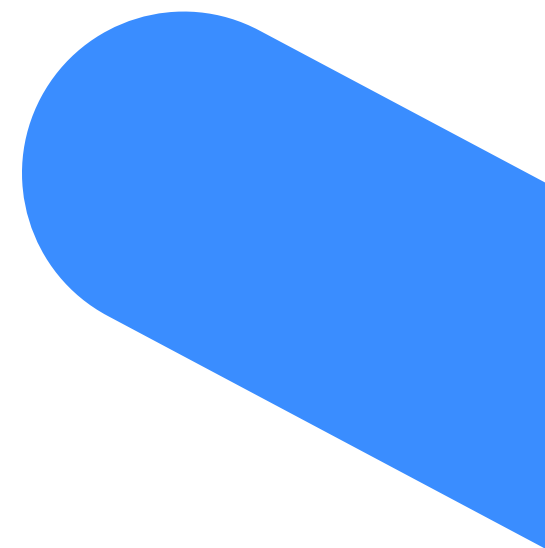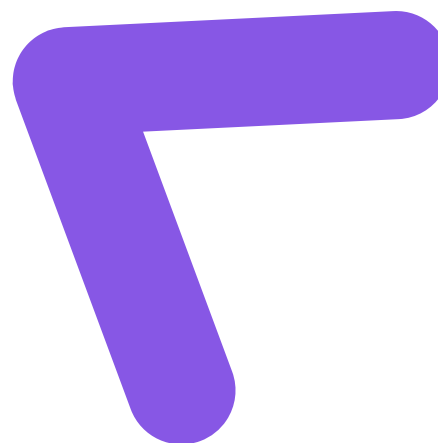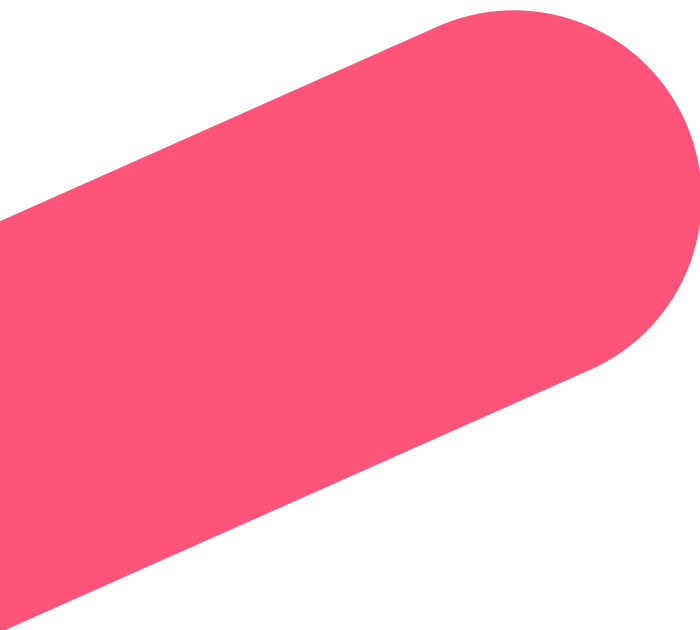
4. Student voice

Enable **student voice** to influence decisions.

How you could do it

- Don't assume that you know how young people feel. It's important to ask and listen and validate emotions. It's important to remember that your students 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 your students 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 students to share their thoughts and hopes before the return to school, such as thinking about their goals for the next year or suggesting positive activities they would like to engage with on return to school.
- Give young people the opportunity to be involved in decision making and encourage them to make choices.

Practice examples

- Children and young people 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

- Some young people may have felt out of control or helpless during lockdown, so look for opportunities to rebuild feelings of self-efficacy
- Consider the use of peer support or mentors, ensuring those young people 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 and young people 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.

- Wootton Academy Trust have planned a detailed calendar of student focus groups to give feedback to SLT and inform action planning from September 2020. This is to ensure that all students receive the right information, support and encouragement, in the most useful way.

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.
- **Anna Freud advice** for young people on supporting a friend with their mental health
- **Anna Freud advice** on shared decision making, ensuring that young people have a say in their treatment. Includes a shared decision making poster.
- **Beat advice for young people** on what to do if you're worried a friend might have an eating disorder
- Place2Be's **Back to school pack** includes resources for promoting self-efficacy

5. Staff development

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

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 or college 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 young people'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.
- Young Minds' Teachers Insights Group identified good practice on staff wellbeing including 'Cups of Kindness' activities and a Guardian Angel system where staff members are allocated someone to look out for them

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

- Encourage all staff to reflect on their mental health and wellbeing needs while at work. Consider asking staff to work through a personal 'wellbeing action plan' to consider situations where they may need extra support, as well as factors linked to positive wellbeing.
- Consider surveying staff to find out what they need to support their wellbeing
- Encourage self-care strategies and consider the subject-specific training needs staff may have after a period out of the classroom.

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.
- From September 2020 the Government is providing the new £8m Wellbeing for Education Return project: national training, adapted and delivered by local experts, to equip all schools and colleges with resources and training to promote and strengthen pupil and student, education staff and parent and carer resilience against the wellbeing and mental health impact of Covid-19. The funding will be used to appoint and train local experts to adapt and provide onward training and resources to nominated staff in all state-funded schools and further education settings in England; and provide advice and support, via the local experts, through to March 2021. Further details are available **here**.
- **Wellbeing for Education Return** is a joint initiative from the Department for Education, Department of Health and Social Care, Health Education England, NHS England and Public Health England. The national training package is being developed by the e-learning platform MindEd and delivered by the Anna Freud National Centre for Children and Families, with input from mental health and education experts, local authorities, the voluntary sector and school and college leaders. Training content will be available from 4 September and you will be able to access this via **MindEd's learning hub page**.

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**.

- **Young Minds activity** to help school staff think about their own mental health
- Young Minds – **Staff wellbeing best practice examples**
- Charlie Waller Memorial Trust – **Wellbeing Action Plan** which guides individual staff members through a series of questions such as 'What will be helpful for you to stay mentally healthy whilst being back at work?' and encourages self-care strategies
- **MindEd Coronavirus Staff Resilience Hub** with resources for frontline staff to manage their own mental wellbeing, advice for managers, and detailed guidance on bereavement and anxiety
- Education and Training Foundation's **mental health and emotional wellbeing advice** for FE staff
- **Psychology Tools** guide to living with worry and anxiety. Includes exercises and worksheets to help manage worry.
- Education Support. **7 strategies to manage anxiety** (for teachers and education staff)
- Association of Colleges. Video - psychotherapist Ben Amponsah discusses the effects that teachers and education staff may encounter related to **secondary traumatic stress**, in themselves or in colleagues, and ways of dealing with it.

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 young people 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 students 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
  - Falling behind and the impact of time out of school or college on exam success and future prospects; being put under pressure academically

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

- Create a safe space for young people to talk about the challenges they have faced during lockdown and their worries about returning - it will be reassuring to them to hear that peers have similar worries.
- Consider offering wellbeing 1:1 check-ins with tutors or guidance teachers. Make sure you have conversations with individual students when you have the time and energy to respond appropriately
- Take care if assigning pupils to groups and splitting classes and regularly review how they are working. Consider how you can best support the re-integration of those young people who struggle to make connections. Consider profiling the social and emotional functioning of classes and individual students using sociograms*.
- Expect some masking and challenging behaviour from some students. Encourage them to talk about their experience but don't apply pressure.
- Children and young people 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 get a snapshot of the overall well

being of pupils and staff across the whole setting, to better understand the unique needs in each class, and/or to identify where particular children are struggling.

- 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.
- Consider training staff to recognise and respond well to signs of poor mental health.

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

- Anna Freud – **Toolkit for measuring and monitoring** children's wellbeing
- CORC free E-Learning module o**n 'measuring mental wellbeing to improve the lives of children and young people'** to help schools understand and select wellbeing measurement tools
- What Works Centre for Wellbeing: **Advice on measuring wellbeing in schools**, with discussion of the merits of different wellbeing measurement tools
- **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** 11+.
- **Mentally Healthy Schools: Anxiety thermometer** as a wellbeing measurement tool.
- **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 young people most likely to be impacted by the experience of lockdown and return to school/college and the different needs of those children and young people. Consider in particular, those young people 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; young people with SEND especially autism spectrum condition (ASC) and attention deficit hyperactivity disorder (ADHD) children in care; young carers; and young people affected by bereavement.
- Do make contact with students and their families in advance of the children returning to school if possible. This will enable you to plan support in advance and give young people 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,

Practice examples

- **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 Greater Manchester Resilience Hub** has produced a guide for young people to promote understanding of trauma, how young people can support themselves following trauma, where to seek help and what schools and colleges can do to provide support.
- **Headstart Kernow** has developed a virtual ring binder for sharing resources across agencies in Cornwall, including a section for Education Professionals.
- Leeds City College has worked with the Virtual School to identify young people with care experience who are applying to Leeds City College. The College has put in place transition support for these learners, including dedicated pre-entry guidance sessions, engagement activities in their curriculum departments, early enrolment if needed, support and guidance in applying for the Priority Fund.

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

domestic abuse, divorce/separation, adult mental health problems), or those who have been separated from family members (such as those in high risk jobs). Make contact with external professionals to obtain relevant information for students who have started engaging with external services for support.

- Bear in mind that children and young people 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 students feel ok and times when they are struggling. You may need to adapt your response to reflect this. A student 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.

- Consider the mental health needs of students who have been shielding, including how to meet their needs virtually if they have not returned to school/college with peers

- Consider providing staff with additional training around adverse childhood experiences and responding to trauma

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.
- **Rise Above videos** and tips for teenagers on range of topics including unhelpful thoughts, dealing with change, exam stress.
- **ACEs Online Learning** are providing a short, introductory course on recognising and responding to Adverse Childhood Experiences (ACEs) and Trauma, made available for free by Public Health England and the Home Office Intervention Fund

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.
- **Young minds resource on grief and loss** from young person's perspective
- **Website for young people** run by Cruse Bereavement Care to provide support and advice for young people who have been bereaved
- **Coronavirus, bereavement and grief advice**: Cruse Bereavement Care advice on common feelings associated with bereavement and what to say to someone who is bereaved
- **Child Bereavement UK resources** for young people up to 25, including info on young people's groups, apps and where to get help
- **Anna Freud video** to provide advice for young people facing a stressful event such as receiving exam results or results of an application
- **Stem4 advice** for teachers on supporting young people struggling with anxiety
- **Anna Freud Youth Wellbeing** directory provides information on national and local services to use when helping a student to find support
- **Beat advice for teachers** who are worried a pupil may have an eating disorder
- **Barnardos guide** aimed at young people explaining anxiety and providing tips for dealing with it
- British Psychological Society – **Guidance on supporting the psychological needs of children** who have been shielding
- **Whole School SEND handbook** to support the re-engagement of pupils after a period of disruption or trauma. Includes advice on developing support plans for children and young people with specific needs and at key transition points e.g. to secondary school and post 16.

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 and young people 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/college to understand what might help the children to feel more comfortable.
- Continue to work with parents to support the wellbeing of children who aren't back in school/college, for example 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

- **Oxfordshire hospital school** has developed guidance on welfare calls to check on the wellbeing of parents and pupils adapted from the One Education Educational Psychology Support Service at Manchester City Council. It includes advice on active listening and promoting self-care: guidance for welfare calls from Oxfordshire hospital school.

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.
- Add link to new PHE back to school campaign and resources for parents

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.
- **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**
- What helps young people manage their wellbeing at home – findings from interviews with young people aged 9-14 as part of the **Headstart programme**
- Royal College of Psychiatrists information for parents, carers and young people on a range of topics including depression, anxiety and parental mental illness **Mind advice for parents and carers** on supporting their teens during coronavirus including changes to school and college
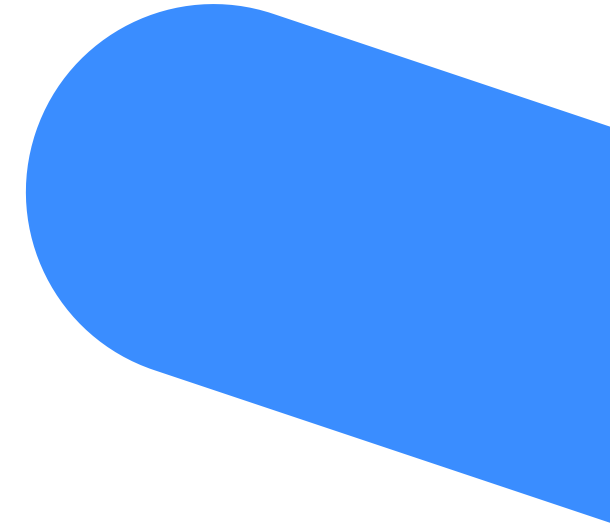
Training to help schools and colleges prepare for recovery

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

- Look at the demographics of pupils/students 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 or college. 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
- **Charlie Waller Memorial Trust** e-learning modules for colleges: six 20 min e-learning modules specifically designed for college staff who are not mental health specialists. Subjects include supporting those starting college; students at risk and signs to look out for
- Place2Be has launched a free online mental health training course for teachers. The Mental Health Champions – Foundation programme is available to 50,000 UK teachers to build skills and capacity for supporting positive mental health in school communities following the COVID-19 lockdown. To find out more and sign up visit: **place2be.org.uk/foundation**.
- **Family Links - The Centre for Emotional Health**: Free hour-long online course '**Good emotional and mental health in schools**'.
- Family Links: **Online course on 'Mental and emotional health in schools**: strategies and support'. Designed for staff working with 9-18 year olds. This course has recently been made free to access to help schools respond well to Covid-19
- **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**.

- **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.
- Self injury support online self-harm workshops. 2 hour workshops covering topics: Understanding Self-Harm; support skills for self-harm; supporting people by phone, text, zoom and email; self-care during Covid 19 £45 per participant
- **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

- **PSHE association webinar on developing a Recovery curriculum**
- **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. (need to email for costs).
- **Compass free webinar** in early Sept for schools and colleges on supporting the mental health of returning students

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.
  - **Coronavirus: signs and symptoms of trauma**
  - **Coronavirus: how past experiences of trauma may impact** how a child responds to the pandemic
- **Anna Freud 3 min video** on what school staff can do to support young people who have experienced 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/	Sign up for free support on the website
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/	0845 2255787
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 particu-larly 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@sup-portline.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-fami-lies-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	Phoneline: 0808 802 0111; live chat on website
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
CASS phone, text, webchat and email support relating to self-harm. Available Tuesdays, Wednesdays and Thursdays from 19:00–21:30	Girls and women affected by self-harm	Self injury Support	www.selfinjurysupport.org.uk	Text: 07537 432 444 [texts cost normal rate] Email and webchat: www.selfinjurysupport.org.uk and click on GET SUPPORT Call 0808 800 8088 –women's self injury helpline
Anna Freud Crisis Messenger. Free 24/7 crisis support for young people across the UK	Young people	Anna Freud Centre/Shout	https://www.annafreud.org/on-my-mind/afc-crisis-messenger/	Text AFC to 85258

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