

Hardwick Primary School supporting the Recovery and wellbeing of our school community.

We know that the Coronavirus crisis is having a significant impact on children at Hardwick. It is likely that many children will feel anxious, upset and worried about the future. Some will have suffered bereavements and losses and may be finding these difficult to comprehend. For others, an extended period at home may have presented them with stresses and challenges. As more of our children begin to return to school, our primary aim is to support the Recovery, Resilience and wellbeing of our entire school community.

Specialist – a few may need...

GP/CAMHS
School Nursing Team
Support from educational
Psychology service

For children experiencing stress and anxieties, some may present as withdrawn, dazed or zoned out, whilst others may present more challenging behaviour with hypervigilance and volatility. School can provide all children with a safe haven where they can begin to feel secure and listened to. In planning how our children will return to school, we know that we need to build our days around giving children chance to talk and to process their worries.

Targeted – some children will need access to...

Nurture provision
Direct therapy work
Lego therapy
ELSA intervention
1:1 support work
School monitoring

Universal – all children will be supported by...

School policies practices which promote mental health and wellbeing.
Communication with children/parents prior to return to school to risk-assess
Daily provision to promote mental health, physical activity and mindfulness.
Develop staff confidence (through CPD) to support mental health of children.

Universal Provision

What might happen the week before children return?

School staff to conduct a 'return-to-school phone call for each child/family'

- How is the child in themselves?
- Do they seem similar or different to when they are in school?
- How are they eating/sleeping?
- Have they been managing to get outside?
- Do they have any concerns?
- Have they suffered any bereavements that they would like school to be aware of?

If children have suffered a bereavement, parents or children will be asked how they would like school to respect this information. Does the child want their peers to know? Do they want to talk about it?

If significant concerns are raised, risk-assessments will be completed to plan for individual pupils' return.

What will happen when children return to school?

Children could be met in the classroom with a calm, enjoyable activity such as a craft or puzzle. This could be discussed with the children for subsequent days. This would give classroom staff chance to 'check-in' with how pupils are feeling through an age-appropriate means, e.g. self-registration of emotions, an emotion wheel, and identify children who may need time to talk during the day.

Children could be able to leave a note or a question in a worry box. Staff would address these wherever possible during the day through factual information. If worries were raised that staff did not feel were appropriate for discussion, these could be discussed with other relevant staff first.

Children have access at least one form of physical activity every day.

Children have the opportunity to practise mindfulness every day.

PSHE lessons focused on resilience.

P4C activities which provide children with the time and space to think and talk if they wish.

Each class could decide on a 'Positive Project' as a way that they can help others. This could be making artwork or writing letters to send to a care home, or to thank keyworkers. It could be making artwork to decorate the school fence e.g. rainbows.

Feel-good activities like singing a song.

Chances to connect with other classes in the school e.g. learning and filming a song to be put together in a school montage.

Story time at the end of the day.

What might be different about the first day back?

Children will need to know where they will work and keep their belongings. They might want to decorate a name label for their workstation.

Children will need to know what the new rules and routines are. Classes may set up a new visual timetable and share a set of 'Do' rules that all staff and children in the school will follow.

Children will need to understand and practise the social distancing measures required.

Washing hands frequently. Staff to go through the risk assessments with children.

Staff Training

To help staff to support the mental health and wellbeing of our children, all staff have completed:

- Introduction to Adverse Childhood Experiences Early Trauma Online Learning
- Prevent
- Safeguarding level 1
- SEND and Autistic
- GDPR
- Tackling Anxiety
- Anna Freud online workshops (undertaken according to staff need)
- individual research taken by staff
- Covid 19 –for Educational settings
- Safe home working practice for schools

Targeted Provision (provided by school staff)

Nurture provision - Encourages children to develop their social and emotional skills, boost their ability to develop friendships, confidence and self-esteem as well as acquiring skills such as listening, sharing and turn-taking within a comfortable environment that will help to reduce or remove barriers to learning, enabling success back in the mainstream classroom.

Direct therapy work - Aspire, Build and Connect with LEGO®, is a secure and non-judgemental process for solving problems, expressing personal feelings and breaking down barriers that can affect achievement in the classroom. It encourages exploration of emotions to stimulate a child's imagination. It encourages pupils to express their thoughts and ideas symbolically using LEGO, which is a more playful, creative and hands-on way of engaging pupils of all abilities.

Lego therapy - Embeds principles and practices which enables children who have experienced trauma and attachment issues to see school as a secure base. Based upon attachment theory, Theraplay is an inclusive intervention that helps to increase proximity and engagement. It builds, enhances and strengthens the bonds of adult-child attachment including self-esteem and trust in others. Based on the natural patterns of playfulness and healthy interaction, it is personal, physical, and fun. It can also create humour, which vulnerable young people can often lack, resulting in a changed view of themselves as worthy and lovable and seeing relationships as positive and rewarding.

ELSA intervention - There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning. Some will require greater support to increase their emotional literacy than others. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. Sessions are fun, we use a range of activities such as: games, role-play with puppets or arts and craft. ELSA sessions take place in the Rainbow Room which provides a calm, safe space for the child to feel supported and nurtured. In ELSA we aim to provide support for a wide range of emotional needs: recognising emotions; self-esteem; social skills; friendship skills; management of anger; anxiety and loss and bereavement.

1:1 direct support work – to meet the individual Child's needs (e.g. Bereavement)

What national support organisations can we signpost parents and children to?

- <https://www.cruse.org.uk/> Free helpline for those who have suffered a bereavement. Resources available for parents and schools regarding how to talk about and support children.
- <https://www.winstonswish.org/> Support for adults and children who have suffered bereavement. Counsellors available to talk over the phone or through e-counselling. Resources available for parents and schools regarding how to talk about and support children.
- <https://www.griefencounter.org.uk/> Support for children who have suffered bereavement. Freephone helpline and online chat. Resources available for parents and schools regarding how to talk about and support children.
- <https://www.childline.org.uk/> Free confidential counselling for children. 0800 1111 or 1-2-1 chat with a counsellor online.
- <https://www.samaritans.org/> Free confidential listening and support service for anyone who needs it.
- <https://www.educationsupport.org.uk/about-us> Free confidential helpline for anyone working in education.
- <https://youngminds.org.uk/find-help/for-parents/parents-helpline/> Free confidential support for parents who are worried about their child(ren)
- <https://www.qwell.io/> Free online support and counselling for parents

Specialist Provision

What support are other professionals able to offer?

- Educational Psychology Service – Through their critical incident response measures which are in place at the moment, if a trauma occurs which the school is unable to manage at a universal or targeted level, the EPS will support. Their aim is to work with school staff to ensure that they feel confident and have a plan of action for supporting a child or adult.
- CAMHS/GP/School Nursing Team – All of these healthcare professionals will be working together to offer the best service they can to as many children as possible.

Useful Websites

<https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/>

PE Ideas

<https://teammentalhealth.co.uk/wp-content/uploads/2020/03/The-complete-6-week-Wellbeing-Through-Sport-Activity-Programme.pdf>

<https://www.mrwillpe.com/distancelearning.html>

Emotions Check-in Ideas/Resources

<https://www.mentallyhealthyschools.org.uk/resources/emotional-check-in>

<https://www.mentallyhealthyschools.org.uk/resources/emotion-wheel>

<https://www.mentallyhealthyschools.org.uk/resources/sentence-starters>

Wellbeing Activity Ideas

<https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/coronavirus-wellbeing-activity-ideas-for-schools/>

<https://www.mentallyhealthyschools.org.uk/getting-started/coronavirus-and-mental-health/>

Staff and Parent Resources

<https://www.annafreud.org/what-we-do/anna-freud-learning-network/coronavirus/>

<https://www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-information-for-children> Helpful information for parents in talking to children about Coronavirus