

Staff Wellbeing

Mental health of yourself & colleagues

- Create a private space for time out
- Ensure there is a mental health lead / champion
- Review and update your mental health policy
- Promote openness and sharing of concerns
- Consider your EP for staff supervision or reflective teams

Protecting yourself & others from becoming stressed or low

- Stay connected and maintain healthy relationships with people you trust
- Use relaxation and mindfulness techniques
- Exercise regularly
- Talk about worries before they grow too big

Making the school feel 'normal'

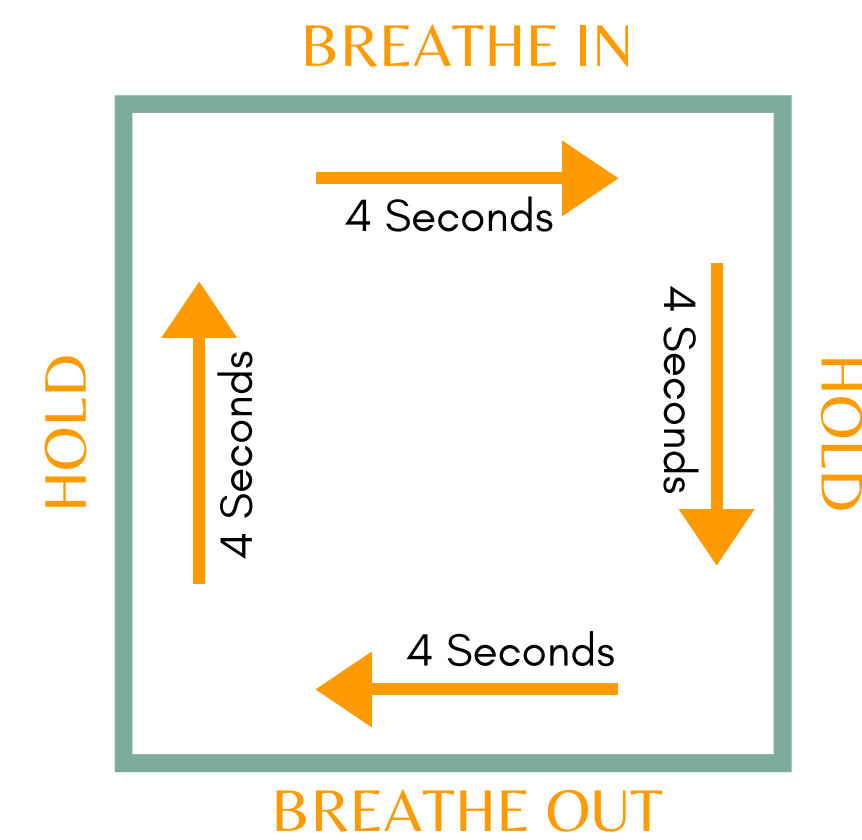
- Hold events to celebrate those who have supported the school community
- Consider end of year transition activities
- Take opportunities to reinforce the power and resilience of the community to ensure everyone feels held and safe

Feeling stressed or in crisis

- Remember to breathe!
- Reframe your thoughts
- Make time for the things you enjoy

Concern for your family & children

- Be kind to yourself
- Prioritise yours and your family's wellbeing
- Focus on compassion
- Try using a family calendar



For staff wellbeing signposting links, please refer to the accompanying presentation.

Pupil Wellbeing

Transitioning back into school

- Children will experience a mixture of emotions
- Actively involve young people in their return to reduce worry and emotional impact
 - this might start at home pre-transition
- Ask children "*What sorts of feelings are you having about school now?*"
- Consider the 5 key principles that support recovery:
 - A sense of safety
 - A sense of calm
 - A sense of self- and collective- efficacy
 - Social connectedness
 - Promoting hope
- Reinforce safety rules, boundaries and consistent approaches
- Reframe the new social distancing rules as 'do's' rather than 'don'ts'

Worries about family and friends

- Model optimism and encourage children to recognise their own strengths and coping skills
- Encouraging children to notice acts of courage and kindness will help them to develop a sense of self-efficacy and future
- Create opportunities for children to set and achieve their own goals

For children not accessing support in school

- In addition to telephone check-ins, consider use of online materials, videos and sending letters home
- Keep them in mind - remind them that they are important to you

Supporting bereaved children (and colleagues)

- Use clear, unambiguous language
- Be age appropriate in discussions about death
- Acknowledge feelings without 'cheering up' or distracting
- Give them time and space to grieve in their own way
- Don't assume someone is *not* ok because of their behaviour; we still have normal feelings and behaviours
- Find ways of saying goodbye and remembering their loved one e.g. scrapbooks or memory boxes

Pupil Wellbeing

Managing stress or anxiety

- All staff can model help-seeking behaviours
- Ask children explicitly if they need additional support and what this might look like
- Encourage children and young people to seek help from peers
- Signpost to organisations who can support children and young people

Managing behaviour at home

- Be mindful that children will look to see how adults respond at times of challenge and will mirror those responses
- Create safe physical and emotional environments with the 3 R's:
 - **Reassure** them of their safety
 - Maintain **routines**
 - Support development of **regulation**
- Emotion Coaching is a great way to help with this through validating and labelling children's emotions and helping them to learn

Building resilience

- Resilience comes from how all the important parts of a person's life interact - ensure children have a strong sense of belonging, strong relationships, sense of agency, high expectations and that they can meaningfully contribute to their community
- Connect with the ways in which we are coping with this challenge
- Ask children and young people for their views and experiences

Loss of learning gains made in spring

- Focus on mental health rather than 'curriculum catch up'
- Expressive writing can be a route to healing
- Team projects can develop a shared sense of experience and togetherness in older children

For pupil wellbeing signposting links, please refer to the accompanying presentation

