

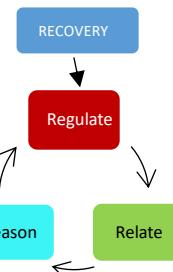
Re-integration to school

Supporting our school communities to address social, emotional and mental health (SEMH) needs
Returning to school from a trauma informed perspective

Guidance notes

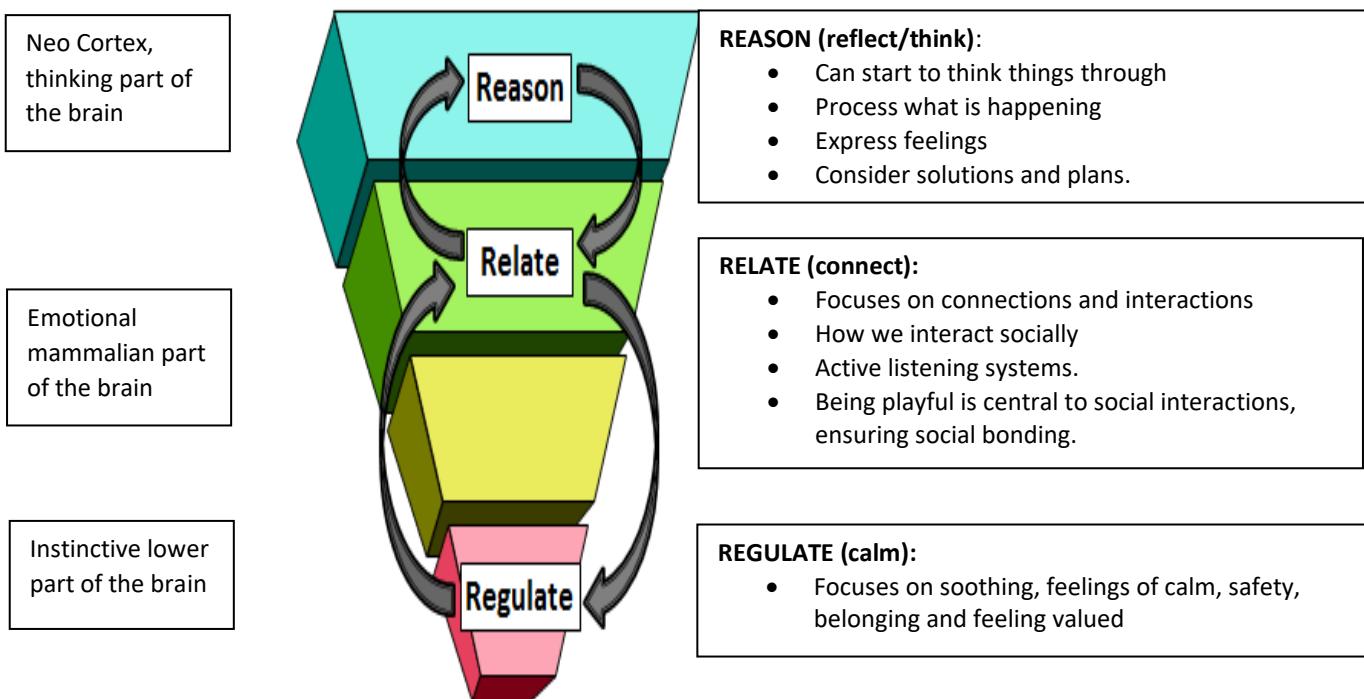
To support our school communities with practical ideas that can be used to implement a **Regulate, Relate, Reason** (Perry 2002), trauma informed approach, to begin the recovery. If we are trauma responsive in approach we can settle to learn and overcome challenges. (Louise Bomber, April 2020).

It is likely that everyone returning to school has been affected by the collective trauma of 'Lock Down' and school closures, each of us returning to our school settings with differing frames of reference. Many staff and children will, on some level, be in the 'alarm state' and thus be experiencing some form of dysregulation. In this state it is harder to listen, comprehend and cope; navigating our way through becomes a big ask and restoring stability becomes the focus.



To be able to have the mental capacity to REASON everyone needs to be able to RELATE to each other. To be able to RELATE to each other everyone needs to feel safe, calm and have a sense of belonging through being able to REGULATE how they physically and emotionally feel. Through this approach everyone will be able to start to RECOVER and engage successfully in school life.

RECOVERY=



REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



INTRODUCTION

How to use this practical guide

Many of the things we do to regulate our own emotions and those around us, through co-regulation, we do naturally and without thinking. To develop our trauma responsive approach, we need to become conscious of these things so that we can make a conscious effort to support our whole community's recovery. Going back to school at this time is not like after a summer holiday due to the underlying stress and worry that the COVID 19 disease, an invisible threat to everyone, has caused. (Specific guidance regarding social distancing and the health and safety measures necessary for a return to school will be published by the DFE and CBC respectively and in due course.)

Consideration and preparation can be made at; whole school level and at the vulnerable individual level, taking into account that there are likely to be staff, children and young people that are '**newly vulnerable**' due to their experiences at this time.

This practical guide contains activities that can be done every day, to aid that recovery. This contents page will enable you to turn to the area that you need to address at any given time.

CONTENT

	Page
1. Guidance notes	1
2. Introduction and user guide	2
3. Parent Focus	3
4. Staff Focus	4
5. Regulate (calm)	9
6. Relate (connect)	15
7. Reason (reflect/think)	20
8. Timetabling Primary (an example)	23
9. Timetabling Secondary (an example)	24
10. Appendices	25
1. Useful Resources	25
2. References	29
3. Social stories	30
4. Calm Box	31
5. Role of Key Adult	32
6. Stress Bucket	33

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



PARENT FOCUS

Advice schools can provide for parents on their children coming back to school.

Regulate: Inform parents of the structure, routine and plans in place to keep everyone safe in school.

Relate: Be prepared/forewarned - ask parents to inform you if there has been a bereavement in the family or child's network of support. Advise parents to arrange their evenings so they can give as much time as their child needs, especially during the first week.

Reason: Consider your approaches using the advice given and support parents to prepare for **school readiness**.

In some way, parents 'go back to school' with their children. Consider adjusting the school schedule to make the transition smoother. Be mindful, particularly for teenagers, that their sleep pattern may have changed making it harder to get into school early. Can they start school later for the first week until the school routine is established?



Advice for Parents

1. Set up a back to school routine at home:

- 1/2 weeks before returning to school, have consistent bed and wake up routines (9-11hrs for 5-13yr olds; 8-10hrs for 14-17yr olds)
- Set up a practical chart showing the steps needed to get ready for school: getting up, breakfast, getting dressed, getting equipment ready, travelling to school.

2. Talk to your child about going back to school:

They may have some anxiety; talk to them about their worries. Acknowledge these feelings; reassure them that these feelings will pass; that you are there to take care of them and that when they go to school, staff will be available to listen and take care of them too. (**Social Story 2 in Appendix 3 can be personalised for children who may struggle to think about going back to school**)

- If the school has provided guidance about returning to school, share this with your child
- Consider informing the school if you feel your child is having difficulty managing their worries
- Using pictures or drawings in cartoon type stories (known as social stories) can help children understand what is going to happen in school and can help calm anxieties, especially with younger children. For older children, healthy family routines are important with boundaries around use of technology, eating and sleep routines.
- Remind your child of the things that they enjoyed about school; the things you know to be the same for them when they return like their teacher, their friends, the rooms in the school; knowing how the school will structure the day will also help here
- Consider making something with your child that they could take back to school either to say how they are feeling or showing something they have done during lock down

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



- Remind your child of what's in their power—washing hands thoroughly and often, coughing and sneezing into their elbow, getting plenty of sleep, etc.

A short video from the Anna Freud Centre for Children and Families, provides guidance to parents and carers about how they can help children and young people manage their mental health and wellbeing during any disruption caused by the Coronavirus:
<https://www.youtube.com/watch?v=ZnANLAcpRZ4&feature=youtu.be>

How schools can support parents in the immediacy

- Schools may want to consider setting up parent support groups
- Schools may want to consider relaxation of uniform rules as children and young people may not have the ability to buy new items of clothing.

STAFF FOCUS

Regulate: When returning to our school settings, we need to be mindful that our experiences will have changed us, our pupils, their families and our communities; our frames of reference will also have changed. What many may have experienced may get in the way of their ability to behave or perform in their normal way. We need to be aware and attuned to our own triggers before we can attune to others. **Planning predictability reduces anxiety.**

Plan together for the return of pupils. Plan to build the resilience of your pupils using this approach.



Key Message

Self-compassion is a powerful buffer against the negative effects of adversity. It is defined as 'sensitivity to distress in oneself, with the motivation and commitment to alleviate it.' It is important as it allows us to engage with the things that are most difficult for us in a non-judgmental point of view, develop supportive relationships with ourselves and find the best way forward. (Chloe Oldfield, Sports Psychologist 03.2020). When we are compassionate towards ourselves, we can be compassionate towards others.

Relate: During this unusual and traumatic time, we may experience post traumatic growth by appreciating the small things; have a more spiritual connection with the world and improved relationships with those around us. Let's harness the desire to see things through a different lens, to reach out, to be more appreciative and seize the opportunity of what is working well and grow that (Cherry 2020)

"Be strong with your gentleness and gentle with your strength." (Margot Sutherland 2015)

In returning to school, now is the time to discover the power of playfulness, acceptance, curiosity and empathy (PACE) helping us to connect with each other and children we care for (Hughes, Golding & Hudson, 2019).

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



Key actions:

- Take a gradual, gentle approach to reintegration; give staff the opportunity to reconnect with the school community before the children return
Suggestion: staff start a few days before the children; this will allow time for staff to REORIENTATE with each other; with the school environment; with new expectations and routines
- Carefully consider how anxieties and expectations will be managed and contained by SLT to staff, and staff to students/parents/carers
- Be clear about current priorities and give consideration to how these will focus on safety, wellbeing, relationships, boundaries and routine - the learning will happen when the basic needs are met
- Be aware of routines and support groups and activities that staff may have set up with each other during shutdown, such as fitness groups or wellbeing trees, and try and transfer/preserve these to allow opportunities for this support to continue and transfer back into onsite operations
- Pre-empt how any staff displaying OCD traits around cleanliness will be supported
- Establish a 'Wobble' Room or a safe base where staff can escape to regulate their emotions.

Keep staff stress levels low by: **Building your own well-being first aid kit!**

- minimising the challenges; planning for challenges where possible
- protecting rest times
- encouraging hobbies and interests; heavy work eg. gardening or DIY support us to feel grounded
- taking exercise or physical activity supports us to redirect our energy so that we can mobilise/continue through our fears and worries
- providing opportunities for staff to express how they are feeling; a buddy system with SLT members perhaps; creating listening systems for adults
- ask staff to consider their own triggers and stress relievers; allow staff to be mindful of themselves and each other
- have a plan for 'swapping in' if an adult is overwhelmed or needs to access the Wobble room
- consider school values in light of the COVID-19 situation

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

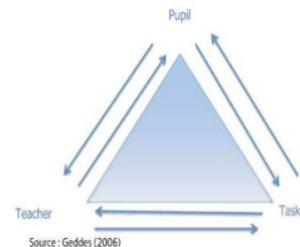
Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



REASON – Key Messages: THE HEALING POWER OF LEARNING (an adversarial growth approach to transformation – Meredith, April 2020 - <https://www.tes.com/news/five-ways-help-children-heal-after-pandemic>).

In the learning (reason) situation, relationships, tolerance of uncertainty and tasks are related. The teachers' skill (which requires teachers to be regulated) is in knowing how to make the learning experience engage the child's capacity to be curious; a child's engagement with the task involves trusting the teacher to support uncertainty and resolve confusion within a safe place. (Geddes, 2006)



Thread this approach throughout the day:

- Consider timetables that give opportunities to regulate emotions at the start of the day. Many children may have been participating in Joe Wickes 09:00 Workout, consider starting the day with physical activity. Physical exercise helps to regulate the Central Nervous System and our emotions.
- Provide opportunities for listening systems such as Check-in Champions and Community Circles/Circle Time, buddy systems, peer mentoring or staff mentoring.
- Consider small group approaches that encourage a rotation and mix of practical, creative and engaging activities.
- Consider building social skill/team building skills into curriculum subjects, making learning practical and fun. For some children, focusing on the familiar and easily achieved helps to keep challenges to a minimum and aids engagement with the learning.

REASON:

Planning activities and the learning will become easier as fears about returning to school are processed and planned for by staff. You can only consider these when you feel regulated.

- Share considerations for promoting social distancing. How will this be achieved and shared with pupils
- Consider cleaning and hygiene routines and requirements - what will staff need to do within their classrooms in between classes eg wipe down chairs, door handles and shared equipment. How will this be achieved and what will this mean in terms of resources, support, and managing how pupils and staff may perceive being cleaned after.
- Be clear that expectations on staff around reports, curriculum delivery, lesson planning will be considered once well-being has been met through the regulating and relating activities.
- Learning will have regressed so be prepared to recap previously taught ideas and build in a lot of small and regular recall activities to help the brain begin working again. Build on previous successful learning and use this success to remind students they can achieve. Use familiar questions at the start of the lesson to help lay a secure base for the rest of the lesson - this is emotionally as well as cognitively. Be ready with a wide range of resources to plug learning gaps and to guide and stretch recall and reasoning securely and rapidly. Ensure mastery of learning is solid before moving on too quickly. This will require more time for planning and preparation to ensure needs are met and the experience does not become negative.

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

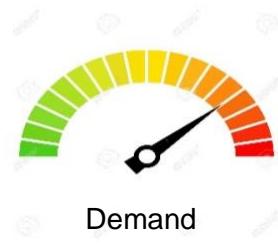
Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



Key Message

Matching

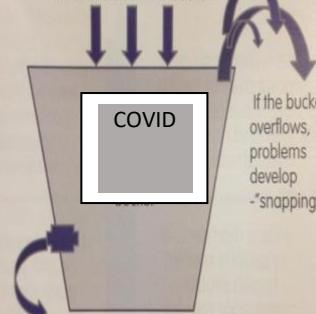


Synchronising adult expectation and children's tolerance levels. Everyone's tolerance levels are affected by the lock down and ongoing COVID experience. The demand made upon each other needs to be matched to tolerance levels. As everyone calms and people reconnect and rebuild relationships tolerance levels will improve. Demands will then be able to increase.

The Stress Bucket

(Source: Brabban & Turkington 2002)

Stress flows into the bucket



Good coping = tap working lets the stress out
Bad coping = tap not working so water fills bucket and overflows

The fuller the bucket the lower the tolerance level.



Key Message

COVID 19 – An adverse childhood experience

Adverse Childhood Experiences (ACES)

ACEs are highly stressful events or situations that happen during childhood and/or adolescence. It can be a single event, or prolonged threats to, and/or breaches of a young person's safety, security, trust or bodily integrity. Evidence consistently demonstrates a strong association between ACEs and a wide range of health and social problems across the lifespan – impacting the children and young people who experience them in lifelong ways.

<https://www.acesonlinelearning.com/>

Resilience

Mitigates the impact of ACES

The building blocks we can provide:

- Secure base
- Feeling connected
- Having secure relationships
- A sense of belonging
- Good self esteem
- Equipped to manage emotions

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



EMOTION COACHING

1. BECOME AWARE OF AND EMPATHISE WITH THE EMOTION
2. LABEL AND VALIDATE THE EMOTION
3. SET LIMITS
4. PROBLEM SOLVE

CONNECT BEFORE CORRECT

Emotion coaching is an ‘in the moment’ relational approach to behaviour that teaches pupils about the world of emotion and encourages the development of self-regulation. It is a natural form of communication and can be used whenever you notice low-level indicators of a difficult emotion being felt by a young person. The more often a pupil is supported to regulate their feelings, the more likely they will be able to do this for themselves.

(Gus and Wood 2017)

Acknowledge feelings alongside balancing boundaries. “I can see that you are angry and that’s a really overwhelming feeling, but it’s not ok to hurt others when you are angry.”

Key Information

Relationship Enhancing activities based on Theraplay® – Theraplay Informed Activities (TIA)

The principles of Theraplay (Booth and Jernberg 2010) are based on attachment theory (Bowlby 1988 cited in Geddes 2006) and the activities come from understanding how attachments are formed within a good enough parenting relationship. There are four main themes that can be seen in everyday ‘good enough’ parenting which lead to healthy development; structure (**regulate**), engagement (**relate**), nurture (**regulate and relate**) and challenge (**reason**). Theraplay builds upon these four themes.

Theraplay is then a way for adults and young people to be together which deepens the relationship between them. It centrally involves an adult engaging in particular ways with children or young people (CYP). Theraplay draws on a wide range of very simple activities that can create ‘in the moment’ connections between people and develop ‘closeness’. The activities themselves are just vehicles to help with this connection and, through the process of sensitive ‘here and now’ interaction, the CYP can relax and enjoy the moment. The activities are led by adults and are varied, some lively to upregulate, some quiet to down regulate and they require few or no materials. (Norris and Rodwell 2017).

Some professionals are highly trained and will use Theraplay as a focused therapy approach - the activities denoted as **TIA** throughout this document focus on using the Theraplay ideas within school to enhance the ability of all to **Regulate – Relate – Reason**

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



REGULATE:

Focuses on soothing, feelings of calm, safety, belonging and value. Regulation can occur through physical activity; through experiencing rhythmic patterns like tapping, walking, gentle movements, dance, drumming, singing; through the rhythm and structure of daily routines that attune to emotional states; through sensory breaks that may include attending to physical needs such as movement, eating or drinking.

Bring predictability to the day:

- Re-visiting and revising previous daily routines and structures gives familiarity
- Reminisce over previous shared experiences in school and retell stories of things that have happened
- Revisit familiar spaces in school
- Remind children and staff of the things that remain the same; that help them to know where they are in time and space; begin with things in the external world like the sun, the trees, their house, their bedroom etc. Thinking this way supports us to orientate ourselves and helps us to manage feelings of anxiety during times of change and transition
- For Primary children or those with a SEND need, consider the opportunity for children to bring **transitional objects** to school to support them with separation anxiety; objects can be sensory in nature, a scarf that smells of Mum's perfume; a fluffy toy; a toy with superpowers; photographs; books. Ensure there is a safe place where these items can be stored, and the children can access them when required to support their regulation. Having spent so much time at home with their parents, more children may suffer with separation anxiety than usual
- We would like to propose that when children are integrated this is done slowly with consideration to those with anxiety difficulties to allow for gradual exposure
- Consideration for those CYPs who are vulnerable and 'newly vulnerable' due to difficulties with anxiety may need to integrate back into school more slowly.

For Secondary aged students:

- **Transitional objects** may be their mobile phone, an item of clothing such as a hoodie, scarf, gloves, piece of jewellery, friends, adult, member of staff, food; if the item is not within school policy, consider supporting the student to put the item into an agreed 'safe place' themselves and agree suitable times to access it if need be ie. lunch time or at the end of a lesson
- Social time with friends may be very important, consider building in social time, but also supporting some students in developing this skill; activities can be incorporated into lessons such as discussion activities, games around the subject, time to chat, buddy systems, cross year group drop-in sessions to chat about their experiences
- Pre-empt how any students displaying OCD traits around cleanliness will be supported

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



- Pupils may need settling activities at the start of each lesson in addition to the start and end of day due to lesson transitions and changes of subject, lesson, class members, teachers, area of the school, social distancing requirements in different areas and different subjects
- Pre-empt which students may need a '**safe person/key person**' to support them with lesson transitions, or drop-in and touch base during the day - this may be informally and ad hoc, pre-arranged with the student, or pre-emptive and 'casual' ie. be there in the corridor as they are going to a lesson that has been historically difficult; the key person may settle the student in a lesson, or pop back in the middle, or towards the end to 'check in', or for the student to show them the work they have produced, or arrange for the student to come out after a set time if they are struggling; the key person may be needed during unstructured times rather than lessons
- Be aware of which students may need a consistent member of staff to meet and greet and consider this during the duty rota
- Where timetables, lessons, teachers have changed, have these printed out and talk through these during the meet and greet at tutor time
- Where physical layouts of a room may have changed due to social distancing, have a diagram of the room available to show students and consider arranging for a visit to that area before the lesson
- Be mindful that students may have anxieties in terms of health and safety, and also in terms of control over familiarity and environment changes
- Be clear about hygiene routines such as hand washing - when this needs to happen and extra cleaning around the school; go over this during tutor time and before activities involving food eg at the end of the lesson before lunch
- Have visual aids around the school - make sure students understand the importance of taking responsibility for doing this themselves eg when they go to the toilet, when they cough/sneeze around the school
- The aim is to work towards self-regulation and independence strategies, so staff heavy strategies are not forever, but many students may have regressed and will need some extra support to start over.

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



SAFE PLACE

Things to consider:

To regulate CYP may need a safe space to go. This may be a designated space within the classroom (young children could be encouraged to build a den) or a room in school designated for this purpose.

Designate set times and processes for CYP to access this room or space, with social distancing in mind.

Make the 'safe place' available during break and lunchtimes for students who may want to come and 'just be' or talk through how they are feeling.

Your listening systems may aid with this (see Relate section)

It is useful to have structure around access to this but also have scope for emergencies.

Practical activities that encourage regulation of emotions and evoke felt safety cues:

Theraplay Informed Activities: STRUCTURE: is about security and predictability, the adult being a reassuring and confident leader. The purpose of structuring activities is to organise or regulate the child's experience. The adult sets limits, defines body boundaries, keeps the child safe and helps to complete sequences of activities.

Suggested Structure Games that respect social distancing:

Younger (although some older CYP enjoy revisiting the games of their childhood!)

- Simon says
The adult instructs the CYP to do certain actions such as 'stand up', 'sit down', 'put your hands on your head'; the CYP can only do it when the adult says, "Simon says..." and then the action
- May I
The adult instructs each child in turn to carry out an action (as above) the CYP must say "May I" before they carry out the action; they are 'out' if they forget to say "May I"
- What's the Time Mr Wolf
- Ships or Captain's Coming
The adult calls out instructions such as Port (means stand up), Starboard (means sit down), haul the main brace (pretend to pull on a rope), Captain's coming (hide under the desk); other instructions can be developed as a class with suggestions from the children.

All Ages

- Mirroring each other's hand movements
- Colouring
- Rhythm Clapping
Everyone follows the clapping rhythm started by the adult
The adult can speed up and slow down the rhythm and everyone follows the speed
- Eye Signals
Use eye signals to indicate instructions; agree what action each eye movement means; those who do the wrong thing are out

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



- Red light, Green light
The CYP are doing something such as jumping on the spot, waving, nodding their heads, drawing with their hands; green light means go, red light means stop
- Singing an action song together
eg 'If you're here and you know it', 'Hokey Kokey'

Physical activity:

- *Power poses*: strike a pose like your favourite superhero; pose like you have just opened a box full of fabulous surprises; pose like your favourite animal etc; (Amy Cuddy explores the power of poses, gestures and body language in this TED TALK https://www.youtube.com/watch?v=phcDQ0H_LnY)
- *Sport England Workouts*; Tips, advice and guidance on how to keep or get active, indoor and outdoor activities.
https://www.sportengland.org/stayinworkout#get_active_at_home
- *Activity Blasts*:
 - *Pedal Power*: Imagine you are riding a mountain bike.
 - Move 1: Pedalling; Sit in your chair, arms out in front of you gripping the imaginary handlebars, tap your feet on the ground (rhythmically, repeatedly) as if cycling; now lean back in your chair, lift your legs/feet as if cycling doing a wheelie;
 - Move 2: Jump and sit; when you go over a bump jump up and sit down; t
 - Move 3: Leaning; turning corners, sitting on the chair, hands on the handlebars, lean right then left (repeat);
 - Move 4: Freewheel Balance, stand up on tip toes as if on pedals, bend knees (as if squatting), hands on handlebars and bob along (slight calf raise type movements);
 - Move 5: Bottom Balance, bottom on the edge of the chair, lift feet off the floor as if freewheeling with feet off the pedals;
 - Move 6: Jump and Freeze, on your mountain bike, jump up really high then freeze on landing (repeat). (<https://imoves.com/>)
 - *Shapes*: Imagine you are a shape; try and recreate the shape or object with your body; children and teachers can give instructions; shapes could be matched to or demonstrate their learning.
 - *Mix it up Marching*: On the spot, turning left, right; can combine with chanting the alphabet, shapes, colours, multiplication tables etc.
- Have spaces to go to be physical eg basketball court, football and wall, gym equipment, boxing bag, somewhere to run, somewhere to climb, go for a walk

Relaxing, calming and settling to learn activities:

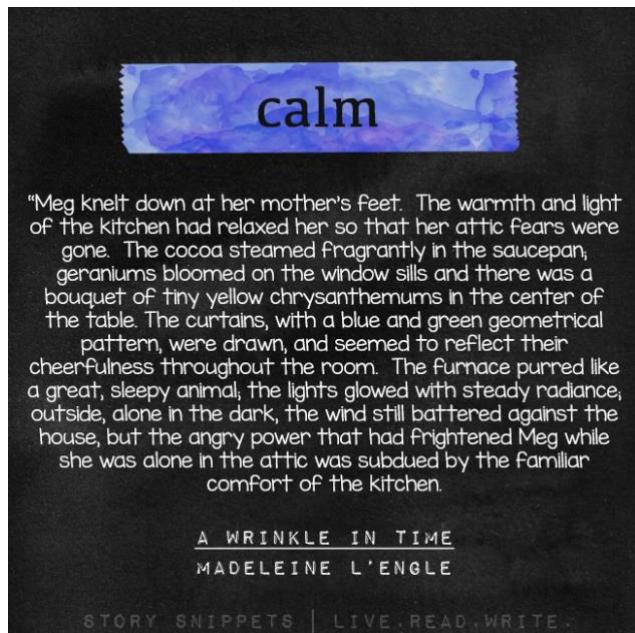
REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



- **Secret Follower:** (larger, clearer space is best) The aim of the game is that students must act like spies in this game of distance; students stand up and every student must secretly choose another student who they have to follow, whilst keeping at least one person between them.
The game begins; students try to surreptitiously follow their chosen peer, all the time keeping another person between the two of them; the aim of the games is to follow the other person without them noticing; a time scale supporting the swapping of roles may be helpful
- **Guided Imagery:** Read a particularly calming descriptive passage from a book:



In *A Wrinkle in Time*, Madeleine L'Engle strings together a series of words that connote a sense of comfort and calmness.

(<https://www.erikacrowl.com/kidlit-snippet-calm/>)

There will be plenty of other examples available in stories and texts familiar to staff and children aimed at variety of ages which would be appropriate for use in guided imagery.

- **Chair Based Pilates Stretch**
Firstly, coach children into Natural Spine - Sitting up tall, shoulders down away from ears and hands resting on knees.
Move 1 - 4 Slow breaths in and out raising arms to the side as you breathe in and lowering them on the breath out
Move 2 - Spine stretch curling forward towards the floor and slowly curling back up to sitting. Repeat 3 times
Move 3 - Shoulder roll backwards 3 times, by rolling the shoulders backwards in circle motions. Repeat 3 times
Perform Move 1, Move 2 and Move 3 from the beginning.
More chair based activities that support a social distancing approach from
<https://www.youtube.com/watch?v=7sgxOMITOf4&feature=youtu.be>

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



- Lions, tigers, bears (or any other connected words) - children stand up. Going around the room, each child says 'lion, tiger, bear'; if they get the sequence wrong, clap 1,2,3, change the direction of the chant; change the direction after a time period anyway
- *Relax Kids*: audio, videos, booklets and resources for Early Years and KS1 www.relaxkids.com
- SOS bags or Calm Boxes: For individual children these could contain items of interest to the child that require building, moving, fun, enjoyment, sensory elements (see the example in Appendix 4).
- Therapy pets if the school has one eg therapy dog; time with the animal, take it for a walk, time to care for the animal - feed it, clean it,

CALM DOWN WITH TAKE 5 BREATHING



How do you feel now?
Are you calm or would you like to take another 5 breaths?

1. Stretch your hand out like a star.
2. Get the pointer finger of your other hand ready to trace your fingers up and down.
3. Slide up each finger slowly ~ slide down the other side.
4. Breathe in through your nose ~ out through your mouth.
5. Put it together and breathe in as you slide up and breathe out as you slide down.

Keep going until you have finished tracing your hand.

PRINT YOUR COPY AT CHILDHOOD101.COM

- Mindfulness 5-4-3-2-1
5 things you can see
4 things you can touch
3 things you can hear
2 things you can smell
1 thing you can taste
- Finding your balance: Stand with your feet hip width apart; when you feel comfortable with your posture, gently close your eyes; gently rock forwards, backwards, side to side; carefully move your weight onto one foot and slowly peel the other foot off the floor. If you can, balance there for a few moments and when you are ready put your foot back down slowly
(<https://youngminds.org.uk>)

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



Music:

Calm music can create a pleasant atmosphere and improve attention and regulation skills. Check that children can tolerate the music by playing it on days when they are calm. If the children enjoy music, play it through the day. It can help to keep their anxieties low and their focus strong. Make sure that the music is either neutral or positive in mood.

Music ideas:

1. 'Scared Earth Drums' by David and Stephen Gordon (This is an excellent remedy for a tantrum particularly Track 2. The music combines drums, bird song, throbbing rhythms and a flute)
2. 'Mozart for Modulation' by the Oberlin Conservatory of Music
3. 'Baroque for Modulation' by the Oberlin Conservatory of Music
4. Classical music of all kids, especially classical guitar
5. Ethnic music such as Indian Ragas, Celtic Harp, African Drums (for focus)
(Garland, T (2014) '*Self-Regulation Interventions and Strategies; Keeping the body, mind & emotions on task*' PESI Publishing and Media)

RELATE:

Focuses on connections and interactions and validates the feelings of other's through considering our words and tone of voice. Considering how we interact socially; creating listening systems. Being empathetic is at the heart of what makes us social as we express our understanding of each other. Being accepting of yourself and others allows the mind and the heart to work together. Being playful so central to social interactions and ensuring social bonding.

Listening systems (Mosley 2020):

Relationships are built when individuals feel valued and respected, Circle Time (Mosely 2014) and Community Circles (Carlisle 2020) group forums allow opportunities for staff and students to develop listening and reciprocity skills in fun and engaging games and activities as well as providing opportunities for discussions.

- **Community Circles**

These contribute to "establishing and maintaining a predictably safe and valuing relational climate, where social expectations are defined with clarity, and modelled repeatedly. They can be used as a place to share experiences and provide support.

Link to CBC 'Restorative Principles in Practice Implementation' Toolkit -

<https://centralbedfordshire.app.box.com/s/jwhow0eymhqrqouzb4pe1fqslqzed0gm>

- **Circle Time**

Circle Time is a listening system for the whole class, everyone takes turns to speak during a speaking round and often an object is passed round to denote somebody's turn.

Free Circle time book at <https://www.circle-time.co.uk/resources/>

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



Circle time provides the time for everyone to reflect. Once connections and relationships are stable the following questions and ideas can be explored

- **What did I enjoy about lock down?**
- **What did I miss during lock down?**
- **Give opportunities to share the lock down experience**
- **Normalise anxiety**
- **What's tricky right now and what's helping right now?**
- **Bubble time and Talk Time**
Bubble Time and Talk Time for primary and secondary pupils respectively, are different listening systems as they do not involve the whole class. In many settings, pupils can request Bubble Time or Talk Time when they can sit with an appropriate teacher or adult and speak about something that they do not wish to speak to the whole class about – this may be at a desk at the side of the room while the others are working or at a break time when the classroom is quieter
- **Think Book**
Think Books as listening systems are a silent but easy to manage system - pupils each have a think book and they can write a comment or observation for the teacher to read later; the teacher may read and comment back to the child.
- **Worry box**
A CYP can put a worry down on paper and post it in the worry box that staff can check and arrange a time to talk or write a reply to the CYP

'Children (and young people) need emotional connection with adults and children where they feel safe, cared for and known. They need adults to regularly spend time speaking to them in ways that are not intense but are playful and also meaningful.' (Betsy De Thiery, 2017)

Key Activity - Key Adults Appendix 5

CYPs can identify who the key people are in their lives who provide them with support

<https://youngminds.org.uk/resources/school-resources/find-your-feet-identifying-support-networks-activity/>

Pastoral Teams in secondary may provide the Key Adults for individuals

Key Approach – Protective Behaviours

We all have the right to feel safe all the time

We can talk with someone about anything even if it's awful or small

<https://www.protective-behaviours.org.au/free-resources/>

<https://www.safety-net.org.uk/protective-behaviours/resources-and-practice/>

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



Key Approach

PACE Approach: PLAYFUL – ACCEPTANCE – CURIOSITY – EMPATHY

PACE is an approach of four personal qualities which allows adults to support children's emotional intelligence and resilience.

Playfulness: an open, ready, calm and engaged attitude.

Acceptance: unconditionally accepting what makes children feel secure, safe and cared for.

Curiosity: an ability to be curious about a child's world and a desire to understand their actions.

Empathy: a sense of compassion for a child and their feelings.

More information can be found about this approach at;

<https://ddpnetwork.org/about-ddp/meant-pace/>

Practical Activities: (including ideas for how to nurture from a distance)

- *Puppet on a string:* Children get into pairs (socially distancing if required); they stand behind each other; the front person is the puppet. The back person given instructions which the first person follows; this could be supplemented by hand movements as if they were 'pulling the strings'; children swap over and go again
- *Communicating through gestures:* Whilst touch and close proximity with others may not be appropriate at this time, our gestures and body language can be a powerful method of communication to each other as we aim to communicate calm and security consider more regular use of these known examples: thumbs up, clapping, virtual high 5's, waving; an activity could be to create class gestures relevant to the children eg, virtual handshakes; positive gesturing will support reconnections
- *Forehead Dots:* A great team building activity for children. Each child gets a coloured dot sticker or post-it note and sticks it onto their forehead; each child must then figure out what colour dot is on their forehead, but obviously without asking any other children for help; depending on the number of children, there will be only a few coloured dots (so a few children will have the same colour). This is a great team building game, because it forces children to communicate non-verbally and the first team that arrives together (with the correct coloured dots on their heads) is the winner! (<https://www.unicefkidpower.org/fun-team-building-activities-for-kids>)
- Lego based therapy/Lego activities - identified sessions with a trained practitioner, or ad hoc sessions with key person or support worker
- Drawing with a partner giving instructions

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



- Group/partner ‘dance’ - moving an invisible ball around the body and then ‘throwing’ it to the next person to keep the dance going
- Games such as noughts and crosses, boxes, hangman, pack of playing cards & magic tricks; the young person will often talk whilst doing another activity

Outdoor/playground activities:

- *Shadow Tag:* Without physically tagging another person, this game can be played by tagging a person’s shadow; adult support for mediation may be required
- *Back to base:* Hide and seek game where the ‘hiders’ have to make it back to base before the ‘seeker’.

Theraplay Informed Activities (TIA): ENGAGEMENT: is about the joy of companionship, being connected in the ‘here and now’, being focused on in a personal way.

These activities help the adult to connect with the child in a playful, positive way and the aim is to focus intently on the child and to encourage the child to enjoy new experiences

TIA Games:

CYPs stand facing each other at their desks in a circle (respecting social distancing):

- Zoom, Bap, Boing
Someone is chosen to start, and calls ‘Zoom’ pointing at someone across the circle; the person it was aimed at then says either; ‘Zoom’ to send it to someone else across the circle, ‘Bap’ to send it to the person on their right and ‘Boing’ to send it to the person on the left. This sequence continues until the adult finishes the game
- Bunnies
This is also done in a circle (respecting social distancing) with CYPs facing each other. The adult starts the game by putting their hands to the side of their head and wiggling their fingers, the hands represent the ears of the bunny. the person to the left of the adult puts their right hand to the side of their head and wiggle their fingers, the person on the right of the adult puts their left had to their head and wiggles their fingers. The adult then says ‘bunnies’ and points across the circle to someone else; the person they have pointed to then puts their hands to their head in the same way as the initial adult; each person on either side of the new ‘bunny’ put one hand to their head as described previously; the ‘bunny’ continues to be passed around the circle until the adult finishes the game
Aliens: the same as bunnies but the hands hover over the face and a rasping sound is made instead of saying bunnies
- Throwing imaginary objects
The adult starts by describing an imaginary object that they are going to throw to someone across the circle, eg an elephant, a golf ball, a beach ball, a fridge, a television etc; people will know what they are throwing by how the person throws it; the person that caught it then throws a different imaginary object of their choice

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



- Pass the smile/silly face
The adult looks to the person next to them (they choose whether this is left or right) and smile or pull a silly face; the next person then passes the smile or silly face to the next person and this continues until it has gone around the whole circle.
- Mirroring
CYPs face each other in pairs at a distance and each take a turn in leading actions such as raising an arm or leg etc. that the other then mirrors.

Theraplay Informed Activities (TIA): NURTURE: is about making the world safe and warm, reassuring the child that the adult will provide comfort, taking care of them so that they feel loved and valued.

These activities reinforce the message that the child is worthy of care and that adults will provide care without the child having to ask. Nurturing activities help to calm and regulate the anxious child and enhance feelings of self - worth

TIA Games:

- Eating together
The CYPs sit in a circle (respecting social distancing) facing each other and eat a piece of fruit or a snack they have brought into school.
- Check ups
The adult checks in with every CYP either as they enter the class or when they are sat down in class to check on how they are feeling, or just how they are; this can be extended to pupils checking in with each other in small groups or in pairs. The adult would provide a time for this to happen and the check in would occur when indicated by the adult.
- Compliments
The adult makes a point of paying a compliment to each CYP in their class; something personal such as a 'I liked the way you were kind' or 'your hair seems to be really shiny today' or 'what a lovely smile' or 'your blue eyes are really sparkling today'.
This can be extended to pupils paying each other a compliment as they get to understand the way to do it
- Wearing silly things/ dressing up coming to school
Have days where CYPs can bring in a silly hat, wig or gloves etc taking time to notice something fun about what they are wearing.
- Singing eg
For younger children: Twinkle Twinkle little star, What a wonderful group of children you are, Shiny hair and rosy cheeks, Big round eyes from which you peek, Twinkle Twinkle little star, What a wonderful group of children you are.
For older young people: If you are happy and you know it, Clap your hands etc

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



REASON:

Once calm in the context of a relationship, there is the opportunity to express feelings and emotions; to consider solutions and plans. Being curious about what lies beneath a behaviour, allowing the mind to contribute to the thinking and understanding in order that our approaches are attuned to emotional states within our classrooms.

Bereavement:

- During this time of recovery and return, it is important to acknowledge and attend to all our losses. It is a tough and difficult subject to address in schools, but we need to be able to talk about sadness in order to cope with the emotion
- Where you are aware that a bereavement has occurred within the school family, be ready to be empathetic:
 - convey empathetic listening; being mindful of the right words and tone of voice
 - Be okay with being silent and accepting of silent responses; notice; be curious; think, feel and imagine but know that in silence things can evolve more clearly. Known as 'speaking directly'
 - Provide opportunities for other forms of expression through drawing, puppets and sand play (more detail needed...) known as 'speaking indirectly' through metaphor.
- Know that there are services well equipped to understand and support children and adults with bereavement:
 - <https://www.winstonswish.org/> Information, advice and guidance on supporting bereaved children and young people during the coronavirus (COVID-19) outbreak and our updated services and opening times.
 - <https://www.relate.org.uk/relationship-help/covid-19-advice-and-information/video-bereavement-during-covid-19> Advice for those who have experienced bereavement and are being affected directly by loss due to COVID-19.
 - <http://chums.uk.com/downloads/> Useful PDF download available with guidelines about how to support children and young people talk about grief.
 - <https://camhs.elft.nhs.uk/> Useful information about CAMHS services available to Central Bedfordshire which are regularly updated to take account of peoples' experiences during COVID-19 pandemic.
 - <https://www.hopeagain.org.uk/> Hope Again is the youth website of Cruse Bereavement Care. It is a safe place where you can learn from other young people, how to cope with grief, and feel less alone.
- **A Bereavement Support Pack is available upon request** A pack of information and ideas (developed by Julia Parry at Shefford Lower) to support CYPs who are experiencing a bereavement is available on request.

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team





Practical Activities that explore and develop emotional intelligence:

Get attuned to emotions through being creative:

- **The Gingerbread Activity:** We hold emotion in our bodies. Draw the outline of a gingerbread person and add where you feel your emotions: happiness, excitement, surprise, scared, stress and anxiety in your body; draw how it feels in each part of your body and use colours or numbers to show where you feel the strongest sensations
Remember to Regulate: Let go of any tension by unclenching your hands, dropping your shoulders, stretching, doing yoga or dancing and draw or write any changes on your picture. (more emotion literacy activities available at: <https://www.childline.org.uk/toolbox/calm-zone/>)
- **Sand Jars of Emotions:** You will need small jars, table salt, coloured chalks and paper (as placemats for the salt and chalk); Make a list of emotions; decide on a colour that represents the emotion; pour the salt onto the paper; choose the coloured chalk that represents the emotion and rub it on the salt - the salt will change colour and look like sand; pour the sand into the jar and make different coloured layers for the emotions. Write a label for the jar labelling the emotions and the colours
- **Meditative art:** Play music; draw how the music makes you feel; use big drawing movements or small, detailed movements; use different colours; it could be a picture or just taking your pencil for a walk.
- **My world:** Ask the child to draw a picture of how they would like the world or school to be; share your thoughts too.



Useful reading lists for children that explore emotions:

'What's Going On Inside My Head' by Molly Potter (Age 4+)



Key themes: positive self-image, emotional intelligence, relationships, and mindfulness, this book will help children develop healthy habits and good coping strategies.

'Healthy for Life: Self-esteem and mental health' by Anna Claybourne (Age 9+)

Key themes: techniques to deal with issues including stress reduction, mindfulness and assertiveness.

'Mindful Me: Exploring Emotions' by Paul Christelis

Key themes: Children are gently guided into mindfulness exercises that encourage an exploration of emotions.

Understanding how our brains work emotionally:

<https://blissfulkids.com/mindfulness-and-the-brain-how-to-explain-it-to-children/>

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team





Theraplay Informed Activities (TIA): CHALLENGE: is about helping the CYP to develop, to feel confident and try new things, to pitch things at the right level for them and to provide help for them to succeed.

These activities encourage the child to take age appropriate risks in order to foster feelings of competence and mastery

TIA Games:

- Races
Using who can get things done the fastest at various intervals, when you think the CYPs can cope with it
 - Balancing
On one leg, a book on your head, a pencil on your finger etc
 - Straight face challenge
CYPs face each other in pairs (respecting social distancing) and look at each other; how long can you look at each other without smiling or laughing?

For older children:

- Fizz Buzz
Count around the class and when it comes to a number that is divisible by 3 you say 'Fizz', when it is divisible by 5 you say 'Buzz', if they are divisible by 3 and 5 you say 'Fizz Buzz'
 - 21
The class count to 21 calling out numbers in sequence; you have to start again if 2 people say a number together; the aim is to get to 21 without anyone calling out the same number together

Stress Bucket Activity Appendix 7

Discuss the diagram in Appendix 7 Note the tap is a metaphor for coping skills.

1. Everyone think about the size of the bucket – this reflects how vulnerable we feel in relation to being able to manage the stresses in our lives
 2. Think about the things that could go into the bucket, all the things that contribute to the stress in your life
Discuss the fact that the coronavirus is in everyone's bucket, it is normal to feel anxious and stressed about the situation
 3. Ask the following questions
What evidence do you have to support your feelings about this stressor?
What can you change?
What can't you change and need to accept
What needs your urgent attention?
Can anyone help you?
 4. What helpful and unhelpful coping strategies do you use?

Use the fizzy bottle analogy – as we fill up with different experiences throughout the day these may become toxic so that we go ‘pop’ or explode; when we shake a fizzy drink in a bottle we do not take the lid off straight away, we need to allow it to settle and we are very tentative when we test whether we can take the top off.

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



TIMETABLE EXAMPLES:

Primary: Initial SEMH focused daily timetable example:

Registration	Relate: Meet and Greet 'Check-ins' with children; could be placing an emotion on an emotion flower/picture.
Lesson 1	Regulate: Physical activity: Joe Wicks Workout; Power Poses; Active Luton; GoNoodle
Lesson 2	Reason: Curriculum Learning; Practical, fun and engaging Small groups differentiated according to emotional development as well as learning. Mid-way or in response to the emotional states of the children; Regulate: Active Blast + bring to calm
Break	Regulate – Relate - Reason Consider rotating break times; smaller group, higher adult to child ratios facilitating guided social skills activities
Lesson 3	Reason: Curriculum Learning; Practical, fun and engaging Small groups differentiated according to emotional development as well as learning. Mid-way or in response to the emotional states of the children; Regulate: Active Blast + bring to calm
Lunch	Regulate – Relate - Reason Consider rotating break times; smaller group, higher adult to child ratios facilitating guided social skills activities
Registration	'Check-ins' with children; could be placing an emotion on an emotion flower/picture. Regulate: Relax and Calm activities Relate and Reason: Circle Time/Community Circles activities; able to address emotional states using a mixture of calm and alerting activities as well as opportunities for listening systems.
Lesson 4	Reason: Curriculum Learning; Practical, fun and engaging Small groups differentiated according to emotional development as well as learning. Mid-way or in response to the emotional states of the children; Regulate: Active Blast + bring to calm
Lesson 5	Regulate – Relate – Reason Activities that bring the group together, review the day and prepare for the following day.

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



SECONDARY: Initial SEMH focused daily timetable example:

Timetable

Registration	Check ins 1. Circle Time/Community Circle 2. Physical activity/Structure – up regulate and finish using down regulate 3. Fun connections through eye contact and games - relate Stress Bucket Activity – reason
Lesson 1	
Lesson 2	
Lesson 3	
Lesson 4	
Lesson 5 (last lesson)	How is your stress bucket now? Circle Time/Community Circle

Lesson Structure so that pupils **Regulate/Relate** and then **Reason** every lesson

Starter	4. Physical activity/Structure – up regulate and finish using down regulate 5. Fun connections through eye contact and games - relate <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> Upregulate – activities that increase energy levels Down regulate – activities that calm </div>
Input	Introduction to lesson activity
Lesson Activity	Practical, fun and engaging Keep challenge to a minimum to start with – remember to gauge tolerance levels and match accordingly <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> Have different activities available and appropriate for different levels of engagement ie some may be more academic than others, some CYP will have been studying at home, others will not. Therefore, some need to be eased into the routines of learning. </div>
Activity Blast	Physical activity – upregulate and down regulate
Lesson Activity	As above
Plenary	Review of Lesson activity Fun connection activities – see TIAs throughout document

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



Appendix 1. Useful resources:

Trauma Informed Approaches for all children and young people:

TouchBase support children, young people and young adults to recover well from adverse childhood experiences, so that they can live life well at home, school, work and out and about within their local communities. We believe in the need for regulation to soothe and quieten faulty alarm systems. We know how powerful relationships are for healthy bodies and minds. Therefore, we facilitate rich, relational and sensory interventions in all that we do so that there is opportunity to thrive.

<https://touchbase.org.uk/>

Beacon House is passionate about developing freely available resources so that knowledge about the repair of trauma and adversity is in the hands of those who need it. Please feel free to use our resources in your home or work setting.

<https://beaconhouse.org.uk/resources/>

Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018

https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf

Government and Local Authority Links:

Current DfE Guidance – as at 1st May 2020

<https://www.gov.uk/government/organisations/department-for-education>

Twitter: DfE also have Twitter feed with recent info -

https://twitter.com/educationgovuk?ref_src=twsrc^google|twcamp^serp|twgr^author

COVID-19: guidance on supporting children and young people's mental health and wellbeing: Advice for parents and carers on looking after the mental health and wellbeing of children or young people during the coronavirus (COVID-19) outbreak

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

Maintaining Educational Settings: This applies to all schools, childcare providers, colleges and local authorities in England <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

Safeguarding in Schools: Guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) pandemic

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

SEND: Risk assessment guidance for settings managing children and young people with an education, health and care (EHC) plan during the coronavirus (COVID-19) outbreak

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team





<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

Social Distancing: Guidance for education and childcare settings on how to implement social distancing

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>

Early Years: Help children aged 2 to 4 to learn at home during coronavirus (COVID-19)
<https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19>

Primary Children: Help primary school children continue their education during coronavirus (COVID-19)

<https://www.gov.uk/guidance/help-primary-school-children-continue-their-education-during-coronavirus-covid-19>

Central Bedfordshire Council:

Coronavirus: information for parents and carers. Scroll towards the bottom of the page and there is useful information and links to resources including Autism Bedfordshire COVID-19 specific resources.

https://www.centralbedfordshire.gov.uk/info/11/children_and_young_people/755/coronavirus_information_for_parents_and_carers

PSHE Network: (General)

https://www.centralbedfordshire.gov.uk/info/100/online_resources/570/pshe_network/7

Public Health England: How to support transition from Primary to Secondary School and advice on how to cope with change.

<https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack>

NHS:

Every Mind Matters: There are some simple things you can do to help you take care of your mental health and wellbeing during times of uncertainty. Doing so will help you think clearly, and make sure you are able to look after yourself and those you care about.

<https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-anxiety-tips/>

For Staff:

Q & A session from the 'Schools in Mind' Team at the Anna Freud Centre exploring the impact of COVID-19 for school staff:

<https://www.facebook.com/AFNCCF/videos/542683616631090/>

Guidance on a range of ideas and activities that support the wellbeing of children and schools.

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



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

National Union Guidance:

NEU: <https://neu.org.uk/coronavirus-what-we-say-today>
<https://neu.org.uk/advice/coronavirus-what-you-need-know-child-mental-health-and-wellbeing-primary>

NAHT: Incorporates up-to-date links to **all** other union advice:

<https://www.naht.org.uk/advice-and-support/coronavirus-news-and-guidance-for-school-leaders/coronavirus-guidance-for-school-leaders/>

UNISON: <https://www.unison.org.uk/at-work/education-services/key-issues/covid-19-closures/>

COVID-19 Support for children and young people:

There are plenty of resources available, these are just a few:

Social Story written by Carol Gray explaining the nature of a pandemic and Coronavirus:
<https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>

UNICEF have provided a graduated approach which is age appropriate describing to how teachers can talk to children about Coronavirus and the steps they can take to look after themselves:

www.unicef.org/coronavirus/how-teachers-can-talk-children-about-coronavirus-disease-covid-19

Appendix 3: Social Story example about how to keep safe; useful reminder for schools; include as an example. Delete as a repetition?

Further support for children on the Autistic Spectrum:

<https://www.reachoutasc.com/>

Secondary based resource:

Think Ninja aimed at 10-18 year olds, provides an opportunity to understand; fears relating to the virus; isolation struggles and how to stay connected to family and friends; worries about personal health and health of family members; mental strength; coping techniques to use during the crisis; plus many other helpful tips:

<https://www.healios.org.uk/services/thinkninja1>

Mental Health and Well-being resources for Primary and Secondary:

Resources and materials for teachers and school staff to build their skills and make mental health and wellbeing a core, rewarding part of their job.

<https://youngminds.org.uk/resources/school-resources/>

Schools in Mind is a free network for school staff and allied professionals which shares practical, academic and clinical expertise regarding the wellbeing and mental health issues that affect schools.

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team





<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/>



DESTY Island Emotional Resilience Programme: empowering parents, carers and educators to support children to develop their self-confidence, social skills and emotional resilience.

<https://courses.destyacademy.com/bundles/free-courses>

Blissful Kids: Supporting adults for make connections with their children through mindfulness activities that are fun and easy to understand.

<https://blissfulkids.com/mindfulness-and-the-brain-how-to-explain-it-to-children/>

Physical Activity:

Active Luton have put together some great videos and ideas for short bursts of exercise that could be completed indoors or outdoors:

<https://www.teambedsandluton.co.uk/covid-19-teacher-support>

Go Noodle: Benefits kids' physical wellness, academic success, and social-emotional health; Inspires all kids to be active and mindful with a wide range of offerings that appeal to kids' different ages, interests, skills, and abilities:

<https://www.gonoodle.com/>

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



Appendix 2 References:

- Bomber, L (2020) Webinar: '*Restoring stability in the lives of already traumatised pupils*' (Accessed: 29th April 2020)
- Booth, P.B. and Jernberg, A.M. (2010) *Theraplay (Third Ed.): Helping Parents and Children Build Better Relationships Through Attachment Based Play*. San Francisco, Jossey-Bass
- Carlisle, P (2020) 'Restorative Principles in Practice Implementation' Toolkit - <https://centralbedfordshire.app.box.com/s/jwhow0eymhrwqouzb4pe1fqslqzed0gm>
- Cherry, L. Meredith, M. and Russell, S. (2020) Webinar: '*Trauma, Resonance, Resilience Podcast*' (Accessed 24.4.20)
- De Thierry, B (2017) '*The Simple Guide to Child Trauma-what it is and how to help*', Jessica Kingsley Publishers
- Geddes, H. (2006) *Attachment in the Classroom; The links between children's early experience, emotional well-being and performance in school*. London Worth Publishing
- Golding, K et al (2013) '*Observing children with Attachment Difficulties in School; A tool for identifying and supporting emotional and social difficulties in children Aged 5-11*' Jessica Kingsley Publishers, p83
- Gus, L and Wood, F (2017): Emotion Coaching. In Colley, D and Cooper, P (ed.), '*Attachment and Emotional Development in the Classroom; Theory and Practice*' London; Philadelphia: Jessica Kingsley Publisher
- Hughes, D; Golding, K; Hudson, J; (2019) '*Healing Relational Trauma with Attachment Focussed Interventions; Dyadic Developmental Psychotherapy with children and families*' W. M. Norton & Company, New York, pp29-44
- Meredith, M (April, 2020) 'Five ways to help children heal after the pandemic' <https://www.tes.com/news/five-ways-help-children-heal-after-pandemic> (Accessed: 06.05.20)
- Mosely, J (2014) '*Quality Circle Time in the Primary Classroom*' LDA Publishers, Nottingham
- Mosley, J (2020) <https://www.circle-time.co.uk/our-approach/listening-systems/>
- Norris, V and Rodwell, H (2017) '*Parenting with Theraplay*' London; Philadelphia: Jessica Kingsley Publishers
- Perry, B (2002), *Childhood Experience and the Expression of Genetic Potential What Childhood Neglect Tells us about Nature and Nurture* Brain and Mind 3: 79-100
- Sunderland, M (2015) '*Conversations that matter: Talking with children and teenagers in ways that can help*' Worth Publishing
- <https://www.impactfulcoaching.com/blog/2019/2/19/help-yourself> 'You can't pour from an empty cup, take care of yourself first' (Accessed: 06.05.20)

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



Appendix 3: Social Stories

Social Story

Coronavirus Covid19

- I can keep safe from Coronavirus by washing my hands with soap and water.
- I will wash my hands before I eat my food.
- I will wash my hands after I sneeze, blow my nose or touch my mouth.
- I will wash my hands after I go to the toilet.
- I will be safe with my lovely clean hands.



- My school might need to close for a while - everyone will stay at home instead.
- It will be closed to let everyone get better.
- A grown-up will let me know when I can go back to school.



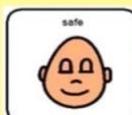
- Coronavirus can be called "Covid19".
- Coronavirus is a new type of flu.
- A flu will make you feel sick, but it is ok, you will feel better again.



- I will not bite my nails or put my hands in my mouth.
- I will cover my mouth when I cough or sneeze.
- If I am not feeling well, I will tell a grown-up.
- I will not give my friends or staff high 5's, hugs or fist bumps until everyone is feeling better.
- I can do other things to be friendly, like give them a wave, an elbow bump or a dab!



- Just like other types of flu, coronavirus will go away soon.
- I don't need to feel worried, but if I do I can talk to an adult.
- I will keep safe! Hurrah!



2. Going Back to School

It is planned that I will go back to school on _____.

I will see some staff and some of my friends.

School might be a bit different. My classroom might look different. This is ok.

The staff will help me to keep safe by reminding me to wash my hands.

It is also important to maintain social distance.

This means I cannot be close to other people.

The adults can help me and remind me if needed.

Social distancing will help to keep everyone healthy, happy and safe.

Emily Critchley, ASD and Outreach Advisory Teacher

The Chiltern School

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team





Appendix 4: Calm Box

Visually Calming:
Visual calm down cards, sensory bottle, light up toys, torch, snow globe, eye mask mirror.

Brain Break Activities:

Puzzle, books, blank paper, colouring books, pencils, Magna Doodle, photo album

Auditory support:

Headphones
Music device
Free Auditory books

Items that provide support:

Weighted soft toy, mini massager, small blanket

You will need:

A plastic box or a decorated cardboard box.

Fill it with things that you know will help you to feel calm.
Here are some ideas.

Movement:

Pack of yoga poses/activity cards
Skipping rope

Items to squeeze and keep hands busy:

Fidget toy, soft ball, Rubik's cube, playdough, pipe cleaners, bubble wrap, tissue to rip, scarves, spinning top

Items to support breathing:

Bubbles, pinwheels, straws and cotton wool / pom poms, feathers

Thank you to Julie McMellon from Beaudesert Lower School for this graphic.

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



Appendix 5:

The Role of the Key Adult

Creating a secure base

- The key person has an active presence.
- Helping the child to become dependent before becoming independent.
- Tune in (attunement) and be available.
- Develop capacity for enjoyment.
- Let the child know he or she is being kept in mind (mind-mindedness).
- Initiate and supervise games, activities and conversations between the child and his or his peers.

Providing emotional support

- Acknowledge, reassure and provide security in a physical, verbal or feelings-based way (emotional containment).
- Set the emotional tone (affect matching).
- Provide relationship repair following times of rupture.
- Give the child the experience of feeling safe and lovable.
- Provide a calm area for rest and relaxation.
- Provide a calm box with sensory toys and activities.
- Support and build relationships with the child at the emotional age he or she is displaying.

Providing behavioural support

- Avoid confrontation.
- Reflect on the possible underlying cause.
- Be clear, while being supportive and empathic.
- Use 'time in' rather than time out.
- Ignore, pre-empt, redirect and distract.
- Wonder aloud.
- Don't take projections personally.

Providing learning support

- Provide predictable and consistent routines and structure.
- Prepare the child for any change in routine in advance.
- Provide boundaries to help a child feel safe.
- Be flexible and adapt to the child's needs.
- Give the child short periods to practise independence.
- Give consistent, clear and simple instructions.
- Use a visual timetable to reinforce instructions.
- Look for opportunities to build self-esteem.
- Celebrate success and good choices, eg photographs.

(Golding 2013)

REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team



Appendix 7:

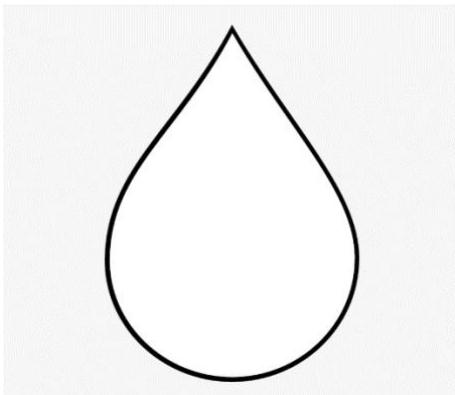
What are the things that fill your stress bucket?

Stress Bucket

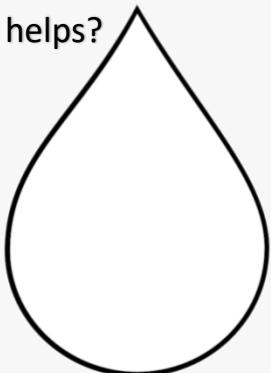
The COVID 19 Lock Down and ongoing situation is in all our buckets – some will have more awareness of this than others.



What doesn't help?



What helps?



REMEMBER: REGULATE – RELATE – REASON = RECOVERY

Written by Georgie Zacharzewski and Sue Salisbury with The Jigsaw Service.

Contributions from: The Educational Psychology Service; the ASD Advisory Service; the Academy of Central Bedfordshire; School Improvement Team

