

The East Riding Local Guide to Assist Education Settings to Support the Emotional Wellbeing Needs of Children/Young People During COVID-19

Introduction

In May 2020, The Yorkshire and Humber Children & Young People's Mental Health Clinical Network (NHS) set up a four week virtual task and finish group to develop a guide to assist education settings to support the emotional wellbeing and mental health needs of their staff and pupils during this COVID-19 pandemic. The Task and Finish Group had representatives from local authorities, health services, social care, clinical commissioning groups, voluntary services and parent/carer groups from across the Yorkshire and Humber region. (Details of representatives from East Riding are in Appendix 1). The product from the Task and Finish Group was a document called '*A Guide for Education Settings Supporting Children and Young People's Mental Health and Emotional Wellbeing Needs Which Have Arisen from COVID-19*'. Following discussion with key stakeholders in East Riding, it was agreed to develop a local guide which would include additional emotional wellbeing concerns identified for the children and young people of East Riding, along with information about services available in East Riding. This would then become a guide which reflected local need and available support. The majority of the information from the original guide has been retained with **localised information inserted in green for ease of reference**. The list of Services/organisations that were invited to contribute towards development of this local guide are provided at the end of this guide.

This local Guide has the following sections. Please note that **Section 6 and 7 provides specific advice and resources for supporting children and young people. Ctrl + Click on the links below to find out more information for each section. To come back to the contents Ctrl + Click on the headings/questions.**

- 1. Background and scope**
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 - [I am finding settling into a change of routine difficult.](#)
 - [I am having trouble sleeping.](#)
 - [I can't get motivated anymore.](#)
 - [I am missing being with my family.](#)
 - [I've felt lonely whilst away from school and am not sure how to re-establish my friendships.](#)
 - [I'm struggling with my emotions and am unsure where to find help.](#)
 - [I'm happier being at home.](#)
 - [I'm worried that I will be bullied when I return to school because of my family's background.](#)
 - [I'm worried I'm now behind in my education](#)
 - [I'm not sure what impact this will have on my future.](#)
 - [My parents/carers need some support.](#)
 - [I'm worried about my family because they have been arguing more.](#)
 - [I'm worried about having to do a COVID test regularly](#)
- 7. Additional considerations for groups of children and young people likely to be experiencing additional vulnerability**
 - Missed transitions**
 - [I don't feel prepared to start a new school or transition between years.](#)
 - [I'm anxious about having to return to re-sit an exam.](#)
 - [I didn't feel prepared to leave school.](#)

Experiencing loss and bereavement

[I'm sad because a family member or someone very close to me has died.](#)

[I'm worried what others will think about me; will they want to avoid me?](#)

[I'm worried to leave my family member alone after a family member has died.](#)

Other groups – LGBTQ+, Abuse and Neglect, Young carers, Children looked after, those with existing mental health needs

[LGBTQ2+ - I've been able to be 'myself' whilst home and am scared to do this back in school.](#)

[Abuse and Neglect - I have been treated extremely badly whilst at home](#)

[Young Carers - I'm caring for a family member at home and I am worried about them](#)

[Children Looked After/Previously Looked After Children - I have experienced placement changes.](#)

[Existing Mental Health Needs/Accessing CAMHS - My mental health needs have changed whilst being away from school.](#)

Neurodevelopmental / SEN needs

[I don't want to return to school.](#)

Those for whom attending schools is a severe cause of anxiety

[I'm having panic attacks now I've returned to school.](#)

[My anxiety and stresses have risen again now that I am back at school.](#)

Children of key workers

[I'm worried I will be treated differently by my friends because I have continued to be at school.](#)

[I'm highly worried that a family member will catch Coronavirus.](#)

[I'm worried that I might catch Coronavirus from a family member at home who is a key worker.](#)

Physical health and psychological wellbeing

[I haven't been eating well whilst away from school.](#)

[I haven't had much chance to exercise and play outside whilst away from school.](#)

[I'm worried about my physical health needs.](#)

8. Staff wellbeing

9. Directory of local services in East Riding

10. Appendices

1. Background and scope

Education settings in England closed on 20 March 2020 as part of Governmental direction for the management of the Coronavirus pandemic. Settings remained open for vulnerable children and young people (CYP) and those of key workers to attend where appropriate and possible. Subsequent to this initial response, attention turned to how CYP's emotional wellbeing and mental health can be supported when settings move towards fully reopening in September 2020. An extensive multi-agency and multi-profession task & finish group (including young people from Stairways, parents/carers and settings) from across Yorkshire & Humber recognised the need to proactively combine their efforts and consider what the emotional wellbeing and mental health needs of CYP may be as a result of COVID-19, and how to respond to these needs. Members of the Task & Finish Group are deeply thanked for all their hard work and contributions in developing this guide. This guide also recognises that many settings have remained open during the whole COVID-19 period and education-based colleagues have worked under extremely difficult circumstances.

Education settings are the key audience for this Guide as it seeks to enable them to appropriately respond to CYP's emotional wellbeing and mental health needs as they become more fully open, supported by a coordinated, system wide approach within local areas, and in line with governmental advice and in conjunction with DfE's Wellbeing for Education Return offer. This piece of work will take into consideration a range of settings, age-groups and needs. As settings reopen in the autumn term, they have a real opportunity to help rebuild any damage to emotional wellbeing. It acknowledges that some CYP have remained in education and that the wellbeing of staff is vitally important. Whilst much of the content is predominantly relevant for school aged CYP, included within the scope are; early years, further education settings, primary schools, special schools, secondary schools and alternative provisions.

This Guide intends to be needs based, practical and flexible; allowing local areas and settings to make adaptations as relevant and enable settings to provide appropriate levels of response to the identified needs during and after their phased reopening. It is understood that the culture and establishment of an emotionally healthy learning environment are vital and Senior Leadership Teams are key to this.

2. Preparation needed to support emotional wellbeing

Much of the success in supporting CYP during this time will be as a result of robust preparation and anticipating what needs might arise. In the context of CYP's emotional wellbeing and mental health, this may include:

- Reviewing policies and procedures (internal and external) and refresh risk assessments
- Hosting virtual training sessions and coordination meetings
- Partnership working with parents/carers and proactive support to children and young people. See also [these top tips to help parents](#) prepare for children returning to school
- Taking the initiative to be aware of the experiences that various pupils have faced, e.g. crowded living spaces, access to green space/garden and changes in family circumstances, perhaps using a [Lockdown Journal](#) template
- Joint working between local agencies/services, including ensuring links are in place between education settings and local support services (including NHS CAMHS, Local Authority provision and voluntary organisations).
- Providing clear, understandable information on what changes will be in place, including social distancing measures, face masks and staggered start times, and if possible letting CYP know in advance who will be in their bubble (including staff and other CYP). This could include photos, videos as well as written guidance.
- Review the Anna Freud Centre's [Returning to School Toolkit](#) and this [webinar](#) produced in collaboration between DfE, PHE and NHS England. Additionally, the Association of Educational Psychologists has produced [this guide](#).

3. Key ethos and principles for a successful return to the education setting

The overarching approaches for returning to education focus on the following key areas

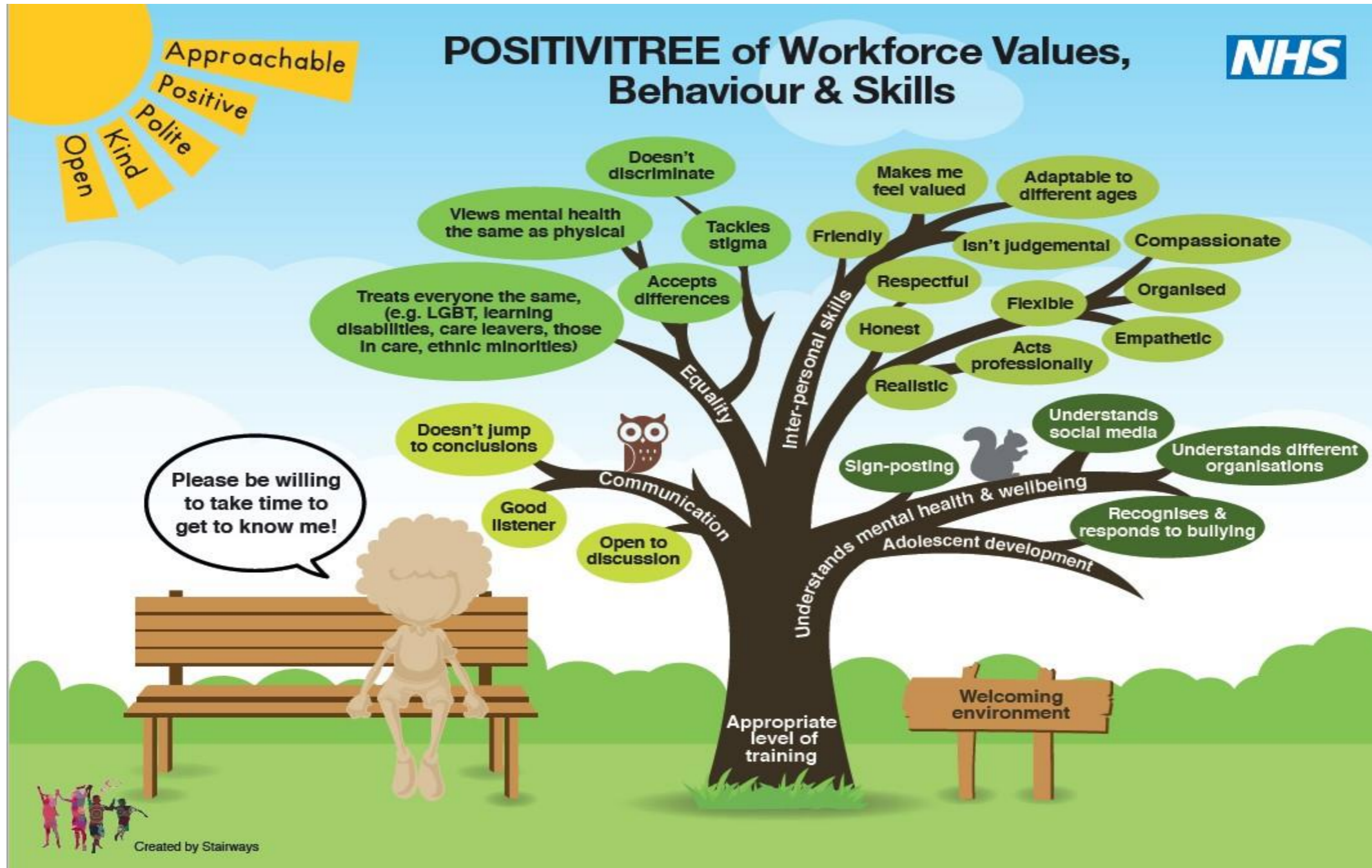
- Relationships - through re-affirming sense of connection and belonging
- Recognition - including the noticing and wondering around feelings
- Regulation - through development of whole setting practices which enable pupils to feel emotionally and physically safe
- Routine - providing preparation for CYP regarding changes of routine/use of spaces which may come into place
- Reflection - allowing time and space for setting staff, CYP and their families to reflect on what has happened (positives and challenges) to enable a sense of shared experience to be developed.

The successful return to school is underpinned by the following key principles

- Not over-medicalising or jumping to diagnostic conclusions
- Appreciating that it is typical for CYP to have various degrees of worry about returning to education - emotions are a part of normal, everyday life
- Understanding that every CYP is unique, and their needs may change over time
- Viewing the reopening of settings from a CYP's perspective
- Adopting a whole setting approach which promotes kindness, compassion, flexibility and takes a positive psychology approach
- Building on existing strengths and skills of CYP, parents/carers and staff (for example, active listening with empathy can perform an important therapeutic function)
- Complementing existing guidance and practice
- Building on risk and protection factors for a CYP's emotional wellbeing and mental health

4. Adopting a whole setting approach

Addressing many of the following common emotional wellbeing and mental health needs could be incorporated into whole setting opportunities, including DfE's Wellbeing for Education Return offer, PSHE lessons on living life with and after Coronavirus, assemblies, open door policies, safe/calm spaces, regular class room check-in circles and dedicated emotional wellbeing and mental health learning sessions. Statutory Relationships, Relationships and Sex Education and Health Education (RSHE) in schools from September 2020 will start with supporting mental health and wellbeing as part of broader work on COVID-19 recovery for children and young people. Members of staff within settings are not expected to become emotional wellbeing or mental health experts, however modelling exemplary behaviours and values will have a high impact on how well CYP and staff can adapt to this unique time in history. Some of these values and behaviours are laid out in a Positivitree, created by young people from across Yorkshire & the Humber:



5. Identifying Early Warning Signs of Emotional Wellbeing Needs of Children and Young People

It is typical for a CYP to feel worried or anxious when returning to education. These worries and anxieties may manifest themselves in a variety of verbal and non-verbal ways and therefore setting staff are encouraged to be alert to uncharacteristic and unexplained changes in behaviour.

Examples of early warning signs:

- Withdrawal
- Unusual aggression
- Erratic behaviours and mood changes

- Significant weight loss or gain
- Agitation and poor concentration
- Developmental regression eg. bed wetting
- Worsening of any pre-existing emotional needs or mental health needs

Depending on the implementation for returning to education, setting staff might find it beneficial to discuss individual CYP so that staff who might be less familiar with them can identify any uncharacteristic changes. If a cause of concern is spotted, staff are encouraged to talk and listen to the CYP, and their parents/carers to explore how long these changes have been occurring. It is not unusual for many CYP to experience a difficult day or two, but prolonged changes are more likely to be of significance and may require escalation either internally or externally. If a CYP is finding it difficult to talk with an adult about what they are experiencing, their thoughts, feelings and behaviours, then alternative approaches such as play, drawing or writing might be helpful to try.

For a more in-depth knowledge of signs and symptoms of various mental health needs, settings can access free online training at MindEd or the Anna Freud Centre for Children and Families: [Mentally Healthy Schools](#). It is recommended that all setting staff have at least a basic knowledge and understanding of CYP's mental health and know how to escalate concerns. The In It Together: SEMH Competency Framework for Education Settings provides setting and role specific advice and resources. Health Visiting Services should be able to provide advice and guidance to parents/carers with children in the early years, along with PACEY's re-opening toolkit for early years settings. The Anna Freud Centre for Children and Families has recently produced a [Returning to School Toolkit](#) which settings may find useful to download.

CORC, the Child Outcome Research Consortium, has a free online e-learning module for [measuring mental wellbeing to improve the lives of children and young people](#) which a setting may wish to use in a coordinated manner.

Finally, it is recommended that all individuals, across professions and walks of life, undertake this 20-30 minute [suicide awareness e-training](#) provided by the Zero Suicide Alliance.

6. Supporting common worries and anxieties that children and young people may experience

The following is a set of common worries and anxieties that CYP may have, how a setting can respond to them, along with evidence-informed resources. It should not be presumed that any of the following identified needs will exist; **for many CYP a return to education settings is eagerly anticipated**. It should also be noted that the following content is not an exhaustive list of mental health or emotional wellbeing needs arising from COVID-19. It is suggested that families are reminded that they can contact the local health visiting or school nursing services for advice and support around any physical health or emotional wellbeing concerns.

Worries and Anxieties	Response	Useful Links, Guidance & Resources
<p><u>What is my risk of catching Coronavirus now I have returned to school?</u></p> <p>This may relate to concerns regarding use of public or school transport and a setting's cleaning. There may be questions such as can I now play with friends? Or is it safe to touch my friends? Or, why do we have to wear face masks in some situations, but not within school?</p> <p>Some other children of young people have concerns about future local lockdowns or spikes in cases. Children or young people may also be sensitive to media pressure and coverage regarding actual or potential clusters of positive cases within settings.</p>	<ul style="list-style-type: none"> Measures put in place should be in line with governmental advice, and settings should be able to explain the basics of any governmental advice in clear, understandable language for various age groups, including 'bubbles', using a mixture of words, pictures, videos etc. Messages and advice should be delivered in a reassuring manner, avoid politicising language when talking with older pupils, particularly in the event of any local lockdowns, and focussing on wellbeing with the need to protect communities. Provide effective information to CYP and families ahead of settings reopening, using existing materials where possible, which explain what measures will be in place, including any guidance on face masks whilst on public transport where appropriate. Provide reassurance around school meals and how dinner times will be managed. Remember to use positive language, avoiding blame or frustrations around any short-notice changes to guidance. Acknowledge and normalise concerns but be explicit about physical safety; provide verbal and visual guidelines. Do not make anyone feel guilty/weak for wanting to be close to friends. Support parents/carers to be able to have the same conversations for consistency of messaging. Consider copying/mimicking games for young children to increase non-touch social interaction. 	<ul style="list-style-type: none"> A <u>resource pack</u> for teenagers to help manage difficult feelings about coronavirus. A <u>resource pack</u> for children under 12 years old to help manage difficult feelings about coronavirus. Anna Freud Centre – Mentally Healthy Schools: <u>Coronavirus Resources</u> PSHE Association: <u>Coronavirus Hub</u> <u>Living with worry and anxiety amidst global uncertainty</u> PHE School Zone: <u>e-Bug</u> DfE: <u>Update on face coverings in schools</u> WHO: <u>Q&A: Children and masks related to COVID-19</u> HEY Mind: <u>Normalising anxiety</u> East Riding Educational Psychology Service has produced guidance for schools to help CYP with wearing face masks in school. This can be found here: <u>Face masks in schools</u>
<p><u>I am worried about not being able to wash my hands enough times and touching other surfaces.</u></p> <p>This may relate to concerns about catching Coronavirus and could escalate to OCD like behaviour, with nonverbal displays of stress and increased requests for breaks.</p>	<ul style="list-style-type: none"> Clearly communicate the precautions that have been put in place to ensure good hygiene, hand-washing practice and minimising contact and mixing. Reduce undue fears by providing empathetic reassurance and reminders as appropriate that the majority of those who may become unwell only experience mild symptoms. Do not view hand-washing or personal hygiene anxieties diagnostically, but acknowledge, support and reassure. Praise their diligence in wanting to following guidance and protect themselves and others. 	<ul style="list-style-type: none"> PHE School Zone: <u>e-Bug</u> Busy Bees: <u>Hand Washing Song</u>
<p><u>I don't understand what Coronavirus is or why I had to stop going to school.</u></p> <p>Some young people may worry why it is now safe to return to education when the virus is still in circulation.</p>	<ul style="list-style-type: none"> Be able to explain the basics of what Coronavirus is in an age appropriate manner, reassuring a CYP that the changes in education attendance were necessary at the time and why is now thought to be safe to return to school as understanding about the virus has increased. Reassure pupils that PHE evidence to date has indicated that schools are not a major driver of COVID-19 infections in the community and that children and young people mainly experience COVID-19 asymptotically or as a minor illness with age remaining the biggest determinant for severe illness. As age appropriate, share videos and links with a young person which they can watch in their own time. Remember to stick to factual information and use sensitive narrative. Help them see the big picture, along with personal application. Support parents/carers to be able to have the same conversations for consistency of messaging. 	<ul style="list-style-type: none"> Young Minds: <u>Talking to your child about coronavirus</u> Young Minds: <u>What to do if you're anxious about coronavirus</u> Children's Commissioner: <u>Children's Guide to Coronavirus</u> British Psychology Society: <u>Talking to children about Coronavirus</u> <u>Coronavirus</u> - a book for children (Primary School Age) MindHeart: <u>Coronavirus Comic</u> Early Years Story Book: <u>Don't Worry Little Bear</u> Twinkl: <u>Dr. Dog eBook</u> A Better Start Southend: <u>PIP's Guide to Covid-19 for Early Years Children</u>

<p><u>I'm worried about some vulnerable members of my family becoming poorly.</u></p> <p>This may include family members who were clinically vulnerable and children and young people being particularly worried because of their family's ethnic background and potential susceptibility to Coronavirus.</p>	<ul style="list-style-type: none"> • Provide reassurance and reminders about public health guidance which is in place for protection • Whilst ensuring that public health guidance and social distancing is adhered to, suggest activities that a child or young person can do for a family member who is vulnerable, such as making cards or kindness boxes. • Follow DfE guidance regarding protective measures. • A setting's SLT should reflect on its pupil demographics and proactively be prepared for addressing any potential stigma around BAME communities and Coronavirus, as well as providing sensitive and reassuring reminders about how individuals can protect themselves against catching the virus, in line with governmental advice. 	<ul style="list-style-type: none"> • NHS: People at higher risk from coronavirus • PHE: Guidance for households with grandparents, parents and children living together where someone is at increased risk or has symptoms of coronavirus (COVID-19) infection • DfE: COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable • Kindness Box Template • Childline: Art Box tool – space for writing or drawing about your feelings that can be used for any topic
<p><u>I'm worried that things won't be like they used to be, and I don't understand the changes. What are the changes?</u></p> <p>Some may hold the perception that school is no longer the safe, constant place they thought it was.</p> <p>This may also include questions around why some CYP/siblings are back at school and others aren't.</p> <p>Some may also have concerns regarding seeing a lot of people in one place.</p>	<ul style="list-style-type: none"> • Provide clear information ahead of a setting fully reopening which is reassuring, explains the changes (such as the establishment of staggered start times and bubbles) and who to contact if any questions arise. • Acknowledge there may be a lot of unknowns, but communicate in an age-appropriate reassuring manner, using active listening, clarity of language and a supportive approach. • Don't be quick to reprimand CYP for breaking a bubble; rather work with them in supportive way to communicate the need to adhere to guidance, but acknowledge the desire to be close to friends. • Highlight what has stayed the same and help a CYP appreciate that they are only having to adapt to a small number of changes. Consider ways to emphasise the positives and look to the future optimistically, embracing the changes as an opportunity to grow. • Frame the changes/new rules within a setting using simple, positive language that can easily be remembered, i.e. Do...as opposed to Don't. • Be able to explain the basics of what Coronavirus is in an age appropriate manner including why a phased return might be necessary to protect the population and control its spread, doing so without causing need for alarm or anxiety. 	<ul style="list-style-type: none"> • Anna Freud – Mentally Healthy Schools: 10 ways for helping children struggling with change • PHE Lesson Plan: Dealing with change • Social distancing video for early years: While We Can't Hug • Busy Bees: Two metres apart activity
<p><u>I am finding settling into a change of routine difficult.</u></p>	<ul style="list-style-type: none"> • Be clear on what the new routine is, preferably in advance of a setting reopening, such as visual timetables, seating plans and when break times will be. More frequent breaks may be necessary for a period whilst routines resettle. Consider different (and maybe fun) sounds for transitions during the day. • Some CYP may be concerned about not being able to go to the toilet whenever they need to, so additional flexibility around this will be needed. • Highlight what has stayed the same and help a CYP to recognise that they are only having to adapt to a small number of changes. • Early years staff to reflect on existing skills around putting in place and supporting routines. 	<ul style="list-style-type: none"> • How to Establish Classroom Routines • ELSA Support: Year 6 What If Cards • Childline: Helping parents/carers set a routine • Mentally Healthy Schools: Brain Breaks
<p><u>I am having trouble sleeping.</u></p>	<ul style="list-style-type: none"> • Be able to provide advice to parents/carers on establishing sleep hygiene practices and routines. • Encourage families to re-set sleep cycles prior to a setting opening by gradually moving bed times earlier and waking their child in the morning. 	<ul style="list-style-type: none"> • NHS: Healthy sleep tips for children • The Sleep Charity: Information and Support for Children • Chilypep: Sleep Toolkit • Cerebra: Sleep Guide & Sleep Cards

<p><u>I can't get motivated anymore.</u></p> <p>A CYP might identify a lack of motivation through indicators like not wanting to get out of bed, not finding joy in things they used to like, irritability, lack of concentration.</p>	<ul style="list-style-type: none"> • Apply existing motivational skills; creating a sense of hope, teach them about purpose, building relationships, allowing opportunities for choice and providing a sense of autonomy. Ask a CYP what has previously helped them get motivated, then build on what they enjoy and incorporate into activities which will enable them to re-engage with learning. • For a period, focus on play and activities rather than academic achievement. • The capacity for concentration may be affected but it can be re-developed through existing teaching strategies, support and adjustment to the setting environment over time. Make expectations and tasks clear, break tasks down into chunks with check-ins on progress and provide feedback, building on successes. • Remember the importance of physical exercise, including opportunities within the classroom to move around and stretch. • If a setting has a tuck-shop ensure there are healthy snacks readily available that support brain function. • Be open and honest, willing to share as an adult that you at times also struggle to get motivated and give age appropriate examples on what you do. 	<ul style="list-style-type: none"> • Childline: Mood journal • YoungMinds: Hope Clouds activity • Anna Freud – Mentally Healthy Schools: Toolkit for Resilience
<p><u>I am missing being with my family.</u></p>	<ul style="list-style-type: none"> • Spend time welcoming CYP back, display empathy and positive affirmations. • Have a trusted, familiar member of staff present when the CYP arrives if possible, preferably the same person every time, at least until the anxiety is reduced • Allow use of transitional objects which may be comforting (such as photos or a toy for younger children), particularly at the start of the school day as social distancing may prevent parents/carers from 'settling' a young child into a classroom. Consider allowing phone calls for a period to check-in with family members. • Consider initiating projects that can be done at home and then brought into the setting for completion. 	<ul style="list-style-type: none"> • ELSA Support: Separation Anxiety • York City Council: Helpful tools for schools supporting a child with separation anxiety. • East Riding Educational Psychology Service have produced guidance on separation anxiety and how to support CYP. This can be found here: Separation anxiety
<p><u>I've felt lonely whilst away from school and am not sure how to re-establish my friendships.</u></p> <p>A phased return may mean that some CYP are not at school with their previous friendship groups.</p> <p>The loss of friendship(s) and social interaction could trigger a bereavement like response in some.</p> <p>This worry may have heightened at transition points.</p> <p>Many may have been away from peers their own age and been part of a larger groups, so have not had to share or take turns. This may result in them experiencing conflicts, frustrations and anger.</p>	<ul style="list-style-type: none"> • Reach out to actively welcome CYP back as a group to cushion the discomfort of returning. • Setting staff can give positive messages about belonging such as 'we are all looking after each other'. Use communal language, such as 'our class'. • Consider allowing opportunities for friendships to be built through paired/group activities and play, peer mentor programmes, buddies, and participation groups. • Consider longer break times to allow for social opportunities, play and friendship building. Consider games such as shadow-tag. A play rota for outside activities may be necessary for maintaining social distancing. • Provide social skill reminders and help CYP to learn/re-learn social skills and emotional self-control in larger groups/with peers. • Be able to explain any phased return approaches that are recommended and why certain CYP are not currently attending. • Consider converting extra-curricula activities to virtual ones. 	<ul style="list-style-type: none"> • Childline: Feeling Lonely • Childline: Top tips for making friends • The Communication Trust: Top Tips for Developing Talk • Anna Freud – Mentally Healthy Schools: Peer Mentoring Toolkit

<p><u>I'm struggling with my emotions and am unsure where to find help.</u></p> <p>A CYP who is struggling with their emotions may display a range of behavioural responses as a form a communication.</p> <p>Struggling with emotions may link to frustrations as a result of the CYP not being able to 'test' their emerging selves with a peer group.</p> <p>Losses of routine, structure, friendships, opportunity and freedom may trigger the emergence of anxiety. Mood swings, irrational and illogical behaviours may be displayed.</p>	<ul style="list-style-type: none"> • The setting's Senior Leadership Team should be proactive in understanding what local support is available and then cascade this to colleagues. • Whilst all staff should be able to provide basic emotional support, settings must provide clear communication on who the <i>key staff</i> are who can help, and how to reach out to them. Aside from operating an 'open door' environment, consider various ways to enable someone to ask for help, such as texts, worry cards and posters. If a setting has mental health champions, ensure these are visible and easily accessible. • Openly acknowledge across the setting's environment that it's okay not to be okay, and consider creative activities (such as feeding worry monsters) that allow CYP the opportunity to share how they are feeling. To help reduce any frustrations, understand and focus on what is outside a CYP's control and what is inside their control. Allow CYP opportunities to exercise choice and access to CYP voice opportunities. • Be able to actively listen, know how to escalate concerns and understand what menu of local support is available and how to access it (both within settings and externally). Remain positive about the future with clear messaging. • Use age and developmentally appropriate play as a way of exploring feelings. • Use emotion coaching for lower level needs to guide and teach a CYP about effective responses to heightened emotions. • Maintain awareness and be vigilant on identifying delayed responses in CYP. 	<ul style="list-style-type: none"> • Get Self Help: The worry tree • NHS: Talking to children about feelings • NHS: Talking to your teenager • NHS Apps Library: Mental Health • Edutopia: The value of active listening • Cumbria County Council: Whole School Collaborative Planning Activity • Emotion Coaching • Place2Be: Coronavirus: wellbeing activity ideas for schools • Chilypep: Mental Health First Aid Toolkit • Chilypep: Posters on Top Tips for Supporting a Friend • NHS: How I Deal with Stress Booklet • PHE: Rise Above • Anna Freud Centre - On My Mind • HEY Mind video: Conversations with CYP on Mental Health • HEY Mind video: Introduction to Mindfulness for CYP • Open Minds: Worry Flashcards for Students Returning to Education • NHS Every Mind Matters: Mental Health and Self-Care for Young People • Coping Skills for Kids • Coping Skills for Kids Workbook by Janine Halloran • My Hidden Chimp Book by Prof Steve Peters. The book is described in this video: https://www.youtube.com/watch?v=aOsdY0g-iEA • Mental Health and Growing Up Factsheets <p>Support available within the school's own resources</p> <ul style="list-style-type: none"> • Special Educational Needs Coordinators (SENCo) • Pastoral staff • Emotional Literacy Support Assistants (ELSA) • Youth Mental Health First Aiders (YMHFA) <p>Support available within East Riding area</p> <ul style="list-style-type: none"> • ERVAS (East Riding Voluntary Action Services) provides a range of information and support for young people via their East Riding Virtual Youth Hub <p>This includes access to their virtual youth drop ins and other activities, as well as a telephone support service young people can self-refer to:</p> <p>Volunteer Telephone Support Service</p>
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		<ul style="list-style-type: none"> • SMASH (Social Mediation and Self-Help) provides bespoke one to one and group-based interventions for children and young people experiencing mild to moderate mental health issues. For more information contact the programme manager, Emma Train-Sullivan at emma.train-sullivan@nhs.net • Kooth is a free online counselling and wellbeing support service for children and young people. There are forums and articles that can be accessed as well as counselling sessions. More information is available their website: Kooth • East Riding Educational Psychology Service has produced guidance to support the emotional wellbeing of CYP. This can be found here: Supporting the emotional wellbeing of CYP. There is also guidance for families to help support the emotional wellbeing of CYP. This can be found here: Supporting the emotional wellbeing of CYP (For families)
<p>I'm happier being at home.</p>	<ul style="list-style-type: none"> • Encourage active engagement in education life to normalise this again, focusing on the positives of returning to a setting, such as seeing friends again. • Create a safe environment that is nurturing and structured. • Engage with parents/carers to find out what worked well at home and how this may be assimilated into returning to education. • Send preparatory work materials home in advance. • Encourage parents/carers to start the routine of walking/driving to the setting. • Re-establish boundaries with consistency. • Use age and developmentally appropriate play as a way of exploring feelings. • Be alert that some parents/carers may not want to send their child back to a setting and may be influencing their child's behaviour. If this is suspected be prepared to work with parents/carers to understand and address their worries. Taking a positive psychology approach may help reassure them 	<ul style="list-style-type: none"> • Childline: Calm Zone • Mentally Healthy Schools: 12 Days of Positivity
<p>I'm worried that I will be bullied when I return to school because of my family's background.</p> <p>This may relate to concerns about perceptions that a culture or race is to blame for starting Coronavirus and its subsequent spread around the world.</p> <p>This may also link to different communities and ethnic backgrounds being more adversely affected by Coronavirus than others.</p>	<ul style="list-style-type: none"> • Apply existing anti-bullying policies and SLT to take time to reflect on the setting's demographics and understand the local impact that Coronavirus has had. • Undertake activities that celebrate differences and promote a cohesive, kind society, such as a paperchain of kindness. • Highlight the acts of kindness displayed during the lockdown and promote the continuance of this type of behaviour. 	<ul style="list-style-type: none"> • Anti-Bullying Alliance: Tools and Training • Paperchain of kindness template

<p><u>I'm worried I'm now behind in my education.</u></p> <p>e.g. compared to those who have had more home schooling access and IT access, or those who have continued to attend school.</p> <p>They may be worried about their ability having to do tests/exams again.</p> <p>Some CYP may not want to return because they are worried about an attainment gap.</p> <p>They may have temporarily forgotten how to do certain things that were previously second nature, having not done them for a while.</p> <p>Undue pressure on staff may translate into pressure on pupils, particularly at secondary/GCSE/A-Level.</p> <p>This will also apply as shielded CYP later return to education settings. They may feel particularly behind as their friends/siblings have been able to return.</p> <p>This worry might be acute where a child or young person has had to isolate due to a positive track and trace outcome.</p>	<ul style="list-style-type: none"> • Avoid formal assessments during the transition period; priority should initially be on emotional wellbeing and the transition. Gradually assess learning progress through teacher assessment. • Acknowledge that many CYP had less time for doing academic work but avoid using language that indicates a pupil is now 'behind' or has to 'catch-up'. Whilst some core academic subjects may be focussed on, this should be balanced with a 'recovery curriculum'. • Focus on sharing and celebrating skills and activities that they have been done during lockdown – this could include crafts, games or new life skills such as cooking, helping with younger children, getting along/ sharing with siblings. Reframe these as successes. • Hold 'what have we missed' group sessions and phased academic learning to help all reach a fair level. • Encourage pupils to take advantage of BBC Bitesize and Quizlet. • Consider ways of helping CYP 'catch-up' and prioritise disadvantaged ones. Be aware and sympathetic to CYP who have been disadvantaged through poverty, parental or their own mental wellbeing during this time, bereavement and working parents etc. • If applicable, ensure the laptop scheme can remain in place and research the availability of data/WiFi support locally. Blended learning should be made available where appropriate and according to DfE shielding guidance. • Be prepared to ensure a CYP who has to isolate at home due to a positive track and trace outcome continues to be supported at home with educational materials and contact with a setting's activities virtually. Support these children through open appreciation that they have been acting responsibly to protect others in the hope this will minimise stigma. 	<ul style="list-style-type: none"> • Edutopia: Positive Words go a Long Way • DfE: Remote education practice for schools during coronavirus (COVID-19) • DfE: Coronavirus (COVID 19): online education resources • DfE: Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19) • Connections Academy: 7 Tips to Encourage a Positive Attitude in Students
<p><u>I'm not sure what impact this will have on my future.</u></p>	<ul style="list-style-type: none"> • Be transparent about the curriculum; CYP will feel like they have lost time in learning so explain how these gaps are being addressed. Some gaps will include missing work experience opportunities as well as exams. • Acknowledge these fears with understanding and empathy. Avoid quickly making assumptions and if age appropriate know how to sign-post to career advice. • Focus on successes during lockdown, such as any new life skills. • Emotional support should be provided for those returning to re-sit exams, particularly for university places. 	<ul style="list-style-type: none"> • Edutopia: Positive Words go a Long Way • YoungMinds: Hope Clouds activity
<p><u>My parents/carers need some support.</u></p>	<ul style="list-style-type: none"> • Be aware of what help is available locally for families and how to signpost to it, e.g. parent/carer groups. • Take advantage of opportunities to ask parents/carers how they are, be able to listen empathetically and ensure adequate and up to date signposting (such as website links and leaflets) on issues is available, such as; financial difficulties, food banks, debt, mental health, substance misuse, domestic violence. Be able to explain what a recession is in clear, simple language that does not heighten anxiety. • Help the CYP to manage their worries, actively listen and reassure them that family units can still be strong, positive environments during hardships. Help them appreciate simple things in life that are often free. 	<ul style="list-style-type: none"> • Childline: Money issues • Edutopia: The value of active listening • Anna Freud – Mentally Healthy Schools: How to start a conversation with parents • Public Health Agency: Looking after our own and our children's emotions during COVID-19 • UNICEF UK: Food Power for Generation Covid • Mind: Coronavirus and your wellbeing

		<p>Support for parents/carers in East Riding</p> <ul style="list-style-type: none"> • ERVAS provides a range of information and access to support for parents and carers via their East Riding Virtual Youth Hub. For more information see Information for Parents or email volunteenplus@ervas.org.uk • FISH (Families Information Service Hub) can provide information and advice on financial difficulties, health and wellbeing as well as signposting to further help and support for parents. For more information see Families Information Service Hub or email fish@eastriding.gov.uk • The East Yorkshire Foodbank is based in Beverley and provides nutritionally balanced emergency food parcels for families in East Riding. For information see East Yorkshire Foodbank • The East Riding Food Poverty Alliance (ERFPA) provide support for families. They have a list of foodbanks on their website as well as recipes that can families can follow. For more information see East Riding Food Poverty Alliance • Domestic violence and abuse partnership East Riding Council provide information and support for parents and carers as well as how to make a referral for support. East Riding Council Domestic Violence Adult Services • FRANK provides help and advice for those who misuse substances or who are supporting those who do. For information see FRANK Open Access Service East Riding • The East Riding Partnership provides information and support for those worried about substance misuse. For more information see The East Riding Partnership • Citizens Advice Bureau Hull and East Riding provides advice on support on a number of matters including debt. See Citizens Advice Hull and East Riding or telephone 01482 226 859 • Hull and East Yorkshire Mind
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<p>I'm worried about my family because they have been arguing more.</p>	<ul style="list-style-type: none"> • Refer to the reducing parental conflict agenda. • Training for professionals on supporting parents is available. • Reassuringly acknowledge that some increased friction between family members is typical during this time. • Help and encourage children to use the time at school as 'respite' from challenging relationships and to enjoy playing and socialising with their friends. 	<ul style="list-style-type: none"> • NSPCC: Arguments, conflict and family tension during coronavirus • Relate • YoungMinds: Contact with separated parents
<p>I'm worried about having to do a COVID test regularly</p>	<ul style="list-style-type: none"> • Talk to the young person about the testing and why this is important and acknowledge their worries about this. 	<ul style="list-style-type: none"> • See I'm struggling with my emotions and am unsure where to find help. • For any medical related questions please seek advice from the school nursing team - denise.purdon@nhs.net

7. Additional considerations for groups of children and young people likely to be experiencing additional vulnerability

Some CYP who weren't vulnerable prior to settings closing, may have since become vulnerable, for a variety of reasons. It is therefore recommended that settings do not assume a CYP's vulnerability status when they return to education. It is also acknowledged that some CYP have been able to continue attending education and receive support because of their pre-existing vulnerabilities. However, the prevalence and severity of many vulnerabilities may have increased due to COVID-19. For many of the following groups education settings will already have policies and strategies in place for supporting them and these should form the foundation for the response to the needs.

Missed Transitions	Response	Useful Links, Guidance and Resources
<p>I don't feel prepared to start a new school or transition between years.</p> <p>This may also apply to military families, for whom many postings have been put on hold and the uncertainties of when school moves may occur are causing additional stresses and anxieties.</p> <p>This includes temporarily making option choices for a local school and then being unable to choose the same options when posted to a different school.</p> <p>There are also concerns from military families about being able to access local schools when they have been reposted due to the effect of social distancing and COVID on class sizes.</p>	<ul style="list-style-type: none"> • Review existing school to school transition procedures and consider how these can be enhanced or supplemented with additional information, including a focus on promoting an emotionally healthy environment. Additional information may include offering CYP the opportunity to create a personalised transition passport. • In preparation, hold virtual meetings and tours with parents/carers and the CYP which introduce a setting's key members of staff, teachers if possible, and new premises. • Create videos/short films about transitions (considering peer to peer perspectives) and consider developing other materials that CYP can use. • No formal curriculum lessons should be conducted to start with; rather time should be provided to establish relationships and friendships, such as class building (team building) sessions. • Enable befriending opportunities/buddies from older children. • Liaise with the setting's emotional wellbeing staff 	<ul style="list-style-type: none"> • Young Minds: Transitions Activity for Year 6 Pupils • Young Minds: Find Your Feet: Transitioning to Secondary School • Anna Freud – Mentally Healthy Schools: Transitions • Childline: Moving schools • Barnardo's: Stepping into Secondary School • Dorset HealthCare University NHS Foundation Trust: Moving on to secondary school video • Barnardo's: Returning to School Life After Lockdown • ELSA Support: Year 6 What If Cards

<p><u>I'm anxious about having to return to re-sit an exam.</u></p> <p>Aside from lack of closure and unfinished endings, some young people may be unexpectedly returning to re-sit exams and additional emotional support may be required at this time. They may have been away from learning for some months and preparing for a re-sit may cause heightened anxiety.</p>	<ul style="list-style-type: none"> • Provide transition and career advice as appropriate, and signpost to Connexions if locally possible. • Local Authorities should ensure website and careers signposting information is up to date. • Just as in school to school transitions, young people may be moving on into apprenticeships and partnership working with these providers and can equip them to receive a young person and support their emotional wellbeing. 	<ul style="list-style-type: none"> • Childline: Your future • Childline: Making decisions • MindMate: Independent living <p>East Riding Services</p> <ul style="list-style-type: none"> • East Riding Careers Advice provides information on where to get advice and support as well as signposting to the National Careers website. See East Riding Careers Advice for more information. • The Army and Welfare Youth & Community Development Support Workers (Defence School of Transport, Normandy Barracks, Leconfield) provide support for children and young people from military backgrounds
<p><u>I didn't feel prepared to leave school.</u></p>	<ul style="list-style-type: none"> • Provide opportunities for 'goodbyes' and endings. These may have to be virtually in compliance with social distancing but consider hosting virtual proms and the creation of year books. • Provide transition and career advice as appropriate, and signpost to Connexions if locally possible. • Just as in school to school transitions, young people may be moving on into apprenticeships and partnership working with these providers can equip the providers to receive a young person and support their emotional wellbeing. 	<ul style="list-style-type: none"> • Childline: Your future • Childline: Making decisions • MindMate: Independent Living <p>Support available in East Riding</p> <ul style="list-style-type: none"> • ERVAS can provide 1:1 support to young people via their youth projects, including volunteering and social action opportunities, as well as engage them in their virtual youth activities and potential real world activities as the lockdown eases. For more information see ERVAS Virtual Youth Hub or email volunteenplus@ervas.org.uk • Log on, Move on provides career information, including information about apprenticeships. For more information see Log on Move on • Thirteen website provides support for emotional wellbeing. More information can be found at Thirteen

Experiencing loss and bereavement	Response	Useful Links, Guidance and Resources
<p>I'm sad because a family member or someone very close to me has died.</p> <p>This may be a friend, a neighbour, a member of the setting community or a friend's relative.</p>	<ul style="list-style-type: none"> • Identify and promote (e.g. through posters around a setting) key adults who can be emotionally available to listen and signpost to further support if needed. • Settings may wish to hold a formal act of remembrance as a community. This could take a wide range of forms, such as a whole school clap or moments of silence dedicated to those who have died. Be aware of how different cultures approach grief and bereavement. • Senior Leadership Team to ensure they are aware of any bereavement helplines or local services. • Allow a CYP to express their feelings their own way, whilst attentively listening and letting them know that grieving and crying is okay. Use age and developmentally appropriate play or arts and crafts as a way of exploring feelings. 	<ul style="list-style-type: none"> • Winston's Wish: Supporting children through coronavirus • Winston's Wish: Bereavement Training for Schools • Winston's Wish: PSHE lessons on loss and bereavement • Together in Mind: Coping with the coronavirus and bereavement • Talking about Loss • Young Minds: Supporting a child with grief and loss during the Covid-19 pandemic • Sudden: Bereavement help for children • The Good Grief Trust: For young people • Childhood Bereavement Network: Growing in Grief Awareness Whole School Framework • Belfast Health and Social Care Trust: Saying Goodbye When Someone Special Dies - E-Book <p>National Bereavement Services</p> <ul style="list-style-type: none"> • Child Bereavement UK: Helpline: 0800 02 888 40 https://www.childbereavementuk.org/ • Winstons Wish: Helpline: 08088 020 021 https://www.winstonswish.org/ • Hope Again – Youth website of Cruse bereavement https://www.hopeagain.org.uk/ • Grief Encounter – supporting children and young people with bereavement (including providing online chat via the website) Helpline: 0808 802 0111 https://www.griefencounter.org.uk/ <p>East Riding Bereavement Services</p> <ul style="list-style-type: none"> • Hull and East Yorkshire Mind: Dealing with a bereavement • Hull and East Riding Cruse Bereavement Care offer information and support for those who have suffered a bereavement. Email support.hull@cruse.org.uk for more information • East Riding Health and Wellbeing website contains links to support and advice on bereavement. For more information see East Riding Health and Wellbeing

		<ul style="list-style-type: none"> • Dove House Hospice are currently running bereavement groups for children and young people. They have sessions for 6-11 year olds and 12-17 year olds and they are currently taking new referrals. For more information on the groups you can telephone 01482 785745 or email children@dovehouse.org.uk
<p><u>I'm worried what others will think about me; will they want to avoid me?</u></p> <p>This may link to feelings of being stigmatised or awareness of social media behaviours around judging people because they are 'unclean', not having washed their hands enough.</p>	<ul style="list-style-type: none"> • Hold activities to promote social connectiveness. • Model inclusive language and behaviours such as 'our class'. • Hold assembly/whole setting work on loss in the community and displaying kindness. • Adhere to anti-bullying policies if needed. • Help bereaved CYP connect with each other, perhaps across year groups to form a peer support network. 	<p>East Riding Services</p> <ul style="list-style-type: none"> • ERVAS can provide 1:1 support to young people via their youth projects, as well as engage them in their virtual youth activities and potential real world activities as the lockdown eases. For more information see ERVAS Virtual Youth Hub or email detty@ervas.org.uk
<p><u>I'm worried to leave my family member alone after a family member has died.</u></p>	<ul style="list-style-type: none"> • Provide reassurance and opportunities to connect with that family member, e.g. a phone call. • Be able to signpost the bereaved family member to local support as relevant, including bereavement support. 	<p>East Riding Services</p> <ul style="list-style-type: none"> • Hull and East Riding Cruse Bereavement Care offer information and support for those who have suffered a bereavement. Email support.hull@cruse.org.uk • East Riding Health and Wellbeing website contains links to support and advice on bereavement East Riding Health and Wellbeing - Bereavement • Dove House Hospice are currently running bereavement groups for children and young people. They have sessions for 6-11 year olds and 12-17 year olds and they are currently taking new referrals. For more information on the groups you can telephone 01482 785745 or email children@dovehouse.org.uk
Other Groups	Response	Useful Links, Guidance and Resources
<p><u>LGBTQ2+ (including Lesbian, Gay, Bisexual, Transgender, Queer/Questioning and other members of the LGBTQ community)</u></p> <p><u>I've been able to be 'myself' whilst home and am scared to do this back in school.</u></p> <p>Some (not all) are able to 'be themselves' at home, but not in school and vice versa. The switch between environments for longer interrupted periods of time may cause higher anxiety than pre-Coronavirus.</p>	<ul style="list-style-type: none"> • Apply existing inclusion policies and initiatives. • Be able to signpost and enable access to support. 	<ul style="list-style-type: none"> • The Be You Project: Resources • Step Out Project video: Understanding identity <p>East Riding Services</p> <ul style="list-style-type: none"> • The East Riding Lollipop group via the Thirteen website: Thirteen • Step out group online – social and support group run by Cornerhouse and the Warren Project for 11-19 year olds. For more information see the website: Cornerhouse

<p><u>Abuse and Neglect</u> <u>I have been treated extremely badly whilst at home</u></p> <p>This includes witnessing or experiencing emotional, physical or sexual abuse, being exploited or neglected. They may also be worried about a family member/sibling who is still at home and feel guilty for leaving them behind.</p>	<ul style="list-style-type: none"> • A setting's staff must be prepared for disclosures and vigilantly follow existing safeguarding policies, procedures and training. Note that timeframes for disclosures vary immensely. • Ensure supervision and support for safe guarding leads is in place and readily accessible. • Establish clear behavioural boundaries, support a CYP to stick to these, yet understand that they may act-out but this is an expression of their emotions and not a cause for getting into trouble. • Look out for behaviour changes, including deliberate self-harm and respond according to previous knowledge and procedures. • Help a CYP to understand what is safe and who a safe adult to talk with is, e.g. preferred teacher. 	<ul style="list-style-type: none"> • Childline: Domestic Abuse • Childline: Physical Abuse • Childline: Sexual Abuse • Childline: Emotional Abuse • NSPCC: Child sexual exploitation • Coping with self-harm • NSPCC: Safeguarding during coronavirus: school governors and trustees
<p><u>Young Carers</u> <u>I'm caring for a family member at home and I am worried about them</u></p> <p>This includes those who were carers pre-COVID-19, were drawn into caring during this period and/or may be caring for shielded groups.</p> <p>Many of these CYP may not return to education straight away due to shielding or caring responsibilities.</p> <p>When they do return, they may be distracted, have poor attention.</p>	<ul style="list-style-type: none"> • Ensure they have access to a phone to be able to privately and discreetly contact a family member to ensure the 'cared for' person is ok, especially if they are showing signs of becoming increasingly distracted. • They may be relatively new to caring so treat them with kindness, seek to understand their individual situation and signpost to wider support opportunities. Allow attendance at school to enable them to enjoy being young and put their worries aside, even if just for a short period of time. • Ensure they are not unduly disadvantaged in their educational progress by discussing with them what is/isn't possible and jointly work out solutions and maximise the use of technology where possible, such as remote learning. • Support them to maintain social interactions with their peers, such as video chats, letters and sharing life skills. • Signpost to adult social care so they can provide an additional assessment for the parent/cared for relative. • Refer the CYP to the local Young Carers provision for a statutory young carers assessment if not already done so. 	<ul style="list-style-type: none"> • MindMate: Are you looking after someone else? • Carers UK: Coronavirus information • Ann Craft Trust: Young Carers and Covid-19 • PHE: Guidance for households with grandparents, parents and children living together where someone is at increased risk or has symptoms of coronavirus (COVID-19) infection • DfE: Get technology support for children and schools during coronavirus (COVID-19) • DfE: COVID-19: guidance for young people on shielding and protecting people most likely to become unwell if they catch coronavirus • Identifying and Supporting Young Carers in Education during the Covid-19 Crisis • DHSC: Guidance for those under 25 who provide care for someone <p>East Riding Services</p> <ul style="list-style-type: none"> • East Riding Young Carers and Siblings project provides support for young people up to the age of 18 with caring responsibilities. Email nesdc@actionforchildren.org.uk. • More information and support can be found on the rights 4 u website: East Riding rights 4 u or email rights4u@eastriding.gov.uk • Families Information Service Hub at Families Information Service Hub or email FISH@eastriding.gov.uk

<p><u>Children Looked After/Previously Looked After Children</u> <u>I have experienced placement changes.</u></p> <p>This may include those in foster care who have not been able to have their regular contact hours with families.</p> <p>The mental health of many children in care will be particularly impacted in the context of pre-existing attachment and trauma issues.</p>	<ul style="list-style-type: none"> • Identify the key adults with whom a CYP can spend time building a positive relationship with. • Continue joint working with the CYP's wider support network and the virtual school which has maintained regular contact. Give any new foster carers opportunities to meet or talk to key staff members. • Keep a keen eye on these CYP and regularly check in with them. • Reaffirm that they are wanted and belong – many of these children already feel a sense of rejection and discontinuity in their lives. Consider ways to demonstrate that they have been 'kept in mind' e.g. pieces of their work, photos etc. could be displayed. • Consider linking them to or establishing nurture groups. • Continue or adapt to a P.A.C.E way of working: playfulness, acceptance, curiosity and empathy. • Consider children who were disengaged from education prior to lockdown as well as those who have disengaged from education during lockdown. Through educating at home, foster carers have gained understanding into the education of children. Subsequently, their thoughts and experiences should be fully considered in educational planning for their children. 	<ul style="list-style-type: none"> • Childline: Living in Care • DDP Network: What is meant by PACE? • Adoption UK: COVID-19 • Hull City Council: Trauma/attachment guide for schools
<p><u>Existing Mental Health Needs/Accessing CAMHS My mental health needs have changed whilst being away from school.</u></p> <p>Pre-COVID-19 CYP may have had existing mental health needs and will have had challenges, success and changes to cope with, such as receiving therapy/support virtually or needing to be re-referred for specialist support.</p>	<ul style="list-style-type: none"> • Build on what was in place pre-COVID-19, with a local system wide response being easy to access with clear pathways and consultation/advice available to schools from specialist services. • Senior Leadership Team to ensure that colleagues know how to escalate concerns and seek additional support for a CYP. • Provide discreet but dedicated check-in opportunities with a setting's relevant lead(s), e.g. pastoral leads or emotional wellbeing leads. At these check-ins ask a CYP how they have coped and what may have changed whilst being away from education. Have they had a CAMHS appointment? Provide reassurance that the setting is a safe space and caring for their mental health is a priority. • Relevant leads who have the check-in conversations to cascade information to colleagues as relevant, appreciating at times a CYP's request for confidentiality. • Work in partnership with parents/carers to find out how a CYP has coped whilst away from education and what the challenges/successes have been and discuss ways to maintain coping strategies whilst in education. 	<ul style="list-style-type: none"> • Beyond Blue: How to talk about mental health (age 13+) • NHS: Talking to children about feelings • NHS: Talking to your teenager • Anna Freud – Mentally Healthy Schools: Eating Problems • Anna Freud – Mentally Healthy Schools: Range of mental needs • NHS: In It Together: SEMH Competency Framework for Education Settings (age bespoke) • North East Lincs: Self-Help Menu with links to apps, organisations, helplines etc • National Crisis Text Line SHOUT • Papyrus: Save the Class <p>How to escalates concerns to CAMHS in East Riding</p> <ul style="list-style-type: none"> • CAMHS provides support for young people under the age of 18 who are struggling with emotional/mental health issues. To make a referral to CAMHS visit: Humber NHS CAMHS • You can also get in touch with Contact Point between 9am and 5pm (weekdays) on Hull – 01482 303688 East Riding – 01482 303810 More information can be found at Humber NHS CAMHS

Neurodevelopmental/SEN Needs	Response	Useful Links, Guidance and Resources
<p>I don't want to return to school.</p>	<ul style="list-style-type: none"> Note and cross-reference to ways of responding to neurotypical CYP in this Guide If they have an EHCP, use the information in this to support the transition back to education and liaise closely with parents/carers to find out what their experience of being away from school has been. Tailor the reintegration to school life to the individual. Seek advice from SEN Team who can advise staff on identifying those who might need additional support and reasonable adjustments. Consider using social stories as a way to present information about Coronavirus. Allow time and opportunities to readjust to the physical and sensory environment and reestablishment of key, familiar relationships. For those particularly vulnerable to changes in routine, consider enabling a virtual 'walk-through' either with photos or by video conference in advance of returning. This should make clear any physical changes to the building due to social distancing. Consider setting up a 'calm' sensory space. Use age and developmentally appropriate play as a way of exploring feelings. Understand that some CYP with a diagnosis of Autism need more physical interaction i.e. hugs, and do not have a sense of boundaries. Consider the impact this may have on other CYP who may feel uncomfortable getting too close to someone, even though it is not done to intentionally cause distress. Closely monitor behaviours and enable easy, frequent access to personal hygiene facilities. If a requirement arises for a member of staff or visiting professional to wear PPE, such as a face covering/mask, the CYP should be supported to understand what is happening and why. 	<ul style="list-style-type: none"> The Autism Educator: What is the coronavirus Books Beyond Words: Resources to support people during coronavirus NSPCC: Supporting children with special educational needs and disabilities Stars: Social Stories Stars: Transition Resources for Autistic Children Preparing Autistic & SEND Children for going back to school Hull City Council: Communicating loss with those who have additional needs. Hand Washing Tips for People with Sensory Difficulties DfE: Conducting a SEND risk assessment during the coronavirus outbreak Autism Toolbox: supporting autistic learners to return to education Drawing the Ideal Safe School <p>The resources, strategies and links in this document are useful for supporting a wide range of children and young people (CYP), with varying strengths and needs. Advice and guidance specifically for children and young people with Autism Spectrum Conditions (ASCs) can also be found on the Local Offer in the 'Coronavirus Updates' section. Here you will find a number of ASC specific links and resources which are organised into different categories (e.g. Supporting Emotional Wellbeing and Mental Health, Social Stories for Children and Young People, Teaching Resources, and Sensory Resources, Activities and Stories). This can be accessed at East Riding Local Offer - Coronavirus. There is also a short guide for supporting children and young people with social, communication and interaction needs. This can be found here: Supporting CYP with communication and interaction needs</p>
<p>Those for whom attending school is a severe cause of anxiety</p>	<p>Response</p>	<p>Useful Links, Guidance and Resources</p>
<p>I'm having panic attacks now I've returned to school.</p>	<ul style="list-style-type: none"> Work with a CYP to utilise or establish their coping mechanisms. Be able to apply techniques which calm an individual's breathing. 	<ul style="list-style-type: none"> MindMate: Panic attacks

<p><u>My anxiety and stresses have risen again now that I am back at school.</u></p>	<ul style="list-style-type: none"> • Apply existing skills and strategies for working with a highly anxious CYP, reminding them that emotional responses are natural and normal • Consider a phased return to build up routines, interactions and familiarity. Include relaxed and friendly welcomes at the start of the school day. Use age and developmentally appropriate play as a way of exploring feelings. • Employ partnership working with their parents/carers to find out what they enjoyed whilst being at home and consider what can be replicated/adapted within the education setting. Develop a first day/Monday morning plan for attending education and Sunday night plan for parents/carers to implement. • Focus on positive things and consider coping mechanisms, such as worry boxes, mindfulness and creative activities. Establish designated safe places and clear advice on how to use them safely. 	<ul style="list-style-type: none"> • Edutopia: <u>Why Are Some Kids Thriving During Remote Learning?</u> • Childline: <u>Calm Zone</u> • Sheffield Children’s Hospital: <u>Self Care Kit</u> • The Big Book of Calmers by Jenny Mosley and Ross Grogan • CalmaClass School toolkit • When My Worries Get Too Big Book by Kari Dunn Buron. There is also a video about the book <u>https://www.youtube.com/watch?v=T7W1YQ7RMZw</u> • CBT Toolbox for Children and Adolescents Book by Lisa Phifer, Amanda Crowder, Tracy Elsenraat and Robert Hull
<p>Children of Key Workers</p>	<p>Response</p>	<p>Useful Links, Guidance and Resources</p>
<p><u>I’m worried I will be treated differently by my friends because I have continued to be at school.</u></p>	<ul style="list-style-type: none"> • Setting’s staff to model messages of belonging and inclusion and do not unduly single out key worker children. • Enable class room activities to allow CYP to share their experiences and new skills, learnt either in school or at home. • Acknowledge that the environment will feel start to feel different as more CYP return. Remind them of how things used to be, using positive language to embrace change and opportunities to strengthen friendships. 	<ul style="list-style-type: none"> • Cumbria County Council: <u>Covid-19 Time Capsule activity</u> • <u>Lockdown Journal</u> template
<p><u>I’m highly worried that a family member will catch Coronavirus.</u></p>	<ul style="list-style-type: none"> • Listen with empathy and recognition. Be able to hold a conversation about governmental advice, such as PPE and social distancing and the basics of what Coronavirus is in an age-appropriate manner. Do this in an honest and reassuring way, acknowledging the risks they face but avoid giving complicated explanations. Make sure they understand that adults know what to do if they become unwell (based on advice). Reduce undue fears by providing reassurance that the majority of those who may catch the virus only experience mild symptoms. • Help them to think about things they could have control over e.g. being helpful for their family member such as preparing soap and towels for when they come home. • Try and discuss any plans in place with the family for if they were to become unwell. 	<ul style="list-style-type: none"> • Anna Freud Centre – Mentally Healthy Schools: <u>Coronavirus Resources</u>
<p><u>I’m worried that I might catch Coronavirus from a family member at home who is a key worker.</u></p>	<ul style="list-style-type: none"> • Listen with empathy and recognition. Be able to hold a conversation about good hygiene and public health messages, such as hand washing reminders etc. • Provide reassurance that the majority to catch the virus, especially CYP, only experience mild symptoms. • Reassure them that key workers have been given equipment, advice and training on how to minimise the risk of transmission of the virus. 	<ul style="list-style-type: none"> • Anna Freud Centre – Mentally Healthy Schools: <u>Coronavirus Resources</u>

Physical Health and Psychological Wellbeing	Response	Useful Links, Guidance and Resources
<p>I haven't been eating well whilst away from school.</p>	<ul style="list-style-type: none"> • Reinstate breakfast clubs if possible in accordance with social distancing. • Review the take up of free school meals and encourage families to access food or vouchers. Be able to signpost a family to local provisions and how they can be accessed. • Understand the links between poor nutrition and behaviour and brain function when learning. Display patience with CYP, avoiding putting undue pressure on them. • Nutritional foods may have been eaten, but the relationship to food may have changed. Be alert to the emergence of body image concerns, particularly in older CYP, and the use of food to 'control' feelings/the Coronavirus situation. 	<ul style="list-style-type: none"> • PHE: A whole school approach to food • YoungMinds: Body Image • DfE: Providing free school meals during the coronavirus outbreak • Bite Back: Free Schools Meals Voucher ideas • SYEDA: Early Signs of Eating Related Concerns • Anna Freud – Mentally Healthy Schools: Eating Problems • UNICEF UK: Food Power for Generation Covid <p>Support in East Riding</p> <ul style="list-style-type: none"> • The East Yorkshire Foodbank is based in Beverley and provides nutritionally balanced emergency food parcels for families in the East Riding. More information can be found at: East Yorkshire Foodbank <p>Contact the foodbank to find out about food vouchers.</p> <ul style="list-style-type: none"> • The Community Hub offer information on foodbanks around the East Riding. Information can be found at: East Riding Community Response Hub. The East Riding Food Poverty Alliance (ERFPA) also provide support for families. They have a list of foodbanks on their website as well as recipes that can families can follow. For more information see East Riding Food Poverty Alliance • FISH – Provides information on health and money matters. For information see Family Information Service Hub or email fish@eastriding.gov.uk • Seed – Eating Disorder Support Service provide advice and support. For more information see: Seed Eating Disorder Support Service or email hello@seedeatingdisorders.org.uk <p>Telephone: (01482) 344084 or call the advice line: (01482) 718130</p>

<p><u>I haven't had much chance to exercise and play outside whilst away from school.</u></p>	<ul style="list-style-type: none"> • Understand the links between low mood, poor motivation etc. and restrictions on physical activity that CYP may have experienced. • Be alert to the emergence of body image concerns, particularly in older CYP. Understand increased access to social media may have distorted some self-perceptions or have triggered a sense low self-esteem from not being able to achieve a so called 'isolation transformation'. • Risk assess outdoor spaces within the setting to enable the establishment of measures to allow for adequate movement in accordance with safe social distancing guidance. • Ensure that P.E. lessons are fun, engaging and not overly exertive to allow for a period of readjustment. 	<ul style="list-style-type: none"> • PHE: <u>What works in schools and colleges to increase physical activity?</u>
<p><u>I'm worried about my physical health needs.</u></p> <p>This may relate to missed or delayed medical appointments or being in a shielded category based on clinical vulnerability.</p> <p>Older ones may have concerns or queries about relationships/sexual health. Additionally, it should be made clear that it is okay to feel unwell and ask for help, without any risk of stigma or being judged as a virus carrier.</p>	<ul style="list-style-type: none"> • Be able to listen to concerns about physical health and communicate messages that the NHS is 'open for business', but likely in a different format for a while, e.g. video consultations, and that all types of physical health care are as important as before • Settings to work closely with school nursing teams. Encourage young people and families to seek advice from their professional healthcare leads (e.g. GP, hospital team). • Undertake partnerships working with parents/carers of CYP who may have to remain at home longer due to shielded based on clinical vulnerability. Reach out to ensure them that they are not forgotten; either by their friends or from an academic perspective. Class mates could undertake activities to send them videos or cards. Blended learning should be made available for these ones where appropriate. • Be able to explain in an age appropriate way to those returning to school why some might not be in attendance at this time. Do this in a way that does not cause alarm, but reassures CYP that their safety is of highest importance. • When those in shielded categories do return, reassure them that guidance has been followed and the setting is a safe place. • Where parents/carers are concerned about their child returning to school due to an existing physical health need, supportive and open conversations should be held with them, including addressing any concerns they may have regarding potential fines for non-attendance. 	<p>Edutopia: <u>The value of active listening</u></p>

8. Staff Wellbeing

Many members of staff from education settings have continued to work throughout the Coronavirus restrictions. Like the CYP they care for, they too may be experiencing loss, abuse, burn-out or other difficulties. The phased re-opening of settings will likely add to their existing emotional burdens. Senior Leadership Teams must be proactive in ensuring that emotional wellbeing and mental health is a visible priority.

What settings can do together:

- Follow the principles of consultation, communication and collaboration.
- Recognise and acknowledge the difficult circumstances collectively and model behaviours of kindness, empathy and compassion.
- Create opportunities to recognise and reward colleague's hard work, e.g. random acts of kindness.
- Have identified emotional wellbeing leads with an open-door policy.
- Make the most of informal opportunities to check-in with each other.
- Change the narrative where– 'staff meetings' become 'wellbeing check-ins', discuss what went well. Ensure school leaders themselves have support.
- Be aware of what local/national support is available and how to access it, such as helplines, IAPT, voluntary organisations and remember the NHS is still accessible for mental and physical health needs.
- Be as clear as possible on ways of working, per government advice, addressing concerns around use of restraint if applicable.
- Gather views on what is manageable and what staff feel is appropriate so there is a whole school approach and that this is consistent.
- All to have access to supervision and mentorship, but especially newly qualified members of staff.
- Minimise academic pressure to achieve.
- Be sensitive to any possible resentment within teams e.g. for those who have had additional prep time at home compared to those who continued to be present in school. Address with team rebuilding and repair opportunities.

What individuals can do to look after themselves:

- Take time out to get sufficient sleep and rest, relax and eat regularly and healthily, staying well hydrated.
- Talk to people you trust and allow yourself to be comforted.
- Reduce outside demands and avoid taking on additional responsibilities.
- Spend time in a place where you feel safe and calm to reflect on what's happened over the course of the day/week. Acknowledge and allow feelings during this reflective time.
- Try to reduce your time spent looking at the news from media outlets and social media. Try scheduling 'digital power off' times, especially before bed.
- Use relaxation strategies e.g. slow breathing, self-talk or mindfulness
- Create a wellbeing planning tool for yourself, including knowing where to get outside support from if needed (Local Offer websites can inform this):

Useful Links for Staff Wellbeing

- Mentally Healthy Schools: [Staff Wellbeing](#)
- Anna Freud: Looking after each other and ourselves and Anna Freud: [Supporting staff wellbeing in schools](#)
- Mind: [Five ways to wellbeing](#)
- [Education Support](#)
- MindEd: [CBT Art Workbook for Managing Stress](#)
- Centre for Mental Health: [Supporting mental health during Covid-19, a brief guide](#)
- British Psychological Society: [Advice on Teacher resilience during coronavirus school closures](#)
- Public Health England: [eLearning Psychological First Aid](#)
- [Anna Freud 5 Steps to Mental Wellbeing for Schools](#)
- [MindEd Staff Resilience Hub](#)
- Mind: [Coronavirus and your wellbeing](#)

Local Support and Resources for Staff Wellbeing

- [East Riding Intranet - Health and Wellbeing](#)
- [Connect to Support East Riding](#)
- [Hull and East Yorkshire Mind](#)
- [East Riding Health and Wellbeing](#)
- [Healthy Minds in East Riding](#)
- [Active East Riding](#)
- [CommunityLinks East Riding](#)
- [East Riding Libraries - Free E-Audio books](#)
- [East Riding Mental Health during Coronavirus](#)
- [Community Mental Health Services for Adults in the East Riding](#)
- [Mindful Art with Beverley Art Gallery](#)

9. Directory of Local Services in East Riding

Name of Service	Acronym (if used)	Link
Families Information Service Hub	FISH	https://fishwebsearch.eastriding.gov.uk/fishwebsearch/ or email fish@eastriding.gov.uk
Hull and East Yorkshire Mind	HEY Mind	https://www.heyandmind.org.uk/
Social Mediation and Self Help	SMASH	emma.train-sullivan@nhs.net
Child and Adolescent Mental Health Services	CAMHS	https://www.eastridingofyorkshireccg.nhs.uk/mentalhealth/camhs/
Educational Psychology Service	EPS	http://eastridinglocaloffer.org.uk/directory/?entry=educational_psychology
Behaviour Support Team	BST	http://eastridinglocaloffer.org.uk/directory/?entry=primary_behaviour_support_team
East Riding Voluntary Action Services	ERVAS	https://www.ervas.org.uk/youngpeople/information-for-professionals/
Youth & Community Development Support, Army Welfare Service		Defence School of Transport, Normandy Barracks, Leconfield (Richard.HerschellSmith811@mod.gov.uk)
School Nursing		denise.purdon@nhs.net (Contact for any medical questions)

10. Appendices

Appendix 1: Colleagues form East Riding who were part of the original Task and Finish Group.

- Helen Mitton – Area Senior Educational Psychologist, East Riding Educational Psychology Service
- Julie Braithwaite – Commissioning Lead – Women and Children, Clinical Commissioning Group

Appendix 2: Services/organisations invited to contribute towards the development of the Guide

- East Riding of Yorkshire Council Children and Young people Specialist Services
- East Riding of Yorkshire Council Children and Young people Support and Safeguarding Services
- East Riding Voluntary Action Services
- Leconfield Army Welfare Service
- East Riding of Yorkshire Clinical Commissioning Group
- East Riding of Yorkshire CAMHS
- East Yorkshire Parent Carer Forum
- The Young Leaders of East Riding