

Support during self-isolation



Purpose

Who is this document for?

This document is designed for school leaders to put in place steps to support the psychological wellbeing of staff and students during covid-19.

How and why has it been developed?

Covid-19 is likely to have a psychological impact on all members of the school community due to the threats and stressors associated with it. A lot of guidance has been produced on how to manage the trauma and stress of a pandemic. This planning document has brought together the key points from reputable sources to provide school leaders with a checklist of steps to support psychological wellbeing. Whilst there will be a need for direct psychological support in the longer term for some members of the school community, most steps at this point focus on more general support to enable people to feel safe, be connected, remain calm, have a sense of self-efficacy and control, and have hope. These areas of support have been found to be most important to reduce the likelihood of longer-term trauma from an event¹.

How can it be used?

This document focuses on support during self-isolation. It includes a checklist for headteachers accompanied by supporting information and signposting to how to access further support. Similar documents will follow to provide guidance on support for bereaved members of the school community and transition back to school. There are sections that you may want to summarise in your communications with staff and families, and there are other sections that you may want to provide directly to them as well. Please share parts of this document as you see fit.

How has this document been developed?

This document has been developed by members of the Educational Psychology Service². It was created by reviewing the current guidance, psychology and research around responses to community trauma, pandemics and specifically, Covid-19. It has been designed to highlight the key points that are salient for schools.

¹ Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., et al. (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry*, 70(4), 283–315.

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What other support is available to school leaders and staff?



Educational Psychology Service

All schools have a contact Educational Psychologist who should continue to be available for queries and advice.

Contactline is running on a daily basis from 2-4.30pm and is available for all staff, parents, professionals and young people aged 16-25. To speak to an Educational Psychologist (EP), please ring 01992 588 574, where a member of staff will take your details and get an EP to call you back.

Support continues to be available for critical incidents or sad events affecting the school community. See <http://www.thegrid.org.uk/info/healthandsafety/critical-incident.shtml> for contact details and other resources relevant to this.

Other ISL Professionals

Specialist Advisory Teachers continue to be available to discuss support for children that professionals are already involved with. They are also available for daily phone queries via the phoneline 01442 453 920 (open Monday to Friday, 10am – 2pm).

ISL are supporting schools to follow up vulnerable children and families: professionals will be linking with schools around this.

Statutory assessments continue to be carried out but remotely unless parents select for the assessment to be postponed.

Strategic Leads for Mental Health in Schools

The Strategic Leads for Mental Health in Schools (Yael Leinman and Breda O'Neill) continue to be available to school Mental Health Leads for queries and advice. They are running 90-minute staff wellbeing remote group sessions for Mental Health Leads and Deputy Mental Health Leads. See <https://www.healthyyoungmindsinherts.org.uk/schools/schools-mental-health-training>.

Schools are encouraged to work towards the Healthy Young Minds in Herts Self-Review and Kite Mark, which addresses a number of areas identified in the checklist <https://www.healthyyoungmindsinherts.org.uk/publications/2020/feb/hertfordshire-schools-self-review-whole-school-and-college-approach-emotional>

DSPLs

Many DSPLs are providing information and resources to parents and schools via their website.

Herts for Learning

Telephone support is available from the Herts for Learning Wellbeing team for SLT colleagues who would welcome the space and time to talk through any worries, stresses or concerns. All conversations are confidential. This is to provide wellbeing support and practical advice. Contact wellbeing@hertsforlearning.co.uk with your name and contact details requesting a wellbeing call with one of the team.

Public Health

Pastoral Leads Networks

All secondary schools and colleges have access to a pastoral leads network for their district or borough. Network meetings take place on at least a termly basis and provide an opportunity for schools to hear about important local, Hertfordshire, and national updates, access training opportunities, and share challenges or successes with other schools and relevant partner agencies. While Covid-19 related restrictions are in place, pastoral leads are being sent regular updates via email, and where desired, remote meetings are being held. If you are not linked into the pastoral leads network but would like to be, contact publichealth@hertfordshire.gov.uk

Primary schools also have pastoral support via an annual conference, and relevant information is shared regularly via the Schools Bulletin.

Just Talk

The Just Talk campaign is a Hertfordshire multi-agency project with the aims of reducing mental health stigma (through raising awareness), helping young people to develop positive coping strategies, and pulling together useful and relevant self-help and support information into one place. It is the central repository for mental health information for young people in Hertfordshire, with a dedicated webpage relating to Covid-19.

In partnership with young people, the 20+ partner agencies involved in the project have developed a large number of resources for professionals in schools to use to help promote the wellbeing of their students, including a downloadable schools toolkit which contains a variety of 15 minute activities, template assembly presentations, short films, posters, and lesson plans for PE and PSHE. A range of these activities could be shared for home learning and discussions.

All of the information can be found here www.justtalkherts.org

Public Health Nursing 5-19 (School Nursing)

There is a School Nurse on duty every weekday that can support you with any concerns you may have about a child's/children's health and wellbeing. They can be contacted on **0300 123 7572 from 9am to 5pm Monday to Friday**

The service is continuing to accept referrals for children and young people requiring support for low level mental health, emotional and wellbeing concerns including anxiety, low mood, anger, behaviour, self-esteem, stress and sleep issues. Referrals are welcome from parents, schools and other professionals. Referrals can be made online through the following link: <https://www.hct.nhs.uk/forms/school-nursing-form.asp>

Checklist for senior leaders

This checklist summarises the good-practice guidance about how to support members of the school community during lockdown. It is organised around areas of support found to be most important during traumatic situations affecting communities and also includes specific guidance relevant to pandemics. It is likely that many of the support strategies are in place so this document may serve to reassure as well as to guide next steps.

Sense of Calm	<ul style="list-style-type: none"> <input type="checkbox"/> Leaders attend to the emotions of others and are mindful about the impact of their emotions on the team. They model positive coping strategies (see examples in ‘Coping and wellbeing during Covid-19: a guide for parents and staff’). <input type="checkbox"/> The Anna Freud video about how staff can support students in the transition to home schooling has been shared with staff <input type="checkbox"/> Staff are explicitly asked if they may need additional support and what this might look like. <ul style="list-style-type: none"> ○ A useful document, including a tiered approach to support for staff, is here ○ Ideas poster: https://hub4leaders.co.uk/learning-hub/resources/staff-mental-health-calendar/staff-mental-health-calendar/ <input type="checkbox"/> Practical advice is provided to support staff with coping techniques and to signpost to other psychological care (e.g. https://www.healthyyoungmindsinherts.org.uk/schools/how-look-after-your-mental-health-and-emotional-wellbeing-during-covid-19-outbreak and ‘Coping & wellbeing during Covid-19: a guide for parents and staff’). <input type="checkbox"/> Staff are encouraged to monitor their own wellbeing (see https://mhfaengland.org/mhfa-centre/campaigns/mhaw2018/Weekly Wellbeing Checkup.pdf for an example). <input type="checkbox"/> Information is shared with parents about how to support their own and their children’s physical, educational and emotional needs (see ‘Resources to Share with Families’ and Pandemic Toolkit <input type="checkbox"/> Bereavement guides are available to staff, parents and CYP where needed (see www.hertfordshire.gov.uk/coronavirusbereavement)
Sense of Control	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration and staff sense of agency are promoted and encouraged: <ul style="list-style-type: none"> ○ Staff are enabled to contribute to decisions (e.g. through online polls and inviting feedback during staff briefings/check ins) ○ Initiatives that promote team reflections are engaged ○ Staff and parents are encouraged to express their concerns. <input type="checkbox"/> Staff are informed why decisions have been made in a transparent way. <input type="checkbox"/> Staff are encouraged to develop their own routines which emphasise what they can control and what they are trying to achieve in any given situation. <input type="checkbox"/> Guidance and support for continued teaching practice is shared with staff: <ul style="list-style-type: none"> ○ Guidance and advice from relevant teaching unions is shared regularly (e.g. NEU guidance on distance teaching) ○ Staff have access to advice for working from home/remotely and appropriate technology to do so. ○ Staff have sufficient resources / training to enable them to provide lessons remotely (see ‘Supporting learning in lockdown’). ○ Staff have access to advice for promoting teacher-student relationships.

Sense of Hope	<ul style="list-style-type: none"> <input type="checkbox"/> Members of SMT model transformational leader behaviours to maintain morale and lead staff through this extreme situation (for more information about transformational leader behaviours please see ‘Transformational Leadership’ document). <input type="checkbox"/> School leaders ensure that the emotional climate created allows for and encourages the expression of positive emotions (e.g., pride, determination, and optimism), especially in these difficult circumstances. <input type="checkbox"/> A solution-focused approach is encouraged in practice; the focus for all staff is on doing more of what is working well and setting achievable goals that can be reviewed regularly.
Safety and Work Welfare	<ul style="list-style-type: none"> <input type="checkbox"/> All staff have been encouraged to complete the ‘Individual Checklist for Staff’. <input type="checkbox"/> There is a clear sickness policy and information for staff about how to report absence. <input type="checkbox"/> Staff safety and work-related welfare has been prioritised and systems are in place to ensure continuing health and safety precautions are implemented in the workplace. <input type="checkbox"/> Rota systems are carefully planned to provide physical (but safe) contact with others. <input type="checkbox"/> Staff are rotated from higher-stress to lower-stress functions wherever possible. <input type="checkbox"/> Flexible schedules are enabled for staff who are directly impacted or have a family member affected by a stressful event. <input type="checkbox"/> Less experienced staff are partnered with more experienced colleagues to provide mentorship and support. <input type="checkbox"/> Regular work breaks are initiated, encouraged and monitored. <input type="checkbox"/> Rules around social distancing are followed on the school premises. <input type="checkbox"/> Staff are aware of the school policies on staff conduct, e-safety, data protection and safeguarding procedures, which continue to be relevant. This includes contact with safeguarding services when appropriate. No personal details are sent over email without additional protection (e.g. passworded documents). <input type="checkbox"/> Staff are involved in agreeing rules and ways of working remotely and in school. Staff are encouraged to work in different ways, so they are not always on their computers. There is an understanding for those with additional caring responsibilities and flexibility is provided. <input type="checkbox"/> Staff have suitable IT equipment to work from home where necessary. <input type="checkbox"/> Consider how best to redeploy staff who are no longer able to carry out their normal duties. <input type="checkbox"/> Protocols are in place to effectively monitor the safety of vulnerable children / families, with the most vulnerable having higher priority and frequency of contact. A script may be helpful to provide context for contacting parents and asking specific questions. Contact with families is recorded to allow monitoring over time. <input type="checkbox"/> For other families, regular check-ins through surveys would be helpful in identifying other families that are vulnerable. Another indication of concerns could be if work is not being completed, although this will depend on individual circumstances. <input type="checkbox"/> If contacting parents through personal phones, staff protect their contact details. <input type="checkbox"/> Parents are reminded of e-safety policy and are encouraged to monitor and talk to their children about what they are looking at and doing online. <input type="checkbox"/> Students are aware of how to report cyberbullying and know who they can speak to if they need to (e.g. due to anxiety).

Connectedness	<ul style="list-style-type: none"> <input type="checkbox"/> Relevant members of SMT are visible / available to staff and parents (but not 24/7). Parents know when and how to get in contact with staff. <input type="checkbox"/> Staff are provided with relevant documents and the ones that are critical for staff to read and understand at this busy time are highlighted (precise key points keeping them simple and specific). <input type="checkbox"/> Managers have set up a system of daily/weekly check-ins with staff they have responsibility for. <input type="checkbox"/> Systems are in place to encourage peer connections and support amongst staff, as well as to support planning: <ul style="list-style-type: none"> ○ Regular catch-up and/or briefings with staff take place, through the use of remote technology where needed ○ A 'virtual staffroom' could be created/scheduled where teachers are encouraged to chat and check in with each other. The difference between times when staff should attend the virtual staffroom (e.g. whole staff briefings) and times where it is optional is made clear ○ Staff are encouraged to identify their preferences and pinpoint the type of social interaction that is most beneficial for them during this time. From this, peer support mechanisms have been established. For example: <ul style="list-style-type: none"> ▪ Remote 'coffee breaks'. Staff are encouraged to check in with each other and seek help from peers ▪ 'Buddy networks' have been created so staff have a small network of individuals they can contact when needed. <input type="checkbox"/> Staff continue to receive praise and feedback to ensure that they feel valued and that their efforts are recognised (e.g. through 'Staff Member of the Week', as well as individual, more regular feedback). <input type="checkbox"/> Contact is made with any staff on maternity leave or those who are due to start new jobs at the school to reassure them of their positions. <input type="checkbox"/> Contact is made to check-in with staff where additional vulnerability factors are known. <input type="checkbox"/> Identify any casual/hourly paid staff who may be at financial risk and communicate directly with them to offer support/advice. <input type="checkbox"/> Advice is sought from governors and they are informed of key decisions. <input type="checkbox"/> Information and relevant communications are shared with parents regularly. There is a tone of understanding and compassion, rather than an authoritative one to show support and comfort. Information comes from reputable sources (e.g. EEF) and follows DfE guidelines. Communication from all staff has a consistent message. <input type="checkbox"/> Ensure that enough members of staff know how to update the school website and use messaging services, in case of staff absence. <input type="checkbox"/> Pupils are encouraged to stay connected with their families and friends (e.g. writing letters/drawing pictures). <input type="checkbox"/> Staff are encouraged to communicate regularly and frequently with pupils to keep connected with students and show that they are being thought about, support their learning and share positive messages and good news, e.g. through sending them videos (individual or group) or being in video calls with students (following e-safety and safeguarding procedures).
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Transformational Leadership



Transformational leadership describes how a leader seeks to meet the higher-order needs of followers. The 'four I's' of transformational leadership have been proposed in research.

1. *Idealized influence* characterizes the extent to which an individual engages in behaviors that encourage followers to identify with him or her.
2. *Inspirational motivation* describes the extent to which an individual puts forth a vision meant to inspire followers.
3. *Individual consideration* describes the extent to which an individual seeks to meet the individual needs of his or her followers.
4. *Intellectual stimulation* characterizes the extent to which individuals challenge existing assumptions and encourage others to take risks.

Transformational leadership has been linked to a number of positive outcomes including employee psychological wellbeing.

Transformational leadership is currently one of the most dominant leadership theories and it has been the subject of theoretical and meta-analytic reviews as well as theoretical and methodological critiques.

References:

Banks et al. (2016); Karanika-Murray et al. (2017); Kelloway, Neilson & Dimoff (2017); Kelloway et al. (2012)

Script for Speaking to Parents

This script is taken from: <https://www.annafreud.org/media/11264/pears-family-school.pdf>.
This is an example for you to adapt how you see fit.

[The following script and checklist is to be used by teachers calling home as part of a Coronavirus response provision. Obviously, you will personalise the delivery to make it more informal, but it is designed to ensure you cover the essential questions and glean the most information. Before calling, make sure you know if and when the young person is coming into school or when a home visit is scheduled. Remember that in response to any questions you cannot answer, you can always say that you will find out and get back to them.]



Hello,

Is this a good time for a quick catch up on how you and [student's name] are coping in this strange time? You are very much in our minds and we are interested to know how you are coping either at home or when you come into school.

We are interested in your ideas on how [student's name] learning is progressing and, of course, his/her wellbeing. Is it ok if I ask a few questions about [student's name] work and wellbeing?

As you know, as a school we are also interested in your wellbeing and we will be asking you how things are going generally at the end of the call - but first I want to check a few things - sorry if it sounds like you're having an interview.

Academic Progress

How often and for how long is your child working?

How are they managing following the timetable?

Are there any activities they are enjoying in particular?

Is there anything they have been asked to do that you are struggling with?

If a parent identifies the child is struggling to be motivated to follow the timetable and complete work:

- Advise on alternative approaches to completing tasks to make them more motivating e.g. have you tried putting the work into a game.
- Advise on small chunks of work and building them up over time and praising children for even very small amounts of work.
- If there are particular activities that they are enjoying, we may be able to get more of those things to them. Also see ideas here: [Activities to do at home](#).



Wellbeing

How does your child seem in themselves? Is it similar to when they are at school?
Are they sleeping less or more and how is their eating?
Any other signs that your child might be stressed?
How often is your child getting outside?
Have you got any concerns?

Please note, questions to do with wellbeing are important for risk management and mental health assessments. Parents may talk to you about worrying changes in their child's behaviour. For example, you may hear a child has stress indicators such as tics, obsessional behaviour or night terrors. It is recommended that you do not give advice until you've had a chance to check in with pastoral members of staff or SLT. Please be empathic and collect as much detail as feels appropriate. Reassure we will be back in touch.

To know what to listen out for here are some symptom markers. Physical symptoms of stress may include:

- Appetite decrease
- Headaches
- New or recurrent bedwetting
- Nightmares and sleep disturbance
- Stomach pains

Emotional symptoms

- Fears such as fear of the dark
- Unwilling to let parents out of sight
- Returning to behaviours of a much younger age

Also, if you hear of any old behaviours re-emerging such as bedwetting or language problems again please contact SLT/pastoral support.

Parent/adult check in and chat

Now, how are you doing?
Do you have any particular concerns at this time?
How is your family coping?
Would you like a time to talk about worries you may have?
Who is supporting you right now?



If a parent identifies they are struggling, acknowledge this is a very difficult and uncertain time and many people will be struggling with the impact of social distancing. You can refer to the [Directory of Organisations Offering Wellbeing Support](#) to signpost for support.

If parents identify questions about government guidance:

- Answer if you feel happy to, if you do not know the answer of don't feel comfortable giving advice.
- I have noted that query down and will message a link through with more information linking to your query if possible.

Thank you very much for answering those questions. We understand this is a very difficult time for you. Stay safe and keep well. We'll keep in touch. We will be inviting you to online catch ups every week or in person when we can.

Support during self-isolation

Resources to Share with Staff

Supporting Learning in Lockdown: Checklist and Top Tips for Teachers

Sharing Information:

- ☐ Parents have been given information about how to support their children's education during lockdown.
- ☐ Parents have been given clear instructions to enable their children to complete the learning. This includes ensuring that relevant vocabulary and methods are clearly explained to parents so they can support learning.
- ☐ Parents are supported to understand the aim of what their children are learning and why they use a certain method.

Managing Expectations:

- ☐ It has been communicated to parents that it is OK to lower their standards a bit if they are struggling to cope.
- ☐ Parents are encouraged to contact teachers if they are struggling.
- ☐ Home learning schedules allow for flexibility depending on family circumstances.

Differentiation of Learning Tasks:

- ☐ Learning tasks are simplified so they can be understood and undertaken as independently as possible by students.
- ☐ Consideration is given as to whether short tasks or longer projects are more appropriate for students.
- ☐ Where possible, tasks are completed offline.
- ☐ For students who do not have internet or computer access, learning and resources are adapted, and students are encouraged to use resources already available to them.

Feedback & Support:

- ☐ Parents are aware of the expectation that their child may get things wrong and understand that it is part of the learning process.
- ☐ Parents know how feedback is provided to them and students about learning.
- ☐ For staff delivering online learning, consideration has been given as to how they use their time (e.g. spending more time supporting the more vulnerable pupils through small group remote sessions).
- ☐ Students are encouraged by staff providing personalised feedback about their contributions and progress.

Engaging Students in Learning:

- ☐ There is a focus on fun learning, even for older students.
- ☐ Staff support students in feeling safe to make mistakes and ask questions.
- ☐ A growth mindset is promoted.
- ☐ A student learning community is established; students are able to build on each other's contributions, sparking interest and spreading joy.
- ☐ Students are given structured activities that they can feel in control of.
- ☐ Students are involved in decisions about their learning.

The Education Endowment Foundation has a fantastic list of resources, which are all brief and accessible. The main page is here: <https://educationendowmentfoundation.org.uk/covid-19-resources/> with resources for teachers directly and for parents.

Maintaining wellbeing in lockdown: Individual Checklist for Staff

Personal Wellbeing:

- ☐ I maintain a healthy, balanced diet and ensure I drink plenty of fluids.
- ☐ I ensure that I have adequate sleep and enough rest to enable me to complete my work.
- ☐ I have thought about how to maintain a healthy work-life balance.
- ☐ I take regular breaks from work.
- ☐ I look after myself (e.g. showering and dressing, cleaning teeth).
- ☐ I take normal, healthy precautions following government guidelines.
- ☐ I keep active and try and get fresh air when I can.
- ☐ I keep in regular contact with friends and family, e.g. playing board games or quizzes.
- ☐ I spend time doing positive things/things I enjoy doing.
- ☐ I have identified effective coping mechanisms to help manage during times of stress.
- ☐ I am aware of simple stress management techniques and can access apps to support with this.
- ☐ I have explained the situation to others so they can provide support and I know to reach out for help if needed.
- ☐ I take breaks from the news/limit myself to checking news at certain times in the day.

Practical Considerations:

- ☐ I use a range of technologies, so I am not always just looking at a screen.
- ☐ I try to hand over tasks at home to others so that the impact of these additional stressors can be reduced.
- ☐ I have adopted a transition routine to enter/leave the work environment.



Coping & Wellbeing During Covid-19: A Guide for Staff and Parents

Understanding Psychological Responses

Everyone will be affected in some way by this pandemic. The experience will be different for each individual and may change from day to day and across weeks as people adapt to changing circumstances. It is completely normal for different people to respond differently, and it is okay for people not to feel okay. Reactions that people might experience include:

- Increased tiredness: due to the mental workload and additional stress and anxiety associated with Covid-19 and adapting to a changed situation.
- Feelings associated with loss (of routine, of important planned activities, or due to a bereavement): anger, sadness, low mood, shock, denial, numbness and moving between different emotions.
- Emotional effects of being in quarantine, which might include boredom, depression, exhaustion, avoidance, detachment from others, anxiety, irritability, insomnia, confusion, anger and helplessness.
- Job stress related to compromised ability to do the job, lack of control over work, reduced concentration, and blurred boundaries between home and work.
- Post-traumatic stress responses as a result of exposure to the news, actual experienced events, or feelings of threat: this may be noticed as changes in cognition, mood, arousal and reactivity; avoidance of certain situations; and intrusion of thoughts, images or memories.
- Positive effects such as renewed commitment to work, personal and professional growth, increased voluntary efforts, a sense of meaning and life and feelings of gratitude, strength, hope and love.

Healthy habits

There are daily supports you can put in place which will help to protect against some of the negative psychological impacts of the pandemic:

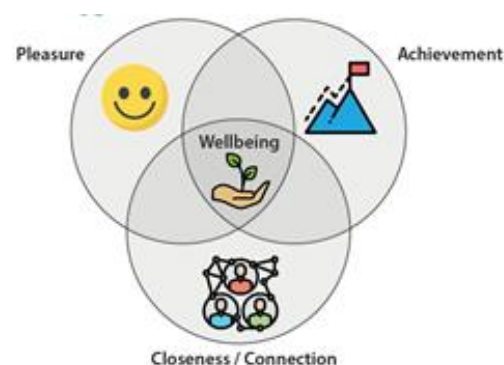
- Build structure into your day to maintain some routine, this could include a transition routine between home and work tasks.
- Aim to keep regular sleep and wake times and take other steps to maintain good sleep hygiene (<https://www.sleepfoundation.org/articles/sleep-hygiene>).
- Allow yourself breaks in between work tasks.
- Maintain healthy food, drink and exercise goals.
- Reduce your exposure to the news, especially if this is something that causes anxiety: limit it to one or two times a day, at times when you are less likely to ruminate on information.
- Accept that things are out of your control and that they will not last forever. Focus on what you can control.
- Practice self-acceptance and have realistic expectations and standards for yourself – you can only be ‘good enough’.



Helpful Ways of Coping

Maintain balance in your life

Wellbeing comes from living a life with a balance of activities that give you feelings of pleasure, achievement, and closeness. Humans are social animals – we need connections to thrive and flourish. We would recommend trying to do at least some activities that are social and involve other people. See Activity Menu in [APPENDIX 1: Maintaining balance in your life](#) for example activities.



Five Ways to Wellbeing

The following are evidence-based strategies identified to support wellbeing³:

1. Connect: Find virtual ways to spend time with family, friends and colleagues.
2. Be Active: Plan daily exercise outside or using online videos or other indoor exercise options.
3. Take Notice: Practise being mindful of your own body and the environment around you.
4. Learn: If you have extra time, use this to try something new or focus learning on your role (e.g. new technology, ways of teaching) or wellbeing.
5. Give: This could include practical support as well as offering encouragement, time and expressions of gratitude to others.

See <https://www.justtalkherts.org/media/documents/resilience-at-home-guide.pdf> for a checklist resource to help you incorporate five ways related activities into your days.

PERMA

A meta-analysis of research into coping identified 5 styles of coping and encouraged people to be aware of their dominant style but also explore other options for coping:

Positive emotion: spend time on healthy experiences and focus on positive things

Engagement: become immersed in worthwhile goals

Relationships: connect positively with others

Meaning: act with purpose

Accomplishment: achieve goals and manage setbacks

See [APPENDIX 2: PERMA – Questions You Can Ask Yourself to Promote Wellbeing](#)

Psychological First Aid

Psychological First Aid⁴ is an evidence-informed approach which has identified key features that are helpful for traumatic situations:

- Increase your sense of **safety**
- Stay **connected**
- Cultivate **calmness**
- Improve your sense of **control**
- Remain **hopeful**

See [APPENDIX 3: Psychological First Aid](#) for ways to think about this.

³ <https://www.mindkit.org.uk/5-ways-to-wellbeing/>

⁴ <https://www.nctsn.org/treatments-and-practices/psychological-first-aid-and-skills-for-psychological-recovery>

Other coping resources

The *Mind* website provides useful information about how to cope with anxiety and self-isolation: <https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/> and <https://www.mind.org.uk/information-support/types-of-mental-health-problems/anxiety-and-panic-attacks/self-care-for-anxiety/>.

The Anna Freud Centre has created a webpage with lots of examples of ways to manage feelings that people can use to get ideas: <https://www.annafreud.org/selfcare/>.

A menu of self-care activities can also be found [here](#)

Managing worries

It's important to note that everyone will be different, so here are some examples of ways that might help you to manage worries. Not everything will work for everyone. It is a good idea to think about what has helped you manage feelings of worry before and use those strategies as a starting point. Here are some examples to consider.

Practise identifying whether worry is 'real problem' worry, or 'hypothetical worry'

If you're experiencing lots of hypothetical worry, then it's important to remind yourself that your mind is not focusing on a problem that you can solve right now, and then to find ways to let the worry go and focus on something else. You might also use this tool with children if they are struggling to cope. See [APPENDIX 4: Worry decision tree](#) for a worry decision tree.

Practise postponing your worry

This means deliberately setting aside time each day to let yourself worry (e.g. 30 minutes at the end of each day).

Speak to yourself with compassion

Worry can come from a place of concern – we worry about others when we care for them. A traditional cognitive behavioural therapy technique for working with negative, anxious, or upsetting thoughts is to write them down and find a different way of responding to them.

Practise mindfulness

Learning and practising mindfulness can help us to let go of worries and bring ourselves back to the present moment. Focusing on the gentle movement of your breath or the sounds you hear around you, can serve as helpful 'anchors' to come back to the present moment and let go of worries. Activities for practising mindfulness can be found here:

- <http://www.safehandstinkingminds.co.uk/covid-anxiety-stress-resources-links/>
- <https://www.zerotothree.org/resources/2268-mindfulness-for-parents>
- Apps such as Headspace, Calm and Smiling Minds
- Colouring and origami: <https://origami.me/>.

Sensory Strategies

Think about how you can use your senses to ground yourself in the present moment:

- Sight: looking at something calming (e.g. bubble tube).
- Sound: calming music or noises.

- Touch/proprioception: deep pressure can often be calming to people.
- Smell: e.g. essential oils.
- Taste: e.g. having a cup of tea/hot chocolate.

Find out more about anxiety

You could consider listening to some podcasts related to anxiety. One related specifically to coronavirus is here: <https://podcasts.apple.com/us/podcast/how-to-handle-coronavirus-anxiety-special-edition/id1087147821?i=1000468295073>, and there is a collection of 8 Different Podcasts to listen to regarding anxiety here: <https://www.calmer-you.com/feeling-anxious-or-worried-listen-to-these-8-podcasts/>.

Seeking further support

Many of the feelings you are experiencing right now could be considered normal reactions to abnormal events. Putting in place some of the suggested actions to cope and manage the worries may lead to a reduction in some of the negative effects associated with Covid-19 and self-isolation. However, if you are concerned about a persistent change in your mood or wellbeing, please contact your GP. There are also other organisations that can offer advice and support – you can visit <https://www.hertfordshirefamiliesfirst.org.uk/covid19-special-edition/current-news/links-for-mental-health-and-general-wellbeing> for further information or the [Directory of Organisations Offering Wellbeing Support](#).

APPENDIX 1: Maintaining balance in your life

Use An Activity Menu To Give You Some Ideas To Stay Occupied



Animals

Pet an animal
Walk a dog
Listen to the birds



Be active

Go for a walk
Go for a run
Go for a swim
Go cycling
Use an exercise video at home



Clean

Clean the house
Clean the yard
Clean the bathroom
Clean the toilet
Clean your bedroom
Clean the fridge
Clean the oven
Clean your shoes
Do the washing up
Fill / empty the dishwasher
Do laundry
Do some chores
Organise your workspace
Clean a cupboard



Connect with people

Contact a friend
Join a new group
Join a political party
Join a dating website
Send a message to a friend
Write a letter to a friend
Reconnect with an old friend



Cook

Cook a meal for yourself
Cook a meal for someone else
Bake a cake / cookies
Roast marshmallows
Find a new recipe



Create

Draw a picture
Paint a portrait
Take a photograph
Doodle / sketch
Organise photographs
Make a photograph album
Start a scrapbook
Finish a project
Do some sewing / knitting



Expression

Laugh
Cry
Sing
Shout
Scream



Kindness

Help a friend / neighbour / stranger
Make a gift for someone
Try a random act of kindness
Do someone a favour
Teach somebody a skill
Do something nice for someone
Plan a surprise for someone
Make a list of your good points
Make a list of things or people you are grateful for



Learn

Learn something new
Learn a new skill
Learn a new fact
Watch a tutorial video



Mend

Repair something in the house
Repair your bike / car / scooter
Make something new
Change a lightbulb
Decorate a room



Mind

Daydream
Meditate
Pray
Reflect
Think
Try relaxation exercises
Practise yoga



Music

Listen to music you like
Find some new music to listen to
Turn on the radio
Make some music
Sing a song
Play an instrument
Listen to a podcast



Nature

Try some gardening
Plant something
Do some pruning
Mow the lawn
Pick flowers
Buy flowers
Go for a walk in nature
Sit in the sun



Plan

Set a goal
Create a budget
Make a 5 year plan
Make a 'to do' list
Make a 'bucket list'
Make a shopping list



Read

Read a favourite book
Read a new book
Read the newspaper
Read your favourite website



Schedule

Get up extra early
Stay up late
Sleep in late
Tick something off your 'to do' list



Self care

Take a bath
Take a shower
Wash your hair
Give yourself a facial
Trim your nails
Sunbathe (wear sunscreen!)
Take a nap



Try something new

Try a new food
Listen to some new music
Watch a new TV show or movie
Wear some new clothes
Read a new book
Do something spontaneous
Express yourself



Watch

Watch a movie
Watch a TV show
Watch a YouTube video



Write

Write a letter with compliments
Write a letter to your politician
Write an angry letter
Write a grateful letter
Write a 'thank you' card
Write a journal / diary
Write your CV
Start writing a book

APPENDIX 2: PERMA – Questions You Can Ask Yourself to Promote Wellbeing

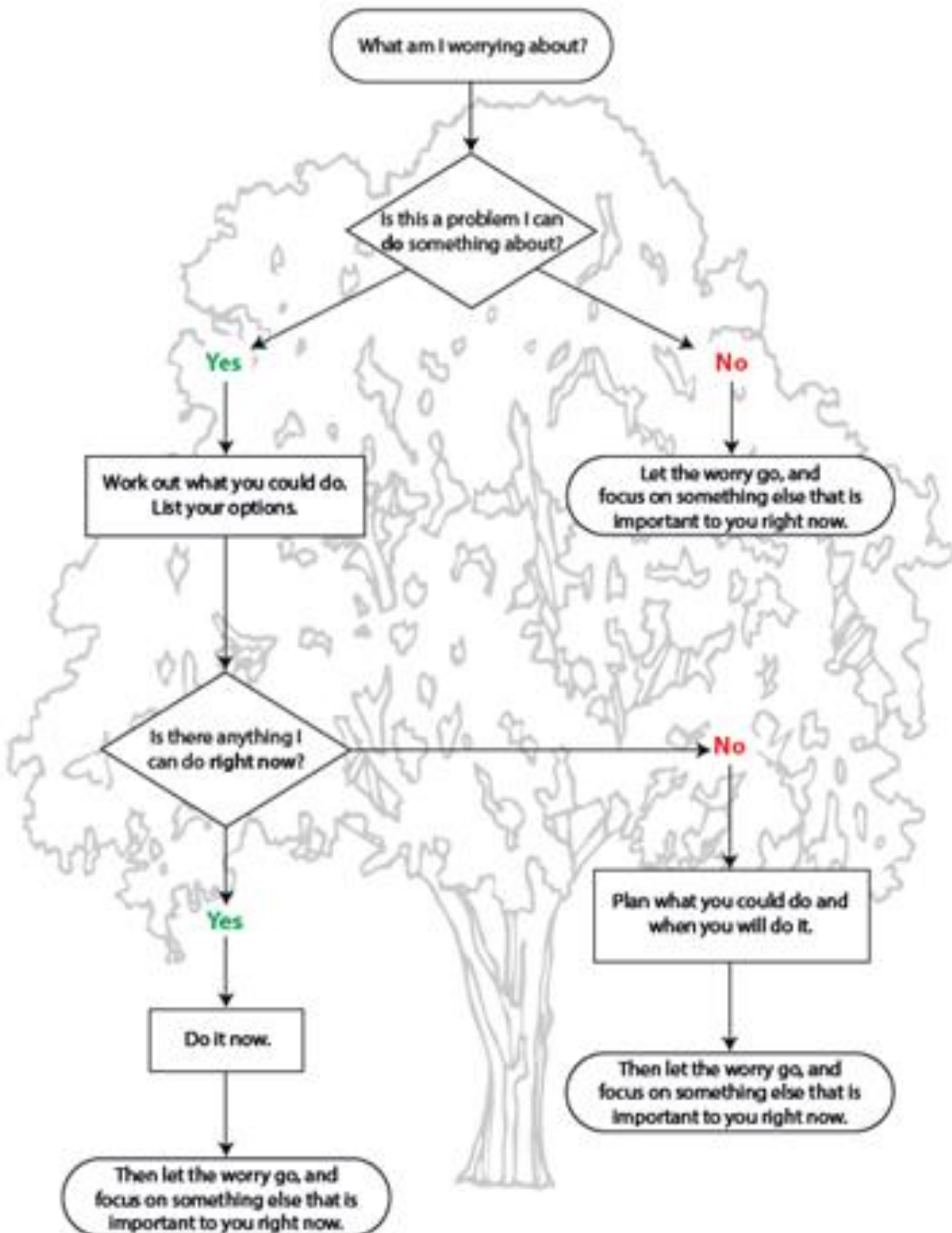
Positive Emotion	<p>What's going well at present?</p> <p>What positive/healthy experiences can you plan to do today? (e.g. reading, music, food, games, exercise, mediation, learning, gardening etc etc).</p> <p>What can you be grateful for today?</p> <p>What small act of kindness can you do for someone else today? This week?</p> <p>Who or what inspires you?</p> <p>What can you do for amusement today?</p> <p>How can you achieve a moment of calm?</p> <p>Who do you feel love for? How can that inform your behaviour today?</p> <p>What experience/activity/food/drink can you savour today?</p> <p>Do you have a pet you can spend time with?</p>
Engagement	<p>What absorbs you?</p> <p>What are your strengths?</p> <p>How can you use one or more of your strengths today?</p> <p>What can you achieve today through the exercise of one or more of your strengths?</p> <p>What can you explore with curiosity today?</p> <p>What gives you enjoyment?</p>
Relationships	<p>Who can you connect with today (in reality, over the telephone, online)?</p> <p>In what way could you make a small, positive difference to someone else?</p> <p>How can you show interest in another person or their work/hobbies/family etc?</p> <p>How can you show kindness to, or simply be with, an animal?</p>
Meaning	<p>What do you see as your purpose? (this doesn't always come readily to mind for people, so don't worry if it doesn't!)</p> <p>How can you pursue this purpose today?</p> <p>What small part can you play in contributing towards something bigger (e.g. community)?</p> <p>What is the one thing that you can do today that the world needs?</p> <p>What are your values (e.g. kindness, consideration, honesty, respect, contribution)?</p> <p>What goals can you set for today that are informed by your values?</p>
Accomplishment	<p>What goal or goals, no matter how small, can you achieve today?</p> <p>What challenge can you take on today?</p> <p>How can you invest in your development today?</p> <p>How might you go about it? What possible options can you think of?</p> <p>What will you do?</p>

APPENDIX 3: Psychological First Aid

Increase sense of safety	<p>Wash hands frequently with soap and water for at least 20 seconds or use an alcohol-based hand sanitizer.</p> <p>Cover your mouth and nose with a tissue when you cough or sneeze.</p> <p>Properly dispose of used tissues.</p> <p>Cough or sneeze into your upper sleeve, arm, or elbow if you don't have a tissue.</p> <p>Clean your hands after coughing or sneezing.</p> <p>Stay at home if you are sick.</p> <p>Avoid contact with those who are sick.</p> <p>Clean and disinfect objects or surfaces that may have come into contact with germs.</p>
Stay connected	<p>Seek support from family, friends, mentors, clergy, and those who are in similar circumstances.</p> <p>Be flexible and creative in accessing support via phone, email, text messaging, and video calls.</p>
Cultivate calmness	<p>Realise that it is understandable to feel anxious and worried about what may happen, especially when many aspects of life are being affected.</p> <p>If you find that you are getting more stressed by watching the news, reduce your exposure, particularly prior to sleep.</p> <p>While circumstances may be stressful and beyond your control, you can try to offset them with positive calming activities. Practice slow, steady breathing and muscle relaxation, as well as any other actions that are calming for you (yoga, exercise, music, keeping the mind occupied).</p>
Improve your sense of control	<p>Accept circumstances that cannot be changed and focus on what you can alter.</p> <p>Modify your definition of a "good day" to meet the current reality of the situation.</p> <p>Problem-solve and set achievable goals within the new circumstances in your life.</p>
Remain hopeful	<p>Look for opportunities to practise being more patient or kind with yourself, or to see the situation as an opportunity to learn or build strengths.</p> <p>Celebrate successes, find things to be grateful about, and take satisfaction in completing tasks, even small ones.</p> <p>Give yourself small breaks from the stress of the situation by doing something you enjoy.</p> <p>Draw upon your spirituality, those who inspire you, or your personal beliefs and values.</p>

APPENDIX 4: Worry decision tree

Use This Decision Tree To Help You Notice 'Real Problem' Vs. 'Hypothetical Worry'



Support during self-isolation

Resources to Share with Families

Wellbeing Tips for Families

Firstly, **remember you are not alone**. There are thousands of families in the same position. This is new to everyone.

- **Share the load**. If both parents are at home try to share the childcare, or even better spend time together as a family.
- Routine makes everyone feel safe. When our routine is disrupted, we can all feel at least a little bit anxious or stressed. This is the same for children and is completely normal. It is helpful to **keep a routine** where you wake up at a set time and have some activities timetabled in throughout the day. The children could be involved in creating the routine, so they feel part of it, rather than it being imposed on them. Don't be afraid to change it if it doesn't work.
- While routine is important, it is also important to **be flexible**. You know your children – if they need a break then let them. Maybe ease them into the new routine after a few days to just come to terms with what is happening. Use what you already know works. Their emotional wellbeing is more important than any learning work they do.
- Think about how you want your children to remember this period in their lives when looking back on it. Include in your schedule some regular family times so that you can **create some fun, special moments as a family** and/or with your children individually. Do things that you know most of you will like, and maybe take it in turns to decide what you do. Try to find a good balance between time together, time spent alone and screen time.
- **Keep active** – this could be together or separately. Try and ensure the children have a period of exercise every day. If it is not possible to go outside to do exercise, insider options include:
 - Herts Sports Partnership are regularly updating their Covid-19 specific physical activity information, with useful content for young people and adults. <https://sportinherts.org.uk/coronavirus>
 - Joe Wicks is doing daily live PE sessions on YouTube: <https://www.thebodycoach.com/blog/pe-with-joe-1254.html>.
 - Oti from Strictly Come Dancing is doing daily dancing routines: https://www.youtube.com/user/mosetsanagape/videos?disable_polymer=1.
 - Child-friendly yoga, e.g. <https://www.youtube.com/user/CosmicKidsYoga>.
- **Keep in good contact with friends and family** (e.g. via Facetime, Skype, WhatsApp etc.) following NHS guidelines on social contact. This will help children connect with others and know that others are thinking about them. It will also reassure them that others are well. Examples of ways to connect with people virtually include: doing something together like making a cake or card, watching something at the same time so you can talk about it, online games on various apps, or setting online challenges for you and your friends to complete.
- If your child is too young to play independently for a long time, use screens if you need to in order to get housework done or some downtime for you. This doesn't have to be TV or gaming if you don't want it to be, there are lots of live streams and children's activities (yoga, reading, sports, music etc.) on Facebook, Instagram and YouTube. You could even consider asking grandparents to read a book or run a cookery session over a video call.

- It is helpful to **set limits on screen time**, but it is likely that the use of screens will be increased during this time. There may be some activities that relate to learning online or using apps, but it is a good idea to keep this separate from their fun time and have rules around this. This may also involve ensuring appropriate content filters are on the devices and/or the use is supervised. There is a separate section on keeping safe online below.
- **Think about what you are grateful for** today and what went well. This could be something you achieved, something you enjoyed (e.g. the sunshine) or something another person did. It can be nice to look back at these individually or as a group. You can record this in different formats for example, a gratitude diary/journal, a gratitude wall or fridge or a gratitude jar. Information on how to start one is here: <https://coffeepancakesanddreams.com/2019/04/29/how-to-start-a-gratitude-journal-for-kids-families/>.
- Look after your own wellbeing. It is important for adults to look after themselves as much as possible so they can be there for their child to support them as best as they can. Being together all the time is intense, and time to recharge is absolutely necessary. You will need to **spend some just each day just for yourselves**. It may be helpful to make it obvious to the children when you are taking this time, e.g. by using a closed door with a sign on it, setting a specific time of day for no interruptions or wearing big earphones.

Additional Resources

Just Talk: Mental health and wellbeing information for parents, professionals and young people, including a dedicated Covid-19 page containing quality assured resources and information, and five ways to wellbeing 'at home' checklists for [primary](#) and [secondary](#) school aged children, and for [adults](#)

The British Psychological Society has produced information for those parents specifically with young babies during this time that may be helpful:

<https://www.bps.org.uk/blogs/guest/parenting-young-babies-while-self-isolating-and-social-distancing>.

Zero to Three has a lot of information for parents of toddlers, including ways to talk to them about what is happening and activities you can do with them. It also has specific ideas for if you are separated from your child during this time:

<https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus>.

Child Mind has a lot of information on supporting children and yourself:

<https://childmind.org/coping-during-covid-19-resources-for-parents/>. There is also advice aimed at single parent families - <https://childmind.org/article/single-parenting-during-the-coronavirus-crisis/>.

Health for Kids / Teens cover subjects that promote a healthy body and mind. All of the content has been produced by school nurses, a whole range of other health and wellbeing experts, and most importantly young people. Ages 11-19:

<https://www.healthforteens.co.uk/hertfordshire/> and primary age:

<https://www.healthforkids.co.uk/> (There's also a section for grown-ups).

This website has a lot of information to support routines and emotional wellbeing of children at home: <https://makesociallearningstick.com/keep-calm-and-structure-on-how-to-manage-emotions-and-build-structure-at-home-during-covid-19>.

This website is aimed at parents of children with special needs, but a lot of the information is applicable to anyone. Also includes an easy-read guide to coronavirus (see next section): <https://www.specialneedsjungle.com/calming-coronavirus-anxiety-children-everyone-else/#Update>.

How to Talk to Children About Covid-19

It is important to talk to your children about what is happening, as not knowing can be worse. Children are also likely to ask questions to you during this time. Here are some tips on how to talk to them about what is happening, along with some resources to help you know what to say:

- If they are reluctant to talk, it may be best to try and **have a chat while doing an activity** (particularly if you can do it when side-by-side), like walking the dog, doing the washing up or driving in the car.
- Start by asking them about what they have heard about the virus and the situation. **Ask open** questions (e.g. “What makes you feel that way?”; “What have you heard about the virus?”, “What are your worries about this?”).
- It is important to **listen to their concerns** and **acknowledge them** without minimising them.
- If relevant, you may be able to **correct any misconceptions** that children have about the virus, but don’t say anything if you are unsure about it. Use information from trusted sources.
- **Talk about how they can help themselves** (e.g. washing hands, keeping 2m away from people, cough into tissues/their elbow). Follow government/health guidelines.
- Depending on the age of the child, you may end up having to answer the same questions a number of times. This is also completely normal, **just answer it again**.
- You should try to remember to **keep things positive and give children hope**. For example, tell children that now many people are working to make this better and that even though it is serious, everyone is doing their best to help people. Reassure them that this will pass, you’re there for them, and you will get through this together.
- It can be **helpful to explain to your child that anxiety is a normal human emotion**, and a certain level of it can be helpful. You can talk about how it feels in their bodies, as not all children will know this. For example, notice the signs that they feel anxious (e.g. red face, heart beating faster, speaking faster etc.).
- **Sharing your own worries** may be helpful so that you are being open with them – don’t pretend that things are still the same. Make sure you are also clear about how you manage your feelings and try to remain calm in front of them. Don’t expect these same strategies to work for your children though.
- At the end of the discussion, **remind your children that they can have other difficult conversations with you at any time**. Remind them that you care, you’re listening and that you’re available whenever they’re feeling worried.

These links have advice on how to talk to your children about Covid-19:

- <https://www.bps.org.uk/news-and-policy/talking-children-about-coronavirus>
- <https://krisepsykologi.no/what-can-we-say-to-children-about-coronavirus/>
- <https://childmind.org/article/talking-to-kids-about-the-coronavirus/>

- <https://www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19>
- YoungMinds has a page for parents, particularly around if teenagers won't follow social distancing guidelines: <https://youngminds.org.uk/find-help/for-parents/supporting-your-child-during-the-coronavirus-pandemic/>
- This link has a useful visual of answers to some particular questions from children: <https://twitter.com/PhoenixLCG/status/1247454169759449089>
- https://emergingminds.org.uk/wp-content/uploads/2020/03/COVID19_advice-for-parents-and-carers_20.3_.pdf.

Here are some guides for explaining Covid-19 that you can share directly with children:

- <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/03/cco-childrens-guide-to-coronavirus.pdf>
- <https://riseandshine.childrensnational.org/covid-19-faqs-for-kids/>
- For older children, share websites such as the NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/>.

For children who need something more visual, there are social stories to read with them:

- Available in several languages: <https://www.mindheart.co/descargables>
- <https://www.mencap.org.uk/sites/default/files/2020-03/Information%20about%20Coronavirus%20ER%20UPDATED%20130320%20SD%200editsAH.pdf>
- <https://www.elsa-support.co.uk/wp-content/uploads/2020/03/Childrens-story-about-coronavirus.pdf>
- <https://theautismeducator.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf>
- <https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>
- Illustrated by Axel Scheffler (Gruffalo books): https://issuu.com/nosycrow/docs/coronavirus_ins/1?ff&hideShareButton=true
- <https://www.makaton.org/Assets/Store/FreeResources/CoronavirusInfo.pdf>
- <https://www.sccoe.org/news/featured/Documents/Coronavirus%20Social%20Story%20-%20Cheri%20Palladino.pdf>
- <https://www.twinkl.co.uk/resource/coronavirus-social-situation-t-s-2548770>
- Webpage: <https://paautism.org/resource/coronavirus-social-story/>
- <https://www.flipsnack.com/KeshetChicago/coronavirus-social-story/full-view.html>
- Comic: <https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus?t=1584464333506>
- Focused on social distancing: http://qrcgcustomers.s3-eu-west-1.amazonaws.com/account4876975/6583599_4.pdf and <https://www.elsa-support.co.uk/social-contact-story/>

- Focused on staying at home:
<https://static1.squarespace.com/static/59d4c55f268b96ae9afd7ec3/t/5e78cd9330f1866dd97161cc/1584975262405/Be+a+Home+Hero+PDF+%281%29.pdf>
- Handwashing social story: <https://paautism.org/resource/hand-washing-social-story/>
- Children may also struggle with school closure, especially as it is not a holiday or typical break and not something that they have causes. This can impact on their sense of belonging, connectedness and disruption to their learning. Here are some short social stories:
 - <https://www.teacherspayteachers.com/Product/School-is-Closed-Social-Story-FREEBIE-Interactive-Color-BW-5333335>
 - <https://www.andnextcomesl.com/2020/03/free-printable-school-is-closed-social-story.html>
 - <https://acesaba.com/blog/school-is-closed-social-story/>

There are also a number of videos:

- Suitable for KS2/3:
<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>
- Cartoon: <https://twitter.com/BelfastTrust/status/1242116526137843714>
- Coronavirus: Your questions answered:
<https://www.bbc.co.uk/newsround/51861089>
- What is being done to tackle the virus:
<https://www.bbc.co.uk/newsround/51204456>
- Coronavirus: What you need to know: <https://www.bbc.co.uk/newsround/51342366>
- For older children:
<https://www.youtube.com/watch?v=mOV1aBVYKGA&feature=youtu.be>
- Video explaining why NHS staff are wearing masks:
<https://www.facebook.com/campaignformybrain/videos/2663510840640841/>

Children and Young People's Wellbeing

All children, like all adults, will respond to the current situation in different ways. This will depend on many factors (age, level of understanding, what they like doing etc.) and will likely vary from day to day and hour by hour.

Children look to their caregivers to feel safe and secure. All children, even babies and toddlers, can pick up on how the adults are around them are feeling and absorb this unintentionally, even if they don't understand it. This means that the anxiety a parent is feeling can have an impact on them, and you may see difficult or different behaviours, such as them trying to seek control or being tearful. **Try and be aware of how you behave around them and reassure them through your actions and the affection that you show towards them.** Children's feelings may show through their play. For example, their play may start revolving around separation, death/dying, illness, medical care, being stuck or trapped, losing/missing things, being in control, superheroes or saving, scary things or being scared. This is normal, as play is a way for children to make sense of their world and process what is happening around them. Make sure there are plenty of opportunities for them to have free play every day.



For children who find change particularly stressful, **reassure them about what will stay the same in their lives**, despite all the changes. Many children will find it reassuring to be reminded that there is some consistency and may need to be reminded of even the most obvious things. Things that are likely to stay the same in most families include where they live, who looks after them, the fact that schoolwork and homework still needs to be done, the fact that they can still watch their favourite TV programmes etc.

Think about what you can do as a family to support your wellbeing together. These may be things that you already are doing! Some common examples include taking exercise, watching a film, listening to music, and enjoying a meal together, but think about what you and your family like doing something that is special for you.

Coping Strategies for Children and Young People

- Encourage them to write or draw about their feelings, e.g. Childline's mood journal: <https://www.childline.org.uk/toolbox/mood-journal/> and <https://www.elsa-support.co.uk/wp-content/uploads/2020/03/Feelings-tab-booklet.pdf>. Some other ideas, including where you choose from a picture/photo and share together: <https://www.pinterest.co.uk/pin/145522631685211731/>
- You might want to set aside 10-15 minutes each day for them to talk about any worries and to reassure them. At other times, it may be good to distract them with something that takes their mind off their worries.
- Calming activities from Childline: <https://www.childline.org.uk/toolbox/calm-zone/>
- Video tips and exercises:

- <http://www.safehandstinkingminds.co.uk/covid-anxiety-stress-resources-links/>
- [Movement meditation for children who find it difficult to stay still: https://www.youtube.com/watch?v=buPuB4Sa0zU](https://www.youtube.com/watch?v=buPuB4Sa0zU)
- A short meditation for young children 'Be a pond': <https://www.youtube.com/watch?v=wf5K3pP2IUQ>
- Breathing exercises <https://www.youtube.com/watch?v=Uxbdx-SeOOo>
- Ideas aimed specifically at adolescents: <https://thrivingadolescent.com/adolescent-resources/new-ideas-for-you/audio-ideas/>
- Apps:
 - Think Ninja: <https://www.healios.org.uk/services/thinkninja1>
 - Smiling Mind: <https://www.smilingmind.com.au/>
 - Headspace: <https://www.headspace.com/>
 - Calm: <https://www.calm.com>
 - Stop Breathe and Think Kids: <https://www.stopbreathethink.com/kids/>

Information and Resources for Young Children (Foundation Stage and Key Stage 1)

- Puppy mind is a story to help young children manage their thoughts: <https://www.youtube.com/watch?v=Xd7Cr265zgc>
- The Sesame Street website has a lot of information and support for younger children: <https://www.sesamestreet.org/caring>
- Peace Out has short stories that help kids calm down and relax, particularly aimed at younger year levels: <https://bedtime.fm/peaceout>
- **A Terrible Thing Happened** (Margaret Holmes): A story for children who have witnessed violence or trauma (ages 4-8).
- **The Way I Feel** (Janan Cain): Explores feelings and a helpful way to talk about emotions with young children.
- **How are you Peeling: Foods with Moods** (Saxton Freymann & Joost Elffers): Explores how emotions look through pictures of foods. A good way to talk about emotions with young children.

Information and Resources for Children (Key Stage 1 and 2)

- For those children specifically anxious about the coronavirus, there is a story called 'Dave the Dog is Worried about Coronavirus' here: <https://nursedottybooks.com/dave-the-dog-is-worried-about-coronavirus-2/> and video: <https://www.youtube.com/watch?v=K5zIJCIEig>
- Free audio version of Dawn Heubner's book 'Something Bad Happened: A Kid's Guide to Coping with Events in the News' (aimed at ages 6-12): <https://www.dawnhuebnerphd.com/>
- For the next few weeks, Mindful Schools will be offering free live mindfulness classes for children. These might be helpful anchors to give the day some routine and structure: <https://www.mindfulschools.org/free-online-mindfulness-class-for-kids/>
- **The Day the Sea Went Out and Never Came Back** (Margot Sunderland): A story for children who have lost someone they love (ages 4-12).

- What To Do When You're Scared & Worried: A Guide for Kids (James Crist): A help guide to processing fears and worries (ages 9-13).
- **Have You Filled A Bucket Today? A Guide to Daily Happiness for Kids** (Carol McCloud): Encourages positive behaviour and expressing kindness and appreciation.

Information and Resources for Young People (Secondary age)

- Information from Just Talk: <https://www.justtalkherts.org/media/documents/information-for-children-and-young-people-during-coronavirus.pdf>
- Articles from Young Minds: <https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/>, <https://youngminds.org.uk/blog/looking-after-your-mental-health-while-self-isolating/> and <https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/>
- One-page guide from Anna Freud Centre: <https://www.annafreud.org/media/11263/option-3-covid-advice-young-people-with-image.pdf>
- Two-page article aimed at teenagers, especially around social distancing: <https://4123n13bqnyphxzs1aprwwe-wpengine.netdna-ssl.com/wp-content/uploads/2020/03/Self-isolating-Tips-1.pdf> and another on cancelled exams: <https://4123n13bqnyphxzs1aprwwe-wpengine.netdna-ssl.com/wp-content/uploads/2020/04/Coping-With-Cancelled-Exams.pdf>
- Guide for young people: <https://afsp.org/story/taking-care-of-your-mental-health-in-the-face-of-uncertainty>
- Kooth is an online counselling service for anyone aged 10-25 in Hertfordshire. You can access a chat/ messenger service, discussion boards, goal setting tools and a journal and a magazine containing a number of articles and some specifically about coronavirus and the impact on children and young people. The website is moderated by trained professionals. You need to register but it is anonymous. <https://www.kooth.com/>.
- Mind – Herts Mind Network have a Young People's online group for those over 15. You can find out more here: <https://www.hertsmindnetwork.org/young-peoples-online-group>. They are also delivering a number of workshops online over the next few months for young people/their families to watch online. You can view the calendar and booking information for Eventbrite here: <https://www.hertsmindnetwork.org/spot-the-signs-and-emotional-wellbeing>. Alternatively, 15-18 year olds can enrol on a 4 week 'Wellbeing through Learning' course covering various topics, e.g. Anxiety, Building Confidence: <https://www.hertsmindnetwork.org/wellbeing-through-learning-children-and-young-people>.
- This guide is particularly focused on parents of teenagers and supporting their emotional wellbeing: <https://4123n13bqnyphxzs1aprwwe-wpengine.netdna-ssl.com/wp-content/uploads/2020/03/Tips-for-Parents-2.pdf>.

Keeping Safe Online

Children should not be on video from their bedrooms. They should be somewhere within earshot of their parents unless it is a confidential call (e.g. counselling).



It is a good idea to encourage children being honest with you about their use of screens/the internet. Be curious about what they are using and why, and have collaborative rather than directive conversations about it with them. Think about who they are talking to – in times like this, speaking to their friends over a game may be an important way for them to be socialising.

Use safe search engines such as <http://www.swiggle.org.uk> or <http://www.kids-search.com>. You can also activate safe search settings on Google and other search engines, as well as YouTube. To find out more, go to <http://www.google.co.uk/safetycentre>.

Check the age rating of any games or apps that your children want to use. These will be displayed on the app store.

Lots of websites are available to educate and support parents (and professionals) around children and young people's internet use:

- The NSPCC has lots of information, including talking to your children about their use and information about latest sites and games: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/> and <https://www.net-aware.org.uk/>
- Another site that does that is Parent Zone: <https://parentzone.org.uk/advice/parent-guides>
- Guidance on screen time from the Royal College of Paediatrics and Child Health: https://www.rcpch.ac.uk/sites/default/files/2018-12/rcpch_screen_time_guide_-_final.pdf
- Ask About Games: <https://www.askaboutgames.com/>
- The organisation that coordinates 'Safer Internet Day' and where you can report harmful content: <https://www.saferinternet.org.uk/>
- <https://www.vodafone.co.uk/mobile/digital-parenting>

There are some apps that can help children to stay focused (<https://www.common sense media.org/lists/apps-to-help-kids-stay-focused>).

Supporting Learning at Home

Parents have now suddenly been put in a position where they are expected to be teachers for their children. Many parents will still be trying to juggle their work commitments and have children who are in different year groups and so their work will be very different. It is difficult for parents to be able to manage all these things, along with their own concerns and those of their children at this challenging time.

The learning ideas are NOT intended as something for parents to follow religiously. The children who are attending school will not be covering the full curriculum, and every child will have had different experiences upon returning to school. Teachers already have to accommodate a variety of levels of learners in their classrooms, and this will continue when they are able to go back.

- It may be helpful to **plan work in short snippets**, with either breaks or a change of activity. You could do activities in a carousel and return to them after a period of doing something else.
- If you're at home with multiple children of different ages, try to stagger the learning so you are able to spend time with each one (e.g. set your 10 year old off first, then spend 10 minutes with your 7 year old on their maths before setting them a short independent task whilst you play pretend shops with your 4 year old). You cannot teach them all at the same time.
- The routine does not have to involve 6 hours a day of academic work. It might be more important to be spending time together, building relationships, enjoying shared activities and reassuring children, as opposed to replicating the school timetable. Also think about when you might need to work and think about what your child can do independently and do it then.
- It might be helpful to try and **keep work in one place** so that it doesn't spread all over the home and you can maintain a work/home boundary, or at least put it in one place once it has been finished with. Having some kind of activity to end the academic learning may help with this too.
- You may want to **let children use headphones** if they want to listen to music so there does not have to be a debate over what children listen to in the same room.
- **Keep in contact with teachers** so that you can offer feedback and access support if your child is struggling to engage in the learning for any reason, or if you are unsure of what to do. They will know your child and how they learn and may be able to offer suggestions or adaptations.
- While formal learning activities may be suggested by schools, there are a number of other ways that children can learn things. Some ideas are included in the next section.
- This website has links to resources to create visual timetables and some other ideas: <https://www.ucl.ac.uk/ioe/departments-and-centres/centres/centre-inclusive-education/homeschooling-children-send/managing-transition-home-schooling>. Some more example routines are:
 - <https://www.twinkl.co.uk/resources/class-management/daily-routine/visual-timetable>

- <https://www.twinkl.co.uk/resource/t-c-255219-now-and-next-board-and-cards-resource-pack>
- <http://www.do2learn.com/picturecards/printcards/>

Activities to do at home

- Children could be learning life skills/chores, e.g.
 - Clean the car
 - Gardening or growing plants in pots
 - Encourage them to help around the house, e.g. laundry and cleaning, explaining the importance of health and safety.
 - Help with cooking or baking (e.g. measuring ingredients)
 - Go through toys etc. and decide what can be sold/donated
- Learn through play/creative activities and informal learning opportunities:
 - This website has been written regarding play in times of crisis: <http://ipaworld.org/resources/for-parents-and-carers-play-in-crisis/>
 - Build camps/forts
 - Make treasure box/photo album etc.
 - https://wvla.org/downloads/Annual_Conference_2013/craftbookletforwvla.pdf, <http://www.robbiddulph.com/draw-with-rob>, <https://www.redtedart.com/>, <https://www.youtube.com/channel/UCe9GRoGpeV7w-Wn1p0xJDlw> and <https://www.facebook.com/artfulparent/> have craft-based ideas
 - Drawing/painting/colouring. Even paint with water on the patio/wall! Some colouring pages can be found here: <http://www.openculture.com/2019/02/download-free-coloring-books-from-113-museums.html> and <https://diaryofajournalplanner.com/free-mindfulness-colouring-sheets/>
 - Imaginative play
 - Hunt for things around the house/in the garden/in books depending on categories (e.g. colours, size, numbers of objects, shapes, textures, function, type of movement, material, based on different senses)
 - Make music, experiment with different objects around the house to see what sounds they make. Maybe create a band or have a talent show! E.g. Myleene's Music Klass: <https://www.youtube.com/channel/UCQh2wgJ5tOrixYBn6jFXsXQ>
 - Make videos, like presenting their own TV show or making a sock puppet show/stop motion. They could even write a script
 - Create a treasure hunt around the house with a map
 - There are 100 ideas for indoor activities here: <https://www.spreadthehappiness.co.uk/product/100-things-to-do-indoors/> [free download] and some more here: <https://theimaginationtree.com/category/activities/>
 - Mindfulness activities, e.g. <http://www.unm.edu/~unmvclib/gamification/cards/mindfulgamescards.pdf>

- Word games - <http://thinkingtalking.co.uk/free-resources-schools-families/> and [puzzles https://www.boatloadpuzzles.com/playcrossword](https://www.boatloadpuzzles.com/playcrossword)
- **Try something new, like learning to knit** - https://media.craftyarncouncil.com/files/teach/WUA-PTG_Bk_web_5.pdf
- **Jigsaw puzzles, creating figures out of Lego/Duplo etc.**
- **Outdoor activities** like <https://www.theschoolrun.com/diy-forest-school-activities> and <https://www.woodlandtrust.org.uk/blog/2020/03/nature-detectives/>
- **Build relationships/social skills – spend time together as a family:**
 - Imaginative play together or board games/card games/bingo/charades or design your own game! Other games like 20 questions, marbles etc.
 - Pencil and paper games like noughts and crosses. For more ideas see: <https://www.playworks.org/resource/fun-paper-and-pencil-games-to-play/>
 - Play I-Spy
 - Have a picnic in the garden/house
 - Online games with friends: <https://roll20.net/>
- **Self-directed learning:**
 - Write stories/comic strips or an alternative ending to story you like
 - They could write a journal of their experiences or a news article on something that has happened to them
 - A project related to one of their interests. Depending on their level of understanding, this could be an art-based project or a PowerPoint presentation, for example. They could take the lead on what it would be on and what it would look like. Examples are here: <https://www.zooniverse.org/projects>
 - Write letters to friends and family
 - Do a virtual tour of a museum: <https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>
 - View artwork and gallery tours: <https://artsandculture.google.com/>
 - Watch theatre productions: <https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQiqw> and <https://www.dramaonlinelibrary.com/> or opera <https://www.metopera.org/>
 - Watch music concerts: <https://www.youtube.com/user/schobots/playlists> and <https://www.stageit.com/site/landing>
- It's a good idea to at least do daily reading/listening to stories, even if it's just for 5-10 minutes a day. If you have children at different ages, maybe they could read to each other, or to their toys/pet. There are lots of freely-available ebooks and audiobooks:
 - https://www.audible.co.uk/?source_code=M2M30DFT1BkSH090814004E&mscl_kid=3a5212504abe1e9682814cdebf69b700
 - <https://librivox.org/>
 - <https://bit.ly/AudioEleveses>
 - <https://www.storynory.com/>
 - <https://etc.usf.edu/lit2go/>
 - <https://home.oxfordowl.co.uk/>

- <https://www.gutenberg.org/>
- https://wikisource.org/wiki/Main_Page
- <https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw==> - is offering free books for children to read on animals, countries, history, mythology, geography, etc.
- There are animated stories read by actors: <https://www.storylineonline.net/>
- Local libraries are also able to lend e-books if you are a member already
- The Education Endowment Foundation has produced some guidance on helping children to read at home:
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/7_Top_Tips_to_Support_Reading_at_Home.pdf

Learning Resources, Activities and Games

Area	Resources
Multiple subjects	<p>Home-schooling advice from the DfE: https://www.gov.uk/home-education https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education https://chatterpack.net/blogs/blog/resources-list-for-home-learning https://www.twinkl.co.uk/blog/how-to-utilise-twinkl-during-the-coronavirus-shutdown-a-guide-for-schools</p> <p>English and maths: https://uk.ixl.com/ https://www.bbc.co.uk/bitesize and http://www.bbc.co.uk/learning/coursesearch/</p> <p>Videos for different subjects: https://thekidshouldseethis.com/</p> <p>Various subjects, but focused on America: https://thecrashcourse.com/ and https://www.youtube.com/user/crashcoursekids/videos?disable_polymer=1</p> <p>Various topics: https://www.dkfindout.com/uk/ https://www.khanacademy.org/</p> <p>Primary aged activities: https://www.pawprintbadges.co.uk/challenge-packs-6-c.asp https://www.robinhoodmat.co.uk/learning-projects/ https://idea.org.uk/ https://www.e-learningforkids.org/</p> <p>Games for English and Maths (primary): http://www.ictgames.com/ and http://toytheater.com/</p> <p>Crafts and puzzles: https://www.wizardingworld.com/collections/harry-potter-at-home https://www.tes.com/teaching-resources/teacher-essentials/home-learning https://www.tes.com/teaching-resources/tes-elements/free-home-learning-resources</p> <p>Games and videos for primary: https://pbskids.org/</p> <p>American: https://www.makemegenius.com/</p> <p>Primary: http://more.starfall.com/?t=291978887&nrb=1&y=1 https://www.highlightkids.com/ https://www.abcya.com/ https://www.funbrain.com/ https://www.fuelthebrain.com/ https://mrnussbaum.com/ https://www.turtlediary.com/ https://www.tvokids.com/ https://gridclub.com/</p> <p>Bitesize Daily https://www.bbc.co.uk/iplayer/group/p089nk5f & https://www.bbc.co.uk/bitesize/dailylessons https://www.thenational.academy/</p>
Early Years	<p>CBeebies: https://www.bbc.co.uk/programmes/p02pnn9d https://hungrylittleminds.campaign.gov.uk/ https://www.eyfshome.com/ https://www.portage.org.uk/support/resources/parent-list/317</p> <p>Sesame street- https://www.sesamestreet.org/ https://www.zerotothree.org/resources/3264-at-home-activity-guide</p> <p>Messy play: https://www.playatthemessyshed.com.au/?fbclid=IwAR0ZdLUxpTh2ZuDUT_pdHqqV6m3GLvwplg_nh9PSePNFuhHX3FKEF79Y_qoY https://www.instagram.com/fiveminutemum/?hl=en</p>
Phonics support	<p>www.phonicsplay.co.uk https://www.dropbox.com/s/nzl3codxoyio081/Phonic%20games%20and%20activities%20EC%20free%20resources%20March%202020.pdf?dl=0</p>

	<p>Phonics and reading app - https://apps.apple.com/gb/developer/cambugs/id574190431</p> <p>Reading and writing - https://www.dyslexia-codebreakers.co.uk/2020/04/15/your-free-codebreakers-resources-are-here/</p> <p>https://www.funfonix.com/</p>
Reading	<p>https://www.readingrockets.org/strategies/paired_reading</p> <p>https://readingeggs.co.uk/</p> <p>Register for free home version: http://perceptualliteracy.com</p> <p>https://www.driveryouthtrust.com/at-home-activities/</p> <p>https://teachyourchildtoread.co.uk/</p> <p>https://www.seussville.com/</p> <p>Parents can order a free 14-day trial pen to be sent home in order to support their children's literacy: https://www.scanningpens.co.uk/ReaderPenUK/Request-Parent-Trial-Reader-Pen-UK.html</p>
Spelling	<p>http://www.snip-newsletter.co.uk/pdfs/downloads/literacy_programme_1.pdf</p> <p>https://www.stmichaelspenkridgeschool.co.uk/assets/Uploads/Making-Spellings-Memorable.pdf</p>
Basic writing skills	<p>https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-handwriting-fine-motor-skills.pdf</p> <p>http://debbiehepplewhitehandwriting.com/source_images/Demonstrating%20the%20letter%20groups.pdf</p> <p>https://www.wikihow.life/Hold-a-Pencil</p> <p>https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-handwriting-and-writing-sky-tree-grid.pdf</p> <p>https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-handwriting-paper-position-image.pdf</p> <p>Creative writing:</p> <p>http://www.expresseumpoetics.org.uk/wpcontent/uploads/2016/07/04_c_creative_writing_exercises.pdf and http://www.scholastic.com/teachers/story-starters/</p>
Writing support	<p>Mind maps: https://youtu.be/wLWVOXN7K1g</p> <p>Story boards https://www.teachwire.net/teaching-resources/blank-storyboard-templates-various-portrait-and-landscape-styles</p> <p>Voice recorders (e.g. AudioNote2 – iPad app; Easy Voice Recorder – Android)</p> <p>Speech to text software: https://www.youtube.com/watch?v=5abApZ9_mLI;</p> <p>https://www.callscotland.org.uk/common-assets/cm-files/posters/ipad-apps-for-learners-with-dyslexia.pdf; https://www.callscotland.org.uk/downloads/posters-and-leaflets/android-apps-for-learners-with-dyslexia/</p> <p>Word processing/typing: https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr;</p> <p>www.typingclub.com</p> <p>Talk for Writing home booklets - https://mailchi.mp/talk4writing/home-school-booklets</p> <p>‘Clicker’ for primary schools – works on iPad, Chromebook, Windows & Mac:</p> <p>https://www.cricksoft.com/uk/clicker</p> <p>‘DocsPlus’ for secondary schools – works on Chromebook, Windows & Mac.:</p> <p>https://www.cricksoft.com/uk/docsplus</p> <p>Reluctant Writers:</p> <p>http://www.actiondyslexia.co.uk/downloads/Gettingreluctantwritertowrite.pdf</p>
Maths skills	<p>https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-maths-basic-number-facts-booklet.pdf</p> <p>https://www.mathswithparents.com/KWeb?startTime=1586201150156</p> <p>https://www.atm.org.uk/Free-ATM-Resources-</p> <p>https://www.mathsisfun.com/games/index.html</p> <p>https://www.themathsfactor.com/</p> <p>https://www.youtube.com/user/mathantics</p> <p>https://www.myhomeschoolmath.com/visualperception.html</p>

	http://www.amathsdictionaryforkids.com/ https://www.10ticks.co.uk/ https://www.pearson.com/english/professional-development.html https://www.prodigygame.com/pages/parents/ https://whiterosemaths.com/homelearning/ https://corbettmaths.com/ https://www.mathematics mastery.org/free-resources https://www.youtube.com/user/mathantics https://www.ncetm.org.uk/resources/54432?utm_source=NCETM%20Newsletters&utm_campaign=09c3bba146-national-newsletter-easter-2020&utm_medium=email&utm_term=0_13f8d631f4-09c3bba146-221551549 https://www.atm.org.uk/Free-ATM-Resources-
Other subjects	NASA Kids Club: https://www.nasa.gov/kidsclub/index.html Online magazine on various subjects: https://youngzine.org/ STEM subjects: https://www.crestawards.org/ Science: https://liftlessons.co/home-learning https://mysteryscience.com/ Steven Spangler science: https://www.stevespanglerscience.com/ The happy scientist: https://thehappyscientist.com/ http://studyjams.scholastic.com/studyjams/ BBC History: http://www.bbc.co.uk/history/forkids/ https://school.bighistoryproject.com/bhplive https://world-geography-games.com/ National Geographic Kids has lots of different activities: https://www.natgeokids.com/uk/ Games for early computer programming: https://blockly.games/ Create animations: https://scratch.mit.edu/ 3D modelling: https://www.tinkercad.com/ Foreign languages: https://www.duolingo.com/ and https://www.britishcouncil.org/school-resources
Secondary specific	https://www.senecalearning.com/ https://www.tes.com/teaching-resources/hub/secondary
Sensory needs	https://inclusiveteach.com/2019/05/13/the-a-z-of-sensory-learning-activities/ https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/sensory-processing-issues/heavy-work-activities https://lemonlimeadventures.com/100-sensory-activities/ https://www.andnextcomesl.com/2015/06/heavy-work-activities-for-kids.html

Practical Support at Home

- If you require advice on practical issues and community organisations offering help and support, please look at the HertsHelp website or contact them for support:
 - <https://www.hertshelp.net/hertshelp.aspx> and <https://www.hertshelp.net/documents/hertshelp.pdf>.
 - You can also let them know if someone you know is vulnerable and needs additional help here: <https://www.hertshelp.net/our-services/tell-us-about-someone-who-needs-help.aspx>.
- The district and borough councils will also have information for how they are supporting their local residents. For a list of their websites, please see: <https://www.hertfordshire.gov.uk/about-the-council/how-the-council-works/district-and-borough-councils.aspx>.
- Updates from Hertfordshire County Council can be found here: <https://www.hertfordshire.gov.uk/about-the-council/news/coronavirus-service-updates.aspx>.

Foodbanks:

- <https://stalbandsdistrict.foodbank.org.uk/>
- <https://www.facebook.com/borehamwoodfoodbank> or <https://borehamwood.foodbank.org.uk>
- <https://pottersbar.foodbank.org.uk/>
- <https://www.threerivers.gov.uk/egcl-page/three-rivers-food-banks>
- <https://broxbourne.foodbank.org.uk/>
- <https://hertforddistrict.foodbank.org.uk/>
- <https://hatfield.foodbank.org.uk/>
- <https://stevenagecommunityfoodbank.org.uk/>
- <https://letchworth.foodbank.org.uk/>

Domestic Abuse Charities:

In a time when families are spending a lot more time together, domestic issues can start or increase, and it is more difficult for people to access their coping mechanisms. Here is a list of charities that you can contact if these problems affect you:

In an Emergency

Always call 999. if you need urgent help and are unable to speak, when the phone is answered press 55 and they will know it is unsafe to talk.

National Domestic Violence Helpline:

24-hour helpline for anyone experiencing domestic violence or worried for someone else.

Telephone: 0808 200 0247

www.nationaldomesticviolencehelpline.org.uk

Safer Places

Charity which provides a comprehensive range of services to adults and children affected by domestic and sexual abuse who live in west Essex, mid Essex and east Hertfordshire. They provide support to people living in their own homes or in one of their refuges.

<https://www.saferplaces.co.uk/help-in-a-crisis>

Women's Aid

Freephone 24-hour National Domestic Violence Helpline Run in partnership between Women's Aid and Refuge

Telephone: 0808 2000 247

helpline@womensaid.org.uk

Refuge

Supporting those who have experienced violence and abuse - domestic violence, sexual violence, 'honour' based violence, forced marriage, FGM, human trafficking or modern. They run a range of specialist services to help survivors access safety and rebuild their lives.

<https://www.refuge.org.uk/>

Herts Sunflower

Herts Domestic Abuse Helpline

Telephone: 08 088 088 088

www.hertssunflower.org Support@hertsdomesticabusehelpline.org

Support during self-isolation

Directory of Organisations Offering Wellbeing Support

Directory of Organisations Offering Wellbeing Support

There is a list of organisations on the **Families First** website:

<https://www.hertfordshirefamiliesfirst.org.uk/covid19-special-edition/current-news/links-for-mental-health-and-general-wellbeing>.

Wellbeing Support for All

Mind Hertfordshire Network (<https://www.hertsmindnetwork.org/>) provides a crisis helpline for anyone experiencing mental health distress or requiring emotional support and signposting. Professionals, family/ friends can call on someone's behalf with the individual's consent. Crisis Helpline number: 01923 256 391.

The Samaritans (<https://www.samaritans.org/>) offer free confidential support in a crisis 24 hours a day, every day. Telephone: 116 123.

HOPElineUK (<https://papyrus-uk.org/hopelineuk/>) is a confidential support and advice service for young people under the age of 35 across the UK who may be having thoughts of suicide, or anyone concerned that a young person may be having thoughts of suicide. It is open 10am-10pm weekdays, 2pm-10pm weekends, and 2pm-10pm Bank Holidays. All calls and emails to HOPElineUK are free, and you will be charged at your usual rate for text messages. Call 0800 068 41 41 / text 07786 209697 / email pat@papyrus-uk.org.

Mind in Mid Herts (<http://www.mindinmidherts.org.uk/>) supports individuals who are suffering from mental and emotional distress. Telephone: 01727 865070.

SANeline (www.sane.org.uk) is a national out-of-hours mental health helpline offering anyone with mental health problems specialist emotional support, guidance and information to anyone over 16 affected by mental illness, including family, friends and carers. They are open every day of the year from 4.30pm to 10.30pm. Calls cost no more than calls to 01 and 02 numbers and are included in inclusive and free minutes on mobiles. Telephone: 0300 304 7000.

Shout (<https://www.giveusashout.org/get-help/>) is the UK's first free 24/7 text service for anyone in crisis anytime, anywhere. It's a place to go if you're struggling to cope and you need immediate help. If you are experiencing a personal crisis, are unable to cope and need support, text Shout to 85258.

In a life-threatening (physical harm) situation, please call 999 or go to your nearest Accident and Emergency department. The emergency services are still dealing with calls where appropriate.

Wellbeing Support for Young People

ChildLine (<https://www.childline.org.uk/get-support/>) offer a 24-hour counselling service for children and young people. Telephone: 0800 1111.

The Mix (<https://www.themix.org.uk/>) are there to help anyone under 25 take on any challenge you're facing – from mental health to money, from homelessness to finding a job, from break-ups to drugs. The website has lots of helpful resources. Their confidential helpline (0808 808 4994) and [online chat](#) service are open from 11am to 11pm, 7 days a week, and are both free to contact. They also have a [Crisis Messenger](#) service that is available 24 hours a day, 7 days a week, and you can [email](#) them.

If you are having a mental health crisis, you can call **CAMHS**: 0300 777 0707. This line is open 24/7.

Chathealth Texting Service is the school nurse text messaging service for all secondary school aged pupils in Hertfordshire. It is a confidential service and available Monday to Friday from 9am to 5pm. Young people can message for advice on all kinds of health issues such as sexual health, emotional health and wellbeing, bullying, healthy eating and any general health concerns. The text number is: 07480 635050.

Wellbeing Support for Men

JOCA - Just One Click Away Support and a friendly ear, especially for men, 24/7. Email: joca@welwynrfc.co.uk.

Campaign Against Living Miserably (CALM) (www.thecalmzone.net) is a charity helping to prevent male suicide in the UK. Telephone: 0800 585 858.

Support for School Staff

Contactline is a phonenumber run by the Educational Psychology Service running on a daily basis from 2-4.30pm and is available for all staff, parents, professionals and young people aged 16-25. To speak to an Educational Psychologist (EP), please ring 01992 588 574, where a member of staff will take your details and get an EP to call you back.

Education Support have a free advice line for school staff:
<https://www.educationsupport.org.uk/helping-you/telephone-support-counselling>.

Support for Parents

Young Minds (<https://youngminds.org.uk/>) have a mental health advice line available for parents operating between 09:30am-4pm, Monday- Friday: 0808 802 5544.

Contactline is a phonenumber run by the Educational Psychology Service running on a daily basis from 2-4.30pm and is available for all staff, parents, professionals and young people aged 16-25. To speak to an Educational Psychologist (EP), please ring 01992 588 574, where a member of staff will take your details and get an EP to call you back.

Hertfordshire Family Centre Service the [website](#) has a range of practical advice and support for parents including a '[Parent Survival Kit](#)'

Bereavement Support

Cruse Bereavement Care Hertfordshire (<https://www.cruse-hertfordshire.org.uk/>) have an adult helpline (01707 278 389) and Children and Young People's helpline (01707 264 293).

Charities offering helplines and advice for to professionals and parents supporting children who have been bereaved include:

- **Winston's Wish:** <https://www.winstonswish.org/helpline/> (08088 020 021)
- **Child Bereavement UK:** <https://www.childbereavementuk.org/> (0800 02 888 40) – see also their webpage specifically related to [coronavirus](#)
- **The Childhood Bereavement Network** also has a page for [help around a death related to coronavirus](#)
- [Muslim Youth Helpline](#)

Support for adults who have been bereaved is available from

- **Cruse:** <https://www.cruse.org.uk/get-help/about-grief>
- **The Good Grief Trust** has some [coronavirus bereavement advice](#)
- **At A Loss** has information on [dealing with bereavement and grief during the Covid-19 pandemic](#)
- **National Association of Funeral Directors** has specific [COVID-19 Funeral Advice](#)
- **The Compassion Friends** has [support for families after the death of a child due to coronavirus](#), you can also call them on 0345 123 2304
- [Jewish Bereavement Counselling Service](#)
- [Inspired Minds](#)
- [Quaker Social Action](#)
- [Marie Curie Telephone Bereavement Support](#)
- **Grief Encounter** has a [service update specifically related to coronavirus](#).