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Royal Borough
of Windsor &
Maidenhead

Wellbeing Toolkit



achieving
for children

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Introduction

The purpose of this Wellbeing Toolkit is to provide easily accessible advice on the primary mental health and wellbeing needs in the Achieving for Children (AfC) RBWM community and evidenced-based support and resources that can be sourced through both local and national provider's web links. The information contained in this toolkit reflects predominant local needs, contexts and networks and is primarily intended to support education staff to promote children and young people, teachers and parents and carers' mental wellbeing and resilience.

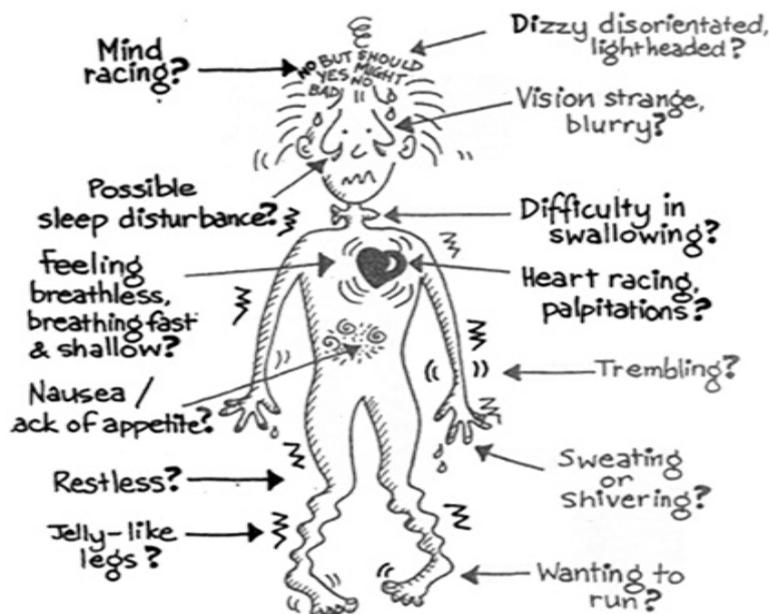
The Psychology and Wellbeing Service also remain committed to long term plans to implement the Green Paper commitments, including mental health support teams, and providing training for senior mental health leads in schools and colleges to further develop knowledge and skills to introduce or develop whole school and college approaches to mental health and wellbeing.

Anxiety and depression

All children and young people and adults have changes in mood, and ups and downs. Being fearful is very common during childhood. Consider if it is developmentally appropriate. Is the fear completely out of proportion to the actual level of threat? **Context matters**

When does anxiety become a problem?

- When it prevents children from enjoying normal life experiences
- When it impacts on school, friendships, family life and normal development
- When the young person has difficulty returning to a relaxed state



Depression is a feeling of sadness for an extended period of time (at least two weeks) usually coupled with a loss of interest in life activities. Symptoms of depression may include:

- excessive feelings of sadness
- a loss of interest in previously enjoyed activities
- significant weight loss or weight gain
- a decrease or increase in appetite
- insomnia or oversleeping
- anxiety
- temper outbursts and/or violent episodes
- easily irritated
- self-critical remarks

- sleeping too little or too much
- withdrawal from friends and family
- loss of interest in activities usually enjoyed (including school activities)
- feelings of fear (even if there is no conscious reason)
- increased use of alcohol and drugs
- worsening grades and/or missing school

Local resources

Wellbeing Team

We support children and young people aged between 5 and 18 years who attend schools in the Windsor and Maidenhead borough. Associated advice and support is also provided to the referred child or young person's parents or carers, where appropriate.

What we do:

We offer a range of short-term, evidence based individual and group therapeutic interventions for young people, their families and the professionals who support them.

Access: Via your child's school or via the [Early Help Assessment or Request for a service form](#)

T: 01628 796688

E: edpsych@achievingforchildren.org.uk

W: Available via the [Local Offer](#)

University of Reading

COVID-19: Helping young people manage low mood and depression

Online [short course](#) about supporting young people with low mood and depression during the pandemic developed by the AnDY Clinic.

www.andyresearchclinic.com

Creswell, C. & Willetts, L. (2007). *Overcoming Your Child's Fears and Worries: A self-help guide using cognitive behavioural techniques*. London: Constable & Robinson.

National resources

Books for children who are worried or anxious

The NSPCC Library and Information Service has created a reading list of books for children who are worried or anxious. View the [reading list](#).

Organisations

A number of organisations provide useful information about different mental health problems, including anxiety and depression. Find them on the following websites.

[Charlie Waller Trust](#)

[Mind](#)

[The Children's Society](#)

[YoungMinds](#)

[MindEd](#)

[Anxietyuk](#)

Zero Suicide Alliance

Mortality data are demonstrating a sharp rise in suicide, in particular in child suicide. The [following training](#) is free, accredited by HEE and has been described as particularly effective. It is a 20 minute e-learning module aimed at supporting anyone to build skills and confidence talking to someone who may be considering suicide.

Belonging and connectedness

Feeling connected and a sense of belonging is a fundamental source of human motivation and psychological need. Secure attachment, acknowledgement, acceptance, secure relationships and feeling understood profoundly benefit mental health and wellbeing.

- Explore with children, young people and their parents arrangements for safe peer and friendship connection within their class and outside of school.
- Encourage appropriate paired relationships with the use of buddy systems.
- Allow time for rebuilding relationships with key adults to allow trust and a warm rapport to develop.
- Build in class check-in time.
- Consider school community celebrations to mark key transitions in the school year.

Local resources

Anna Freud Centre resources

[Tips for increasing belonging and connectedness](#)

National resources

AGENDA resources

Resource created by Cardiff University for educational practitioners who want to support children and young people (age 7 to 18) to make positive relationships matter in their school and community. The [resource](#) covers a broad range of topics including body image, feelings and emotions, equality, etc.

[Webinar](#) showing how AGENDA has been used across schools and youth settings.

[How to maintain belonging and connectedness during COVID.](#)

[Education Scotland:](#) The compassionate and connected classroom curricular resource

[The Recovery Curriculum:](#)

www.engagement4learning.com

Angela Greenwood [video regarding- Nurturing Bubbles](#)

Bereavement and loss

Approximately one in 25 children and young people have experienced the bereavement of a parent or sibling. The loss of a loved one may have a substantial impact on children's mental health and wellbeing. The loss of other important relationships, eg, the bereavement of a grandparent, or even a pet can also have a huge impact upon a child's life.

When supporting a child who has experienced such a loss, it may be helpful to consider the following points.

- Young people grieve too, they may just show it in different ways.
- Try and keep the channels of communication open between children, young people and adults.
- Give them honest, clear, appropriate and open information as their imagination is often more frightening than the truth.
- Listen and respond appropriately.
- Try and maintain structures and routines so they feel safe again.
- Give them choices and opportunities.

Loss

Children may also experience the loss of a loved one through circumstances such as parental separation or divorce. Nearly half of all marriages end in divorce. From those marriages involving children, 80% of young people go on to become productive and well-adjusted adults. However, 20% of these children are likely to experience on-going mental health and well-being concerns as a result of parental separation.

Separation can impact upon a young person in a number of ways, called 'risk factors', such factors may include:

- parental conflict
- separation from a sibling
- change of home and/or school
- some children may take on added responsibility within the family following separation

How can school support?

Children and young people experiencing bereavement or loss often report receiving more support from non-professionals (ie family and friends). However, school staff and staff from external agencies have an integral role to play, and there are a number of ways in which you may provide support. These may include the following.

- Following the child's lead and go at their pace.
- Don't assume that you know what the child may be feeling.

- Listening with your full attention.
- Asking open-ended questions that is questions that allow the children to freely express how they may be feeling, in their own words. For example, an open-ended question would be '...and how did that make you feel?' whereas a closed question might be '...and did that make you feel sad?'
- Where possible and appropriate, disclosing anecdotal information from your own experiences that the child may be able to relate to. Self-disclosure can be reassuring for a child and can give them the confidence to discuss their feelings further.
- Summarising - recap the key points of the child's comments, doing shows that you are listening and that you are interested in what they have to say.

Local resources

Daisy's Dream

[Daisy's Dream](#) offers support to children and their families who have been affected by the life threatening illness or bereavement of someone close to them.

This may include:

- telephone support and advice for parents, carers, professionals
- group events
- home and school visits for the child or young person
- training for associated professionals

Local documents that have been shared previously

- 'COVID-19 Critical Incident support in Schools', RBWM Educational Psychology Service, April 2020
- 'Bereavement guidance for schools and parent and carers during COVID-19' (supporting the above document), RBWM Educational Psychology Service, April 2020

National resources

Child Bereavement UK

Comprehensive guide for schools and staff on how to support children in understanding and responding to bereavement.

[Primary schools](#)

[Secondary schools](#)

Children with additional needs

One in six children has a special educational need and disability (SEND). SEND is a broad concept that is defined as children who have a significant difficulty with their learning and need additional support from the school. Schools have legal duties towards children with SEND set out in the Children and Families Act 2014; statutory guidance for schools on meeting the needs of children with SEND can be found in the SEND code of practice.

The code of practice identifies four areas of need with SEND.

- Communication and interaction (eg, autistic spectrum or speech and language difficulties).
- Cognition and learning (learning disabilities).
- Social, emotional and mental health.
- Sensory and/or physical visual, hearing or physical health difficulties).

Studies suggest that children suffering from mental illness and disabilities are more likely to have SEND.

Protective factors: what schools can do

- Create a whole-school environment emphasising inclusion and cooperation.
- Have high aspirations for all children.
- Deliver social and emotional skills programmes which aim to build resilience:
- With a learning plan, or individual education plan (IEP) that builds skills step-by-step to improve success and gives children a chance to test skills out and receive encouragement and feedback.
- Develop children's understanding of difference and ensure all children value difference in others.
- Inclusiveness can be developed through good quality PSHE sessions promoting relationships and diversity.
- Support children with SEND to feel accepted and to belong.
- Tackle bullying and discrimination.
- View children and young people holistically rather than focusing just on their disability or illness.
- Be alert to early signs of escalating risk to mental health and mobilise protective factors to prevent further escalation.
- Provide children with extra support, if needed (eg, through pastoral care or school counselling, school nurses or through referral to community based support (Early Help)).
- If you suspect that a child might have special educational needs you should speak to the special educational needs coordinator (SENCO) in the educational setting.

Local resources

Educational Psychology Service (EPS)

The service is available for children and young people aged 0 to 19 years (or up to 25 years for young adults with complex and enduring needs) who may be experiencing problems in their lives and adults who have concerns for or about them.

What we do

We work together with children and young people, their parents or carers and staff to make a positive difference to children's and young people's learning, wellbeing and development.

We support children and young people with a range of needs including autism, behavioural, emotional and medical needs, social, learning and physical disabilities.

Access: Via the Early Help Hub using the [Early Help Assessment or Request for a service form](#)

T: 01628 796688

E: edpsych@achievingforchildren.org.uk

Shine Team

We support pupils in mainstream education aged 4 to 25 years with a diagnosis of autism.



What we do

We offer time limited support for students when in school such as life skills, social skills and curriculum support, as well as parent and staff training and support.

Access: Via your child's school

T: 01628 625308 (Monday - Friday, 9.00am to 12.00pm)

E: info@theshineteam.com

Web address

Autism Berkshire

Our mission is to help and support anyone living with autism, their families, carers and professionals working with them in Berkshire.



What we do:

We run events, workshops, outreach services, accessible social and leisure activities for people with autism, and specialist autism training and support for parents and professionals. We also have a free, confidential autism helpline service, available from 10am to 1pm from Monday to Friday (excluding bank holidays).

Access: Self-referral via our contact@autismberkshire.org.uk

T: 01189 594594

E: contact@autismberkshire.org.uk

Web address

The Autism Group

We support parents and carers whose children or young people either have a diagnosis of autism or awaiting assessment. We provide social opportunities for children and young people with a diagnosis aged 9 to 25 years.



What we do

For parents and carers: Free one-to-one support and information about autism and strategies to help (TAG @ Home Service). Free parent training and regular local support groups.

For children and young people: Special interest clubs for young people aged 9 to 25 years.

Access: Parents can self-refer.

T: 07423 636339

E: info@theautismgroup.org.uk

Web address

Parenting Special Children

Our mission is to provide specialist parenting support to parents and carers of children and young people with special needs, so that they can create positive change in their lives.



What we do

We provide free specialist parenting programmes for Berkshire families (autism, ADHD, special needs, attachment, sensory processing), sleep clinics with one-to-one support where necessary, workshops and bespoke training for professionals, family events, help and advice services, the opportunity to meet other people in similar circumstances, and group support. All of the staff and trustees at PSC are parent and carers of children or young people with special needs and all the facilitators of our services have a professional background in education, health or social care.

T: 0118 986 3532

E: admin@parentingspecialchildren.co.uk

[Web address](#)

Return to school for autistic and/or ADHD children

For parents and carers of autistic and/or ADHD children, check out our [top tips for returning to school](#), co-produced by local providers [Autism Berkshire](#), [The Autism Group](#) and [Parenting Special Children](#). Please note that these providers are still available to provide additional support to families and children and young people during the pandemic.

Children and Young People Disability Service (CYPDS)

The service is available for children and young people aged 0 to 25 years with special educational needs or disabilities, and their families.

What we do

The service has a range of professionals who support the following functions: needs assessments, social work services, short break services, occupational therapy assessments, family work and life skills projects.

Access: Via the Early Help Hub using the [Early Help Assessment or request for a service form](#) or directly via the service for a needs assessment only.

T: 01628 685878

E: cypds@achievingforchildren.org.uk

[Web address](#)

National resources

Preparing autistic and SEND Children for the return back to school and beyond

Short, [video-based online course](#) providing practical help and resources to support autistic and SEND children in the return to school and beyond.

[STARS \(Specialist training in autism and raising standards\) coronavirus resources](#)

Social stories, symbols to create a visual timetable, talking mats and worry plans to make it easier for autistic children and young people to navigate through coronavirus.

SEND guidance videos

[Short videos](#) for newly qualified teachers around specific areas of need: ADHD, acquired brain injury, autism, downs syndrome, dyscalculia, dyslexia, dyspraxia, hearing impairment, physical disability, social, emotional and mental health, speech, language and communication needs and visual impairment.

Emotionally related school avoidance

Emotionally related school avoidance (ERSA) describes a group of children and young people who experience difficulties attending school which can be linked to school, parents and/or child factors as well as wider societal factors.

‘School refusal occurs when stress exceeds support, when risks are greater than resilience and when ‘pull’ factors that promote school non-attendance overcome the ‘push’ factors that encourage attendance. It is usually a unique combination of various factors and their interaction that leads to school non-attendance, although one factor may be more salient to the problems than others in a particular child.’ (Thambirajah et al, 2008: p. 33)¹.

ERSA can be considered as a continuum ranging from children and young people who are still attending school but present with anxiety (perhaps somatic symptoms) through to complete absence from school for an extended period of time. Although children’s and young people’s behaviours might not be readily recognisable as ERSA at the early stages of the continuum, it highlights their vulnerability to becoming ERSA if action is not taken. Children with ERSA often do want to attend school, however, their anxiety, or an absence of necessary skills or resources leaves them unable to do so

Presentation

ERSA is a combination of symptoms that indicates that a young person is experiencing emotional distress relating to school attendance. Whilst there is rarely a single cause, anxiety is typically at the core of the ERSA. Possible other risk factors include:

- peer or staff relationship difficulties
- transition to a new school
- academic demands
- loss and bereavement
- high levels of family stress or changes in family dynamics
- parent physical or mental health problems
- a fear of failure and poor self confidence
- special educational needs if unidentified or unsupported

There is an acknowledgement that just as the combination of factors contributing to ERSA are complex and largely unique to the individual and their family, symptoms and associated behaviours can also present in a variety of ways.

¹ Thambirajah, M. S., Grandison, K. J., & De-Hayes, L. (2008). *Understanding school refusal: A handbook for professionals in education, health and social care*. Jessica Kingsley Publishers.

Pupils may exhibit one or more of the following associated behaviours:

- crying
- refusal to get ready for school or to leave the house
- rumination and worry around school-related issues
- sleep problems
- psychosomatic illness - psychosomatic illnesses, including headache and tummy ache, occur when no underlying medical cause can be found and the basis is thought to be emotional

Thambirajah (2008) explains that the child or young person may also display defensive aggression as a means of trying to control a situation that feels out-of-control. Typically this might be directed towards a parent or carer who is encouraging the child to go into school and may include verbal abuse or physical aggression directed at objects or people. These behaviours can be seen as symptoms of anxiety and an attempt by the child or young person to avoid a situation that they perceive to be threatening.

Local resources

Please refer to the Achieving for Children RBWM multi-agency graduated ERSA pathway in the first instance. This pathway contains more information on what ERSA is and how to support attendance for pupils at all stages of the ERSA continuum.

[Emerging Minds](#) - Back to school after lockdown, school reintegration and youth mental health

National resources

[Oxfordshire emotionally based school avoidance guidance](#)

[Young Minds: Supporting your child with school anxiety and refusal](#)

Eating problems

Anorexia nervosa

- Attempts to lose weight
- Fear of weight gain
- Abnormal perception of body weight or shape
- Loss of weight (15% or more)
- Abnormal hormonal functioning
- Bulimia nervosa
- Recurrent binge eating, purging and over-concern about weight or shape
- Typical eating disorders (not meeting diagnostic criteria) EDNOS

Warning signs

Eating habits

- Eating alone or skipping meals
- Claiming to be too fat
- Small meals or hoarding food

Physical effects of starvation

- Feeling the cold
- Lots of baggy clothes
- Tiredness, pale, dizzy

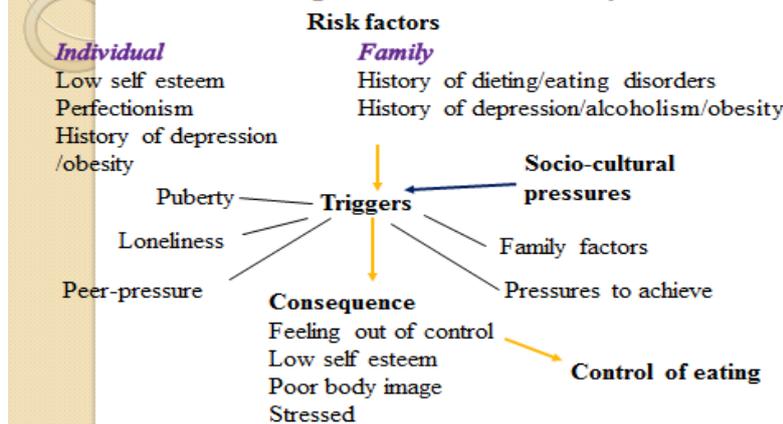
Bingeing and vomiting

- Frequent dental problems
- Swelling of glands under the jaw
- Secretive vomiting
- Over-eating in response to stress

Psychological or social effects

- Irritability, withdrawal
- High activity, inflexibility
- Poor concentration or lower grades

How do eating disorders develop?



What you can do to help

- Awareness of early warning signs
- Listening to concerns of students
- Discourage comments that focus on weight and shape
- Motivational approach
- Encourage self esteem
- Appropriate and realistic expectations at school
- Links with family - share concerns
- Brief counselling and support
- Refer early for help if problems continue
- Be aware of the Eating disorder guidelines
- Be empathic
- Avoid telling young person what they should do
- Listen to dilemmas
- Explore areas of concern
- How does your poor eating affect your relationships, school work, family life, physical health?
- Summarise and reflect back concerns
- Explore goals
- Identify gap between goals and current state

What schools can do to help

- Creating a positive school environment where students feel comfortable with process of growth and development and difference is valued
- Consideration to school meals
- Encouraging healthy exercise
- Nutritional advice (focus on benefits of a balanced meal plan)
- Stress management
- Key worker model
- Getting balance between encouragement to succeed and too much pressure

Local resources

School Nursing Team

Children and young people aged 5 to 19 years old in Windsor and Maidenhead schools and their families.

What we do

We provide confidential health advice and support to children, young people and their families. We offer advice and support to schools on a range of health topics from medical conditions to infection control and we can also provide targeted PSHE sessions where a need has been identified.

Access: Self-referral via telephone or email, or via the [Early Help Assessment or request for a service form](#)

T: 01628 682979

E: school.nursing@achievingforchildren.org.uk

Web address: [School Nursing Service](#)

CAMHS Berkshire Eating Disorder Service (BEDS)

Depending on the need, different treatment options can be offered, including:

- therapy sessions, either one to one with our specialists, or group sessions including your family and carers
- dietetic sessions to assess your nutritional needs
- access to our support hope and recovery online network (SHaRON)

Referrals have to be made through a [GP or healthcare professional](#).

National resources

[BEAT Eating Disorders](#)

Information and support for people with eating disorders or people supporting someone with an eating disorder. Support includes helplines and online peer support groups.

Family support

Local resources

Family Resilience Service (FRS)

Available to families with children under 18 years (or up to the age of 25, if they have special educational needs or disability). FRS helps parents, carers and their children when they are experiencing a number of challenges within their family life. The team provides whole family support to build upon the family's existing strengths. This helps families to overcome difficulties, improve their circumstances and leads them to achieve their family goals.

What we do

Our aim is to improve families' lives by: reducing difficulties such as crime and anti-social behaviour, increasing school attendance, supporting families that need help with day to day routines and parenting, protecting families from domestic abuse, supporting adults back into work, and assisting children, young people and their parents to access appropriate support from other services when needed.

Access: Via the Early Help Hub using the [Early Help Assessment or request for a service form](#)
T: 01628 683692

Family Friends

Available to families living in Windsor and Maidenhead with a child aged 0 to 13 years and up to 18 years for Armed Service families.



What we do

Family Friends is a charity providing short term support for families who are facing difficult times to enable them to get back on their feet. We offer individual and group support for children, evidenced- based parenting support, as well as practical and emotional support to families via our volunteer service.

Access: Direct phone line
T: 0300 800 1005
E: info@family-friends.org.uk
Web address

The Dash Charity

Domestic Abuse Stops Here

We help individuals and families affected by domestic abuse with confidential advice and support.

What we do

For adults: we offer refuge services, advocacy and outreach support, victim support groups which aim to help understanding and promote recovery.

For children: we offer one-to-one support (5 to 18 years), group work and prevention programmes to schools.

Access: Direct phone line or via our [contact form](#)

T: 01753 549865 (helpline)

E: info@thedashcharity.org.uk

[Web address](#)

[Relate](#)

Relationship counselling, blogs, advice and tips for helping your relationships to stay healthy.

[Resolve](#)

Free young people and family conflict mediation with the aim to assist individuals and families to find positive and constructive ways of moving forwards in challenging situations that take into account balancing everyone's needs and making sure everyone is listened to and respected.

Safe - Building Respectful Families

[Service](#) for families who are affected by child to parent violence (CPV), across the Thames Valley. It is a restorative family focused approach rather than a parenting or anger management programme.

National resources

Family Lives helpline

T: 0808 800 2222

[Free and confidential national helpline](#) service for families. Offers emotional support, information, advice and guidance on any aspect of parenting and family life.

Open: Monday to Friday, 9am to 9pm and Saturday and Sunday, 10am to 3pm

Parenting support

Local resources

Parenting Service

Universal and targeted parenting support offered to parents of children 0 to 16 years old.

What we do

Triple P evidence based programmes (six weeks) for parents of children 2 to 10 years old or 11 to 17 years old, emotional first aid programme (six weeks) to help parents improve their emotional wellbeing, and 'parents as first teachers' home visiting programme for parents with children under 3 years old.

Access: Direct phone or via the [Early Help Assessment or request for a service form](#)

T: 01628 685615

BME Community Parenting Service

The intensive family support service offers support for parents within the BME community. parenting programmes, stress management programmes and personal development groups for parents of children aged 0 to 17.

Access: Via the [Early Help Assessment or request for a service form](#)

Managing my child's anxiety course

Course offered by the Wellbeing Team for parents of children who are experiencing anxiety. The course material is based on the book 'Helping Your Child with Fears and Worries' by Lucy Willetts and Cathy Creswell.

Access: Via your child's school or via the [Early Help Assessment or request for a service form](#)

T: 01628 796688

E: edpsych@achievingforchildren.org.uk

Web address: [Local Offer](#)

National resources

Solihull online parenting programme

[Online parenting guides](#) – bump to 19 years, for parents, carers and parents to be, including top tips from childcare, education and NHS experts

Free for East Berkshire residents using the access code: Parenting.

Parent TV channel

[Free video service](#) designed to support and encourage parents and carers of children from ages 0-19, with a collection of over 200 videos addressing day-to-day questions and concerns spanning wellbeing, behaviour and learning.

Mind Ed for Families

Written by experts and parents together, this [resource](#) provides materials for parents and carers of children and teens struggling with mental health issues.

Sleep

Sleep is as important to our health as eating, drinking and breathing. It allows our bodies to repair themselves and our brains to consolidate our memories and process information. Poor sleep is linked to physical problems such as a weakened immune system and mental health problems such as anxiety and depression.



Simple ways to improve sleep hygiene, include adjusting the light, noise and temperature in the bedroom and changing eating and exercise routines.

Local resources

Charlie Waller Institute (University of Reading).

Please visit the [website](#) for useful information on sleep, why it is important in terms of our functioning, and 10 tips for getting a good night's sleep.

National resources

NHS website

The [website](#) provides useful information on how to cope with and manage sleep problems in young children (up to 5 years), including refusing to go to bed and children not wanting to go to bed without their parents.

This [website](#) provides some general sleep hygiene tips for children and young people, including relaxation techniques and changes to the bedroom environment.

The website provides [helpful tips](#) for improving sleep in teenagers focusing on more age specific factors such as screen time, talking through problems, caffeine and exercise.

Staff wellbeing

The term 'wellbeing' can be used to describe our holistic health, including our physical, mental and emotional health. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well. We feel motivated and engaged and are able to show resilience and bounce back from life's challenges. School and AfC staff often juggle multiple tasks and demands, so a focus on staff wellbeing has become increasingly important.

Taking good care of staff both emotionally and practically helps them to perform to the best of their ability and ensures that they are better able to support pupils. Workloads, deadlines and challenging behaviours can all impact negatively on the wellbeing of school staff. Poor mental wellbeing may impact on their ability to manage during key moments of stress in the classroom or at school. Staff who have good mental wellbeing are more likely to have the necessary resources to be able to manage and plan during or after stressful episodes whether with a pupil, a class, a colleague, an inspector or a parent.

What do we mean by staff wellbeing?

Good staff wellbeing can have a number of benefits including:

- positive impact on pupils, including improved educational outcomes, as both staff and children and young people are more engaged
- increased productivity of staff members
- reduced absences from work in relation to sickness (short term and long term)
- staff being able to manage stress better and develop healthier coping strategies
- improved job satisfaction, which can support retention
- staff feeling valued, supported and invested in

Specialist support

- Employee assistance programmes
- Crisis support
- Referrals to occupational health
- Education Support Partnership

Targeted Support

- Peer Supervision
- Training around mental health
- Regular mandatory wellbeing check-in meetings for all staff using a personal or peer support model
- Wellbeing events for staff

Universal Support

- Staff wellbeing policy
- Dedicated staff rooms
- Drop in sessions for any concerns
- Staff wellbeing team established and supported to offer regular events
- Staff education on child and family mental health
- Culture of no blame and stigma for mental health needs of school community
- Feedback boxes where staff can share (anonymously) ideas for improvement of school ethos and model good working practices

Local and online resources for school staff wellbeing

The AfC RBWM Wellbeing for Education Return Training Programme.

[Primary Webinar 1](#)

[Primary Webinar 2](#)

[Secondary Webinar 1](#)

[Secondary Webinar 2](#)

AfC RBWM staff [Care First intranet wellbeing pages](#)

National resources

The [Wellbeing guide](#) for staff working in schools and trusts www.local.gov.uk

[Ten steps to staff wellbeing](#)

[Calm](#)

[Association of Educational Psychologists Guidance](#)

[The Education Support Partnership](#) - 24 hour free confidential helpline

Operation Encompass Teachers' National Helpline

The helpline is staffed by educational and clinical psychologists who all have extensive experience of providing consultation and support to staff working in schools and education settings. [This service](#) provides school staff with the opportunity to have immediate, in the moment, consultation that is confidential and easily accessible.

T: 0845 646 0890

Monday to Friday, 8 to 11am

Supporting pupil and student mental wellbeing for school and college staff (Public Health England and NHS England) [webinar recording](#).

Transition

Transitions are part of normal life experiences and involve change. COVID-19 has disrupted normal daily life temporarily. Going back to school will naturally cause stress, fear and anxiety and this is normal during these uncertain and fluid times. These feelings can serve as a protective factor and promote growth, opportunities and development to minimise the impact on wellbeing. If we can support children's and young people's, school staff's and parents' resilience and coping strategies to promote positive change and wellbeing for all.



Local resources

Behaviour support 'Embracing Change Booklet' (attached)

The Embracing Change booklet was collated by behaviour support and the assistant educational psychologist and is designed for the use of parents, carers and educators with school-aged children and young people. It aims to provide activities and strategies to support children and young people through the challenges and disruption which they have encountered as a result of COVID-19, whilst also encouraging them to look forward to the future and preparing them for any upcoming events or transitions.

The framework focus has been based on the areas of resilience: core self, belonging, coping and learning. The booklet also includes resources, contacts and links that may be useful in the area of resilience and transition.

[Returning to school - A guide for the school community menu of options from the Inclusion Service \(July 2020\)](#)

[Supporting the emotional wellbeing of children and young people on their return to school.](#)
School Improvement Team (June 2020)

National resources

Therapeutic stories for primary school aged children

Nottinghamshire Educational Psychology Service has shared two therapeutic stories to help primary schools promote positive thinking for children during school recovery:

- [The Little Elf who missed his Birthday Party \(Adobe PDF, 595k\)](#)
- [The Little Elf and the Flowers of Hope and Bravery \(Adobe PDF, 608k\)](#)
- [National Children's Bureau School Readiness Checklists](#)

Trauma

Trauma can include events where you feel: frightened, under threat, humiliated, rejected, abandoned, invalidated, unsafe, unsupported, trapped, ashamed, powerless. Ways trauma can happen include: one-off or ongoing events, being directly harmed, witnessing harm to someone else, living in a traumatic atmosphere, being affected by trauma in a family or community.

Local resources

[British Association for Counselling and Psychotherapy \(BACP\)](#)

Provides contact details for counsellors in your local area specialising in trauma.

National resources

Supporting healing and recovery from trauma.

[UK Trauma Council](#)

This [animation](#) with accompanying guidebook, videos and articles provides information from neuroscience research for frontline professionals and carers to link childhood trauma and mental health problems.

We encourage you to note the recent publication from the Centre for Mental Health on the relevance of [Trauma informed practice to COVID recovery & restoration planning](#).

[After Trauma](#)

[Website](#) that connects and supports survivors of traumatic injury and their families - supported and maintained by the Centre for Trauma Sciences in London.

[Young Minds](#)

[UK Charity](#) with trauma informed approach to support.

[PTSD UK 4](#)

[Useful website](#) providing information about PTSD and signposting to services.

Mental health services

Kooth Online



Our aim is to improve the emotional wellbeing and mental health of children and young people aged 11 to 19 years who are going through a difficult time.

What we do

We are a free online counselling service that offers emotional and mental health support to children and young people. We can help with lots of different problems, including family problems, eating disorders, loneliness, bullying, anxiety and depression.

Access: Via our website

E: parents@xenzone.com (Register a username and password)

Web address

Youth and Community Counselling Service

For children and young people 12 to 25 years, parents, carers and all students in middle and secondary schools who have a school service in place.



What we do

We offer free and confidential counselling through an appointment based service, as well as running outreach programmes in schools, colleges and youth clubs.

Access: Direct phone line

T: 01628 636661 (Maidenhead, No. 22)

T: 01753 842444 (Windsor, Youth Talk)

E: shula.tajima@rbwm.gov.uk

Web address

Child and Adolescent Mental Health Service (CAMHS)

The service is available to under-18s living in Windsor and Maidenhead who are experiencing more serious mental health problems, disorders and illnesses.

What we do

We will work with the child and young people and their families to help reduce the impact these difficulties are having on their lives.

Access: Via schools or other professionals contact: Common Point of Entry (CPE)

T: 0300 365 2000 Urgent contact: 0300 365 0300

Web address

Further resources

Barnado's See, Hear, Respond programme

In response to the COVID-19 pandemic, Barnardo's, in partnership with The Department for Education (DfE), will be delivering a new and innovative programme across England that coordinates a dynamic sector response. The [See, Hear, Respond programme](#) aims to intervene and find the most vulnerable children and young people who are hidden from view, who are not currently receiving support and those who are at risk and/or experiencing adverse impact to their health and wellbeing.

AFNCCF (Anna Freud National Centre for Children and Families)

[Mentally healthy schools](#): Over 500 quality-assured, curriculum-linked resources for primary schools, as well as those on staff wellbeing. You can sign up for curated monthly toolkits

[Schools in Mind](#)

Coping guides for children, young people and families

To support the wellbeing of children and young people during the coronavirus pandemic, NHS East Berkshire CCG have put together [three concise guides](#) for parents and carers and for children and young people themselves, listing some of the best reliable and free sources of information and advice on how to cope with life during the pandemic

Skills for life resilience resources

[Downloadable resource packs](#) for teaching staff and families to help children find healthy ways to deal with their feelings and reactions to the Covid-19 situation. Packs include short, 10-minute activities designed for children aged 5 to 9 years, covering the following themes: Feelings, staying connected, dealing with change, getting along, dealing with worries and relaxing.

Supporting post-lockdown education using the six principles of nurture

The following link, which ties in with the [six principles of nurture](#), might be useful for a whole school approach. It's a quick 10 minute read on how to capture a nurture approach.

Useful links:

- [Charlie Waller Trust](#)
- [DfE \(Department for Education\)](#)
- [Emerging Minds podcasts](#)
- [Every Mind Matters](#)

- [MindEd Educational Hub](#)
- [NASEN \(National Association for Special Education Needs\)](#)
- [P2B \(Place2Be\) Resilience and Wellbeing Lesson Plan \(Primary School\)](#)
- [PHE \(Public Health England\)](#)
- [Rise Above for Schools](#)
- [Young Minds](#)

Document produced by Psychology and Wellbeing Service

E: edpsych@achievingforchildren.org.uk

T: 01628 796688