

Newsletter

Welcome to our March 2020 newsletter:

Emotional Health

Corona Virus

Many teachers have already raised the issue of children and young people's concerns and worries around the outbreak of Corona Virus.

To support you with any questions you can contact the **Department for Education coronavirus helpline: 0800 046 8687** Open from 8am to 6pm, Monday to Friday

The [government's guidance for schools](#) also provides comprehensive information and is regularly updated.

This BBC News article also provides some helpful tips for parents (and teachers) to alleviate children and young people's anxiety about the virus. [Coronavirus: Keep it simple, stick to facts - how parents should tell kids - BBC News](#)

E-School Nurse

The E- School Nurse service is now running across the county with twice weekly clinics offering professional consultation for teachers and professionals working with children.

Please display the [E-School Nurse poster](#) and the [Service user leaflet](#), in all your staff areas.

Appointments can be made by telephone or email
Monday to Friday 9-5pm.

Topics covered in this issue:

- E-School Nurse Service
- Staff wellbeing
- Staff training
- Anxiety
- Exam stress

With the recent success of our RSHE twilights we are planning some sessions in your area on 'Managing Medical Conditions in Schools'.

If you are interested in this training please email your local



Staff Wellbeing

What about me –

Teaching is a tough job. It can be immensely rewarding but also physically and emotionally draining.

If we want our school **staff** to do what is asked of them, then we need to make sure that their mental health and **wellbeing** is effectively supported.



It is also acknowledged that the school staff climate is an extremely challenging one within which they aim to achieve the above. These include limited funds, pressure and overwhelming amount of workload.

The Anna Freud Anna Freud National Centre for Children and Families recently published research regarding staff wellbeing in schools including key steps schools can take to improve staff wellbeing <https://www.annafreud.org/tmh>

Looking after your own wellbeing

Research indicates that taking the following steps can be important in the promotion and maintenance of mental wellbeing:

- 1.** Knowing personal limits and having the ability to say 'no' when necessary. This helps you to have more balance in life and will enable you to take better care of others.
- 2.** Identifying supportive people that you have in your life. If you would like to increase your support networks then you might consider taking up new hobbies or activities. You can also speak to a professional for more support.
- 3.** Talking. There are times when challenging situations affect us emotionally. If you have had a difficult day at school, try to speak to someone before you leave school as this can then help you to process how you are feeling, ask for support and separate your work and home life.
- 4.** Being flexible around change. Even with the best plans, sometimes unexpected events or situations occur. Our ability to accept change and plan and adapt can help us to manage any potential feelings of stress and anxiety and cope better overall.
- 5.** Self-compassion. If you take some time to stop and reflect on the thoughts in your head, are they more positive or critical? Once you have identified any negative thought, you can begin to introduce more positive thoughts and 'turn the volume down' on the critical voices.

Case Example: One Degree Academy

One way in which we attempt to look after our staff is our termly Golden week. During Golden week, there are no meetings, either before or after school, staff are encouraged to leave school early. Each member of staff is assigned a wellbeing partner.

Partners are responsible for 'checking in' with and supporting each other during the week (and beyond). Partners can frequently be found making well-timed cups of tea for each other, exchanging small gifts, writing notes of thanks or praise, covering duties, and generally engaging in random acts of kindness. The knock-on effect of this is striking.

During Golden week, other activities are put on for staff as a mark of thanks and a recognition of the stressful nature of the work we do. For example, we book a masseuse who provides massages for teachers throughout the day while SLT members are covering their classes.

We also have a staff social or sporting event one evening during the week. Staff psychotherapeutic supervision is offered to all staff on a bi-weekly basis but this also coincides with Golden week. Feedback is gathered through the termly staff survey which is used to assess staff wellbeing and morale and make necessary improvements.

Please click on the link to download a free booklet to support schools in improving staff wellbeing [Supporting Staff Wellbeing in Schools booklet](#).

We also have a **free** anonymous [Staff Public Health Survey](#) that your teaching and non-teaching staff can complete.

To view an example of the survey click here, it collects information on a range of health topics.

Copy this link and send out for your staff to complete the [Employee Survey](#)

Staff Training

To support you to meet any staff training needs we have a variety of sessions related to children's emotional health, these can be delivered as part of a staff meeting in an hour or as part of an inset day.

Contact your local Public Health Nurse for further details.

Basic Mental Health Part 1

(update on government papers, ACE's and the teenage brain)

Basic Mental Health Part 2

(Introduction to assessment and tools to use with pupils)

The Worried Child

(what is anxiety? how to support a child in school, introduction to the Worried Child Toolkit)

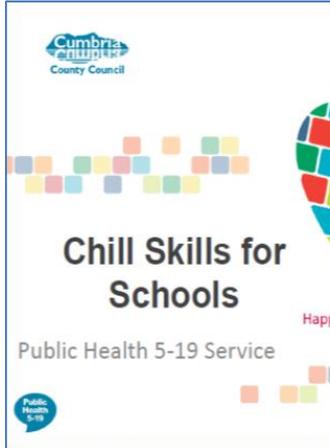
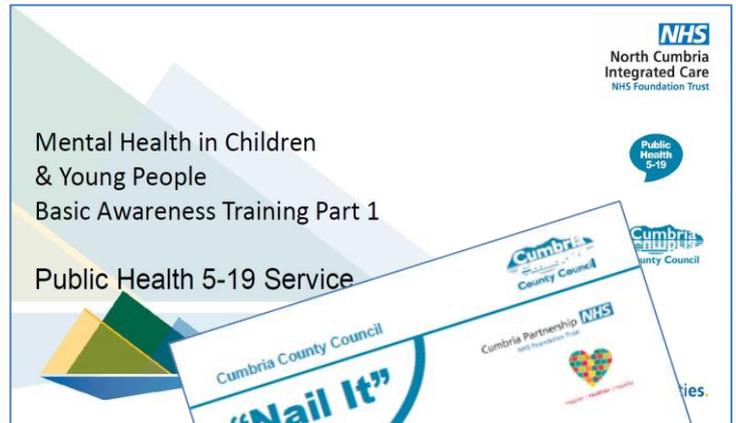
Building Resilience

(Ideas on how to build resilience in schools)

Chill Skills in Schools

(Ideas for schools to incorporate mindfulness and calming techniques in the classroom)

All our sessions give your staff the opportunity to get some professional development and support. Our feedback has been extremely positive.



Supporting your pupils with worries

It's quite natural for children to worry and to be anxious at various stages of school and home life.

Most children will learn how to manage their thoughts, feelings and emotions, but some may need extra support.

Recent research suggests that 1 in 6 young people will experience an anxiety condition at some point in their lives (www.anxietyuk.org.uk, 2017).

Schools and other professionals are noticing an increase in anxiety levels in young people. By addressing issues early, we could avoid more serious anxiety problems.

Getting them to self help

Lower level anxiety can be improved using various self-help tools. It can be hard to get pupils to engage with self-help, but it is essential if they are going to be able to regulate their own emotions and get their own emotional rescue in the future.

Finding a way to distract them and get their 'thinking brains' working is essential in calming down their emotional response.

We have a downloadable 'Self Help' leaflet you can handout to help them consider ways to self-help.

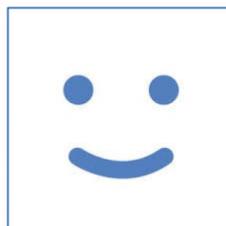
Apps

It is hard enough to prise an ipad or phone out their hands so an app to help with worries or use to relax at the end of the day is a good compromise and will appeal to them. There are lots of apps recommended by the NHS ranging from yoga, meditation, melodies and music.

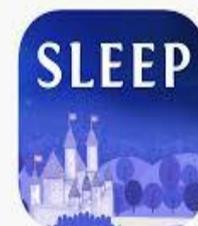
Chill Panda uses breathing techniques to help them relax and manage their worries



Three Good Things encourages them to write three good things down every day, this is a great way to record what they're grateful for.



Sleep provides meditation stories designed to relax children of all ages by tapping into their minds' creative side.



Public Health
5-19

Self Help

Learning to self help is essential for you to develop your self esteem, confidence and have a healthy emotional outlook on life. It takes practice so have a go at doing one of the following things everyday.

Talk to someone you trust – parents, grandparents, siblings, aunts, uncles, cousin, friends, teachers. If this is difficult talk to a doctor, nurse or online counselor.

Do something you enjoy – meet your friends, go outside, watch a favourite film, listen music you can sing a long to, do something by yourself, have a bath, draw, write, get creative, bake a cake.

Find ways to relax – do some slow deep breathing relax! Do some exercise, run outside, play with your friends or siblings, play a game or computer game, read a book, take a nap, say no sometimes and just chill

Remember the good things & celebrate you! – write down all the things you enjoy, keep an inspirational journal or 'Happy Box', write an achievable to-do list

Chill Panda uses breathing techniques to help them relax and manage their worries

Blue Ice is an app to help you manage your emotions and reduce urges to self harm.

Kooth.com provides free safe and anonymous online counselling along with self help tools.

Health for Teens offers a great choice of content and quizzes across all areas of your health, from sexual health to your feelings, growing up, lifestyle and much more.

Young Minds puts young people at the heart of everything they do there's loads of supportive information and advice on their website.

Child Line is a safe place to get help and advice about a wide range of issues, call them on 0800 1111, talk to a counsellor online, send Childline an email or post on the message boards

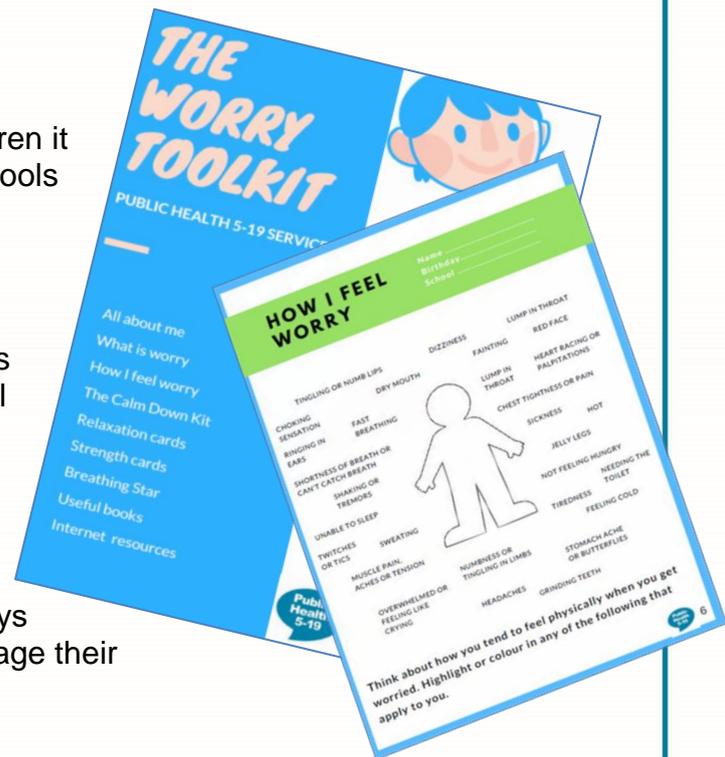
Serving the people of Cumbria
cumbria.gov.uk/ph5to19

The worried Child Toolkit

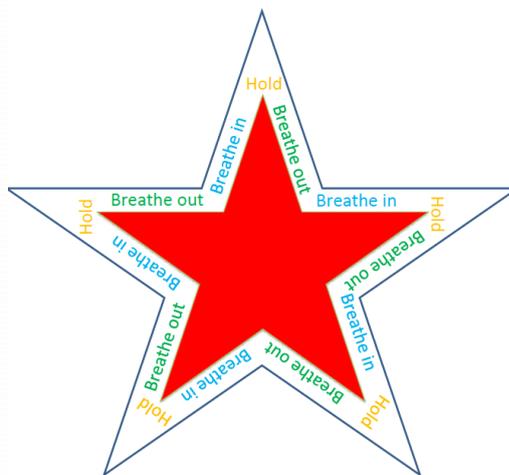
We have developed the Worried Child toolkit although this is aimed at primary school children it has been used successfully in secondary schools as it is easy simple and easy to understand.

The [Worry Toolkit](#) has different elements: It provides information and advice on anxiety, helps in identifying feelings of worry and looks at ways to relax and calm themselves; as well as providing information on useful books and online resources.

These resources can be used by staff and parents to gain a greater understanding of the child's difficulties as well as looking at ways to support children and young people to manage their worries



Calming and Soothing Techniques



[The Breathing Star](#) is a good technique to regulate their breathing and is visual to distract their brain a little.

It encourages them to focus and slow down their breathing. This can also be done by using their hands.

7/11 breathing technique is also very effective where they breathe in for the count of 7 and then blow out for the count of 11. This is good for older children when they don't want people to notice that they are feeling worried.



Chill Skills, Calm Down Kits and [Glitter Jars](#) are a great way to help pupils when they need to take a break, breathe, and calm down so they can continue their day. These are especially helpful for students with sensory processing needs. All these resources and ideas are available to download from our website.

Referring on to other services

You may get to a point where the child or young person needs more specialist help and a referral to another agency is necessary.

To support your referral don't forget to look at our top tips to [maximise a referral](#). It will really help when you are completing any paperwork.

Remember to include any worksheets or evidence of the interventions you've already tried in school

While you continue to support the child until specialist support is provided you may feel you have exhausted all your tools and techniques; if you get 'stuck' consider an appointment with the E-School Nurse or it may be you need to look at an early help assessment.

Supporting parents and carers

Parents feel an enormous sense of relief when they know you are supporting their child's emotional health; however parents still need to take an active role in looking at what they can do to make change and support their child.

We appreciate that engaging parents in awareness session can be a challenge, we can help by providing information and emotional wellbeing advice boards as well as being available to run parent sessions on a variety of emotional health topics.

Sessions can be adapted and delivered at times to suit parents and these sessions are relaxed and informal, about sharing information and ideas and include topics such as building resilience, the teenage brain, promoting positive mental health at home and digital wellbeing.

Our website also has a [Parent Zone](#) that you can direct parents and carers to for useful leaflets and links for to support normalising anxiety, prevention and early intervention.

We are now piloting parent video appointments via our E-School Nurse Service so please promote this to parents that you have involvement with for low level emotional health support.

HOW TO MAXIMISE YOUR REFERRAL

This factsheet will provide you with some top tips to help maximise a referral to a mental health service or provide supporting information to a GP if they are making the referral.

You may be working with a young person who either doesn't want help or is unable to articulate the difficulties they are having. It may be that you have a parent who is feeling overwhelmed or has difficulty communicating the concerns they have about their child. As a teacher you are likely to know your student well and be able to provide a comprehensive summary of any problems they are experiencing.

You can increase the chance of a referral being accepted by preparing a letter to support the parent and pupil; you should write the letter with or on behalf of the parent. As well as containing important information, simply providing a letter on school letter-headed paper will increase the quality of the referral and the seriousness of the situation; it could outline the following:

TOP TIPS:

Tip 1: The concern and types of behaviour observed: Clearly outline what the issue is and your observations. For example: - increased anxiety, panic attacks, ~~aggression~~ in mood, self-harming behaviours or restriction of food intake.

Tip 2: Note any physical health consequences: If you've noticed any impact on the student's physical health then state your concerns. For example: - weight loss, weight gain, fatigue or dizziness.

Tip 3: Any changes in personality: Changes in personality and ~~behaviour~~ can be a key indicator of mental health concerns, your letter should include any personality changes you or the child's parents have observed. For example: - that a bright and bubbly student has become withdrawn or angry.

Tip 4: How long has the student been experiencing problems: Include when the difficulties or changes in behaviour were first noticed or reported and how these have developed over ~~time~~. Talk to colleagues, the student and their parents. Often the student will have been experiencing problems for some time before you became aware of it. Being able to explain that the issue has

www.cumbria.gov.uk/ph5to19



Exam Stress

With exam season fast approaching we thought it might be helpful to provide some specific information on exam stress

Kooth are offering group sessions for primary and secondary schools on exam stress. You can contact Laura Berry direct by emailing lberry@xenzone.com

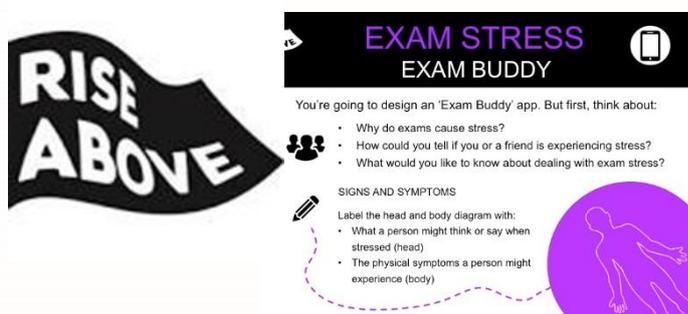
Last year we produced this helpful leaflet for secondary schools to give out to year 11 pupils and their parents during parent's evenings.

Consider adding the link to your newsletter for your year 11 pupils and parents to access.

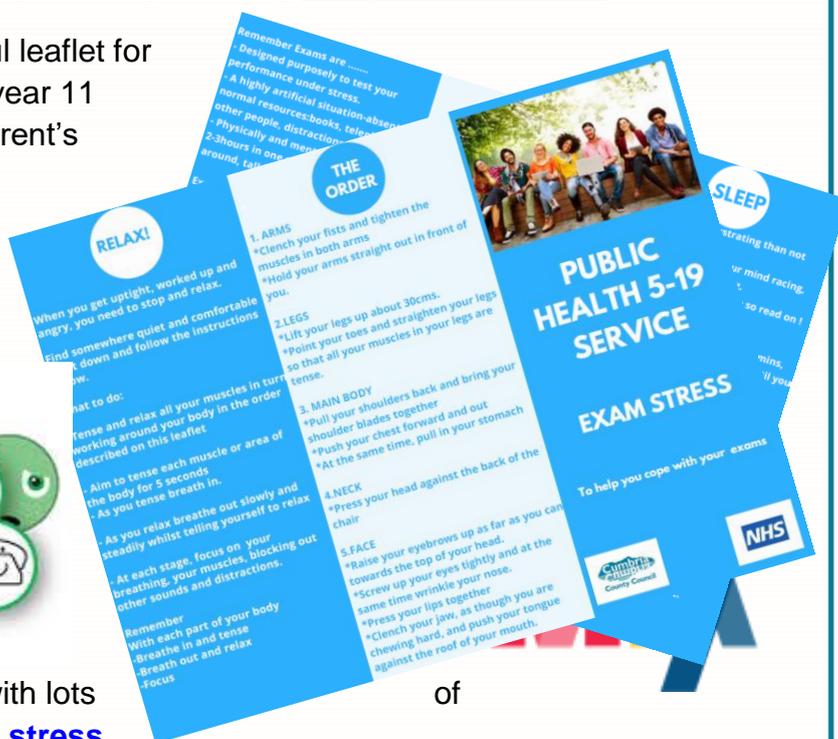


ChildLine have a specific page with lots of information on how to [Beat exam stress](#)

[The Mix](#) has some great resources and links for teenagers. They also produced the Stress Heads App this was designed by young people to help relax and distract them when it all gets too much. It also has great stress-relief advice.



Samaritians also have a ['Coping with exam stress'](#) handout and lesson plan for KS3 which is downloadable.



of



The [Rise Above website](#) has lesson plans, [articles](#), handouts and [videos](#) you can share with your pupils to help them through their exams.

The Parents Role with Exam Stress

Parents have an active role in supporting their children through their exams. Pupils often report spending hours in their rooms revising, lonely and isolating

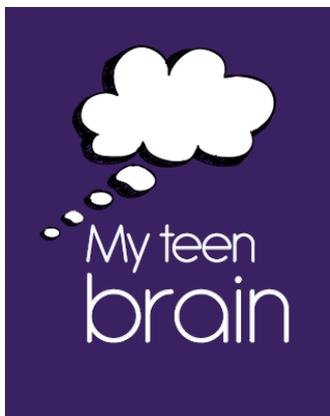
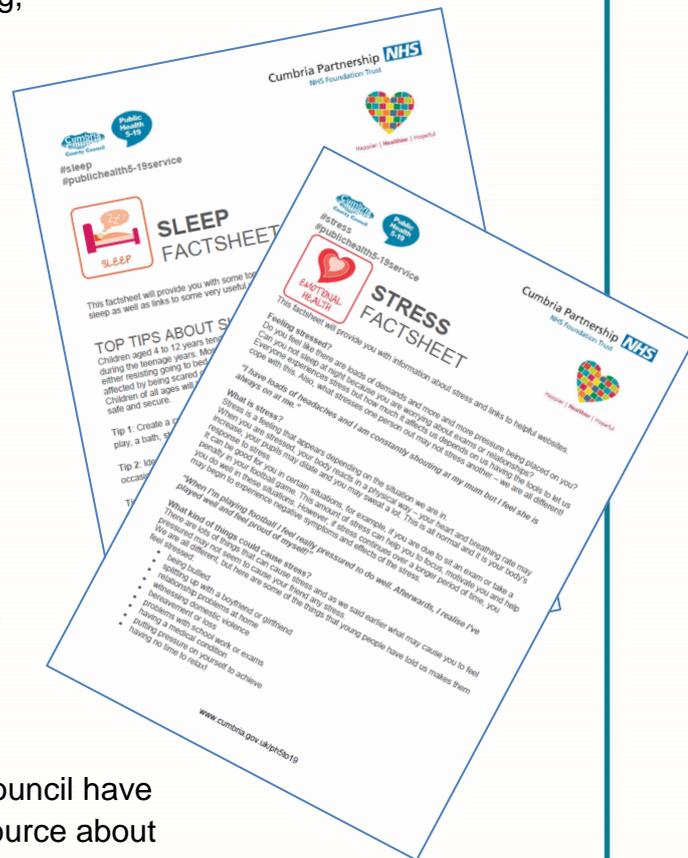
Reminding parents of the importance of routine, having family time, healthy eating, reduced screen time and sleep can make a big difference to a young person's wellbeing.

We have a whole range of top tips for parents on these found in the [Parent Zone](#) of our website.



young people and older adults.

[MindEd](#) is a free learning resource about the mental health of children,



Herefordshire County Council have put together a great resource about teenagers called [My Teenage Brain](#). It provides lots of information to help support a teen through some of the most important years of their life.

This is a great website for parents and carers to access that will help them understand the changes their child is experiencing. It has some one page information sheets on how they can help on topics such as [Exam Stress, ways to wellbeing, sleep and listening to your child](#).

The website includes slides for a parent workshop for Primary and Secondary schools along with key messages on emerging anxiety, warning signs that parents can look out for, and key messages to children and young people agreed across agencies including NHS.

Their [practitioner's booklet](#) about the teenage brain is an interesting read and reflects a lot of the information we deliver in our Basic Mental Health Training.

Healthy Body Healthy Mind Boxes



Cumbria County Council

Our new Healthy Body, Healthy Mind boxes are now available for you to borrow!

New for Autumn 2018



This carefully chosen selection of books will support and enhance your PSHE teaching, covering the following areas:

- Understanding emotions and feelings
- Healthy diet and nutrition
- Exercise
- Staying safe, including digital safety
- Confidence, self-esteem, being 'different'
- Looking after your teeth
- Sleep
- Family and friends

To help you get the most out of the books, guidance and suggestions for discussion are included where appropriate.

Developed by Cumbria LSS staff, in partnership with the Cumbria Public Health 5-19 Team.
(Any boxes borrowed will be included in your usage of your annual topic box entitlement).

To order a box (EYFS, KS1 or KS2) please contact Library Services for Schools t: 01228 227277
e: library.servicesforschools@cumbria.gov.uk

Serving the people of Cumbria cumbria.gov.uk

We have been working with the library service supporting them with the production of Healthy Body, Healthy Mind boxes. These topic boxes are carefully chosen to support and enhance your PSHE.

Public Health 5-19 Website

We have lots of information on our [website](#) related to Cumbria's public health priorities of mental health, digital wellbeing, risk taking behaviour and healthy weight.

We are on Twitter - follow us [@healthy5to19](https://twitter.com/healthy5to19)



You can email your public health nurse direct for any staff training needs.

[NORTH](#)

[Claire O'Neill](#)

[Sam Fell](#)

[Michelle Young](#)

[SOUTH](#)

[Yvonne Rowlinson](#)

[Donna Moore](#)

[WEST](#)

[Charlotte Thompson](#)

[Louise Pearson](#)