

# WELLBEING IN EDUCATION

*For teachers, children and young people*

**FREE**



## 'WELLBEING IN EDUCATION'

For all and for free, across the borough

This is the first iteration of the newly created 'Wellbeing in Education' brochure, which brings together tools, resources and weblinks under themes that will help Emotional Wellbeing Leads, Sendco's and Inclusion Leads to support the emotional health and wellbeing of children, staff and families.

Following the impact of Covid 19 on the mental health and wellbeing of children, young people, staff and families, Haringey agreed that a public health approach was required to meet the level of need at population level.

For this reason, it was agreed that the DFE funding 'Wellbeing in Education' would sit in public health. This brochure is part of that DFE funded work and has been developed in response to requests from school staff via school consultations. This brochure is the pre-cursor to the web pages, soon to be hosted on Public Health's 'Healthy Schools' pages.

While this is a collaboration between Public Health's Anchor Approach and Healthy Schools, it also represents the very strong partnerships with colleagues in the Local Authority, NHS and third sector organisations who have been active collaborators and contributors to the creation of this work and who we would like to thank for the breadth and depth of knowledge and expertise they have brought to this resource.

We are very aware of the challenges school staff are facing at the current time and the contribution you are making to the emotional health and wellbeing of children and families in Haringey. We hope therefore that this resource will support you in your work and go some way to support the mental health and wellbeing of Haringey residents.



*Will Maimaris*

*(Director of Public Health)*

A handwritten signature in black ink, consisting of a stylized 'W' followed by a series of loops and a final flourish.

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*Thanks to our partners featured on the first page and below, for their support an providing free resources to populate this brochure.*



# ANXIETY

Find in this section Mindfulness exercises, fact sheets, tips and videos that can help children and YP to relieve the signs of anxiety and restore calm in the classroom.

## UNDERSTANDING ANXIETY

These few slides will help you to **understand the role that the stress response** plays in anxiety and poor mental health, as well as the difference between low mood and anxiety.

Check out this Anna Freud document for '7 ways to deal with children and young people's anxiety'.

We developed a 1-page Emotionally Friendly communication guide for teachers on how to **reduce conflict and stress**.

Help them **defuse the stress response** with the 1-page Worry tree tool.

## PRIMARY

You can print and give this coping wheel tool to children who need support to **cope with worry or signs of anxiety**.

These two core books could help children understand anxiety:

'**The Huge Bag of Worries**' by Virginia Ironside & Frank Rodgers; '**Ruby's Worry**' by Tom Percival



## FOR CHILDREN & YP

Check out this primary and lower secondary 6-minute film from Anna Freud about **managing anxiety and talking to others** for support.

Here is a worry management book (pocket size) that can be given to older children or young people for them to use on their own or with the help of an adult.

2-page Tips for calming Anxiety with Mindfulness

Childline created a Calm zone page full of free resources for CYP to cope and relax.

## MORE RESOURCES...

More exercises on our mindfulness page that could help tuning down feelings associated with anxiety.

Check our stress page for resources about exam anxiety.

## SECONDARY

Here are two videos that can help young people to **relate and start a conversation** about their feelings of anxiety:

This lesson plan by PHE will help you to talk about worry. It includes a PowerPoint to show in class as well as activities to do in and out of the classroom.

## RETURNING TO SCHOOL

After staying at home for so long **separation anxiety** might become an issue when it is time to return to school. Here are some resources to help:

- Teachers
- Families
- Young people



# BEREAVEMENT

Please check the resources below and contact your school EP if you know a child or young person that is bereaved and would need support.

## BEREAVEMENT IN CHILDREN & YP

This [2-page document](#) developed by Grief Encounter will give you an understanding of how children of a certain age **conceptualise and express bereavement**.

[The Winston wish charter](#) gives some valuable advice about how to support a bereaved child.

[Spot the signs and get some tips](#) on supporting a bereaved student with this Anna Freud resource and [the mentally healthy schools page](#).

You can refer to the UK Traumatic Bereavement Council (see link) from the 'Looking for Support' menu, regarding assessment and treatment of traumatic bereavement.

## IN-DEPTH RESOURCES

For **different conceptual frameworks around grief and loss, types of bereavement and useful signposting** [watch a presentation](#) (35 min) delivered by the Anchor Approach.

This detailed [school guide](#) from Child Bereavement UK provides **information and support**. For **complex bereavement** see resources from [UK Traumatic Bereavement Council](#) (assessment and treatment).

## MORE RESOURCES...

If you need advice specific to bereavement during the pandemic, please check our [Covid19 page](#).



## RECOMMENDED BOOKS

*(More recent first)*

**Is daddy coming back in a minute?** - Barber-

[Book read by the author](#)

**What does dead mean?** - Jay and Thomas

**The day the sea went out and never came back.** - Sutherland

**Michael Rosen's sad book**-I Rosen

**A monster calls** - Ness and Dowd

## LOOKING FOR SUPPORT

[The Childhood bereavement network](#)

[Child bereavement UK](#)

[Grief encounter](#)

[Winston wish](#)

[Widowed & Young](#) (Widowed individuals and their children)

[Helpline for bereaved parents](#)

[Young minds](#)

[Macmillan](#) (Cancer support charity)

# BULLYING



Bullying can have serious consequences for children and young people's mental wellbeing and self-esteem. Its all-consuming nature and possible psychological, emotional, or physical violence can have long term consequences including **trauma** (PTSD), **anxiety** and even **suicidal thoughts**. Here are some resources to be prepared to face these situations.

## UNDERSTANDING BULLYING

How bullying can **affect young people**: check [this Youngminds page](#).

[This other Youngminds webpage](#), can help you to understand **why children and young people might resort to bullying** as a coping mechanism.

[Parent Guide to Bullying](#) created by Youngminds is a good resource **to give to families** if their child is being bullied.

## PRIMARY LESSONS & TIPS

If you would like to deliver a **lesson on bullying**, you could use [this lesson plan](#).

[This 2-minute video](#) points out what bullying is to children and **how to stop it**.



## SECONDARY LESSONS & TIPS

Here are two lesson plans that could help **discussions about bullying**:

[ABW Secondary School Pack 2020](#)

[Bullying and cyberbullying](#): What it is and how it feels.

Below, find some tips on bullying in secondary schools:

[This 2-minute video](#) points out what bullying is to young people.

Here are some tips [on this webpage](#) on how to **stand up against a bully**; and why do we need to stand up to bullying [on this other YoungMinds webpage](#).

## ALL CHILDREN & YP

For some additional tips **for children and young people that are being bullied**. Feel free to [share this resource](#) with them.

## RECOMMENDED SITES:

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[Bullying \(youngminds.org.uk\)](http://Bullying(youngminds.org.uk))



# CHANGE & LOSS

Change can be challenging for many and especially for children and young people who might not have developed effective coping mechanisms yet. The Covid19 crisis has resulted in increased change and loss that needs to be processed by families. Here are some things that could help.

## UNDERSTANDING CHANGE & LOSS

One of our local experts at MHST delivered an exclusive [15 min presentation](#) on 'Coping with Loss' for this project. You can also [download the 17 slides](#) that were used in the video.

If you would like more in-depth information, please refer to this [90 min recording of a session](#) led by the Anna Freud Institute '5 Steps to mental health and wellbeing' **focused on change**.

## LESSON PLAN

[This lesson plan](#) by PHE will allow you to teach a class about **dealing with change**. It includes a PowerPoint to show in class as well as activities to do in and out of the classroom.

## MORE RESOURCES...

Please also refer to the [Mindfulness page](#) for some exercises that can help with letting go and focusing on body awareness, and therefore can diffuse distress resulting from change and loss.

## SUPPORTING CYP

We recommend [a 3-page fact sheet](#) created by the Anna Freud Institute that includes tips about **how to support students in schools and colleges**.

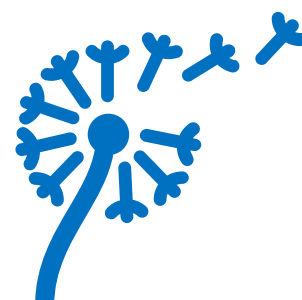
This [4-pages guide](#) from the Anna Freud Institute provides valuable guidance on managing **unexpected endings and transitions**.

**Spot the signs and get some tips** on supporting a student affected by loss with [this other resource](#) and [the mentally healthy schools page](#).

## RECOMMENDED BOOKS FOR CHILDREN

**Something Else** by Kathryn Cave & Chris Riddell

**Best of Friends** by Shen Roddie & Sally Anne Lambert





# COVID 19

Extensive material has been created by the [Educational Psychology Service \(EPS\)](#) and other partners to support parents in dealing with lockdowns, keeping children busy, setting a schedule and how to talk about the virus in an age-appropriate way. Despite the quickly changing circumstances some information is still relevant.

## BEREAVEMENT & PANDEMIC

Covid19 might not be the reason why a family is bereaved, however whether it was a Covid19 related death or not, **the current situation will affect how the family and child, or young person can grieve.** Here are some resources that might help families and CYP:

[Saying goodbye booklet](#) for children

[EPS guide](#) for bereaved families during the pandemic.

## FOR FAMILIES

With children at home and the pressure of the health crisis, find below some resources that can be given to families:

[A 8-page guide](#) from EPS to **navigate the crisis** and make sure needs are met.

[A 5-page EPS document](#) that can be used by all adults to know what **language to use** when talking about the pandemic.

For some information about **how BAME is affected by the crisis** [share this leaflet](#) with them.

## EDUCATION & COVID 19

[Another document designed by EPS](#) is this **action plan to support with traumatic incidents during Covid19.** It is 38 pages in length and provides a detailed guidance.

The free Anchor Approach training to support the understanding of [the 'Education with Resilience & Wellbeing in Mind' document](#) recordings and supporting documents are available online. This document was created to support school return after the first lockdown:

**Session 1- Supporting Developmental or universal needs:** [Recording](#), [slides](#) and [training notes](#).

**Session 2-Supporting emotion regulation:** [Recording](#), [slides](#) and [training notes](#).

**Session 3- Understanding trauma &**

**Poly-victimisation:** [Recording](#), [slides](#) and [training notes](#).

## RETURNING TO SCHOOL

With children returning to schools after this new lockdown similar issues might arise. You can refer parents to [this 45min recording](#) from a session led by EPS.

[The Journey of transition and recovery](#) is an 11 page Covid19 document created by Haringey EPS to support recovery.



If you suspect any domestic violence please follow school procedures and refer in the normal way. This page can provide you with helpful contacts and organisations which support victims of abuse that you can signpost them to. Domestic Violence can take many forms: physical, emotional, sexual, and affect a wide range of people. This information was provided by our Violence Against Women and Girls team (VAWG).

## UNDERSTANDING DOMESTIC VIOLENCE

There is [a free webinar](#) delivered by UCL that focuses on **how abuse in childhood impacts long term mental health**, providing a better understanding of these dynamics and why early identification is crucial.

## FOR YP & FAMILIES

[Draw The Line](#) is a web app that works only on smartphones. It allows young people to **read other young people's stories** and it asks them to identify harmful behaviours. They can then compare their answers to other young people, professionals, and some information is provided on why it is harmful behaviour. **Signposting information is also included.** Professionals can give it a try on parent/guardian mode.



Other useful helplines to contact:

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

For LGTQIA+ victims of domestic violence

<http://www.galop.org.uk>

## FOR CHILDREN & YP

Victim Support offers several free specialist young people's services for **those witnessing familial domestic abuse**, as well as young people experiencing abusive behaviour in their own relationships. They work with children and young people from the age of 4, providing access to ongoing practical and emotional support. For email correspondence: [Contact Victim Support](#).

[Solace Women's Aid](#) runs a **free interactive educational programme** in primary and secondary schools which is focussed on raising awareness of the strands of VAWG. They offer group work, staff training and resources.

Have a look at [their Wellbeing journals for primary and secondary students](#).

Solace can provide guidance for teachers on how to use the journal if needed.

**Disclaimer:** Please note that we advise teachers to look at the material and decide what language and content is appropriate for the child or class.



Eating disorders in young people is a life-threatening condition that teachers can feel overwhelmed by. However, spotting the early signs and referring students to the right place is critical and could be the first step towards recovery. Please remember that eating disorders do not have a specific gender, age, or size.

## INFORMATION FOR SCHOOL STAFF

The Healthy London Partnership created a helpful [2-page document](#) that includes **tips and signposting** for teachers.

The [Anna Freud's document](#) for supporting mental health and wellbeing in secondary schools has a **page dedicated to eating disorders** (page 5). The institute also created a [more detailed 3-page document](#) to **notice the first signs** of eating disorders in children and young teens.

The **Jen-Up** toolkit provides a helpful resource for [school staff](#).



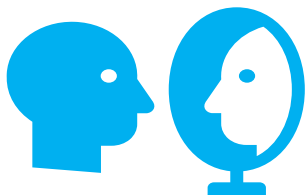
## FOR YOUNG PEOPLE & THEIR FAMILIES

[This useful page](#) created by YoungMinds can be sent to young people who are exhibiting some signs of eating disorders and need to understand **how it can affect their health and wellbeing**.

Here are [some contacts](#) for the young person or their family that might **help them to respond to the situation**.

Beat eating disorders, has [a webpage](#) with resources to support people with eating disorders that could support families and others working with them.

The **Jen-Up** toolkit provides [16+ students](#) and [parents/carers](#) with information in these two helpful resources.



# EMOTION REGULATION



Emotion regulation is a life skill that takes time and patience for children to develop. It can only be acquired in a healthy manner if led by empathetic, kind adults. The resources below were provided by the Mental Health NHS Trust and the Anchor Approach and are based on J. Gottman's research about **co-regulation and emotion coaching**.

## UNDERSTANDING EMOTION REGULATION

Dan Siegal describes the **response to stress** and need to **regulate** our emotions in terms of the '**Window of Tolerance**', as demonstrated in [this video](#) and [this model](#) helps you to think about emotion regulation and learning.

This [1-page](#) presents Dan Siegal's **Hand Model of the Brain**, helpful to make sense of the science behind the stress response and what co-regulation.

[A 30 min Anchor Approach training video](#) for school staff to **understand emotion regulation** better and how to support behaviour change.

Understand the different **zones of feeling and energy levels** in this [7-page document](#); for some tips on each zone [check this series of videos](#) created by Trailblazer for all schools.

## FOR CHILDREN & YP

Tools for them to use on their own.

[8 pages document](#) contains grounding exercises for children (can also be adapted for young people).

[4 pages diary style](#) tool to reflect on the past week.

[4 pages positivity diary](#) to support resilience and optimism.

[Recognising and tracking emotions for children](#)

## ANCHOR APPROACH TOOLS

[This document](#) outlines how to ensure our **universal needs are consistently well met** to increase our ability to regulate our emotions.

[This 2-page resource](#) helps adults **interpret what children do and say** to understand what they are communicating and suggests some strategies to try.

If you need a tool for **primary children** to remain calm in the classroom use this exclusive [1-page calm plan](#) inspired by the Anna Freud Institute. It encourages pupils to **develop coping mechanism** and self-awareness. We have also created a version for **secondary students**: [1-page keep your cool](#).

## EXPRESSING FEELINGS

This [3-page Fact sheet](#) is a useful tool to **help children and young people express feelings** and needs. Similarly, to John Gottman's [feeling wheel](#), this tool will help them to **develop the language and self-awareness** necessary for emotional regulation.

## FEELING BETTER TOOLS

[1-page](#) simple tips from the Early Intervention Foundation (EIF) for **managing difficult emotions**. They have also developed [a list of exercises](#) to help with regulating children's and young people's emotions.

You can also use this [1-page](#) to create a '**Ways to Feel Better**' for the classroom with children to implement these exercises or for them to suggest their own.

## POSITIVE RELATIONSHIPS

[1-page](#) tips in supporting the development of **positive relationship skills**.

Share this [2-page factsheet](#) and **tips to encourage families to co-regulate**.



## FOR STAFF OR PARENTS

### INSTRUCTOR-GUIDED COURSES:

- **VIRTUAL YOGA CLASSES**

**Mondays at 5pm**

On Zoom – Max 25 people

[Contact Adam to book](#)

- **SHAPE-UP**

- 10-week programme
- 40-minute sessions
- Run weekly
- Before/after school or lunchtime
- Physical activity programme
- Trained instructors tailor sessions to meet all levels of fitness
- Sessions available for staff and parent groups

### ON DEMAND SHAPE-UP SESSIONS:

You can decide to make it a group activity or for teachers to use them individually.

[SHAPE UP 1 \(16min\)](#)

[SHAPE UP 2 \(18min\)](#)

[SHAPE UP 3 \(18min\)](#)

**Physical wellbeing is an important factor in overall wellbeing.** In challenging times exercising can be a great **coping mechanism** and maintaining fitness encourages general health, plus mental and emotional wellbeing. If you want children and young people to understand better why physical exercise improves general wellbeing, you can show [this 2-minute video](#) to your class or give to families [this resource](#).

Tottenham Hotspur Foundation offers a wide range of activities and classes for schools and the community. **Free activities for schools are listed on this page** (see below for contact details). Their full offer can be found [here](#).



## FOR CHILDREN & YP

Coaches can deliver an introduction assembly about the **Daily Mile** and then support the set-up of the daily mile over a set period to then hand over to your school.

For a complete programme, **Primary Stars** is a **6-week** (Premiere League) offer for schools, aiming to **inspire** children to learn,



If interested in the yoga classes or shape-up sessions, as well as the daily mile, please contact [KATRINA](#)

Loneliness has **serious implications** for short and long-term health. To combat loneliness, this page mainly focuses on resources that you can share with children and young people.

## SUPPORT LONELY STUDENTS

[These PHE resources](#) should help children and Young People talk about loneliness, this includes:

- How to help students explore **the meaning of loneliness** and connection as part of our new Building Connections topic
- Helping students to **understand that everybody feels lonely at times**, but there are actions they can take to help build connections.
- Resources include using **peer-to-peer discussion, videos and activities**, which will help students explore the meaning of loneliness and connection

## UNDERSTANDING LONELINESS

This [1-page resource](#) can support staff to structure a conversation to help children to understand **what loneliness is and why** they may have been feeling lonely.

This short [British Red Cross video](#) (1min) could help students to identify the **resources that can help them** when facing a challenge.

[In this other video](#), also created by the Red Cross, young people talk about **how they stay connected** and what makes their connections with friends and family meaningful to them.

## MORE RESOURCES...

Loneliness can be acute due to **bullying** or **loss** but can be helped thanks to **social skills** or **emotion regulation**. Check our other pages linked here.



## HELPING OURSELVES COMBAT LONELINESS

[Here is a list](#) of 6 straight forward tips to tackle loneliness.

[On this webpage](#), you can find three tips from Youngminds on **reducing loneliness** could help children and young people in coping with their loneliness.

[This short video \(1min\)](#) leads an activity to remember who children and young people can **turn to for support**, by drawing a map of their 'web of connections' and think about their relationships.

On [this 1-page document](#) are some helpful **helplines and text support** from Youngminds.



We hope that this page will be helpful in noticing the [signs of poor mental health](#) and how to support children and young people.

## NOTICING SIGNS

Noticing early signs is the first necessary step to provide **children and young people** with the help they need [as outlined by MindEd and Anna Freud](#).

If you have questions about what you should look out for check out [this 4-page informative piece](#).

For more in-depth information, you can watch this **29-min recording** of a [Webinar](#) 'Noticing Signs and Symptoms of Mental Health Difficulties in children and young people' organised by the Mental Health NHS Trust can be viewed via the link.

The [Webinar slides](#) (x17 slides) are available to upload from google drive.

## BUILDING HEALTHIER HABITS

Explore the School Zone [flexible teaching resources](#) for primary school classes from Change4Life and be inspired by their mental wellbeing resources for **secondary schools and Year 6**.

The following Trailblazer short videos provide [children and young people](#) or [families and teachers](#) with tips and understanding about the benefit of setting routines for mental wellbeing.

It is completely normal and healthy for CYP to feel low sometimes and upset. Sadness being an important emotion for self-discovery and emotional wellbeing. Here are [some strategies to try](#) if talking about the issue does not help.



## HOW TO TALK TO CHILDREN & YP

You can also view their **25-min recording** of this other MHST [Webinar](#) named 'Talking to someone about their mental health'.

The [Webinar slides](#) (x17 slides) are available to upload from google drive as well.

We created a series of documents to **support Emotionally Friendly Communication**:

- [Overview: How and Why](#)
- [Reduce conflict and Stress](#)
- [Encourage positive conversations](#)

If you are a primary teacher and want to **normalise talking about mental health and wellbeing** in your classroom but are not sure where to start, [Anna Freud published this creative calendar](#) to make it part of your lessons this spring.



## FREE TRAINING

[Mental Health First Aid England](#) has produced an online version of the 2 day training. Details have been sent out to E.W Leads.



## MINDFULNESS

Mindfulness can help with self-awareness, stress and anxiety. It is a tool that can be used by all age groups and across a lifetime.

### PRIMARY

A [wellbeing Journal](#) can be downloaded for free and distributed to students. the [Solace women charity](#) can provide guidance to teachers on how to use.

**Disclaimer:** we advise teachers to look at the material and decide to use what is appropriate for the child or class.

### SECONDARY

There [is a secondary school version of the Solace women wellbeing journal](#), you can download it for free and print it out for students. [Contact Solace](#) if you would like some guidance with this tool.

### FOR ALL CHILDREN & YP

This easy [Brief Mindfulness](#) tool provided by Deep:Black, can help students and pupils to 'ground' when needed.

You can also print out or send this list of exercises developed by MHST: [Mindfulness Relaxation](#)

### FOR TEACHERS & FAMILIES

To understand better the benefits of Mindfulness for wellbeing check [this 6-page informative piece](#).

[In this video](#) (30min), EPS presents on relevant research on mindfulness and how dedicated frameworks can support staff wellbeing.

This resource created by EPS is a [2-page Tips for calming Anxiety with Mindfulness](#). It could be useful to support a child or young person showing signs of anxiety.

This [short Trailblazer video](#) includes exercises to try help them to relax and feel calmer.

Here is a [free 25-minute recording of the guided meditation](#), organised by the Anchor Approach team and led by a qualified yoga teacher.

### MORE RESOURCES...

[Our Anxiety page](#) for some useful resources to quiet the mind and ease worry.





# RESILIENCE

Resilience develops when we experience challenges and survive them, with the support of adults who help us to know that life can be difficult, scary, uncomfortable, or unfair sometimes and that we can cope with the situation and survive it. We have higher levels of resilience when our universal needs are met by responsive and caring adults.

## FOR CHILDREN & YOUNG PEOPLE

Here are some 1-page tools that the social enterprise [deep: black](#) developed to encourage resilience in pupils.

The resources offered can be completed individually, in groups or pairs and are a creative way to connect with the Self and others. They can be used by all ages and allow everyone to review their current position. The tools develop awareness, positive self-reflection and can contribute to building resilience.



- [Photography as a way to develop self awareness](#)
- [Plugging into my power](#)
- [Steppingstone in relation to a challenge](#)
- [Strengths in myself](#)
- [Strengths in someone important to me](#)

## UNDERSTANDING RESILIENCE

[Every Mind Matters tops tips](#) on Resilience.

Use our resilience wheel to assess unmet needs. An introduction to the wheel is available [on our website](#).



As part of the 'Wellbeing in Education' programme we have developed resources sent weekly to teachers. The following resources could strengthen resilience in CYP: [Thought of the Day calendar](#), [Hear & Say in all universal needs](#)



Self-care is a key part of wellbeing and developing this awareness early in life could increase positive outcomes for children and young people.

## FOR YOUNG PEOPLE

Here are websites that could help young people to build this self-awareness:

[Themed tips for selfcare](#) from a page on 'Acceptance', to 'Youth groups' or even 'listen to your body'. It is a well-designed webpage that **covers a wide range of topics**.

[Guide to selfcare](#) includes a few tips to **understand and provide selfcare**. This would be a good introduction to the topic for young people.

[Kooth](#) is an online mental wellbeing community that allows children and young people to **get advice from clinicians and also benefit from peer support**. It is a free service to use in Haringey for young people aged 11-25 years of age.



Our Anchor Approach team created in the context of the 'Simple Steps to Wellbeing' campaign a one page ['Thought of the day'](#) resource that supports children and young people's **emotional wellbeing by using affirmations and self-reflection**.

Kooth started a ['Don't do it alone'](#) campaign for 'Children mental health week'. **Some resources for activities and tips** are [available online](#).



## MORE RESOURCES...

Go through our [mindfulness](#) and [anxiety](#) pages for more mindful tips.

For your own self care, please go to our [staff wellbeing page](#).

Self-harm should be taken seriously by educators as it is often the symptom of other underlying issue or emotional distress. If your student decides to confide in you, if you think someone is at immediate risk you can find :

[URGENT HELP HERE.](#)

## UNDERSTANDING SELF-HARM

To better understand **what self-harm is** and its possible causes please [check this 2-page Harmless leaflet.](#)

Maybe you know what self-harm is but not quite **what it is not**, [this 1-page myth-buster](#) from Chums should help.

On [this one-page resource](#) you will find the most common **warning signs** that a student might be self-harming.

## ACTION PLAN



**Knowing what to say** to a student who comes forward about self-harm can create a lot of pressure [this Anna Freud resource](#) presents what a helpful adult response might look like.

What are **the next steps** following the first conversation with the young person? : [check this resource?](#) Alternatively, check out this [2min video](#) about **how to respond** to self-harm.

[Here is some additional information](#) about practical support.

If you would like to promote a **whole school approach** to assisting students who use self-harming as a coping mechanism, please check [this one-page resource.](#)

Here is a link [to the full professional pack 'No Harm Done'](#), created by Youngminds.

If a young person **is not ready to talk** about their self-harm, [this page](#) could help you to create a plan of action

## FOR YOUNG PEOPLE

**Testimonies** of young people about self-harm, in [this 3min video from Youngminds](#)

For **general information** about what self-harm is, feel free to share **with** this [2-page harmless leaflet](#) or more [detailed pack.](#)

To learn **how to manage** self-harm, [this 1-page document](#) provides interesting alternative **coping strategies.**

On [this other Harmless documentation](#), young people can find information about **recovery and strategies** to cope.

[Useful contacts](#)

## FOR FAMILIES

You can recommend some of the resources on the left to families, but **for parents and carers specific content**, please feel free to share [this 3min video](#) of families' testimonies or [this pack](#), both created by YoungMinds for the No Harm Done campaign.

For specific information on self-harm and **young men**, [check out this webpage.](#)



Talking about sexual health or sexuality can be difficult or awkward sometimes. However, if a young person chooses you to talk about safe sex, it is important to be prepared to signpost effectively. Here are a few resources that could be helpful.

## UNDERSTANDING SEXUAL HEALTH

Our Public Health officer, Anna, interviewed Jen Baer, Haringey's specialist Sexual Health School Nurse in [2 complementary videos](#) (13 min) to **understand why it is important to talk about sexual health to young people** and how to refer them to the right place in Haringey.

## SEXUAL IDENTITY

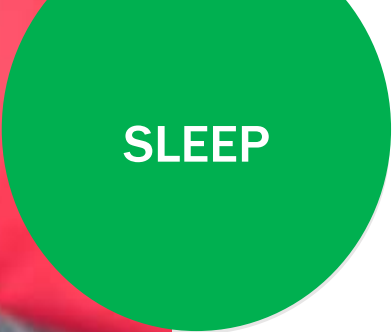
There is [a useful page hosted by Youngminds](#) for young people that focuses on sexuality and its effect on mental health, it includes **tips to look after one's mental health** and understand the **spectrum of sexuality**.



You can also share/print or sign post young people to the [FFLAG resources](#) that cover **topics such as coming out, sexual identity and gender identity** for both adults and young people.

If you know a **victim of violence** who is part of the LGBTQIA+ community, they can find support on [this webpage](#).

*Disclaimer:* The FFLAG documents (2017), do not cover or use most up to date acronyms and topics, such as the spectrum of gender identity. However, the advice to young LGBTQIA+ people is still relevant and useful in most cases.



With the increased stress and uncertainty that resulted from the Covid19 pandemic, a good night of sleep can be a challenge for families.

## UNDERSTANDING CYP'S SLEEP

Please see [the recording](#) of the October 2019 Emotional Wellbeing Forum where Educational Psychology delivered a **presentation on sleep**.

Check out [this lesson plan about sleep](#) by PHE to encourage students to **explore the benefits of sleep** on the brain and the body, as well as to learn strategies for better quality sleep ((includes a PowerPoint, assessment on pre-existing knowledge - with both classroom and at-home activities)).

## FOR CHILDREN & YP

There is [one page of this 9-page document](#) created by the Anna Freud Institute focussing on sleep for secondary age, with **tips to improve sleep** (p.2).

This other [2-page tips created by EPS](#) can help teens that are struggling with sleep.

## FOR FAMILIES

Families may have issues with sleep, nightmares or even night terrors. The following [6-page document](#) might help them in changing their child's sleeping environment, set a bedtime routine or know how to support them after a scary dream.

For children with special needs, [here is a one-page tips](#) created by Educational Psychology that could support parents of children on the **Spectrum with bedtime**.

For a short 2-minute video containing tips on helping CYP with sleep, feel free to share [this Trailblazer video](#).



Social skills are essential for children to learn how to interact with peers and how they can bond with each other. This page collates resources to help children and teens build their social skills.

## SUPPORTING SOCIALISATION

This [2-page resource](#) contains **ten concrete ways to improve social skills in children and teens**, who are faced with many obstacles to socialisation that previous generations might not have experienced. This could help you and families to face these challenges.

Here are [20 evidenced-based activities and games](#) that could be used, by educators and families, to **support socialisation**.

## FOR FAMILIES

This [verywellfamily webpage](#) lists the **seven most important social skills for children**. It details some valuable advice on socialisation and why it is important for children to interact with peers. Feel free to share this link with families.



## FOR CHILDREN

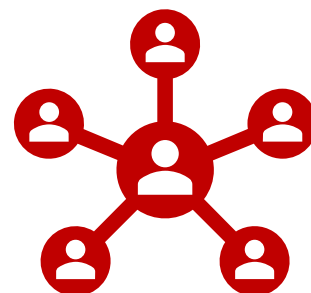
[This 2min video](#) from Trailblazer develops what are the **benefits of friendships** on health and wellbeing, this could be useful for students to watch.

For more concrete social skills, knowing how to interact and behave in a conversation, [this 2-page resource](#) also created by Trailblazer focuses on **Middle Skills**- how to find the **right balance** for social interactions.

## FOR CHILDREN & TEENS

Another Trailblazer resource that could be given to children is this **DEAR GIVE FAST tips** for relationships. [This 1-page document](#) sections tips in three parts (**positive connections, manage different views and how to manage apologies**).

This [6-page resource](#) focus on **four social and emotional skills** you can easily practice with teens. These evidenced-based activities could help with enhancing communication skills and good interpersonal relations.





## LOOK AFTER YOUR WELLBEING

You can print [these wellbeing flashcards](#), use them yourself or make them available for colleagues. These have been made with the Covid19 crisis in mind but can be used for **general wellbeing**.

Here is a [5 steps tips page](#) to **encourage mental wellbeing in teachers**, can also be shared with parents.

This webpage has a few questions **quiz** to receive [top tips and advice adapted to your needs](#).

'Education Support' is a UK charity dedicated to [the education support page](#) for free information to **support your own wellbeing**.

## 🚧 SIMPLE STEPS TO WELLBEING

As part of an **eight post-outs campaign** called 'Simple Steps to Wellbeing', we have created and sent resources weekly to education staff. The collection of resources can be found [online](#), some resources have a focus on **staff wellbeing** such as [this calendar](#) or [the wellbeing for busy people](#) document.

To celebrate the end of the campaign, the team organised a free mindfulness session: '**Unwind: life-skills mindfulness session**'.

Develop skills in **body awareness**, a **breathing technique** and **visualisation** to get the most out of your day. By using this [25-minute recording of the guided meditation](#).

Covid19 has highlighted how critical education staff wellbeing is and how important it is for teachers to be equipped to look after themselves and reach for support when needed.

## SUPPORT YOUR STAFF AS A SENIOR LEADER

You can use [this toolkit](#) to prevent **work-related stress** in your school.

[In this video](#) (30min), EPS presents on relevant research on mindfulness and how dedicated frameworks can support staff wellbeing.

## OPTIONS FOR STAFF SUPPORT

- **Employee Assistance Programme** check with senior leadership if your school buy into one you can access.
- **Community and VA schools:** [People at work website](#) check login details below.
- **All schools:** [Education Support Helpline](#) free support from the charity: call 08000 562 561.

## TALK TO SOMEONE

If you are concerned about your mental health, here is how to find your local helpline contacts, [please follow this link](#).

Some stress is good for our wellbeing and encourages us to push ourselves outside our comfort zone. However, when stress is prolonged and becomes overwhelming, it can become toxic stress. This can be highly debilitating for individuals and represents [a risk factor for poor mental health](#).

## UNDERSTANDING STRESS

This [7 min animated video](#) will support you in **understanding the window of tolerance** and the fight/flight/freeze/fawn response to trauma, including PTSD. [This model](#) explains how to reach the ideal **learning zone** and why it matters.

The following [1-page document](#) should help you understand **the effect of the stress response** being triggered on the body and therefore knowing what to do and how to communicate eg: using a low voice, repeating yourself. This can be used to understand better the effect of anxiety too.

If you have questions about **what stress can look like** and how it can be related to poor mental health, check out [this 4-page informative piece](#).

To know more about [trauma](#), [emotion regulation](#) and [anxiety](#), go through these pages.



## EXAM STRESS

[In this lesson](#), from PHE, students identify **the signs and symptoms of exam stress** and develop strategies to help them **manage it**. This lesson plan includes a PowerPoint to show during the class, starter activities, films, and additional activities for after the class.

The [Anna Freud's document](#) for supporting mental health and wellbeing in secondary schools has **a page dedicated to exam stress** (p.3).

For further tips on how to support young people, please read this [1-page tips sheet](#) from EPS.

## SOCIAL MEDIA & FOMO

[This other lesson](#), encourages student to explore the impact of using social media and the stresses it can cause, including FOMO ('**fear of missing out**').

## MORE RESOURCES...

We also recommend that you check our [mindfulness](#) and [anxiety](#) pages as some of these exercises could help with stress and self-awareness.

Looking for support? [Check the young minds webpage](#).



## SUBSTANCE USE THAT'S PROBLEMATIC

Providing support for young people who exhibit risk-taking behaviours such as problematic substance and alcohol use can be difficult, and disrupt class. Sometimes children/young people are greatly affected by the problematic substance use of family members. Here are some resources that might help.

### HOW TO REFER A FAMILY OR YP

If you are **concerned about a young person or a pupil's family member**, you can have a look at [this page](#). It includes all the up-to-date contacts for specialist services in alcohol and substance use.

You can **learn a bit more about the Insightful Families** offer in Haringey, that provides a whole family approach to recovery [here](#).



### ALCOHOL AS A COPING MECHANISM

If you would like to know how alcohol can be used to cope, and when it comes an issue check [this 20min presentation from Insightful Families](#) during the March Emotional Wellbeing Forum

### LESSON PLAN

With [this PHE lesson](#) plan, students can explore the reasons **why some young people choose to drink** alcohol and the impact this can have on them. (This includes a PowerPoint, activities and films).

### FOR YOUNG PEOPLE

The [Anna Freud's document](#) for supporting mental health and wellbeing in secondary schools has a **page dedicated to drug and alcohol use** (p 6).





## SUICIDIAL THOUGHTS

If a young person reveals that they are having suicidal thoughts it helps when we: (i) are there to listen, take them seriously and help them to feel that they are not alone, (ii) identify the level of risk, (iii) signpost specialist support, (iv) support them to access specialist support. It does not increase the level of risk to talk to someone about their suicidal thoughts. **If you think someone is at immediate risk**, make sure that: (i) they are not left alone, (ii) potential risks are removed (iii) you can find: [URGENT HELP CONTACTS HERE](#). **Always inform the school safeguarding lead and follow school procedures.** Remember to **look after yourself** and **talk to someone for support** and to **share concerns** when you need to.

### UNDERSTANDING SUICIDAL THOUGHTS

Rethink mental illness produced a series of documents that can help you better understand suicidal thoughts and how to support families. Some of these resources can also be shared with them:

Here [is a resource](#) on the **warning signs** of someone experiencing suicidal thoughts.

This [1-page resource](#) focuses on **why** someone could think of suicide.

If you would like some information on **how to support** someone experiencing suicidal thoughts, [check out this 2-page leaflet](#) or this [1-page on](#) how to support them.

Learn about the **links between Mental illness, self-harm and suicide** with [this other resource](#). Also check our [self-harm page](#) for more information on this topic.

If you or someone you know is **supporting someone** with suicidal thoughts, or has attempted suicide **you/they will need support**, [this 1-page](#) could provide you with support.

### FOR FAMILIES



If a child or young person expresses these feelings, [this young minds page](#) could be a good support for their family.

### SIGNPOSTING FAMILIES

- [Useful contacts](#)
- [Services to help when feeling suicidal](#)
- [What happens after contacting service?](#)

This [1-page resource](#) could help them to understand the purpose of a crisis plan and why establish one.

- SAS [Referral Form](#), email contact: [supportaftersuicide@rethink.org](mailto:supportaftersuicide@rethink.org)
- Support After Suicide: [Leaflet & webpage](#)

### MORE RESOURCES...

Check our [mental wellbeing](#) page to know how to recognise the signs of poor mental health and how to start conversations about it. If you are having a tough time, think of also checking our [staff wellbeing page](#).

Many different types of experiences can lead to psychological trauma. However, **trauma can be classified into two groups**: Type 1 is the result of a single event, while Type 2 (Complex Trauma or complex PTSD) results from repeated experience of needs not being met and usually, betrayals of trust in primary relationships; often referred to as developmental trauma. Complex trauma often involves multiple traumas of different kinds and taking place with different people and in different settings; known as ‘poly-victimisation’.

Please check the resources below and contact your school EP or the Anchor Approach for more information.

## UNDERSTANDING TRAUMA

**Information about the nature of trauma**, case-studies, and tips on how to support traumatised children and young people can be found in the [detailed guide for teachers created](#) by the UK trauma council.

Check our [stress page](#) for information about the stress response often triggered by trauma.

## RECOGNISE, SUPPORT & TEACH

Please check out [this 30 min training](#) delivered by the Anchor Approach on **trauma and poly-victimisation** as part of the Returning to school with wellbeing in mind series (Sept. 2019).

Helping children and young people recognise and understand normal physiological and emotional responses to trauma can help to reduce anxiety. This [1-page sheet](#) helps you to teach about **emotional and physiological responses to trauma** and how to support it.



## MORE RESOURCES...

Make sure to have a look at our [anxiety](#) and [mindfulness](#) pages for tips and tool to reduce distress that might result from a traumatic experience.

## LOOK AFTER YOURSELF

**Secondary trauma** is experienced when we feel the impact of someone else’s distress. More information about how to recognise early signs and what we can do to reduce this risk can be found [on this page](#).



If you are worried about a child, **encouraging them to talk** can be very helpful. [This NHS link](#) recommended by our Early Years services gives tips on how to do so. This is also family friendly content.

If you would like some advice on how to **put children’s wellbeing at the heart of your practice**: [Follow the foundation years free session available online.](#)

## FOR TEACHER & FAMILIES

If you work with children under 5 years, this [webpage](#) set up by the Anna Freud Institute is informative, including **information specific to the wellbeing of this age group** in particular. The layout makes it accessible to parents/ caregivers also, so could be recommended to families.

## FOR FAMILIES

EPS developed this resource that includes [a few tips and facts \(6 pages\)](#) about why **play and interaction are important**. You can recommend this document to families.



### Elizabeth Verdick’s Books:

‘Words Are Not for Hurting.’

‘Feet Are Not for Kicking.’

‘Teeth Are Not for Biting.’

‘Calm Down Time’

‘How to Take the Grrr Out of Anger.’



For more book recommendations on wellbeing, [Check this list of 6 recommended reads](#) by the Book Trust.



All behaviour is a communication. Positive adult-child relationships can support emotion regulation and increase resilience and wellbeing. These resources are helpful to foster positive interactions and understand co-regulation further.

## FOR TEACHERS & FAMILIES

[This table](#) is a one-page tool provided by Mental Health NHS Trust (MHST) that can be used by teachers or families to help children and young people with achievement by **supporting time-management, and structure**.

[This resource](#) helps adults **interpret what children do and say** to understand what they are communicating and suggests some strategies to try.

We also created a series of documents to support **Emotionally Friendly Communication**:

- [Overview: How and Why](#)
- [Reduce conflict and Stress](#)
- [Encourage positive conversations](#)

## PRIMARY BOOKS

**The Bad-Tempered Ladybird** by Eric Carle

**Angry Arthur** by Hiawyn Oram

**Bad Mood Bear** by Hiawyn Oram

## FOR FAMILIES

This [shared time tips document](#) can be used by families to **encourage connection and closeness** through joint activities.

MHST also [provided a 14-page](#) tool and tips document to support parents and care-givers on **how to promote emotionally aware parenting** and promoting conversation and ‘holding’ or ‘containing’ the space for children and young people’s to feel emotionally safe.

In case a family is experiencing issues with a young person, Educational Psychology created [a 1-page document](#) as an **introduction to teen psychology**. This could be useful to share with them.

## MORE RESOURCES...

Some behaviours can be eased by better emotion regulation and good mental health. Feel free to check our page on [emotional regulation](#) and [mindfulness](#).





Screen time has become more difficult to manage with children and young people staying at home. Some families might still be experiencing issues with dealing with social media, time spent on screens and the negative effects of online engagement.

## LESSONS

Find below different PHE lessons to bring awareness around **issues that may arise due to screens**. Each lesson plan comprises a PowerPoint to show in class and activities for students to explore this theme in and out of the classroom.

**Social media**- Look after your wellbeing off and online.

**Bullying and cyberbullying**- What it is and how it feels.

**Online stress and FOMO** - Exploring stress caused by online exposure and 'Fear of missing out'.

**Body image in a digital world**- what body image is, how social media can impact it and ways to reduce stress or anxiety caused by online pressures.

If you have worries related to eating disorders or can spot signs in a student, please refer to our **[eating disorders page](#)**.

*Social media can have a worsening effect on pre existing eating disorders because of online communities glamourising eating disorders or unattainable body standards due to the popularisation of photo editing.*

## HELPING FAMILIES TO MANAGE SCREEN TIME

Here are **some tips** that can be sent out to families to support them in **managing their children's screen time**.

There is a **34 min recording of a session** from the MHST that can help viewers to know how to manage screen time including social media and gaming.

It is also possible to access **the 24 slides** presented during this session on a google drive.



Provider	Support available
_____	
Crisis to Recovery Multi Agency group	
<u>MHST</u>	020 8702 6035 Email: <a href="mailto:Beh-tr.camhstrailblazerinbox@nhs.net">Beh-tr.camhstrailblazerinbox@nhs.net</a>
NCL Crisis Line	
OPEN Door (Tottenham and Crouch End)	
<u>SEMH Support</u>	A range of Social, Emotional Mental Health support available to schools, parents, carers, professionals, children and young people .

Name	Additional local resources for School staff
Education Psychology Service	<a href="#">Resources</a> and webinars
<a href="#">Education with Resilience and Wellbeing in Mind'</a>	Delivered by the Anchor Approach in September 2020. Follow the hyperlink in the title for the recordings of three sessions, slides, and notes.
'Simple Steps to Wellbeing' Wellbeing in Education project	Weekly resources forwarded by Emotional Wellbeing Leads to all education staff.  These free resources <a href="#">can be found online</a> (Scroll down to 'Simple steps to Wellbeing').
Name	Resources for families and children shared by schools
Choices	- Offers support to children, young people up to the age of 17 and families in Haringey who are worried about their emotional wellbeing. M to F 9-5pm. 0208 702 3405. This is part of the Haringey CAMHS Service.
Education Psychology Service	<a href="#">Resources</a> and <a href="#">webinars</a>
<a href="#">Kooth</a>	Kooth Free confidential online support for 11 to 18 year olds and up to 25 years with additional needs. <b>12pm to 10 pm Monday to Friday and 6am to 10pm Saturday/Sunday and Bank Holidays</b>
MHST (Mental Health Support Team)	(Mental Health Support Team) phone line open 9am to 3pm Monday to Friday to <b>all</b> Haringey schools. Tel: 020 8702 6035 Email: <a href="mailto:Beh-tr.camhstrailblazerinbox@nhs.net">Beh-tr.camhstrailblazerinbox@nhs.net</a>
SEMH Support	has a range of resources for parents, carers and young people e.g. Childline, Young Minds, Parenting Helpline.

Name	Key training for staff wellbeing and student wellbeing
<p><u>Emotional Wellbeing Forum</u></p>	<p>Next E.W Forums (All Forums are recorded, please check the brochure and Anchor Approach page attached):</p> <ul style="list-style-type: none"> <li>• <b>Wednesday 24<sup>th</sup> March 2021</b>, 09.00am to 10.30am - Theme: ‘<i>Staff Wellbeing</i>’</li> <li>• <b>Wednesday 12th May 2021</b>, 09.00am to 10.30am - Theme: ‘Healthy Exercise &amp; Healthy Eating.’</li> <li>• <b>Wednesday 23rd June 2021</b>, 09.00am to 10.30am - Theme: ‘Social Interaction &amp; Communication Skills - Top Tips.’</li> </ul> <p>Contact details: <a href="mailto:anchor@haringey.gov.uk">anchor@haringey.gov.uk</a> .</p>
<p>Mental Health First Aid Training (ADULTS)</p>	<p>Free Haringey MIND</p>
<p>Mental Health First Aid Training (CYP)</p>	<p><b>4 x 2.5-hour FREE training sessions with a little self-study.</b> This is a great opportunity for teachers to be equipped with the necessary skills to detect and deal with children and YP that show the first signs of poor mental health. Questions contact: <a href="mailto:anchor@haringey.gov.uk">anchor@haringey.gov.uk</a></p>
<p>‘Simple Steps to Wellbeing’ Wellbeing in Education project</p>	<p>Training delivered by Annette Manley (Deputy Head – Risley Avenue) on 10.12.20 national and local information - Please find the link to <a href="#">the recording of the session</a></p>



PROVIDED BY THE MENTAL HEALTH NHS TRUST

Provider	Support available
Children's Commissioner	A <a href="#">downloadable guide</a> for children and young people about the coronavirus, including proactive advice to support mental wellbeing.
Public Health England (PHE)	<a href="#">Rise Above</a> is a website co-created and produced by young people. It aims to
NHS	<a href="#">NHS website</a> NHS.UK mental health information section signposting to Every Mind Matters and a range of helplines hosted by voluntary community organisations.
NHS	<a href="#">NHS Apps library</a> helps people find apps and online tools to help manage their health and wellbeing. We are working closely with NHSX to rapidly review apps for children and young people's mental health and make them available via this apps library. For example, <a href="#">Think Ninja</a> is an app specifically designed to educate 10-18 year olds about mental health, emotional wellbeing and to provide skills young people can use to build resilience and stay well. It has been adapted to COVID-19 to bring self-help knowledge and skills to children and young people (10-18 years old) who may be experiencing increased anxiety and stress during the crisis.
NHS	NHS mental health providers, including children and young people's mental health services (CYPMHS), are continuing to operate and many have already transitioned to delivering elements of care digitally to help maintain continuity of care and make best use of resources. For NHS mental health support, children and young people or their parents or carers can contact their GP or refer to NHS 111 online. Local CYPMH services will also have information on access on their websites. Self-referral options are commonly available and many services offer single points of access. This means there is a single set of contact information through which all queries and referrals are channelled through. Find out more about children and young people's mental health services <a href="#">here</a> .

Provider	Support available
NHS	For those in mental health crisis, most parts of England have a helpline to access support. You can find out the number to ring for your local area at <a href="https://www.nhs.uk">nhs.uk</a> .
NHS	Children and young people who are caring for someone with a mental illness can self-refer to the NHS Volunteer Responders programme using this <a href="#">link</a> if they are having issues shopping for food or picking up prescriptions.
Schools	<p>School nurses continue to have and maintain contact with children and young people, focussing on key public health issues such as mental health and supporting vulnerable groups including young carers.</p> <p>Mental health and wellbeing is also a core part of the new RSHE curriculum.</p> <p>Some schools will offer additional support from counsellors, an NHS Mental Health Support Team or a voluntary and community sector organisation such as Place 2 Be.</p>
Voluntary and Community Sector	<p><u>Children and young people can access free confidential support anytime from Government-backed voluntary and community sector organisations by texting SHOUT to 85258, calling Childline on 0800 1111 or the Mix on 0808 808 4994. For support with an eating disorder, children and young people can ring Beat’s Youthline on 08088010711.</u></p> <p>Children and young people can also find online information on COVID-19 and mental health on the Young Minds <a href="#">website</a>.</p>
Good Thinking	<p>Good Thinking provides safe, proactive and early intervention tools to young people and adults living in London - who are experiencing the four most common mental health and wellbeing concerns: depression, stress, sleep, and anxiety.</p> <p>Uses digital interventions to provide preventative and personalised journeys to self-help and self-care for better mental wellbeing.</p> <p>Visit their website for more information: <a href="https://www.healthylondon.org/good-thinking-digital-wellbeing/about-good-thinking/">https://www.healthylondon.org/good-thinking-digital-wellbeing/about-good-thinking/</a></p>