



**Beacon Academy Trust**

A COMPELLING VISION FOR SUCCESS

Annex to Child Protection Policy  
COVID-19 changes to our Safeguarding and  
Child Protection Policy

Updated on 1<sup>st</sup> January 2021  
(To be kept under review)

## Important contacts:

### Beal Campus:

<i>One of the following will be available on site every day:</i>		
Chief Executive Officer/Executive Principal BHS	Kathryn Burns	kburns@beaconacademytrust.co.uk
Co-Headteacher BHS/DSL	Yvonne Andress	yandress@bealhighschool.co.uk
Co-Headteacher BHS	Phil Bray	pbray@bealhighschool.co.uk
Principal BBIH	Trevor Button	tbutton@bbih.org
<i>Designated member of senior leadership team if DSL (and deputies) can't be on site. One will be available at reception every day:</i>		
Senior leadership team	Sapna Vadher Rob Laird Ed MacLeod Phil McDermott Nimi Matharu Catherine Burrard-Lucas	<a href="mailto:svadher@bealhighschool.co.uk">svadher@bealhighschool.co.uk</a> <a href="mailto:rlaird@bealhighschool.co.uk">rlaird@bealhighschool.co.uk</a> <a href="mailto:emacleod@bealhighschool.co.uk">emacleod@bealhighschool.co.uk</a> <a href="mailto:pmcdermott@bbih.org">pmcdermott@bbih.org</a> <a href="mailto:nmatharu@bealhighschool.co.uk">nmatharu@bealhighschool.co.uk</a> <a href="mailto:cburrard-lucas@bealhighschool.co.uk">cburrard-lucas@bealhighschool.co.uk</a>
Director of Wellbeing, Safeguarding Lead - BHS	Jo Hooker	jhooker@bealhighschool.co.uk
DSL - BBIH	Ryan Stores	rstores@bbih.org
Designated Trustee for Safeguarding and Child Protection	Michelle Fuller	
Local Authority Designated Officer (LADO)	Helen Curtis	020 8708 5350 <a href="mailto:helen.curtis@redbridge.gov.uk">helen.curtis@redbridge.gov.uk</a>

## 1. Scope and definitions

This annex applies during any period of school closure due to COVID-19 and sets out changes to our BMAT Safeguarding and Child Protection Policy in light of the Department for Education's guidance: [Contingency framework: education and childcare settings](#), and should be read in conjunction with that framework as well as the updated [DfE Guidance for full opening of schools](#).

As most children are being educated at home during the coronavirus (COVID-19) outbreak, this guidance should also be read alongside the DfE guidance [Safeguarding and remote education during coronavirus \(COVID-19\)](#)

Unless covered here, our normal Safeguarding and Child Protection Policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
  - With a child protection plan
  - Assessed as being in need
  - Looked after by the local authority
- Have an education, health and care (EHC) plan

## **2. Core Safeguarding Principles:**

Despite the changes, the BMAT Safeguarding and Child Protection Policy is fundamentally the same. We will continue to have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

***BMAT is committed to safeguarding and promoting the welfare of children and young people. Staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedures.***

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

## **3. The current school position and local advice**

BMAT schools are continuing to follow government advice. To support public health efforts during the return to school in January, secondary schools will invoke a phased return to face-to-face provision at the start of term. From 4<sup>th</sup> January 2021 Secondary age parents were asked to keep their children at home, wherever possible, and for schools to remain open only for children of critical workers and vulnerable children.

School opening is currently set as:



Department for Education

## Return dates for primary and secondary schools and colleges in England

Year group	w/c 4 Jan	w/c 11 Jan	w/c 18 Jan
Exam years (years 11 and 13)	Prioritise remote education	Return to school	Continue at school
Primary (years 1-6)	Return to school with some local exceptions*	Continue at school with some local exceptions*	Continue at school with some local exceptions*
Secondary / college (years 7-10 and 12)	Prioritise remote education	Prioritise remote education	Full return to school with some local exceptions*
Primary / secondary vulnerable and critical worker	Return to school	Continue at school	Continue at school
Special school	Return to school encouraged	Continue at school	Continue at school
Alternative provision	Return to school	Continue at school	Continue at school

\* In some local areas, under the contingency framework students will have remote education except for exam years and vulnerable and critical worker children. Special schools for primary years should continue to allow pupils to attend full time.

#### **4. Vulnerable Children**

Important contacts on the campus, especially the Designated Safeguarding Lead (and deputy), SENCO's and pastoral leads know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

BMAT will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a social worker and children with an EHC plan will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and relevant member of staff in the school will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the school will talk through these anxieties with the parent/carer alongside the social worker, following the advice set out by Public Health England.

BMAT schools will encourage our vulnerable children and young people to attend a school, including remotely if needed.

For further advice and guidance for children and young people with SEND from SEND specific teams in Redbridge, including the Specialist Education and Training Support Service (SEATSS), please visit their website on the following. The SEATSS team are still available to support families via remote access.

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/site.page?id=n5q4Y71HXX8>

Help and advice for families and staff of children with SEND are provided by Redbridge Education Resource Centre on the following website: <http://www.redbridgeserc.org/>

#### **5. Reporting arrangements**

For regular updates from the Redbridge Safeguarding Children's Partnership (RSCP), including arrangements for CP Conferences and Looked After Reviews can be found here: <https://www.redbridgescp.org.uk/>

Please discuss any referrals you are unsure of with the MASH team/Safeguarding lead before sending to ensure that urgent referrals are dealt with promptly. Please ensure you have checked the thresholds document:

<https://www.redbridgescp.org.uk/wp-content/uploads/2015/09/Redbridge-LSCB-Multi-Agency-Thresholds-Document-September-2018-Final.pdf>

Child Protection referrals from agencies working with children, young people and families should continue to be made using the Multi-Agency Referral Form (MARF).

All staff and volunteers must continue to act on any concerns they have about a child immediately and school arrangements will continue in line with the BMAT Safeguarding and Child Protection Policy.

It is still vitally important that staff continue to advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

A trained DSL or deputy DSL will be on site every day. Details of all important contacts are listed in the '**important contacts**' section at the start of this addendum.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. These are also listed in the '**important contacts**' section.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- Make a child protection referral if necessary

If you have concerns about a child's welfare or suspect that a child is being neglected or abused, please telephone Redbridge Council on:

020 8708 3885 from 9.00am to 5.00pm  
020 8708 5897 (after 5.00pm and weekends)

Alternatively, you may complete and submit an LBR Multi Agency Referral Form (MARF) Template to [CPAT.referrals@redbridge.gov.uk](mailto:CPAT.referrals@redbridge.gov.uk).

For immediate help ring the police on 999.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure, available here: <https://www.redbridgescp.org.uk/professionals/worried-about-a-child/>

## 6. Identifying vulnerability

Each of the following groups will be monitored and contacted on a weekly basis by Pastoral, Wellbeing and SEND teams in school should they not be attending school:

- Looked After Children
- Previously Looked After Children
- Children subject to a child protection plan
- Children who have, or have previously had, a social worker
- Children with an EHCP
- Children on the edge of social care involvement or pending allocation of a social worker
- Other children the school considers vulnerable.
- More children may be added to this group in response to concerns raised with the DSL. These children can be offered care at school if required.

Each of these children has an individual plan which has been centrally recorded and shared with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Looked After and previously Looked After Children.

In addition, the following groups have specific arrangements around contact and support from the school.

- Children of key workers who may attend school
- Children at home

## **7. Attendance**

In mainstream schools, all secondary-age pupils who are not expected to be in school during the weeks commencing 4 and 11 January, should be recorded as 'code X'.

Parents and carers of eligible year groups, and critical workers/parents and carers of vulnerable children, are encouraged to send their children into school. Children for whom on-site provision is being provided should be recorded in line with the normal school attendance requirements.

Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.

The school is following the [attendance guidance issued by government](#). Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. If contact is not possible the DSL and relevant pastoral team must be informed. The DSL will attempt a range of methods to contact the parent but if necessary arrange a home visit by the school or the Education Welfare Advisory & Support Services (EWASS).

During this period of wider school re-opening, students will register with reception staff as they arrive and we will be recording attendance on sims in the following way:

X – If not supposed to be in school (From Monday 4<sup>th</sup> January years 7 - 13. From Monday 11<sup>th</sup> January years 7-10 and year 12))

/ - If present in school

Y – If suffering from Covid 19

I – if ill and authorised by parent

C – if not in because they are worried about Covid 19

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school. This is shared with the Borough on a weekly basis.

For those pupils that are usually in attendance during this time that are not in attendance and who are open to Social Care either under the category of Child in Need or subject to a Child Protection plan please email the names of these to Sue Bendon at sue.bendon@redbridge.gov.uk. Please advise if you have managed to speak to the parent/carer and if so, please give the reason provided by the parent for absence. EWS will liaise with our Social Care colleagues where necessary to decide on the next course of action.

### **8.1 Staff and parents will be aware of increased risk and considerations relating to behaviour**

The school will use the following [guidance](#) published on the 25<sup>th</sup> June 2020 and the sources of support and information it provides about the following risks children may be particularly vulnerable to during the Coronavirus (Covid-19) pandemic:

- Domestic abuse
- Teenage relationship abuse
- Child sexual abuse and exploitation
- Crime, Criminal Exploitation, County Lines, violence and gangs
- Protecting children from radicalisation. Prevent.
- Online child safety
- Mental health

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see section 8.6.

Children from households affected by domestic violence, addiction or mental health problems are at particular risk. Staff should continue to inform the DSL about any concerns.

### **8.2 Mental Health:**

The past few months have been challenging for most people, and many families are likely to have experienced bereavement, loss, anxiety or other forms of trauma. The school's first priority is the wellbeing of all children and staff.

Staff should be alert to signs that children are feeling vulnerable. School-based behaviours that can be symptoms of trauma include:

- A reluctance to leave their home and/or their families
- Irritability
- Aggressive behaviour
- Running away from class or hiding under tables
- Daydreaming, inattention or dissociation
- Tearfulness
- Controlling or over-permissive relationships with peers

We will also use resources such as our PSHE/Tutoring programme, pastoral and wellbeing team support and a counselling service to support children in understanding the reasoning behind the new routines.

Staff should continue to follow the schools' **COVID 19 risk assessment**, updated and in line with current DfE advice and can be found [here](#).

Where a child is displaying symptoms of trauma regularly, staff must share with the school's DDSL/DSL (in line with the school's safeguarding policy) and relevant pastoral team, who can then take appropriate action including seeking support where necessary. These staff with use My Concern to record this

The Government has published advice and guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus (COVID-19) outbreak, which can be found [here](#).

A Redbridge advice line for families who might be having issues with relationships or wellbeing is available and can be accessed on the Family Information Service ([FiND](#))

As well as this Redbridge has provided Telephone support for children and families during the Coronavirus (Covid-19) Pandemic.<sup>1</sup> Further Wellbeing advice for children and families is also added to this annex.<sup>2</sup>

**8.3 Domestic Violence** - The Home Office has published advice and guidance for those who are experiencing or feel at risk of domestic abuse during the outbreak. Support for victims of domestic abuse can be found [here](#).

### **Parent Support Helpline from Education Psychology Service (EPS)**

The Redbridge Education Psychology Service is available to support staff, children and families that have concerns about their wellbeing, details for which can be accessed [here](#).

### **Child and Staff Bereavement support**

Our Employee Assistance Programme is our 24 hour helpline from Health Assured to support staff through any of life's issues or problems. This is available on the following free 24 hour confidential helpline: 0800 030 5182

The following charities are also available to support bereaved young people and their families to help alleviate the pain caused by the death of someone close:

<https://www.griefencounter.org.uk/about-us/>

<https://www.winstonswish.org/coronavirus/>

<sup>1</sup> Appendix 1 – Redbridge Telephone support for children and families

<sup>2</sup> Appendix 2 – Wellbeing advice for children and families

#### **8.4. Peer on peer abuse**

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse. Staff will also employ the anti-bullying should concerns arise and continue to act on any concerns they have immediately.

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer on peer abuse, including those between young people who are not currently attending a BMAT school. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar.

Staff supervising students in school, should continue to report any concerns to the important contact (DSL) on site. We also address the issue of peer-on-peer abuse in our remote learning curriculum.

#### **8.5 Serious incidents**

The schools [Risk assessment](#) will be shared with all parents and staff. The Senior Leadership Team will be present to ensure the risk assessment and the BMAT Student Behaviour Policy is implemented and students are maintaining social distance between themselves and the staff. This will include responding to serious incidents.

If it becomes necessary to withdraw a child from class due to dangerous or disruptive behaviour, this should be referred to the Principal/Co-Headteacher who will make a decision on appropriate action to take. The Principal/Co-headteacher must ensure that any environment a child is withdrawn to is safe and has appropriate social distancing in place, including appropriate supervision.

Note that deliberately hurtful physical actions which are likely to constitute a serious incident now need to include deliberately spitting at or coughing towards another person.

Where a serious incident is a result of a child having experienced trauma as a result of the pandemic (or beyond) consideration must be given in relation to appropriate therapeutic support.

#### **8.6 Online Safety**

Young people will be using the internet more during this period. The school may also use online approaches to deliver Learning Continuity Plans or support. The following should be read in conjunction with the following DfE guidance to help schools and teachers support pupils' education at home during the coronavirus (COVID-19) outbreak.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

**In BMAT schools**, we will continue to have appropriate filtering and monitoring systems in place. A member of the IT staff will be available on site every day and also available on the following email address: [itsupport@bealhighschool.co.uk](mailto:itsupport@bealhighschool.co.uk)

**8.7 Outside schools:** Where staff are interacting with children online, they will continue to follow our existing BMAT Employee Code of Conduct Policy and our BMAT Information and Communication Technology Policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 5 of this addendum.

If children need to report any concerns they have back to a BMAT school, they should use the reporting tools on the individual websites or email the relevant admin mailbox for each school. As well as reporting any concerns to the schools, children and their parents/carers should also use the information provided by the following on keeping safe online:

- [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#)
- [Internet matters](#) - support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - support for parents and carers to keep their children safe online
- [Net-aware](#) - support for parents and carers from the NSPCC
- [Parent info](#) - support for parents and carers to keep their children safe online
- [Thinkuknow](#) - advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

Staff should always report any concerns to one of the 'Important Contacts' on site. As well as this, there is also free additional support for staff in responding to online safety issues which can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

BMAT Schools will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements and also adhere to the remote learning principles shared on our website [here](#).

Below are some things to consider when delivering live virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Any live lessons should only take place using a school email account.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time and only take place during a scheduled lesson.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms the Trust has agreed to when communicating with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

- Any abuse or misuse by students to be dealt with under the school's student behaviour policy.

## **9. Allegations or concerns about staff**

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our settings will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

The arrangements to contact The Local Authority Designated Officer (LADO) at the local authority remain unchanged. The LADO should be contacted within one working day of the allegation being made on (020 8708 5350/020 8708 5371/020 8708 5613) in order to discuss the concerns and any available information. Referrals should then be made direct to [Lado@redbridge.gov.uk](mailto:Lado@redbridge.gov.uk) by completion of the [LADO Referral Form \(27.2KB\)](#) ensuring that all relevant information including a comprehensive account of the concerns and full particulars of all persons concerned.

## **10. Recruiting new staff and volunteers**

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our schools are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers and carry out risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

## **11. Keeping records of who's on site**

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'

- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

## Appendix 1: Redbridge - Telephone support for CYP during the Covid-19 Pandemic

**The Department of Education** - have setup a dedicated helpline to answer questions about Coronavirus (COVID-19) related to education. Staff, parents and young people can contact the helpline as follows: Phone: **0800 046 8687**

**Shout** - is an affiliate of Crisis Text Line in the UK that provides free, confidential support, 24/7 via text. It's the first free 24/7 texting service in the UK for anyone in crisis anytime, anywhere. **Text SHOUT to 85258 in the UK to text with a trained Crisis Volunteer.**

**Childline** - You can contact Childline about anything. Whatever your worry, it's better out than in. If you're under 19 you can confidentially call, email or chat online about any problem big or small. We're here to support you and help you find ways to cope. Call free on **0800 1111**. (Updated website regarding Coronavirus with lots of information and some resources for CYP at this time) <https://www.childline.org.uk/get-support/contacting-childline/message-from-childline/>  
Sign up for a childline account on the website to be able to message a counsellor anytime without using your email address. Chat 1:1 with an online advisor.

**The Mix** - The Mix is the UK's leading support service for young people. If you're under 25 you can talk to The Mix for free. We are here to help you take on any challenge you're facing - from mental health to money, from homelessness to finding a job, from break-ups to drugs. Talk to us via online, social or our free, confidential helpline. (Updated website including information on Coronavirus) Freephone: **0808 808 4994** (1pm - 11pm daily) <http://www.themix.org.uk/>

**Young Minds** – Supporting young people and also parents/carers. Provides free, 24/7 crisis support across the UK if you are experiencing a mental health crisis - just text YM to 85258. All texts are answered by trained volunteers, with support from experienced clinical supervisors. Texts are free from EE, O2, Vodafone, 3, Virgin Mobile, BT Mobile, GiffGaff, Tesco Mobile and Telecom Plus. Some information on website regarding Coronavirus). <https://youngminds.org.uk/>

**Muslim Youth Helpline** - Provides pioneering faith and culturally sensitive services to Muslim youth. Support by phone, live chat or email Phone: **0808 808 2008** Email: [info@myh.org.uk](mailto:info@myh.org.uk). <http://www.myh.org.uk/>

**Papyrus** – Provides support for CYP who are suicidal

## Contact HOPELINEUK

If you are having thoughts of suicide or are concerned for a young person who might be you can contact HOPELINEUK for confidential support and practical advice.

 Call: 0800 068 4141

 Text: 07860039967

 Email: [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org)

Opening hours:

9am – 10pm weekdays, 2pm – 10pm weekends, 2pm – 10pm bank holidays

Our Suicide Prevention Advisers are ready to support you.

**Winstons Wish** – Provides support for CYP dealing with bereavement  
<https://www.winstonswish.org/coronavirus/>

Our Freephone National Helpline, along with our ASK email, Crisis Messenger and online chat services remain available to support bereaved families and professionals caring for them. Those families who were already being supported by our area-based practitioners will continue to receive support via telephone sessions or video.

## How to get support:

National Freephone Helpline\*: 08088 020 021 (open 9am – 5pm, Monday – Friday)

ASK email support: [ask@winstonswish.org](mailto:ask@winstonswish.org)

Crisis Messenger: Text WW to 85258 (available 24/7)

Online chat: [click here](#) (available 12-4pm, Wednesdays and Fridays)

\*In order to protect our staff, our Helpline is currently operating a remote service. Please leave a message on our voicemail with your first name and a contact number (with area code) and a Helpline Practitioner will call you back from a withheld number as soon as possible.



## Kooth (online support for young people)

**Free, safe and anonymous online support for young people.**

Kooth is an award winning online counselling service helping those aged between 10-18 years old with any troubles they may have.

They provide an anonymous and confidential service using a mix of counselling, support and advice on a drop in, out of hours and structured sessions.

The website itself contains the following:

- Message forums – get support from other young people
- Self help tools
- Messaging – online instant messaging service with a Kooth worker
- Online magazine – read articles written by others and contribute yourself!
- Games, blogs and more...

Aimed at helping with a range of topic including:

- Relationships
- Bullying
- Eating disorders
- Self-harm
- General health

All counsellors are trained, qualified and used to working with the age group using the service.



## Who to contact

Website <https://kooth.com>

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## When is it on?

Time/date Monday to Friday - 12.00pm to 10.00pm, Saturday to Sunday - 6.00pm to 10.00pm

**Child Bereavement UK** – Supports CYP dealing with bereavement

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## East London

Address: Child Bereavement UK, Stratford Advice Arcade, 107-109 The Grove, London E15 1HP

Tel: **020 8519 7025**

Email: **[newhamsupport@childbereavementuk.org](mailto:newhamsupport@childbereavementuk.org)**

## Appendix 2: Emotional Wellbeing whilst in self-isolation (children, young people and adults)

Top tips for staying emotionally healthy during self-isolation:

5 ways of wellness:



- **Stick to a active daily routine** (e.g. creating your own daily programme including three meals a day, activity time slots, self-care opportunities and bedtime routine)
- **Do light activity** - stretch and home workouts (e.g. yoga, dance, spring cleaning the house)
- **Keep up hobbies that keep you moving** (e.g. baking, reading, writing, making music, gardening etc)
- **Engage in creative activities** (e.g. art, scrap book making, junk modelling, restoring furniture, create music, redecorating)
- **Keep connected to others** (e.g. phones, email, skype, websites, helplines & online counselling)
- **Keep an active mind** (e.g. learning a new skill, research, brain training games, home learning using such free websites)
- **Try Meditation and relaxation** (e.g. Apps and free YouTube videos such as headspace)
- **Hot desk at home with planned short brain breaks**
- **Plan meals in advance**
- **Do things you enjoy doing** (e.g. watch a boxset, paint your nails, listen to podcasts, reading etc)

- **Keeping hydrated**
- **Self-care opportunities** (Self-care is any activity that we do deliberately in order to take care of our mental, emotional, and physical health. Although it's a simple concept in theory, it's something we very often overlook. Good self-care is key to improved mood and reduced anxiety)

## **Parent/Adult Resources**

The following resources will help you to support the emotional wellbeing and mental health of yourself and your family:

### **Emotional Wellbeing through Coronavirus:**

- Public Health England Coronavirus resources: <https://campaignresources.phe.gov.uk/resources/campaigns/101-coronavirus-/resources>
- Advice for children, families and staff: <https://www.annafreud.org/coronavirus/>
- Mental health foundation, How to look after yourself after your mental health during the Coronavirus outbreak: <https://mentalhealth.org.uk/coronavirus>
- Mind, coronavirus and your wellbeing: <https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>
- 6 ways parents can support their kids through coronavirus (Unicef): <https://www.unicef.org/coronavirus/6-ways-parents-can-support-their-kids-through-coronavirus-covid-19>
- Young minds advice to young people and parent on mental health and impact of coronavirus: <https://youngminds.org.uk/about-us/media-centre/press-releases/youngminds-publishes-advice-for-young-people-and-parents-on-mental-health-impact-of-coronavirus/>
- Young minds, what to do if you are anxious about coronavirus: <https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/>

### **Supporting children and young people:**

- Supporting children and young peoples' mental health advice: <https://www.nhs.uk/conditions/stress-anxiety-depression/>

- NSPCC, Mental health and parenting: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/mental-health-parenting/>

### **Supporting yourself and your family:**

- How to support your mental health whilst working from home by Mental Health First Aid England: <https://mhfaengland.org/>
- For your mind health get 'your mind plan' quiz, get 'your physical health quiz', plus NHS endorsed Apps: [https://www.nhs.uk/oneyou/every-mind-matters/your-mind-plan-quiz/?WT.tsrc=Search&WT.mc\\_id=MentalHealthGeneric&qclid=CjwKCAjw3-bzBRBhEiwAgnnLCgr2g84Ag7XAbtbARWt6APSWPwt75UUcPUtsNkl6L37vTprESbG\\_wBoC8XwQAvD\\_BwE](https://www.nhs.uk/oneyou/every-mind-matters/your-mind-plan-quiz/?WT.tsrc=Search&WT.mc_id=MentalHealthGeneric&qclid=CjwKCAjw3-bzBRBhEiwAgnnLCgr2g84Ag7XAbtbARWt6APSWPwt75UUcPUtsNkl6L37vTprESbG_wBoC8XwQAvD_BwE) –
- Mental health explained by the organisation Mind: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/mental-health-problems-introduction/support-services/> -
- Time to Change website & signposting to other websites: <https://www.time-to-change.org.uk/mental-health-and-stigma/help-and-support>
- How to support someone experiencing mental health difficulties by the Mental Health Foundation: <https://www.mentalhealth.org.uk/publications/supporting-someone-mental-health-problem>
- That discomfort you're feeling is feeling is grief- by Scott Berinato <https://hbr.org//03/that-discomfort-youre-feeling-is-grief?sfns=mo>
- Helping your friends and family 12 things to try when a loved one is struggling by Scottish Association for Mental Health (SAMH): [https://www.samh.org.uk/documents/looking\\_after\\_friends\\_and\\_family\\_factsheet.pdf](https://www.samh.org.uk/documents/looking_after_friends_and_family_factsheet.pdf)
- 16+ self-help CBT online course by Moodgym (advocated from SAMHs document above): <https://moodgym.com.au/info/faq>
- 24/7 safe community to support your mental health by Big White Wall: <https://www.bigwhitewall.com/>
- Course for learning and practicing mindfulness by Be Mindful Online: <https://www.bemindfulonline.com/>
- Parental mental health: How to help children living with parents with mental health problems by NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/child-protection-system/parental-mental-health/>

- Parenting with mental health challenges by Mind: <https://www.mind.org.uk/information-support/tips-for-everyday-living/parenting-with-a-mental-health-problem/parenting-and-mental-health/>
- Young Minds for parents: <https://youngminds.org.uk/find-help/for-parents/>
- Parenting with mental health illness by Young Minds: <https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-parental-mental-illness/>
- Activities for families whilst in self-isolation by Home Start: <https://www.home-start.org.uk/news/activities-for-families-during-self-isolation>
- Parent helpline and online counselling by Relate: <https://www.relate.org.uk/relationship-help/talk-someone>
- NHS mental wellbeing audio guides: <https://www.nhs.uk/conditions/stress-anxiety-depression/moodzone-mental-wellbeing-audio-guides/>
- Mental Health Foundation Podcasts: <https://www.mentalhealth.org.uk/podcasts-and-videos/podcasts-for-your-wellbeing>
- Obsessive Compulsive Disorder - OCD UK: <https://www.ocduk.org/>

### **Child/Young People Resources**

The following resources will help children and young people to manage their own emotional wellbeing and mental health:

#### **Apps:**

NHS approved mental health apps list:

<https://www.nhs.uk/apps-library/filter/?categories=Mental%20health>

#### **Guidance & Activities for Children:**

- At home activity guide and ideas (Toddlers and Young children) by Zero to Three: <https://www.zerotothree.org/resources/3264-at-home-activity-guide>
- Make the most of video chats to families and friends with young children by Zero to Three: <https://www.zerotothree.org/resources/2535-five-tips-to-make-the-most-of-video-chats>

- Cosmic Kids Yoga: <https://www.youtube.com/user/CosmicKidsYoga>
- Joe Wicks workout for kids: <https://www.youtube.com/watch?v=Rz0qo1pTda8>
- Joe Wicks Home workout: <https://www.youtube.com/watch?v=fHfTCd2q-rq>

### **Guidance for Young People:**

- We all have mental health by Anna Feud: <https://www.youtube.com/watch?v=DxIDKZHW3-E>
- Social media and mental health by Young Minds: <https://youngminds.org.uk/find-help/looking-after-yourself/social-media-and-mental-health/> -
- Wysa a private reflective space: <https://www.wysa.io/>
- Mindfulness explained and activities by Headspace for Kids: <https://www.youtube.com/channel/UC3JhfsqFPLSLNEROQCdj-GQ>

### **Helplines**

The following links provide details of helplines, webchats and text support services:

### **Teacher Support Line:**

- Teachers telephone support and counselling: [https://www.educationsupport.org.uk/individuals/telephone-support?qclid=CjwKCAjw3-bzBRBhEiwAgnnLCmUfeRwOAhPpgEqBxPPesGqh43Okyn8ax-Rs9wqe26DOqT4gFhsejRoCil4QAvD\\_BwE](https://www.educationsupport.org.uk/individuals/telephone-support?qclid=CjwKCAjw3-bzBRBhEiwAgnnLCmUfeRwOAhPpgEqBxPPesGqh43Okyn8ax-Rs9wqe26DOqT4gFhsejRoCil4QAvD_BwE)

### **Parent Support lines**

- Samaritans helpline 116 123: [https://www.samaritans.org/chatappeal3/?qclid=CjwKCAjw3-bzBRBhEiwAgnnLCgy8E\\_S\\_3AFSQ4rm0TOPR1nPGC-5sd-rCSlqvqCWHquaN\\_u-8QEdMRoCBqcQAvD\\_BwE](https://www.samaritans.org/chatappeal3/?qclid=CjwKCAjw3-bzBRBhEiwAgnnLCgy8E_S_3AFSQ4rm0TOPR1nPGC-5sd-rCSlqvqCWHquaN_u-8QEdMRoCBqcQAvD_BwE)
- Text support if you are experiencing a crisis by Give Us a Shout: <https://www.giveusashout.org/about-shout/>
- Family support helpline by Families in Action: <https://www.family-action.org.uk/what-we-do/children-families/family-support-services/>

- Helpline by Supportline (any age): <https://www.supportline.org.uk/about/aims-of-service/>
- Parent helpline by Young Minds: <https://youngminds.org.uk/find-help/for-parents/>
- Parent confidential helpline by Family Lives: <https://www.familylives.org.uk/>
- Bereavement care support line by Cruse: <https://www.cruse.org.uk/>

### **Children & Young People Support Lines:**

- NSPCC helpline 0808 800 5000: <https://www.nspcc.org.uk/what-you-can-do/make-a-donation/kids-in-real-life/> (The service includes emotional support)
- Online or on the phone anytime by Childline 0800 1111: <https://www.childline.org.uk/> (The service includes emotional support)
- Free, safe, and anonymous online support for young people by Kooth.com: <https://www.kooth.com/>
- Advice and helpline by Anxiety UK: <https://www.anxietyuk.org.uk/>
- Advice & helpline by Beat Eating Disorders: <https://www.beateatingdisorders.org.uk/support-services/helplines>
- Confidential advice and support around a range of physical and emotional needs. Essex school nurse text service: <https://essexfamilywellbeing.co.uk/chat-health/>
- Helpline for under 25s by The Mix: [https://www.themix.org.uk/?gclid=Cj0KCQjwpfHzBRCiARIsAHHzyZo3TCEkwAkum3duWevgywH\\_dkez2OvQWI2kBXrPb5GkTZS6AjdBERkaAngiEALw\\_wcB](https://www.themix.org.uk/?gclid=Cj0KCQjwpfHzBRCiARIsAHHzyZo3TCEkwAkum3duWevgywH_dkez2OvQWI2kBXrPb5GkTZS6AjdBERkaAngiEALw_wcB)