

# Wellbeing for all at Stanton Bridge

Pupils, parents, and staff



September 2020

## Overview

In general, many of us may have found it difficult during these school closures and this may have affected our wellbeing/could affect our future wellbeing. Some of us can manage our wellbeing better than others. There may be staff and pupils who come into school in September and will need support to recover either generally due to school closures, or due to having negative experiences during school closures. This may also be the case with some of our parents.

Pupil wellbeing could be affected due to;

- Being stuck indoors.
- Not being able to see friends for a long time and missing the school routine.
- Negative experiences within the home (poor relations with family members, witnessing domestic violence etc).
- Pupils may have also lost a family member due to COVID19.

Parental wellbeing could be affected due to;

- Financial struggles.
- Difficulties managing children's behaviour.
- Loss of a family member.
- Having to adapt to having their children all being at home instead of them being at school.

## **What can we do in September 2020?**

### Pupils anxious to return to school

For any pupils suffering from anxiousness and demonstrating school avoidance, the class teacher, mentor, and parents are to work together to discuss next steps. Upon any refusal when receiving children, support members of staff can spend a little time verbally encouraging pupils to enter, however we don't have the time and resources to spend loads of time physically encouraging children to come through the doors.

Pupil's brains have to get used to coming to school and it would be good to create good moments in school for them to remember which will reduce anxiety for the following day. It is also useful to create 'night before' routines with parents which will help calm children and get them prepared for the morning. For example calming activities such as drawing, colouring, or reading.

Our support has to be according to severity of anxiety being experienced. Below are some examples of strategies that can be used to support with school avoidance.

- 1) Child can stay at home but can wear school uniform in the house. Parent can mimic school related activities within the home. (Almost how children play 'teacher teacher' with each other).
- 2) Walk half way to school and then walk back home. This is then progressed to walking all the way to school the following day.
- 3) Spend half a day at school.
- 4) Assign a play buddy from within own bubble that supports the child.
- 5) Create moments of achievement and celebration for the child within the school day.
- 6) Whenever required use calming strategies with the child somewhere away from the children. (Book corner, cloakroom area etc)

\*With reduced timetables (point 3) this has to be done with headteacher authorisation\*

#### Pupils struggling with wellbeing in general

- Mentors support during bubble time- social distancing and PPE adhered to by staff.
- Wellbeing champions support- (wellbeing champions from within own bubble)
- Social times groups/play buddies from within own bubble.
- Signposting to external support (CBT)
- 1:1 confidence classes with mentors or external staff.
- Monitored during learning walks.
- In class support (worry jars, calming strategies, circle time, assemblies, whole class calming techniques embedded into daily routine)

#### Pupils experiencing social anxiety

- For any of our pupils experiencing social anxiety and therefore isolating themselves in the playground during social times we can;
- Put them into social groups from within own bubble/give social time responsibilities.
- Ask wellbeing champions within own bubble to support them.
- Assign a play buddy from own bubble.
- Ease them slowly into going outdoors (5 minutes outdoors with a support member of staff once children have come into building, then 5 minutes independently with other children as normal and so on).

#### Staff members struggling with wellbeing

- Mental health first aiders support.

- Headteacher/SLT support.
- Counselling available (CBT).
- Other support can be accessed via signposting to services.

#### Parents struggling with wellbeing

- Mental health first aiders support via phone calls home.
- External services support via signposting.
- Financial support can be offered via Greggs hardship and other external support (uniform grants, white goods, food parcels).
- Positive parenting referrals.
- School nurse referrals.
- Early help support.

#### Additional information

Throughout the school closures the wellbeing team have shared strategies with staff via email in relation to supporting pupil's mental health. Links to free online courses and resources have also been regularly shared. This will equip you to support your pupil's wellbeing come September and provide a confidence boost.

Staff such as mentors and external workers will provide pastoral support through social distancing and PPE use.

#### Examples of appropriate non-physical greetings

Pupils have not seen their friends and teachers for many months and they may be this natural tendency to hug each other or high five etc. Firstly, it is important to explain to children that while it's difficult to keep distance, we need to follow rules in order to keep us all safe. Below are examples of non-contact greetings that are appropriate;

- Waving
- Thumbs up
- Smiling and nodding
- Air hugs

#### Summary

- Class staff will need to incorporate whole class calming techniques into daily routine for at least first half term. These do not take long and are quite practical.
- Some children may need 1:1 support with anxiety. Staff may need to take children into the book corner and support with calming strategies.
- Class staff will need to establish whether wellbeing concerns can be addressed by themselves, or whether they need to be brought to mentors' attention.

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