



Wollaston School Guide to Health and Well- Being



We are all faced with a situation currently which is difficult to make sense of, which may be provoking a range of emotions. Overwhelming personal feelings, responses of uncertainty and a sense of stepping into the unknown has been forced upon us. For staff, parents and our children this current moment in history is unprecedented.

We wanted to provide a guide which included a number of different resources that may support you and your family during this difficult time. Within this guide you will find resources to help to overcome feelings of stress and anxiety as well as resources and web links to use as a point of discussion with young people or to let them read themselves.

The internet, social media and gaming are often part of our young people's lives. However, we are also aware of the difficulties that these sites can cause. We have included information to help cope with young people and their online activity in order to keep them safe and working within your time and usage boundaries that you may set! These resources include internet contracts for families to draw up as well as information about keeping young people safe online.

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Coming to terms with School Changes linked to Covid 19



Coming to terms with school changes linked to Covid-19

Making sense of it...

So, you've found out that school is closing and you won't be doing your exams this year, as you had expected.

You might be feeling:

- Sad that you might not see your friends and teachers again;
- Worried about what this will mean for your qualifications;
- Frustrated because you have already worked so hard;
- Confused about what all this will mean for you.

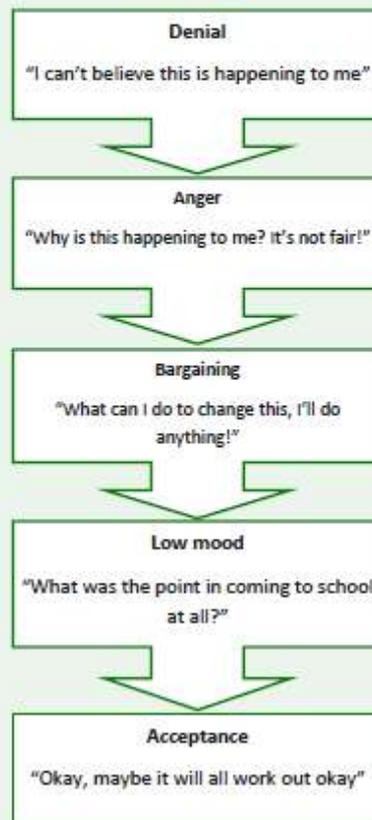
Let us assure you, you are not alone in these feelings, and they are all perfectly **rational** and **normal** things to feel.

What you are experiencing is the loss of something that you were working towards. When humans experience loss, they typically react in a particular way. This is called **grief**.

Because humans are resilient, when difficult things happen, we often **grow** as individuals.

This resource draws upon ideas from Kubler-Ross (1969)

What might this grief look like for you?



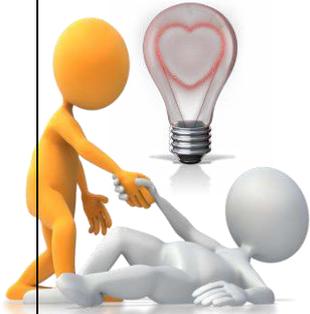
TIME TO REFLECT

- 1) What has been the best experience you have had at school?
- 2) Think of three things you have learned you are good at
- 3) What has been your biggest achievement?

What can you do next?

1. Talk to an adult that you trust about how you are feeling. You could use the diagram on this page to help you do this.
2. Keep in touch with your friends! Share telephone numbers and social media contact information. Keep talking!
3. Look after your mental wellbeing: Exercise regularly e.g. walk/jog; practice mindfulness; listen to music; do some arty activities!
4. Try to keep a routine for your day :)

MANAGING FEELINGS OF UNCERTAINTY: CORONAVIRUS



CONNECT

Check-in (with the moment and with your feelings)

Opportunity for teaching

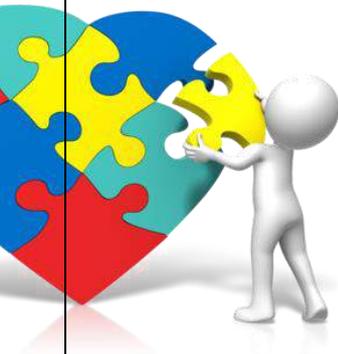
Notice their bodily reactions and feelings

Normalise, label and validate

Empathise

Consider setting limits

Team-work-problem solve together



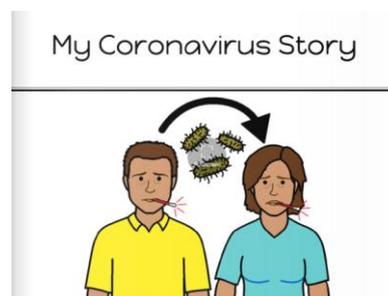
CONNECT

Check-in (with the moment and with your feelings)

It is important to be aware of the different emotions you may be feeling before responding to the child. It is helpful to take a moment to '**check-in**' **with yourself**, your emotions and your bodily reactions. You may be noticing feelings of increased anxiety and worry due to the uncertainty about the outbreak. You might also notice that your body is reacting to this too. For example, you may notice your heart rate increasing or you may even experience palpitations. This is understandable given the daily changes and contradictory information that we are receiving. It is also important to notice and observe the behaviours that you are engaging in. For example, obsessively watching the news. You may want to adjust your behaviour accordingly in order to reduce your own levels of anxiety.

Opportunity for teaching

It is important not to dismiss or avoid the emotions the child is feeling. Instead notice emotional reactions as an opportunity to connect with the child about their feelings and help them to learn new ways of coping (the latter being addressed later in the process). Adults need to understand that emotions are innate but our skills to cope with them are not. Children need opportunities to learn how to cope with their 'big feelings'. *Here the adult will consider **how the child can best learn strategies for managing their emotions***. At this time, many children and young people will be experiencing an increase in anxiety, worrying about themselves or loved ones who may become unwell. This outbreak is an opportunity for adults to demonstrate resilience and to teach children the skills to be able to respond to stress and uncertainty. This does not mean pretending that everything is ok but providing children and young people with reassurance, providing age appropriate information about the outbreak but also about coping strategies.



Please see links at the end of this document

Notice their bodily reactions and feelings

It is important to be aware of the different emotions a child or young person may feel. At this point the adult should *observe, listen, and learn* how the child expresses different emotions and to *watch for changes in facial expressions, body language, posture, and tone of voice*. **Consider:** *is the child ready and able to listen to me right now? Or do they need to engage in an activity to help calm them down with the help of an adult (e.g. having a cuddle, having a run around, playing catch or batting a balloon back and forth)*. Grounding techniques such as breathing, can allow children and young people to tune in to their bodies and how their body is feeling and actively work on managing their bodily responses to anxiety. For example using the following techniques:



5, 4, 3, 2, 1 grounding technique



5 things you can see



4 things you can hear



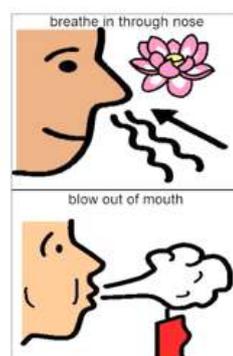
3 things you can touch



2 things you can smell



1 slow deep breath



Normalise, label and validate

Normalise the emotional experience with the child or young person by talking about it. Here the adult can label the emotion (e.g. “*I wonder if you are feeling **worried** about this virus and people getting poorly?*”) while validating this experience as normal (e.g. “*I can understand that you feel that way. It’s normal to worry about ourselves as well as others we love and care about. It is difficult for all of us when we don’t know what is happening next*”). Naming an emotion helps to soothe a child’s dysregulation and supports the development of emotions vocabulary.

Empathise

Here it is important to take time to listen carefully to what the child is saying and showing by observing their behaviour, body language, tone or voice, and words. Adults should avoid judging whether the emotion is ‘reasonable’ in the given situation and instead **accept the emotional reaction** and **support** the child to find ways to cope with their ‘big feelings’, with support from the adult (e.g. showing concern through the adult’s body language and facial expressions, getting down to the child’s sight line, and making supportive comments like “*I understand that you are feeling anxious or maybe even a bit scared and I can see this is making you feel very upset. I am not surprised you feel like this, I think a lot of people are feeling this way, me included. It is important for us that we remember that there are lots of things we can do together to reduce the risk of becoming unwell and to take care of each other, like washing our hands singing the happy birthday song? Shall we try that now?*”) If the adult is finding this difficult then they might want to review the ‘opportunity for teaching’ section.

Consider setting limits

For some children this outbreak and the uncertainty surrounding this including changes of routine, adults engaging in social distancing, changes to shopping habits and possibly spending more time at home. “*I understand that things are a little bit different at the moment but it is not ok to hurt others as I want to keep you all safe*”.

Team-work-problem solve together

Here the adult and the child explore solutions to problems together. The adult demonstrates an understanding of the explanations for misbehaviours but seeks to help the child to consider alternatives the next time they experience similar emotions. This should be an *open discussion where the child can be encouraged to generate good, safe and healthy ideas for dealing with the emotion when it arises in the future*. These should always be **realistic** and **achievable** for the child. For example by saying to the child “*next time your feelings of worry get bigger and bigger, what can we do to help you with this? Could we create our own routine and timetable that we use at home together? Could we try some different breathing exercises? Could we have some time-in together to do something you enjoy? Could you write about your feelings to share with me? Could we watch your favourite TV show?*”

Online Safety Guide for Parents & Carers

Social Media

- Research the age restrictions of apps – don't refer to the information given in app stores as it is not always correct.
- Remind young people to set social media accounts to **'private'** – **apps are set to 'public' by default once downloaded.**
- Do your children understand what is **'safe and unsafe'** to post online?
- Educate young people on **how** they can report their concerns online, and **who** can help.
- Parents ideally need to sit, discuss and walk through social media platforms and instant messenger apps with their children – i.e. you can set up **'family safety mode'** within certain apps.
- Support young people in making safe connections online, and building healthy relationships.
- **Please don't assume all children use the internet and apps the same the same way.** Ask young people regularly where they are going online, and how they are using it.
- **Be careful sharing your location.** Ideally children and young people should have their location services switched off on their phones, or only share their location with selected family and friends only.
- Support children and young people to have a **positive** presence online, and remind them that once something is posted online it stays posted.
- Have a conversation about who your children are following, speaking to and/or engaging with online. Ask how these people make your children feel? E.g. does this person you follow make you feel good or bad about yourself?
- Agree on a realistic time limit as a family, for gadgets and use of social media. Encourage young people to come away from technology an hour before bedtime.

Great websites to look at

Internet
matters.org

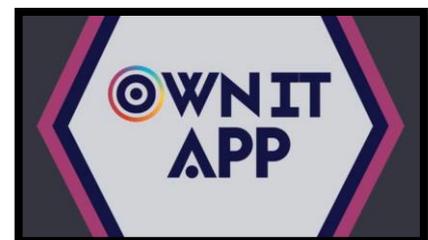
Great apps to explore if
children have mobile phones



Childnet
International



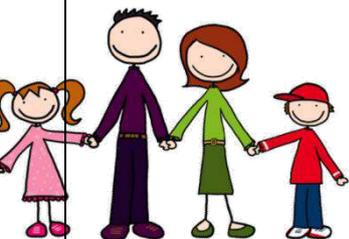
SafeToNet



Online Safety Guide for Parents & Carers

Online Gaming

- Games come with age ratings, or a PEGI rating. Do your research before you download the game. Some games may appear child friendly but still promote violence and/or sexual content.
- Games come with 'chat' features that allow players to communicate with each other. You can chat verbally through a head set, or through an instant messaging function. These chats work similar to most messenger apps, where people can be part of a group or a private conversation. Make sure young people and children are making safe connections online, especially as personal information is often given out accidentally whilst gaming. **If they are being asked to provide personal information, photos or videos, or to meet in the real world, make sure they know to speak to a trusted adult and ask for help. Encourage young people to focus only on the game when talking to other players and avoid other topics. It is also important to just have a conversation with your children about what it is they enjoy about the games they play, and how they can keep themselves safe online.**
- Bullying can be a big concern in the gaming world, and so can online conversations that contain inappropriate themes and language. Make sure children and young people know how to block and report certain people if they are experiencing bullying on a game. Also, just remember it may not always be other young people playing these games, at times your children could be interacting with adults.
- Online games work just like any other company, in that they need to make money. Some games have created their own currency (E.g. V-Bucks in Fortnite), other games encourage users to spend money via a linked bank account/debit card. For a lot of games you can turn off or restrict in app purchases, however some other games (E.g. console games) may require a payment method to be registered before users can access.
- The longer you play games the better you become. May sound obvious but some games can't be paused, as levels need to be completed or the game needs to be played through in its entirety. This can have a huge impact on the behaviour of children and young people, and of course their sleeping patterns. Try and keep technology out of bedrooms, and encourage a good night's sleep by coming away from tech an hour before bedtime, and work with your children set realistic time limits.



Teenagers Online Safety Agreement

Safeguarding teenagers online can be a real challenge as you want them to use the internet, gaming and social media but safely. A fantastic way to keep young people safe online is to work together, have a conversation and put an agreement in place. Young people are going to push boundaries, **but don't get mad get curious** we were all young once and its not easy growing up in this digital world. We manage risk online and don't forget we cannot control everything online. It's vital young people have a big say in the rules and consequences when building the agreement.

Things to consider

- Be positive about using the internet, don't forget to focus on positive online behaviour as well.
- The agreement has to be reviewed and be flexible especially for teenagers
- The agreement will only work if everyone buys into it, including parents and professionals

Who is the agreement for?

How are we going to keep safe online?

What are the consequences going to be if the agreement is not stuck to?

When will the agreement be reviewed

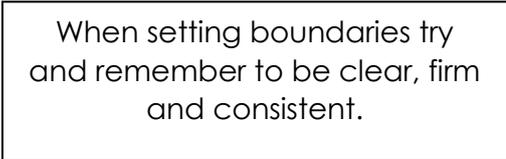
Date of agreement

Signed

Notes or ideas



Great question to ask young people: Can you think about what might be realistic for you in terms of changing your relationship with gaming or social media?



When setting boundaries try and remember to be clear, firm and consistent.

Supporting, setting up and implementing the 4 D's at home is a good idea but pick your battles and again be realistic:

- **Digital free zones** – keep technology out of bedrooms if we can, maybe use it in a family room, identify early on where technology is not allowed in the house, flat etc.
- **Digital role models** – parents and carers lead by example online and with digital usage
- **Digital sunset** – ideally young people need to come away from technology 1 hour before they go to sleep, but pick your battles. What time do you think is appropriate for your children to come away from technology to get a good nights sleep?
- **Digital detox** – as a family try a gadget free day or hour. Try no technology after 6pm or a certain time, have break before breakfast or in the morning, can dinner tables be digital free zones and have a break and time out over dinner.

Northamptonshire County Council

Online Safety and Wellbeing Teaching Resources

Online Safety and Wellbeing Teachers, parents and professionals

Overview

Keeping children and young people safe online can be a challenge. The internet is complex, evolving rapidly, and there is much we are still seeking to learn and understand. We have collated a few ideas and resources that will help in working with young people to manage their safety and wellbeing in the online world. This is just a guide, but a starting point to better equip you as a professional or parent with the resources and activities you need to start the conversation.

These recommendations will focus on 4 key areas:

- **Keeping safe online** – Where should we start and what should we be doing?
- **Thinking critically** – What questions should we be asking, and how can we better challenge what we see online?
- **Digital resilience** – How can we work through and best manage difficult situations online?
- **Online wellbeing** – How do we focus on our mental health, and protect our wellbeing when engaging with the online world?

Before you begin

At the beginning of your session, work with young people to agree and set out some rules or guidelines on how your session will run. If a young person has been involved in shaping how the conversation will look, they are more likely to feel comfortable and refer back to these rules themselves. It is also important to avoid shaming young people for their online use and behaviour. At the same time, remember children are not expected to divulge personal stories about what they do online, especially if they are vulnerable. Instead you should begin by asking 'where' are they going online and 'how' are they using it.

Parents, carers and professionals can also download our [online safety guides](#) and agreement

The resources below are not an extensive list

Resources and ideas for safeguarding 3-7 year olds online

- [Smartie the Penguin – Childnet International](#)
- [Digiduck Stories – Childnet International](#)
- [Keeping under 5's safe online – Childnet International](#)
- [Jessie and Friends – Thinkuknow](#) – Click on the relevant box

Please check out
Childnet's hot [topic section](#) and [Project Evolve](#) it's packed full
of resources

- [Screen time and healthy balance – Childnet International](#)

Resources and ideas for safeguarding 8-11 year olds online

- Be Internet Legends – [Download the resources, including the Digital Wellbeing lesson plan](#)
- [Trust me: critical thinking resources – Childnet International](#)
- [Digital Resilience: 11 to 14 year olds – Childnet International](#)
- [Screen time and healthy balance – Childnet International](#)
- [Band runner – Thinkuknow](#)
- [You, your friends the internet – Thinkuknow](#)

Resources and ideas for safeguarding 12 – 16 year olds

- [Crossing the Line – PSHE toolkit covering sexting, peer pressure cyber bullying and self-esteem 11 – 14 year olds](#)
- [Myth vs Reality – Childnet International](#)
- [Screen time and healthy balance – Childnet International](#)
- [Digital Resilience: 11 to 14 year olds – Childnet International](#)
- [Trust me: critical thinking resources – Childnet International](#)
- [Picture this – Drama activity about sexting](#)
- [Sex, Relationships the internet - Thinkuknow](#)
- [STAR – SEN: Toolkit](#)

Resources and ideas for safeguarding 17 – 18 year olds

- [Fake it till you make it: Healthy relationships – Project Evolve](#)
- [Self-image and identity: Online scenarios – Project Evolve](#)
- [What would an employer do – Project Evolve](#)
- [Is it right: Self-image and identity – Project Evolve](#)
- [Health, wellbeing and lifestyle: Society's views – Project Evolve](#)

For more information email: onlinesafety@northamptonshire.gov.uk

Recommended books for young people:

- Primary Children – 50 ways to feel happy: Action For Happiness
- Secondary – Banish your body image thief: Kate Collins – Donnelly and Banish your self-esteem thief

Worried online? Check out CEOP



Pledge Challenge – Schools and parents

With an adult what ideas can you come up with to keep you and you class mates safe online, have a go at the pledge. You can email your pledges to us or Tweet your completed pledges to NCCcybersafe using #onlinesafetypledge or email onlinesafety@northamptonshire.gov.uk don't forget to come up with ideas around looking after your wellbeing online to. The most creative pledge wins!

Our Online Safety and Wellbeing Pledge

Together this is what we agree to do in order to keep ourselves and our class mate's safe online

Date:

Signed:

Useful Links

<https://www.elsa-support.co.uk/coronavirus-story-for-children/>

<https://www.bbc.co.uk/newsround/51861089>

<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus?t=1583831807433>

<https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/#talkto-someone-about-how-you%E2%80%99re-feeling>

[https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/Helping children cope with stress during the COVID-19 outbreak \(World Health Organization \(WHO\)\)](https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/Helping%20children%20cope%20with%20stress%20during%20the%20COVID-19%20outbreak%20(WHO))

Coronavirus: Helpful information to answer questions from children (Place2Be)

Looking after your mental health while self-isolating (YoungMinds)

Article – ‘How to respond to Coronavirus when it impacts your family’:

<https://medium.com/@siobhancurrie/how-to-respond-to-the-coronavirus-when-it-impacts-your-family-ceba63cd4235>

Article – BPS ‘Talking to children about Coronavirus’

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Talking%20to%20children%20about%20Coronavirus.pdf>

Article – Social Stories about Coronavirus:

<https://www.flipsnack.com/KeshetChicago/coronavirus-social-story/full-view.html>

https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf?fbclid=IwAR3oYUcMf8ZIIND0hzdk3qZMUfKhzMD93LxJdKMAOINiLe6FmYxdjsE_RYI

Talking to children about COVID-19:

<https://childmind.org/article/talking-to-kids-about-the-coronavirus/>

Talking to teens about COVID-19:

<https://www.health.harvard.edu/blog/how-to-talk-to-teens-about-the-new-coronavirus-2020031419192>

To support adult's wellbeing with COVID-19:

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>

Child-friendly cartoon resource from Mind Heart:

<http://www.millfields.hackney.sch.uk/uploads/2019/Corona%20Virus%20Info%20for%20Young%20Children.pdf.pdf>

Useful Links

Article – *'How to respond to Coronavirus when it impacts your family'*:

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https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf?fbclid=IwAR3oYUcMf8ZIIND0hzdk3qZMUfKhzMD93LxJdKMAOINiLe6FmYxdjsE_RYI

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