

School Based Staff: Looking after Your Mental Health and Wellbeing and that of the Children and Young People (CYP) you Support

Compiled by the Cheshire West and Chester Child & Educational Psychology Team with support from Gillian Cowan, Public Health Strategy Manager and ideas from the Wiltshire Educational Psychology Service.

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There is a lot of uncertainty around the current COVID-19 outbreak, particularly given that the situation is constantly developing and the information about the virus remains incomplete.

This document is intended to provide you with information, advice and tips to help you look after both your own health and wellbeing and that of the children and young people you support.

Be kind to yourself.

- It is important to acknowledge that living in times of stress can have an impact on our short term and longer term wellbeing.
- Our ability to complete tasks we would previously manage more easily may be limited. We are likely to find it harder to focus our attention for extended periods, we are more likely to forget things and we will find it harder to process information effectively.
- When we are living with anxiety for ourselves, our loved ones and the wider community, it is to be expected that we will be expending significant amounts of emotional energy in managing the thoughts and feelings that this will bring.
- It is natural that we will find it harder to plan for longer term goals as we are designed to focus on more immediate needs at times of stress and anxiety. We are likely to find that it is harder to manage our emotions and we will find that strong emotions are triggered more easily.
- As we turn to social media and news outlets to make sense of what is happening in the world, we are surrounded by images not only of illness and fear but also of people seemingly completing admirable feats: from taking huge risks with their own physical wellbeing when providing key services, to managing to home school children, learn new skills and even complete fabulous DIY projects. We need to remember that our ability to be resilient in a situation cannot be compared with these snippets of others' lives.
- **Acknowledge the things you are managing well, focus on what you need to do to stay well and above all be kind to yourself.** Further advice and ideas are available here: <https://kindtoyourmind.org/>

Looking after yourself

Time is precious, especially when looking after children and family, but on the days when you feel like you can move towards taking greater care of your own wellbeing, try to plan to include something from each of the 'Five Ways to Wellbeing' (developed by the New Economics Foundation).



For more helpful information, Mind's Five Ways to Wellbeing can be found here: <https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/>

Primary school staff could also explore the **Connect PSHE Curriculum**, which is currently available free of charge during the lockdown period (usual price £300).

The Connect PSHE Wellbeing Curriculum has around 250 detailed lesson plans (all with ppts handouts and resources) for YrR through to Yr6. Every one has an opening mindfulness activity and brief follow up enquiry. The initial online training, and a sample of lessons and resources, is currently being offered free to support teacher CPD during the global response to COVID19. Schools and educational professionals can sign up here: <https://www.connect-pshe.org/sign-up>

In addition, there is helpful guidance for school and college staff from the Anna Freud Centre, please refer to resources and the end of this document. <https://www.annafreud.org/coronavirus/>

For those schools that use PAM Occupational Health, there are a range of resources available, including webinars, offering support that may be of interest to staff. Some of this support is available to all via www.ohiosystems.co.uk

Looking after your children

Children will need what they've always needed; love, attention and opportunities to learn and play.

If children are home for long periods because of social-distancing or self-isolation, the following tips might be helpful:

- Try and keep to a structure and routine that suits you. Promote a sense of normality that children will find reassuring. Encouraging them to get up and dressed during the week will help maintain some difference between weekdays and weekends.
- Keep boundaries firm and make it clear that you expect the same standards of behaviour as usual. Boundaries show that adults are still in control and taking care of them, which helps children to feel safe.
- Make sure they get some time to burn off energy every day.
- Try to encourage children to do some learning every day.
- Find opportunities for them to interact with their friends remotely.
- Balance screen time with other activities.
- Give children opportunities to have a say in what will be happening.

One way to provide structure is to have a timetable. We have provided an example in the appendices.

If you find that the day changes spontaneously, that's OK- it's important that we remain kind to ourselves.

Carers UK have also prepared a guide that you may find useful:

<https://www.carersuk.org/help-and-advice/health/looking-after-your-health/coronavirus-covid-19/coronavirus-mental-wellbeing>

The last pages in this pack have links to websites with helpful ideas and activities covering a range of topics.

Talking to children about Coronavirus (COVID-19)

Although it's tempting to try and protect children from difficult topics, they are more likely to worry when they're kept in the dark. Children and teenagers will be aware of what is happening but may not have all the facts they need to understand it.

These tips will help you communicate about Coronavirus with Children and Young People:

- Take time to talk and listen. Be clear that you are happy to answer any questions that they have. Be led by the child as they may not be that interested or want to know everything all at once. Try to answer any questions honestly but keep things in context e.g. *“Sadly, some people do die, but the vast majority of people will recover, and children seem to be only mildly affected”*.
- Reassure them that their own risk is very low but that we all need to ‘do our bit’ to look after people who might be very unwell. Underline how helpful they are being by following the rules about hygiene and social-distancing. Knowing we’re being altruistic helps us to cope with the tough times.
- Reassure Children with underlying health conditions that they are reducing their risk by self-isolating
- Demonstrate empathy. Tell them *“I understand that you feel scared/ sad/ etc and it’s ok to feel that way”*. It’s helpful if we don’t hide our own feelings, when appropriate to share them depending on their nature and the ages and skills of the children.
- Give positive messages about everything you are doing as a school and/or family to keep yourselves safe. Talk about all the work people around the world are doing to find treatments and a vaccine.
- Keep explanations developmentally appropriate.
 - Young children up to about age seven will need very simple explanations that relate to their own experiences. Explain that, like other germs, Coronavirus can spread between people and make them ill. But because Coronavirus is a new germ that we don’t know everything about, we need to take more care and so things might be a bit different for a while.
 - Older children and tweens will want to know more. They may have heard partial explanations and ‘filled in the gaps’ themselves with their own ideas, so check what they already think they know about it.
 - Teenagers will have a similar capacity to understand what’s going on as adults. They will need calm, factual information and opportunities to talk through their worries and disappointments.
- Give them an opportunity to talk about their feelings. Our instinct might be to ‘make it all better’, but it is normal to feel scared, sad and angry in the face of what’s happening. Tell them that what is happening is not normal but that their feelings are.

Some useful links include: <https://krisepsykologi.no/what-can-we-say-to-children-about-coronavirus/>

This is an informative animation for older children and young people
<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>

A comic exploring coronavirus to help young people understand
<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus?t=1584464333506>

Supporting the Mental Health of Children and Young People (CYP) We Work With:

UNICEF has produced helpful guidelines for teachers to talk to their pupils about corona virus:

<https://www.unicef.org/coronavirus/how-teachers-can-talk-children-about-coronavirus-disease-covid-19>

1. Supporting Children attending school whilst others are not:

Dan Hughes' P.A.C.E Model is one useful framework when working with CYP in Schools in this very different situation

P.A.C.E is an approach to working with CYP which focuses on four personal qualities, which allows adults to support children to further develop their self-awareness, emotional intelligence and resilience. Over time, and with practice, children will gain tools to better understand and regulate their emotions.



Playfulness – an open, ready, calm, relaxed and engaged attitude.

When children laugh and giggle, they become less defensive and more reflective. Playfulness can help keep a situation in perspective. It can also diffuse a difficult or tense situation when a parent or teacher has a touch of playfulness in his or her structure.

Acceptance – unconditionally accepting a child makes them feel secure, safe and loved
Acceptance describes actively communicating to the child that you accept their wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour.

It is about accepting, without judgment or evaluation, their 'inner life'. A parent or teacher can be very firm in limiting behaviour while at the same time accepting the motives for the behaviour. *For example "I know that you would like to watch that, and it does look fun, but first we will XXX"*

It is about accepting, without judgment or evaluation, his/her 'inner life'. The child's inner life simply is rather than being either right or wrong. A parent or teacher can be very firm in limiting behaviour while at the same time accepting the motives for the behaviour. *For example "I know that you would like to watch that, and it does look fun, but first we will XXX"*

Curiosity – without judgement so that children become more aware of their inner life

Using curiosity involves adopting a quiet, accepting tone that conveys a simple desire to understand the child: *For example: "What do you think was going on? What do you think that was about?"*

Empathy – a sense of compassion for the child and their feelings

In using empathy, the adult stays with the child emotionally, providing comfort and support. The adult is also communicating strength, love and commitment, with confidence that sharing the child's distress will not be too much. Together they will get through it.

2. Supporting Children and Young People remotely now:

It is difficult to support CYP remotely. We understand that Teachers are providing online lessons, work and checks ins. For some CYP it will be difficult to complete this work. Some will need to focus on their physiological and safety needs.



“We all have basic needs that we need to meet before we can move onto higher level needs. Psychologists think of these as the bottom of a pyramid of things we all need. We need to meet these most basic needs, like food, water, sleep and safety, before we can move onto anything else. Safety is one of these most basic needs and essential for good psychological development. COVID-19 is making many children (and adults) feel unsafe.” (BPS, Advice: Talking to children about illness, 23/03/2020).

Children and Young People may benefit from familiarity and reassurance about what's happening, in what is a very uncertain time for all. If possible, and with the agreement of your Head Teacher/line Manager, it may be appropriate for you to maintain regular (virtual) contact with certain CYP.

Resources for Children and Young and Young People with Mental Health Difficulties

can be found in the West Cheshire Children's Trust Document: Mental Health Resource Pack available on the New Ways of Working Website under the Heading Trauma Informed Practices and Additional Resources for COVID 19:

<https://westcheshirechildrenstrust.co.uk/new-ways-of-working/resources/>

Live Well Cheshire West also has a COVID-19 page with a health and wellbeing section.

CAMH Services locally are still fully operational, these include 0-16 CAMHS, 16-19 CAMHS, LD CAMHS and Eating Disorder specialists.

Referrals are being processed as normal and duty calls and consultations are being taken or arranged. Please note that at this time clinical work is being prioritised through a mental health RAG rating system and only Amber and Red cases are being seen face to face. All other clinical work is being undertaken via phone or video conferencing where possible. The main contact is through Marsden House 01244 393 200. Or Mill Street Clinic, Crewe on usual but diverted number 01606 555 240 as Hawthorn centre is closed currently -

Please note that referral to the Multi Agency ASC diagnosis pathway is currently closed in line with CCG recommendations.

In addition to normal CAMHS services in operation an 'All age' Crisis line has been set up by CWP, the number for this 0300 303 3872. This 24/7 service is able to provide advice and guidance in a mental health crisis and is linked directly to local services. Mymind.com is also a valuable source of information and support and is a partner in the Ever Mind Matters campaign.

Pages 16-7 of this document has links to specific organisations.

Local and National Sources of Support

Local: Local Authorities have launched dedicated areas of their websites to update on services and issues related to Coronavirus. **Cheshire West and Chester**

<https://www.cheshirewestandchester.gov.uk/news-and-views/incidents/coronavirus-covid-19/coronavirus.aspx>

Dedicated Helpline: For Cheshire West & Chester residents to provide advice and support, and where necessary make arrangements for food, medicines and social contact. Telephone: 0300 123 7031 Opening hours: every day from 8am to 7pm
You can also email: enquiries@cheshirewestandchester.gov.uk
<https://www.cheshirewestandchester.gov.uk/news-and-views/incidents/coronavirus-covid-19/how-to-get-help/dedicated-helpline.aspx>

Cheshire West and Chester Child & Educational Psychology Service: Tel: 0151 337 6836 or 01244 976257 or 01606 274384

Safeguarding Children in Education Team: 0151 356 6549

What to do if you need urgent mental health help
Visit: <http://kindtoyourmind.org/support-near-me/>

Additional links:

- NHS Every Mind Matters
- Further information, support and services are also available on the Live Well Cheshire West (<https://livewell.cheshirewestandchester.gov.uk/>) website.

For children and young people there is also a dedicated website: MyMind.org.uk.

Being Active: Local and National Links are included below:

- **Being Active Cheshire:** Active Cheshire have also launched a campaign called **#ActiveHour**. The aim is to encourage people to stay healthy and active while we are working from home during the period of isolation. Every day between 1-2pm, upload a video of you getting active in your own way and share it on social media using the **#ActiveHour**. Remember to tag [@ActiveCheshire](https://twitter.com/ActiveCheshire) so we can share your videos to inspire others. Why not make your own Active Hour hashtag? Make sure you tag us so we can share the great things you are doing to keep active!
- **Brio Leisure:** Brio have live streamed Mindfulness, Falls Prevention (Otago) and low impact GP exercise classes this week. They also have specific sessions for children to get involved. Full details of the Twitter schedule and messaging can be found on Twitter [@CChangeHub](https://twitter.com/CChangeHub) or www.Cheshirechangehub.org

- **Edsential: #EdsentialAtHome** PE daily challenge. We hope it will encourage schools, parents, and pupils to get active and share any activities they are doing in school or at home. You can catch up on all our challenges so far by visiting our YouTube channel [here](#).
- **NHS:** the NHS have a range of tools to help you get active:-
 - [fitness studio exercise videos](#)
 - [Active 10 walking app](#)
 - [couch to 5K: week by week](#)
 - [flexibility exercises](#) - these home exercises help to improve mobility
 - [balance exercises](#) - simple home exercises to improve steadiness with walking and moving
 - [strength exercises](#) - home exercises to improve lower limb strength
 - [seated exercises](#) - these exercises from the NHS improve mobility and lower limb strength, which helps with feeling steadier to move onto standing exercises

Change4Life - <https://www.nhs.uk/change4life/activities/indoor-activities>

Sport England - [how to stay active in and around your home](#)

British Heart Foundation - [10 minute living room workout](#) or Be active [Stair challenge](#)

The Body Coach – daily PE lessons, seated exercise, HIIT and lots more via YouTube - <https://youtu.be/Rz0go1pTda8>

Disney dance-along videos created by This Girl Can are a fun and compact way to exercise - <https://www.thisgirlcan.co.uk/activities/disney-workouts/>

Even Superhero or Harry Potter themed workouts for kids -

<https://www.youtube.com/playlist?list=PLvuT1Bjs2VSF0Yqahj8VAKBwyYFnLJIDa>

Cosmic Kids Yoga - <https://www.youtube.com/user/CosmicKidsYoga/featured>

In addition, there is helpful guidance for school and college staff from the Anna Freud Centre:



AnnaFreud-schoolstaff-looking-after-each-



supporting-schools-and-colleges.pdf

Bereavement:

Child Bereavement UK <https://www.childbereavementuk.org/>

Winston's Wish <https://www.winstonswish.org/>

Winston's wish - specific information about coronavirus <https://www.winstonswish.org/coronavirus-supporting-bereaved-children-and-young-people/>

Winston's Wish - How to say goodbye when a funeral is not possible https://www.winstonswish.org/coronavirus-funerals-alternative-goodbyes/?utm_source=Winston%27s+Wish+newsletter&utm_campaign=948985d440-email-newsletter_2020_04_02&utm_medium=email&utm_term=0_d9f3f2fa6f-948985d440-404890297

Cruse Bereavement Care <https://www.cruse.org.uk/>

The Lullaby Trust <https://www.lullabytrust.org.uk/our-response-to-coronavirus-covid-19/>

Reflections on grief and loss by Dr Karen Treisman - video on YouTube
https://www.youtube.com/watch?time_continue=327&v=n9a79NeUARo&feature=emb_logo

Child Bereavement UK Org and provides information regarding support for children and young people with additional needs specifically:

<https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=74e7be4a-022a-4400-a398-bd6922440292>

This link from Childhood Bereavement UK is aimed at supporting children and young people with Autistic Spectrum Disorder specifically:

<https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=e99e1f53-01c0-4112-bfa4-e2a58dfb4e24>

For the most up to date information and guidance please refer to:

The latest Government guidance:

<https://www.gov.uk/coronavirus>

NHS Advice

<https://www.nhs.uk/conditions/coronavirus-covid-19/>

<https://111.nhs.uk/covid-19/>

The Mental Health Foundation: <https://mentalhealth.org.uk/coronavirus>

Looking after your mental health during the Coronavirus outbreak.

This contains a useful general overview and advice to:

- Try to avoid speculation and look up reputable sources on the outbreak
- Try to stay connected
- Talk to your children
- Try to anticipate distress
- Try not to make assumptions

<https://www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronavirus-outbreak>

How to look after your mental wellbeing while staying at home

<https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/>

Young People with symptoms of anxiety and depressions have written their own guide to self care with the Anna Freud Centre and the pack can be found here:

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

General – for Young People

www.kooth.com
www.youngminds.org.uk
www.keep-your-head.com

General- For Teachers

Free confidential support line open 24 hours for any staff working in education: 08000 562 561

<https://www.educationsupport.org.uk/helping-you>

General – for Parents

Samaritans
Call 116 123

<https://www.samaritans.org/how-we-can-help/contact-samaritan/>

Mind UK

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

<https://www.mind.org.uk/information-support/support-community-elfriends/>

UK Mental Health Charity with information and an online mutual support community

Anyone can talk to a dedicated Mental Health professional, including children, young people and all adult age groups 24/7 – the number is 0300 303 3972

The Anna Freud centre has a useful pack, including top tips for families:



AnnaFreud-toptipsforfamilies2.pdf

Parenting pressures

Family Action

Telephone: 0808 802 6666

Text message: 07537 404 282

<https://www.family-action.org.uk/what-we-do/children-families/familyline/>

The FamilyLine service supports people who are dealing with family pressures in a new and innovative way by using a network of volunteers from across the country to support family members over the age of 18 through telephone calls, email, web chat and text message.

Family Lives (previously Parentline)

Call: 0808 800 2222

<https://www.familylives.org.uk/how-we-can-help/confidential-helpline/>

Family Lives offers a confidential and free helpline service for families in England and Wales (previously known as Parentline) for emotional support, information, advice and guidance on any

aspect of parenting and family life. The helpline service is open 9am – 9pm, Monday to Friday and 10am – 3pm Saturday and Sunday.

Gingerbread

Single Parent Helpline: 0808 802 0925

gingerbread.org.uk

One Parent Families/Gingerbread is the leading national charity working to help lone parents and their children.

Grandparents Plus

Call: 0300 123 7015

grandparentsplus.org.uk

Grandparents Plus is the only national charity (England and Wales) dedicated to supporting kinship carers - grandparents and other relatives raising children who aren't able to live with their parents.

Helpful resources for talking to CYP about Coronavirus:

Covibook

<https://www.mindheart.co/descargables>

A short book about Coronavirus for children under 7

Newsround video

<https://www.bbc.co.uk/newsround/51342366?fbclid=IwAR3CyZq5rzXVoyGCgWjipx6YqoetuZ1tP16y7wMjUR6uwgWyhRmf0aFTrAs>

Drs Chris and Xand explain what's happening

This Guide was produced by the Children's Commissioner:



cco-childrens-guide-to-coronavirus.pdf

This was produced by Darlington EPS to support Year 11's who exams have been cancelled.



Darlington EPS Year 11 Coronavirus supp

Resources for CYP with Special Educational Needs and Disability:

ADHD:

Additude has published some advice for parents of children with ADHD:

<https://www.additudemag.com/explaincoronavirus-covid-19-anxiety-adhd-child/>

ASC

National Autistic Society – Covid-19 guidance and helpline for parents, young people and staff
[Here](#)

[https://www.autism.org.uk/services/nas-schools/vanguard/news/2020/march/coronavirus-\(covid-19\)-advice.aspx?dm_i=43MR,SZ24,5QMZYG,3HKE2,1](https://www.autism.org.uk/services/nas-schools/vanguard/news/2020/march/coronavirus-(covid-19)-advice.aspx?dm_i=43MR,SZ24,5QMZYG,3HKE2,1)

<https://www.autism.org.uk/services/helplines/coronavirus.aspx>

Anna Kennedy Online has provided some advice for parents of children with ASC:

<https://www.annakennedyonline.com/autism-and-coronavirus-advice-for-parentsby-rosie-weldon/>

Advice for reducing the impact of routine disruption for those with ASC:

<https://themighty.com/2020/03/covid-19-autism-routine-disruption/>

Social story about COVID-19:

<https://theautismeducator.ie/wpcontent/uploads/2020/03/The-Corona-Virus-Free-Printable-.pdf>

Practical AAC communication resources - A variety of learning resource tips for those with communication needs, and resources for explaining coronavirus to those with severe communication needs

<https://praacticalaac.org/praactical/praactical-resources-dealing-with-the-covid-19-pandemic/>
<https://praacticalaac.org/praactical/praactical-resources-online-aac-support-for-families-during-school-closures/>

AFIRM Autism Focused Intervention Resources & Modules:

<https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times/>

Brain in hand – personal technology for independent living, Suitable for people with a range of neurodiverse and mental health difficulties, Brain in Hand improves confidence, enables people to cope with anxiety, and increases independence.

<https://braininhand.co.uk/>

The Association for Child & Adolescent Mental Health - Coronavirus and helping children with autism

<https://www.acamh.org/podcasts/coronavirus-autism-a-parents-guide/>

Learning Difficulties:

<https://theautismeducator.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf>

<https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>

<https://www.mencap.org.uk/advice-and-support/health/coronavirus> -

contains a link to the most up to date version of their “Easy Read” for young people and adults with learning difficulties

OCD:

Helpful tips on managing OCD symptoms and dealing with handwashing during outbreak from OCD-UK (aimed at adults but also suitable for teenagers):

<https://www.ocduk.org/ocd-andcoronavirus-survival-tips/>

<https://www.ocduk.org/ocd-and-coronavirus-top-tips/>

The international OCD foundation has published advice for parents of youth with OCD:

<https://iocdf.org/covid19/talking-to-kidsabout-covid-19/>

Curriculum-Based Activities and Websites

General activities

Twinkl is offering free resources for a month

<https://www.twinkl.co.uk/blog/how-to-utilise-twinkl-during-the-coronavirus-shutdown-a-guide-for-schools>

There is a wide range of on-line activities to develop learning skills across the curriculum available at <https://uk.ixl.com/>

BBC bite-size has a wide range of resources, games and ideas <https://www.bbc.co.uk/bitesize>

Literacy Activities

Booksmart keep children reading with free library on your mobile phone

https://www.worldreader.org/keep-children-reading/?utm_source=mailchimp&utm_campaign=030096d2e1f0&utm_medium=page

National Literacy Trust <https://literacytrust.org.uk/family-zone/>

Creative writing exercises

http://www.expressempoetics.org.uk/wpcontent/uploads/2016/07/04_c_creative_writing_exercise_s.pdf

David Walliams reads a story a day <https://www.worldofdavidwalliams.com/elevenses/>

Free **Cam bugs** App: for 4-6 year olds and older children who need to develop skills and is easy for parents to do with children. You may want to share with your schools so they can recommend to families who would benefit. found on the itunes store and we have some videos on youtube:

Cambugs Letter sounds: <https://www.youtube.com/watch?v=zbltMVnEhWw>

Peer tutoring with Cambugs: https://www.youtube.com/watch?v=D7ih_uhrQIM

Cambugs phonics: <https://www.youtube.com/watch?v=gLae3IJPXY>

Maths activities

<https://www.myhomeschoolmath.com/visualperception.html>

<http://www.amathsdictionaryforkids.com/>

<https://www.10ticks.co.uk/>

Secondary age Maths resources <https://www.drfrostmaths.com/>

Carol Vorderman's Maths site is providing free resources while schools are closed www.themathsfactor.com

Creative ideas for Maths learning at home <http://bedtimemath.org/fun-math-at-home/>

Creative and Fun Learning Opportunities:

Film Competition 2020 <https://www.childnet.com/resources/film-competition/2020> closes Monday 22nd June 2020 5pm

Paper and pencil type activities which develop problem-solving skills such as: Noughts and Crosses (or make up your own shapes - we have played cats and dog before, same grid, just draw cats and dogs); Hangman; Squares etc. More ideas here <https://www.playworks.org/resource/fun-paper-and-pencil-games-to-play/>

Sesame Street have developed a site which provides content and resources you can use with your family to offer comfort and spark playful learning activities <https://www.sesamestreet.org/caring>

Bash the Trash make your own instruments out of recyclable materials
<https://www.retradeproject.co.za/bash-the-trash>

Vroom activities for brain building moments <https://www.vroom.org/>

Create, Play, Move and Learn facebook page with loads of ideas

https://www.facebook.com/pg/CreatePlayMoveandLearn/posts/?ref=page_internal

NASA kids' club <https://www.nasa.gov/kidsclub/index.html>

Inky Happy Place - with free creative resources <https://www.iohannabasford.com/happyplace/>

Story line Online has lots of fantastic free on-line stories read by actors and with animations (we tested When a Dragon Moves In - it was great) <https://www.storylineonline.net/>

Lovely free mindfulness colouring - <https://diaryofajournalplanner.com/free-mindfulness-colouring-sheets/>

Mindfulness games cards -

<http://www.unm.edu/~unmvclib/gamification/cards/mindfulgamescards.pdf>

Learn to knit handout - https://media.craftyarncouncil.com/files/teach/WUA-PTG_Bk_web_5.pdf

Cheap and easy home crafts -

https://wvla.org/downloads/Annual_Conference_2013/craftbookletforwvla.pdf

There are mindfulness activities in the side panel for you to try with your children -->

Free e-book for arts and craft ideas <https://www.vipmumsndads.co.uk/shop/ready-to-go-art-ebook-one-free/>

A wonderful and wide ranging selection of activities and links to other websites

<http://www.thesensoryprojects.co.uk/covid19-resources>

Free e-books, videos and resources for children and adults

https://www.shambhala.com/shambhala-publications-and-the-global-health-crisis/?utm_source=bm23&utm_medium=email&utm_term=Shambhala+Publications+and+the+Global+Health+Crisis&utm_content=Take+Heart:+Encouragement+for+Uncertain+Times&utm_campaign=Take+Heart+Introduction&bta_tid=18436282085476419892366705709293183034065153370518185021771178333989028379759548078448613750431530219016&bta_c=d3p7qwpjyjo17vee4nir6yhb672m6

Draw with Rob - free online drawing lessons <http://www.robbidulph.com/draw-with-rob>

24 best podcasts for kids of all ages <https://www.timeout.com/new-york-kids/things-to-do/best-podcasts-for-kids-of-all-ages>

Escape Room online game - <https://www.365escape.com/>

Make your own comics for free [also useful for creating social stories] <https://www.makebeliefscomix.com/>

Chatterpack have an amazing long list of free online resources + the usual wonderful speech and language resources they usually produce and share <https://chatterpack.net/blogs/blog> ****

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Example Timetable

Get ready for the day	<input type="checkbox"/> Have breakfast, have a wash, get dressed
9am Activity 1	<input type="checkbox"/> Online learning from school OR a craft activity (cutting and sticking, painting, baking)
10am Activity 2	• Online learning from school OR some writing or maths - write a story, count coins
11am Get active!	<input type="checkbox"/> Play in the garden, do an exercise video
12 Lunchtime	
1pm Help about the house	<input type="checkbox"/> Help tidy up, Hoover, wash up
2pm Quiet time	• Do something calm, like reading or colouring
3pm Activity 3	• Online learning from school OR be creative – make some music, design an outfit
4pm Have some free time	<input type="checkbox"/> Enjoy toys and tech
5pm Dinner time	<input type="checkbox"/> Help prepare dinner – help tidy up too!
6pm Family time	<input type="checkbox"/> Play a game, watch a movie, spend time together
Get ready for bed	• Have a bath, get pyjamas on, read a story

Wellbeing:

At Home work outs

<https://watch.lesmillsondemand.com/at-home-workouts>

Suggestions for Free online exercise classes

<https://www.independent.co.uk/life-style/health-and-families/coronavirus-home-workout-exercise-class-yoga-dance-kids-elderly-joe-wicks-a9421126.html>

<https://www.goodhousekeeping.com/health/fitness/a31792038/coronavirus-live-stream-workout-classes/>

Down dog – providing free membership to their yoga, barre and HIIT apps until April 1st:

<https://www.downdogapp.com/>

Sport England have relaunched their <http://sportengland.org/> webpage to advise how to keep active while at home.

Keeping Active

There are lots of resources coming out for children, here's just a few:

PE with Joe Wicks – daily PE lessons via YouTube

<https://youtu.be/Rz0go1pTda8>

Sport England have relaunched their <https://sportengland.org/> webpage to advise how to keep active while at home. It now includes resources on workouts you can do indoors with your children.

If you are tight for space, **Disney dance-along videos** created by This Girl Can are a fun and compact way to exercise. <https://www.thisgirlcan.co.uk/activities/disney-workouts/>

They also have links to games and activities for indoor play that means kids will be up and moving throughout the day.

<https://www.nhs.uk/change4life/activities/indoor-activities>

Even Superhero or Harry Potter themed workouts for kids! (but beware they tend to be quite short)

<https://www.youtube.com/playlist?list=PLvuT1Bjs2VSF0Yqahj8VAKBwyYFnLJIDa>

Cosmic Kids Yoga

<https://www.youtube.com/user/CosmicKidsYoga/featured>

Mindfulness

The Free Mindfulness Project

The outbreak of coronavirus and subsequent classification as a pandemic has led to significant changes for many of us across the world. We are reducing our social contacts with others, but also having to adapt to challenging circumstances in terms of our work, home life or financial situation.

Many mindfulness organisations and individual teachers are exploring ways to provide free access to mindfulness. The Free Mindfulness Project aims to map these free mindfulness-related resources and to list them here for easy access. <http://www.freemindfulness.org/covid19>

The Oxford Mindfulness Centre <https://oxfordmindfulness.org/online-sessions-podcasts/>

Is offering weekly online mindfulness sessions, open to those who feel they would benefit. These sessions are completely free and open to the general public, meaning you do not need prior mindfulness experience or practice to take part. Each session will also be available as a free podcast shortly after for anyone who missed the live session or wishes to practice again.

Free Audio recordings for mindfulness and grounding

<https://www.actmindfully.com.au/free-stuff/free-audio/>

Guided Meditations and Exercises with a Compassion Focus

<https://centerformsc.org/practice-msc/guided-meditations-and-exercises/>

<https://techcrunch.com/2020/03/23/the-best-video-chat-apps-to-turn-social-distancing-into-distant-socializing/> recommendations of free, easy to use apps you and your friends and family could use, whether it's for a coffee meeting, a family get-together or a late-night gaming hangout.

<https://www.vox.com/2020/3/21/21185750/how-to-group-chat-watch-movies-games-netflix-discord-zoom-coronavirus-internet>

This article outlines the huge array of ways to connect online and do things you might once have done face to face.

Improve Sleep

Feelings of uncertainty and changes to daily life may mean you have more difficulty sleeping. Trying to go to bed and get up at the same time each day, even at the weekend if you can, and ~~get~~ some natural sunlight helps to regulate your body clock which can help you sleep better.

Alternatively you could aim to stop worrying about sleep or trying so hard to sleep!

<https://stevenchayes.com/having-a-hard-time-sleeping-do-nothing/>

The sleep school offer an ACT approach to Insomnia or struggles with sleep.

<https://thesleepschool.org/>



ACT for Insomniacs.
Meadows.pdf

Reference documents:

The World Health Organisation

https://www.who.int/docs/default-source/coronaviruse/coping-with-stress.pdf?sfvrsn=9845bc3a_2
https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff_2

Mental Health UK

<https://www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronavirus-outbreak>

NEF – Five Ways to Wellbeing: The Evidence

<https://neweconomics.org/2008/10/five-ways-to-wellbeing-the-evidence>

Wang et al (2020) Mitigate the effects of home confinement on children during the COVID-19 outbreak. The Lancet; Correspondence.

[https://doi.org/10.1016/S0140-6736\(20\)30547-X](https://doi.org/10.1016/S0140-6736(20)30547-X)

National Association of School Psychologists

[https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource)

Brooks et al (2020) The Psychological Effects of Quarantine and How to Reduce It: A rapid review of the evidence. In The Lancet Volume 395, ISSUE 10227.

[https://doi.org/10.1016/S0140-6736\(20\)30460-8](https://doi.org/10.1016/S0140-6736(20)30460-8)

The Child Mind Institute

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

Mind Hong Kong

<https://www.mind.org.hk/wp-content/uploads/2020/02/ResponseCoronavirusENG6.2.2020-.pdf>

Podcasts:

List of podcasts looking at trauma-informed practice and resilience <https://www.lisacherry.co.uk/8-top-podcasts/>

Understanding the architecture of the brain <https://developingchild.harvard.edu/resources/the-brain-architects-podcast-brain-architecture-laying-the-foundation/>

Child in Mind looking at mental health <https://www.annafreud.org/what-we-do/schools-in-mind/expert-advice-and-guidance/child-in-mind-podcasts/>

Psychology - <https://digest.bps.org.uk/podcast/>