

## COVID-19: Supporting the emotional health and wellbeing of children returning to school: A brief guide for Calderdale Primary School Staff

Since 23 March 2020, nurseries, schools and colleges have been closed except to children of key workers and vulnerable children. With support from the Local Authority, schools are currently planning how they can begin a phased return of more children in a measured way that prioritises the safety of children and staff.

Some children will be happy to go back to school; however, others may feel worried or uncertain. Our children and young people need to experience successful transitions back to school, recognising that transition is a process and not a single event. We know that an individual's experiences during this time can have a powerful and long-lasting effect on academic outcomes, as well as impacting on their self-esteem and emotional wellbeing. Whilst the current circumstances are unprecedented, schools are skilled in planning and preparing for transitions on a regular basis. This is a big responsibility at a time when adults in the school community may have similar worries and concerns, or have been affected during the pandemic<sup>1</sup>.

The purpose of this guidance is to provide advice to staff on how they can support the emotional health and wellbeing of children in managing this transition. This document and all the links and resources it contains can be found on [www.openmindscalderdale.org.uk](http://www.openmindscalderdale.org.uk).

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### During a period of transition children and young people can experience:      Effective transitions are supported by:

- *A loss of attachment to familiar people, friends, the environment and objects within that environment*
- *Uncertainty about their role and identity in class/the school*
- *Entry into an environment that is less predictable*
- *A perceived loss of control*
- *A feeling of being de-skilled and less valued*
- *Uncertainty about the future*
- *Advance planning and preparation*
- *Clear processes for communication with parent/carers and children*
- *Consideration of relationships*

**In addition, we must acknowledge their ongoing thoughts and worries about safety and health at these times.**

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<sup>1</sup> Support and advice for adults living in Calderdale can be found at: <https://www.calderdaleccg.nhs.uk/looking-after-your-emotional-health-and-wellbeing/>



## Planning and preparation

- Some children will be worried and uncertain about returning to school. Others may be generally happy about returning, particularly if school is a safe place for them.
- Some children may have become used to being with their parents/immediate family for an extended period. Therefore being separated from them may be a potential source of worry for young/vulnerable children.
- There may have been bereavement within the school and community or in the family.
- In contrast, some children and family members may have experienced abuse at home.
- Some may have post-traumatic stress but this may not be immediate.
- Some children have continued to attend school (although it may not be the one they usually attend) and may be anxious about other children returning to join them.
- Adapt existing transition materials to share with pupils and families.
- Clearly explain what will be the same and what will be new or changed e.g. which classroom they will be in, which staff they will be with, which pupils they will be with, what the routines will be, how classroom time, breaks and lunchtimes will work, queues, personal hygiene, home learning/homework expectations, if there will be new or altered rules or boundaries (be aware that this may cause information overload for some children, use visual aids where appropriate).
- Explain how children will be kept physically and emotionally safe, and how they/families can get support, and who from e.g. during the day from teachers, pastoral lead, SENCO etc. (children), before/during/after school (parent carers).
- Explain that staff understand that children will need time re-establish and re-learn routines and what is expected of them.
- Plan activities/projects that support the transition process – consider discussing what children have learnt or how they feel. Ensure these are accessible to all pupils & take into account that it may not be appropriate for some children to participate e.g. if they're vulnerable/have suffered a distressing incident(s) during absence from school.
- Identify the pupils who will need a more enhanced and individualised transition plans.

## Support/resources

- Calderdale **Open Minds** web site [www.openmindscalderdale.org.uk](http://www.openmindscalderdale.org.uk) and **Emotional health and wellbeing support for coronavirus page:** [www.openmindscalderdale.org.uk/category/help-and-support-coronavirus](http://www.openmindscalderdale.org.uk/category/help-and-support-coronavirus)
- Calderdale **Open Minds Partnership** (the new name for CAMHS) – COVID-19 arrangements: [www.calderdaleccg.nhs.uk/cyp-ehwd-c19](http://www.calderdaleccg.nhs.uk/cyp-ehwd-c19)
- **Anna Freud Centre** resources for schools: [www.annafreud.org/coronavirus-support/support-for-schools-and-colleges](http://www.annafreud.org/coronavirus-support/support-for-schools-and-colleges)
- The **British Psychological Society** – Talking to Children about illness or Coronavirus: [www.bps.org.uk/coronavirus-resources/public](http://www.bps.org.uk/coronavirus-resources/public)
- **Young Minds:** [Talking to your child about coronavirus](#); [What to do if you're anxious about coronavirus](#); [Transitions Activity for Year 6 Pupils](#); [Find Your Feet: Transitioning to Secondary School](#)
- Anna Freud Centre – **Mentally Healthy Schools:** [Transitions](#)
- **ChildLine:** [Moving schools](#)
- **Time Out Listening Line:** for CYP aged 10-19 gives young people the opportunity to get some simple advice and guidance about how to keep busy and reduce their anxiety about the current situation. Available Wednesday's 1-4pm, call 01422 345154.
- **Kooth** (Xenzone): a free, safe, anonymous online counselling and support service for ages 10 to 25, open until 10pm every evening, 365 days a year. [www.kooth.com](http://www.kooth.com)



## Things to think about

## How can I help?

### Clear Communication

- Plan accessible communications with children and parents/carers.
- Use your communications to show empathy, acknowledge anxieties and build confidence.
- Review mechanisms for staff and parents/carers to communicate with each other.
- Explain how parents/carers can share in confidence whether their child has experienced any distress or difficulties during lockdown.
- Adapt existing transition communications; focus on kindness, and compassion
- Create clear, unambiguous plain English communications plans which are age/audience appropriate e.g. video, emails, newsletters, vlogs, FAQs to provide timely & official guidance information, and generate confidence in transition plans.
- Ensure feeder/receiving schools have any additional COVID-19/lockdown information about children entering a new setting.
- Plan regular 'check-ins' to review the settling in process and two-way feedback with parent carers.

### Support/resources

Continue to promote Calderdale **Open Minds** web site resources: [www.openmindscalderdale.org.uk](http://www.openmindscalderdale.org.uk)

### Relationships

- Focus on re-establishing relationships, connections and belonging between/among staff and children.
- Take in to account any key worker/vulnerable children who have remained in school – their feelings towards others who have not been attending school.
- Take time within the curriculum to acknowledge that everything has not just 'returned to normal'.
- Give thought to use of displays in school to reflect the situation, e.g. *things that we are sad about and things we should be happy about*.
- Provide safe spaces or people for children to share experiences.
- Give opportunities to commemorate members of the school community who have died, to celebrate the work of the NHS and key workers, acts of kindness offered and received during the pandemic (*NB. in line with family wishes/consent from bereaved families obtained beforehand as this may not be suitable for all children*).
- Balance wellbeing priorities with boundaries in place to keep others
- Identify pupils who need key workers. Review who this will be, plan for how this relationship will be (re)established.
- Consider the social relationships available to individual pupils i.e. are they with established and known friends. Adults to model appropriate behaviours and talk about experiences when needed.
- Plan time for children and staff to re-develop relationships and to get to know each other (again or for the first time).
- Consider activities that build on relationships, feeling safe, repetition of routines and structures e.g. Circle Time, games, welcome back assembly (re-establishing school community), celebrate any missed birthdays, show appreciation for key workers, reinforce everyone safe and back together.
- Provide opportunities to talk about feelings/emotions embedded throughout the curriculum. NB. This may not be appropriate for some children to participate e.g. if they're vulnerable/ have suffered a distressing incident(s) during absence from school.
- Adapt existing transition visual resources or create new to explain and reinforce routines and structures e.g. visual time tables, checklists etc.
- Share new rules and restrictions as 'do' statements rather than 'don't' e.g. 'do wash



safe, i.e. it's OK to feel scared about being at school but it's not OK to hit staff.

- Take a gradual approach to reintroducing academic demands, formal assessments.

your hands'.

- Staff to not directly question children on what work they may or may not have completed at home.
- Continue to use positive praise.

### Support/resources

- Continue to promote the Calderdale **Open Minds** website: [www.openmindscalderdale.org.uk](http://www.openmindscalderdale.org.uk)
- ChildLine: [Feeling Lonely](#)
- ChildLine: [Top tips for making friends](#)
- Action for Children: [Tips for Young People](#)
- The Communication Trust: [Top Tips for Developing Talk](#)