

EMOTIONAL WELL BEING IN SETTINGS

Including Universal and Transition Support

EDUCATION and CURRICULUM

[DEPARTMENT for EDUCATION](#) (DfE) has produced links for resilience building; [online educational resources](#).

[PUBLIC HEALTH ENGLAND](#) has updated resources and provided advice in the context of the pandemic, including: the world-leading [EVERY MIND MATTERS](#) platform;



[RISE ABOVE](#) for young people which includes RSHE lesson plans for schools, guidance on mental health and wellbeing during the pandemic.

Schools are a huge protective factor in promoting children's resilience. Psychological adaptation and re-orientation are already beginning to take place. Schools are already providing safe, stable and nurturing environments for their children and are already rich in resources to promote wellbeing.

The following resources are designed to complement existing school resources and are designed to be dipped into as and when needed. Each strand includes different levels of response according to level of need.

There is a section on school systems, with local and national resources there to support Wellbeing across the school. **Together the STLS** Service and Educational Psychology Service have developed specific resources to support reintegration; which includes checklists, guidance and practical classroom resources, which are stored on a google drive. The resources which have been developed include [universal emotional wellbeing support](#), [Transition wellbeing](#) and [Early years](#), a description of each is detailed in this document

SUPPORTING SCHOOL SYSTEMS

[CHILDREN and YOUNG PEOPLE KENT EMOTIONAL WELLBEING](#) – systems and services to inform decision making.

[KENT RESILIENCE HUB](#) includes a free '[whole school approach wellbeing Toolkit](#)' with [resources and support](#) for implementation [DfE's](#) guidance about [safeguarding on mental health and behaviour](#) [KENT and MEDWAY CCG NHS.UK fortnightly bulletin](#) contains a list of resources to support parents, carers, school, colleges and children and young people during this Covid19 pandemic [EARLY HELP PREVENTATIVE SERVICES](#) includes tools and processes for Early Help; and leaflets for [partners](#) and [families](#). It is important to have conversations with young people to find out their experiences and listen to their experiences. The [resilience conversation tools](#) can enable solutions to be found

EDUCATION and CURRICULUM with specific focus on TRANSITION BACK INTO SCHOOL following COVID19.

Before you consider anything else on this page please refer to:

[Dr Pooky Knightsmith's short video.](#)

This explains the importance of using nurture to transition pupils back into school after such unprecedented events as Covid 19 and Lockdown.

In this [section](#) you will find tools for you to assess the needs of your pupils and lesson plans to support your class to re-engage with learning. It is vital that you allow your pupils, and yourself, a few days 'settling in time' before attempting the assessments or any of the lessons. Some pupils will not have had any routine or structure to their day for many weeks and even going to bed/waking up may be difficult!

[UNIVERSAL SUPPORT](#) for children and young people is separated into the following five areas.

-  **TRANSITIONS** – from home to school, while at school and school to home. There is a separate support package for Year 6-7 transition.
-  **SOCIAL SKILLS** – how well the pupils are re-engaging with their friends.
-  **ATTITUDES TO LEARNING** – how well the pupils are able to re-engage with tasks specified by a teacher.
-  **FEELINGS AND EMOTIONS** – how well pupils are coping with the whole Covid 19 situation/experience.
-  **PHYSICAL WELL BEING** – how well pupils are coping physically? Are they sleeping etc?

There is a [google drive](#) set up to share to a library of resources that contain Well Being Check in Templates and Lesson Plans.

The **WELL BEING CHECK IN** Templates - After the settling in time and before starting to work with your pupils/students, it is important for you to assess what your class needs. We have therefore included a 'Wellbeing Check' for teachers to complete and a Pupil Wellbeing Check (one for primary and one for Secondary) to judge the level and type of support individuals, groups and class cohorts will need. These assessments have been linked to the five areas of support. The teacher's check has been provided in Word and Excel form and the pupil ones in Word. You may like to use the pupil questions to create an online questionnaire for your class using Forms/Survey Monkey etc. Please feel free to adapt these forms to suit your own school's needs.

Using the results of the Wellbeing Checks, those with the majority of answers falling into 'green' should just require universal lessons (provided in this section). For those with answers falling into 'amber' may require targeted intervention and those with answers falling into 'red' may require intensive intervention. Support with those needing 'amber' and 'red' intervention can be found in other sections of the Kent Support Pack.

The **LESSON PLANS/DISCUSSION POINTS/IDEAS** for KS1/2 and KS3/4 contained in this section have been designed for class/form teachers to support their pupils to return to the demands of the school day. We envisage Primary Schools delivering the support any time during the school day and Secondary Schools during Form Time. They promote and encourage a Wellbeing approach and support schools to offer nurturing experiences both inside and outside of the classroom.

It is important to remember that the lessons offered are not in any sequential order or have any time limit. One lesson/idea may take you 4 or 5 lessons over a week as you develop your understanding of pupils' needs, and another may simply take 30mins. You could also repeat some lessons which will certainly help if some pupils return before/after others. Lessons should be completely pupil centred.

EARLY YEARS TRANSITIONS

.For most children, starting a new nursery, school or key stage is a relatively smooth process, but transition is also a time of vulnerability for children and young people as they progress through their educational careers.”

(National Foundation for Educational Research)

This section draws on the [resources](#) by the Kent County Council Early Years and Childcare Service including a:

- Framework
- Audit tool
- School Readiness
- Transition Leaflet
- Useful guide



[Draw Your Own Solution campaign](#) will help young people become more aware of what resilience is, and how to increase their levels of resilience.

UNIVERSAL TRANSITIONS

In the [google drive](#) you will find information to support pupils between Years 6 and 7. We have also provided a document that you may find useful to support pupils moving from an Infant to Junior School.

YEAR 6 & 7 TRANSITIONS

All schools will have some provision in place to support their pupils at this critical stage in their education. The following information has been devised, in consultation with secondary schools, to help primary schools support and prepare their pupils for the move to secondary school in September. The pack works just as well if the activities have to be sent home for those not returning as for those in school in term 6.

This pack [includes](#):-

A set of generic activities and tasks suitable for pupils going to any secondary school, which cover important issues such as time management, planning journeys to school, reading a timetable and budgeting lunch money.

- ‘Tips’ for you to email out to Y6 parents/carers on a weekly basis. These ‘tips’ link directly to the pupil activities and suggest additional activities and discussion points so that parents/carers can also support their child’s transition to secondary school.

Moving from Infant to Junior School

For some of our younger pupils, not only will they be returning to school in September after a long break, they will also be returning to a new school. Whilst most Infant and Junior Schools are linked closely both by geography and community, some 7 year olds will find this transition difficult. We have therefore created a document to help provide the Junior School with the essential information to help ease the move. Its completion will enable KS2 teachers to ensure that the appropriate and necessary interventions are in place, friendship groups continued and a consistent approach is offered.

For further information contact [Jill Ansell](#) or [Emma Lloyd](#)
Emma.lloyd@stlsoutreach.org.uk

YOUNG PEOPLE’S MENTAL HEALTH [#HEREFORYOU](#) SOCIAL MEDIA CAMPAIGN

has developed resources for schools to make sure families know we are still providing all kinds of emotional support and mental health services, with some adjustments due to government guidance. These are available on [Google Drive](#) or follow the link to the [school briefing pack](#).

RADICALISATION

People may be exposed to fake news and propaganda about the causes of Covid19.

Many of these look to blame a specific minority group and incite hate crime.



educate.against.hate

offer free resources and advice to assist in building resilience against messages of hate crime.

[LET'S TALK ABOUT IT](#) is an initiative designed to [provide practical help](#) and guidance to the public in order to stop people becoming terrorists or supporting terrorists.

[EDUCATE AGAINST HATE](#) - Government advice and trusted [resources for schools](#) to safeguard students from radicalisation, build resilience to all types of extremism and promote shared values:

[Posters](#)
[Government Guidance](#)
[Training for Staff](#)
[Reporting a concern](#)

ACCESS TO TRAINING FOR SCHOOL STAFF

[THE EDUCATION PEOPLE](#): School webinars: **Looking Ahead** – strategies for reintegrating back to the new normal of education, [Webinars](#) with focus on the Covid19 – pandemic:

- Supporting children with anxiety
- Understanding trauma, its impact and how we can best respond
- Understanding and managing self harm in children as a response

[MIND – MAIDSTONE and MID-KENT](#) – Youth Mental Health First Aid via Zoom

[INTERNET MATTERS](#) – a one stop shop resource featuring guides and apps to help you support others.

[ANNA FREUD CENTRE](#) – has a number of [resources, webinars and](#)

ONLINE SAFETY

When sharing online resources with children and young people, it's important schools undertake robust checks to ensure the content they share is suitable. Internet content is dynamic and can change; remind children and young people how they can report online concerns and encourage parents/carers to ensure age appropriate parental controls and supervision is in place.

A list of [online safety resources](#) for remote learning to share with parents/carers is available from [THE EDUCATION PEOPLE](#) along with written guidance for schools on the variety of tools to support home learning.

[GOOD HEALTH MATTERS](#)

developed by the [NHS in Kent](#), Good Mental Health matters is a free resource for [Primary](#) and [Secondary](#) school teachers. Online resources are available to schools in addition to:

[THE FANTASTIC FRED EXPERIENCE](#) – a memorable live performance to teach children how to look after their own mental health.

F.R.E.D is an acronym for the four practical ways in which children can help to look after their own good mental health:

Food – Rest – Exercise – Digital Devices

Fantastic FRED and his professor will teach children how to look after their own mental health in a positive and memorable way.



