



Supporting Surrey Schools - Return & Recover:

Mental Health & Wellbeing of Children and Young People

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Background

“Coronavirus disease (Covid-19) is an infectious disease caused by a newly discovered coronavirus.

Most people infected with the Covid-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The best way to prevent and slow down transmission is to be well informed about the Covid-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol based rub frequently and not touching your face.

The Covid-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it’s important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

At this time, there are no specific vaccines or treatments for Covid-19. However, there are many ongoing clinical trials evaluating potential treatments.”

(WHO, 09.06.20, <https://www.who.int/health-topics/coronavirus>)

Further information:

- Information for Schools
[Coronavirus \(Covid-19\): guidance for schools and other educational settings](#) (Department for Education)
- General Information
[Government Coronavirus Information](#) (Gov.uk)
[Coronavirus incl. how to protect yourself and others, myth busters and questions & answers](#) (World Health Organisation)

Current Position

The latest scientific advice states:

“We [the government] have been guided by scientific advice at every stage. The latest scientific advice to government is that:

- there is high scientific confidence that children of all ages have less severe symptoms than adults if they contract coronavirus and there is moderately high scientific confidence that younger children are less likely to become unwell if infected with coronavirus
- limiting the numbers of children going back to school and college initially then gradually increasing numbers, guided by scientific advice, reduces risk of increasing the rate of transmission
- schools and other settings can make changes to how they are organised and put measures in place to reduce risks”

(Current at 09.06.20 <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>)

Updates are frequent therefore the documents at: <https://www.gov.uk/coronavirus/education-and-childcare> should be accessed to ensure that school protocols are in line with the national current position.

Re-integration and Recovery Culture: Supporting Wellbeing, Short Term and Long Term

Over the coming weeks and months pupils, parents¹, staff, and the wider community, will continue to experience unprecedented times. School processes and activities may be subject to a variety of modifications, and *change* will be central to ensuring that protocols are ‘fit for purpose’. A focus upon wellbeing will help to support health along with peoples’ ability to cope with uncertainty. For these reasons it is not sufficient to simply focus upon a ‘recovery curriculum’. The curriculum is one facet of a multi-layered system; it is more appropriate to consider developing a culture which effectively supports positive re-integration and recovery – the formal curriculum being one aspect of this.

¹ Where the word parent is used, this also refers to carer.

People will face the re-integration process with a variety of differing approaches. Some pupils, staff and parents will have a positive outlook towards the phased school re-integration and recovery process and will be confident in the scientific evidence cited by the government.

For a multitude of differing reasons, others may be anxious about the re-integration process and they may not be aware of, or confident in, the evidence informing the government's approach. As part of a positive re-integration process the entire school community will benefit from a considered, supportive and clear approach – this will also help to reduce anxiety and worry.

To assist pupils, parents and staff, empathy and considerate practice will be fundamental, and compassionate leadership essential. To help ensure that planned support is in place it will be necessary to reflect upon as many of the activities and procedures each group of people may go through in the run up to, and during, the re-integration process; this may include days prior to their return to school. For example – pupils may be asked to start a piece of work prior to their return which can form part of a project undertaken at school. Parents should receive clear and concise information about which existing school procedures remain and what new behaviours are expected i.e. social distancing, drop off times/areas, what to do and who to speak with should they have concerns or questions etc. The loss of structure will have been difficult for many pupils therefore schools need to have consistency underpinning the 'new' routines and expectations – yet flexibility to ensure that plans can be altered should situations and needs change. Staff will require explicit information about all aspects of school activities and protocols and will need to know which policies have been amended or adapted in light of coronavirus procedures.

Some pupils will not return to school at the same time as their peers, a number may be 'shielding' and certain families could be required to isolate. In order to aid the re-integration process for pupils who have still not returned to school, and to support the development of a school and class identity, along with a sense of belonging, the school will want to consider ways in which all pupils can come together. This may be through virtual contact and projects using Zoom, Skype, or other on line methods.

Consideration should be given to the entire school day to help ensure that procedures are as supportive as possible. For example, how will pupils (and staff and parents) be welcomed back, how will they enter the school, who will greet them, how will they know where to put their coats, bags, lunches; what break time/lunchtime/home time procedures will be in place, what arrangements are in place regarding use of toilets etc.? Schools will need to reflect upon the methods by which this information can be provided easily, concisely and in a way that can be understood by all.

The DfE guidance [Supporting Pupil Wellbeing](#) provides considerations and case studies for schools in order to aid a planned re-integration and recovery process. Information will also help to provide schools with ideas for activities to support those continuing with home learning. Further to this the

DfE has collated support provided by key national agencies in their document [Mental Health Support for Children & Young People](#).

See: [Back to School: Using Psychological Perspectives to Support re-engagement and Recovery](#) by the British Psychological Society for further information covering: transition, community engagement, leadership, changes to the physical environment, building resilience, and meeting social, emotional and mental health needs.

The [Seminar Series: how to support staff, pupils and the wider community into transitioning back to school](#) developed by the Bupa UK Foundation & Carnegie Centre of Excellence for Mental Health in Schools may also be of assistance when planning your culture of recovery.

Surrey Healthy Schools Approach

Surrey Healthy Schools presents an opportunity to actively promote physical, emotional and mental health and wellbeing. It is a commitment to encouraging personal, social and health development.

These unprecedented times highlight the significance of health and wellbeing and their links to achievement and cohesive societies. Surrey Healthy Schools captures the essence of strategic and proactive universal prevention and assists schools in strengthening the relationship between the value of good health practices including handwashing, caring for others, the importance of healthy eating, physical activity, social interaction and healthy sleep; along with effective systems to assist the development of supportive school cultures, appropriate support for staff, pupils and parents and the provision of a variety of enriching experiences for all. A long term, strategic approach is essential for a sustainable recovery and the development of practice which supports wellbeing, health and achievement. Schools should access the [Surrey Healthy Schools documentation](#) and Self-Evaluation Tool to assist the effective development of needs based practice.

Under the current circumstances, in the short term, some schools may use specific Surrey Healthy Schools standards and signposting to assist in developing immediate and appropriate practice. Appendix 1 highlights some of the standards which could be considered central to the current climate. Links and signposting to support these standards can be accessed by logging on to the [Surrey Healthy Schools Self-Evaluation Tool](#), you can also watch the [video guide webinar](#) to assist you in undertaking the Surrey Healthy Schools Self-Evaluation Tool.

Identifying Roles of Responsibility

Teamwork is central to a joined up, supportive and co-ordinated approach, and for ensuring that staff are confident in how to respond to a variety of situations and possible questions.

Staff should be made aware of the support and information available to staff, pupils and parents. It will also be helpful for staff (and parents/pupils) to be clear regarding who is responsible for a variety of key areas, including, but not limited to:

- Designated Safeguarding Leaders
- Emotional Literacy Support Assistants (ELSAs)
- Healthy Schools Leader
- Home School Link Worker (HSLW)
- Key Workers/Contacts
- Mental Health Leader
- Leader for Equalities (it is suggested that there is an identified member of staff with responsibility for areas incl. Black, Asian and Minority Ethnic (BAME) and Gypsy, Roma, Traveller (GRT) in order to support pupils, staff and families. Schools may also identify additional areas dependent upon the needs of the community)
- Physical Activity Leader
- PSHE Leader
- SEND Leader

School Culture, Vision and Values

The school culture, its vision and values are pivotal to promoting wellbeing throughout the school community. School values, statements and commitments should be at the heart of the re-integration and recovery culture and process. Positive values and behaviours can be highlighted through displays, posters, activities, lessons, information leaflets and via the school website. They may be displayed in prominent places, corridors, in classrooms and in the staff room – and can form part of information shared with the wider school community. (Charlie Waller Memorial Trust have developed some primary infographics for supporting the return to school which you may decide to use. You can access them [here](#).)

Issues of equality, respect for self and others, aspiration, safeguarding and belonging should be a part of the school culture and will assist in making all members of the school community feel safe and supported, also helping to support an ethos of inclusion and anti-bullying (see section addressing Inclusion and Anti-Bullying).

All policies should support the school culture and values, in particular the Safeguarding, Behaviour, Bereavement, and Equalities Policies/Statements. Certain policies may have been updated in light of Coronavirus – in this case updates should be made clear.

For example the Surrey County Council Behaviour Policy Coronavirus Covid-19 Addendum Guidance (originally created on 22.05.20) includes a range of actions to support pupils. These actions should be communicated clearly through planned discussions, activities and lessons; they should also be modelled, and pupils will require reminders to ensure that their behaviours are respectful of themselves and others.

Curriculum - Universal Prevention

To support wellbeing and resilience the taught curriculum and wider activities should have an emphasis upon wellbeing. Elements which schools may want to focus upon may include learning and skills around:

- Resilience
- Good to be me/self esteem
- Recognising emotions/turning negative emotions into more positive ones
- Belonging
- Sense of community
- Togetherness
- Caring for self and others
- Developing learning agreements/ground rules
- Decision making
- Hygiene
- Keeping healthy
- Healthy eating
- First aid
- Positive/healthy relationships
- Life cycles - bereavement
- Keeping safe and risk reduction
- Staying safe with medicines (drug education)
- Online safety
- Pedestrian safety
- Independence skills

Many of the aforementioned areas of learning, skills and understanding can be addressed through a wide variety of subjects and may form part of curriculum based topics; however much of it will form part of your school PSHE curriculum. Many schools (PSHE Leaders) may decide to select appropriate learning opportunities from their current PSHE curriculum, modifying the scheduled terms for delivery. The curriculum may require additional alterations and/or additions.

Professor Barry Carpenter (Oxford Brooks University, 23.04.20) suggests that a curriculum that helps to foster 'positive child development' is based upon the 5 levers of: relationships, community, a transparent curriculum, metacognition and space. To read his full article visit:

<https://www.evidenceforlearning.net/recoverycurriculum/>

For a variety of supportive curriculum/activity links see Appendix 2, also see the Surrey Healthy Schools Self-Evaluation Tool – primarily Themes 2 and 5.

You can access a range of 'free' primary recovery activities/lessons from Jigsaw PSHE [here](#).

PSHE Leaders may also wish to plan in whole school PSHE training, the DfE training module on Mental Wellbeing can be accessed [here](#).

To see the recent DfE communication to schools in relation to Health Education and RSE click [here](#).

Strengthening and Developing PSHE Learning Agreements or Ground Rules

Learning agreements, or Ground Rules are commonly used in effective PSHE teaching and learning – however, with an increased focus upon wellbeing, and with *new* 'appropriate' behaviours to get used to, a school may decide to apply a learning agreement across its entire curriculum.

Essential to effective PSHE (along with a positive and supportive school ethos) is a secure environment where pupils can share their thoughts and opinions, and reflect upon issues and questions along with their own and others' values and attitudes. In order for this to be developed there has to be a mutual understanding of shared values. Emotional needs (restorative practices) should be addressed and understood so as to enable everyone to participate without the fear of being ridiculed or teased. Ensuring there are ground rules (a working agreement or charter) helps to guarantee that pupils can take part in discussions and activities whilst the whole group, including the teacher, takes responsibility for how they intend to work.

Ground rules should be agreed between the class at the beginning of the year, and at timely intervals. They should be utilised during each lesson, and if required, amended over time. They should be displayed in a format that is accessible to all and recapped at the beginning of each lesson and applied during the lesson. Highlighting where people are applying the rules/working agreement is often more effective than emphasising when members of the group are not adhering to the agreement. An acronym on which to base ground rules, which has proved useful in many schools, is ROCK. This stands for Respect, Openness, Confidentiality (safeguarding procedures) and Kind (you may incorporate the right to pass here).

You may decide to have a set of rules, a charter or agreement which is in line with your school protocol; however it is **strongly advised that confidentiality should be addressed and explained along with the right to pass (in particular when emotional responses are required).**

For further information regarding developing a PSHE Learning Agreement see the Surrey County Council [PSHE Guidance 2016](#)

Addressing Sensitive Issues

Effective PSHE requires deliverers to be confident, knowledgeable and skilled – it also requires them to be able to communicate with assurance whilst demonstrating high levels of emotional intelligence. Certain issues may be considered sensitive by some, but the notion of sensitivity is subjective and what may be delicate for one, may appear straightforward to another. The importance of addressing issues of sensitivity begins with several key actions being in place.

PSHE Professionals must:

- be confident, well trained having good subject knowledge and skills, including understanding of appropriate school policies such as those for PSHE, RSE, Drug, Equalities and Safeguarding
- have a clear understanding of the school values, culture and ethos
- know the pupils to whom they are delivering, have knowledge of the community issues, possibly any family issues (including the needs of pupils)
- have carried out needs assessment/pupil voice activity and spoken to the appropriate members of staff (pastoral leaders, SENCO, designated safeguarding leaders) to ensure that the PSHE curriculum and issues raised are appropriate and supportive of pupils
- ensure that planning is progressive, and appropriate to age, maturity and understanding
- prior to the delivery of each lesson, give consideration to any spontaneous issues which may be generated and how these can be proactively and positively addressed
- consider any appropriate signposting which may support pupils requiring additional information, and/or support
- ensure that PSHE ground rules are in place, used and understood
- ensure that there are protocols in place for pupils to ask anonymous questions; such as ‘ask it baskets’, pupils being able to access a school counsellor, school nurse or ELSA
- ensure confidentiality and safeguarding procedures are understood by pupils, staff, volunteers and any external contributors who may visit the school
- have good assessment and evaluation procedures in place
- carry out staff audits to find out training needs
- provide training as required along with regular updates.

Ensuring that the preceding points have been considered will help to safeguard that the requirements of pupils are well catered for; however, there may still be occasions which require additional preparation.

Having the following procedures in place will again support both the PSHE professionals and pupils.

- Consider whether the question/issue requires an individual or whole class response
- Ask the pupils what they think the answer is, or what they think something means – as this will provide you with a clearer picture of their understanding.
- It may be that you respond by saying, “I don’t know the answer to that, it is a very interesting question” or “Why don’t we look into that together”

Don’t feel as though you have to rush into a definite answer, especially as there may not be one; and don’t feel as though you have to give a personal response, as the PSHE ground rules/working agreement are there to assist the teacher and other adult members supporting PSHE, as well as the pupils.

For further guidance to support effective practice in PSHE see the Surrey County Council [PSHE Guidance 2016](#)

If staff require support with the above approach they should be able to seek support from the PSHE Leader, Mental Health Leader, Pastoral Leads and/or SENCO; ELSAs (where in place) may also be effective sources of support. The guidance [Teaching about Mental Health & Emotional Wellbeing](#) is an essential text in preparing staff to teach about mental health in a safe and effective manner.

Equalities and Considerations Identified by Surrey Schools

As previously highlighted, different people will have been and will be affected by the current situation in a variety of ways – even people within the same family will react and feel differently. For many the lockdown procedures will have caused concern for several reasons, and for some, who may be at greater risk of isolation for numerous reasons including, being a single parent family, illness, or living far from friends and relatives etc. – worry and unease may continue into the re-integration and recovery phase.

Schools will want to work towards meeting the needs of everybody. Further to this all maintained and academy schools have a responsibility as part of their Public Sector Equality Duty² to:

² Protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. For more information visit:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and those who do not share it

This is central to promoting a sense of belonging, especially considering the length of time it may have been since pupils, staff and families integrated; and the *new* behaviours around social distancing, classroom and school routines etc. and the interpretation of these by children with limited use of English or from families with different cultural expectations.

People from certain communities, with specific needs, or in particular situations may have been acutely affected by Coronavirus and the changes in living situations they have incurred. Although not exhaustive, schools may find the following sections helpful in supporting their developing culture of re-integration and recovery.

Inclusion and Anti-Bullying

The values of respect, acceptance, care, and kindness are at the heart of an inclusive culture along with knowledge, understanding and reflection (social, moral, spiritual, cultural development). The recent Covid-19 pandemic has brought with it many challenges and new challenges can influence behaviours. Ill-informed comments, unkind and bullying actions are often associated with increased anxiety and fear, and schools may notice previously non-existent unacceptable words and behaviours in classrooms and playgrounds. Clear explanations of Covid-19 (see the PSHE Association document [Advice on addressing Coronavirus in PSHE lessons](#)), and behaviour expectations, along with a wellbeing based recovery culture and effective PSHE curriculum will assist in alleviating such behaviours.

Surrey County Council believes that all bullying behaviour is unacceptable, whether at home, school, college or work: at all times. All children, young people and staff are entitled to a safe, caring and friendly environment.

A whole school approach is fundamental to ensuring emotional and mental health and wellbeing. This approach is essential for raising achievement and attendance in school, promoting equality and diversity, developing resilience and ensuring the wellbeing of pupils' and the whole school community.

In order to support schools, Surrey County Council has developed guidance to support schools in writing and updating their Anti-Bullying policies and procedures. Within the guidance are links to a

range of additional charities and agencies that schools can use to further develop their own set of resources.

Surrey County Council Anti-Bullying guidance can be accessed [here](#).

See Surrey Healthy Schools Self-Evaluation Tool – Theme 1 for additional support for Anti-Bullying protocols.

Managing Feelings and Emotions – Anxiety

Feeling anxious is normal and is part of everyday life. You can feel anxious because you care, this can help to motivate a person to do well or overcome challenge. Anxiety is part of our defence mechanism and is an alarm system in place to protect us.

Anxiety is a normal emotion which can feel abnormal and give an overwhelming sense of apprehension and fear. It sits on a continuum. The causes and levels of anxiety will be different for different people and this may also depend upon a person's age along with an array of other factors.

A range of emotions should be addressed and explored at all ages in a proactive and planned way through a spiralling PSHE education curriculum.

Children and young people should be encouraged to understand, recognise and manage emotions and feelings giving consideration as how to clearly and openly express them and develop strategies for managing impulses so they do not lead to behaviours that have negative consequences. Through the curriculum pupils should be assisted to reflect upon: their triggers, what it feels like to be overwhelmed, short and long term consequences of behaviour, how to make 'wise' choices – even when feeling overwhelmed, and ways to manage feelings including relaxation and calming techniques.

See Surrey Healthy Schools Self-Evaluation Tool – Theme 2 for more information about developing an effective PSHE curriculum and signposting to support and resources.

For the majority of people anxiety is managed appropriately. However, for some people anxiety can be overwhelming and prevent them from coping with everyday activities and occurrences.

See Surrey Healthy Schools Self-Evaluation Tool – Theme 5 for additional support for staff and parents on understanding and assisting children and young people. There is further information regarding anxiety, isolation and the worried child contained within Standard 5.3.2 (MindEd). If you are a Surrey maintained or academy school you may also want to contact your CAMHS Primary Mental Health Worker.

Positive and Healthy Relationships – addressing Domestic Abuse

Developing and sustaining positive relationships is central to a persons' sense of self, confidence and self-esteem. Empowering and healthy relationships should be at the heart of a school's culture – supported by clear values including trust, equality, honesty, acceptance, kindness and respect for self and others. The majority of children and young people will develop positive relationships with their caregivers which will help to develop empathy and in turn, future healthy relationships. Pupils will be further supported in understanding positive relationships at school through the formal and informal curriculum, and this will take place in a planned and developmental manner through the PSHE curriculum. Work around relationships should focus upon how to recognise and develop positive and healthy relationships, identify relationships that are not as healthy – or that are unhealthy – and consider ways to ensure that they can sustain 'good' relationships whilst considering ways they may deal with unhealthy or abusive relationships. Consent, boundaries, appropriate behaviour and touch along with respect will be central to this at all ages.

Within your curriculum you may decide to select purposeful activities from resources such as [Expect Respect](#) (EYFS – YR 13, Women's Aid) or [Disrespect No Body](#) (Secondary, Home Office and the Government Equalities Office).

See Surrey Healthy Schools Self-Evaluation Tool – Theme 2 for more information about developing an effective PSHE curriculum and signposting to support and the aforementioned resources.

See Surrey Healthy Schools Self-Evaluation Tool – Theme 5, standard 5.1.5 for information specific to [domestic abuse](#). There is further information regarding domestic abuse and bullying contained within Standard 5.3.2 (MindEd). If you are a Surrey maintained or academy school you may also want to contact your CAMHS Primary Mental Health Worker further to following your school safeguarding procedures.

To see the Children's Commissioner's Briefing: Children, Domestic Abuse and Coronavirus (April 2020) visit: <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-briefing-children-domestic-abuse-coronavirus.pdf>

Special Educational Needs and Disability (SEND)

Everyone has faced challenges during the Coronavirus pandemic – and most continue to face them, but pupils with SEND (and their parents) can face even bigger challenges. Most people feel safer with routine and familiarity, but the last few months have eroded any 'normality' and we return to school with a developing and changeable 'normal'.

Children and young people with physical, sensory and/or difficulties with communication may feel isolated and apprehensive. Those who have difficulties communicating may not have a voice (either

physically, emotionally or cognitively) to articulate their feelings. Children and young people with a hearing loss may not always have the vocabulary to describe how the pandemic has made them feel or account for why they feel the way they do. Many will not have heard information first-hand (much of which has been on television and radio in the background).

Children and young people with reduced vision may not have seen the non-verbal markers, prompts and cues that keep their sighted peers incidentally informed and reminded of the risks and dangers. They will have been reliant on others to 'fill in the gaps'.

The result the pandemic may have on this cohort as they return to school, is a reluctance to move away from the relative safety of their homes; meaning heightened levels of anxiety. To manage their fear, they will need to feel a sense of security and stability; and where groups (bubbles) have been devised, particular attention will need to be paid to how they and their 1:1s are accommodated. Teachers will need to be mindful that needs may have changed due to the gap in usual provision, e.g. where physical disability is a need a young person may not have had access to specialist equipment available at school, this could result in changes to their physical skills and abilities. When re-integrating into school, pupils may need to re-learn processes and skills, e.g. how to transfer from one piece of equipment to another.

Pupils will require an empathetic response from teachers and TAs some of which might be informed by referring to the following websites:

<https://www.ndcs.org.uk/blog/coronavirus-and-support-for-deaf-children-information-for-families/>

<https://viewweb.org.uk/Covid-19/>

<https://www.pocklington-trust.org.uk/Covid-19-update>

<https://councilfordisabledchildren.org.uk/help-resources/resources/Covid-19-support-and-guidance>

<https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support/send/physical-and-sensory-pss-support-service>

It is important to take this into account in order to review support plans and targets alongside children and their families to help ensure that there is a shared understanding of what progress can look like given the schools' 'reasonable endeavours' at this time.

Considerations for schools:

- How can realistic and effective routines be established quickly?
- How can routines be communicated to staff, pupils and families swiftly and accessibly?
- What activities will help to re-inforce new routines and possibly 'new' behaviours/expectations?
- Do policies require amendments to reflect current times?

- How can the school assist staff, pupils and families to settle in cohesively?
- How can the school still provide 1:1 support/appropriate support safely?
- Should we consider continuing online learning? If so – how, for whom? How do we communicate this?
- What modifications may be needed to ensure that materials (on and offline) are accessible for all pupils including those with vision and/or hearing impairment?
- Have there been any positives we can capitalize upon? (e.g. Some pupils engaging with greater confidence online due to reduced distraction/noise?) How can we capitalize upon this?
- How can we continue to support staff wellbeing?

For further information visit:

DfE Guidance: [Supporting children and young people with SEND as schools and colleges prepare for wider opening](#) (Part of [Part of DfE Guidance Education and Childcare during Coronavirus](#))

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/coronavirus-supporting-children-special-educational-needs-disabilities/>

Surrey CC Local Offer: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

From the 1st of June parents and carers of children and young people with special educational needs and disability in Surrey can access online support for emotional wellbeing from Qwell. Visit: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/site.page?id=zV4oKfCSxrE>

Children and Family Health Surrey have launched a special school nurse support and advice line for parents and carers whose child is not attending their special school due to partial closure or self-isolating. The advice line can be contacted on 07817 092205 and is open Monday to Friday between 9am and 12pm.

Gypsy, Roma, Traveller (GRT) Pupils, Families and Staff

Gypsy, Roma and Traveller families may have a shared sense of anxiety about allowing their children to return to school. Perceived risks may have been widely discussed within the community and shared with children, adding to their worries and concerns. Verbal contact with individual sets of parents and with staff is a suitable way to explain and clearly describe school safety measures and ensure parents receive the same messages as those being sent in a written format. Encouragement to ask questions around wellbeing will reassure parents and staff that their concerns are valued. Building in regular opportunities for ongoing home/school communication helps everyone to

recognise a shared responsibility for safety and welfare for GRT children when they are away from home.

GRT Parent Information and Support:

<https://www.gypsy-traveller.org/Covid-19/>

<https://www.travellerstimes.org.uk/features/coronavirus-information-gypsies-and-travellers>

<https://travellermovement.org.uk/>

Whilst many GRT children will be keen to return to school, extended opportunities for outdoor play when living on a site may make it harder to be back within the confines of the classroom or school building. Behaviour is a form of communication and loud, boisterous play can reflect the greater outdoor freedom and lack of formalised learning for GRT children during the lockdown period. Re-establishing and reinforcing familiar routines will help children to feel safe and secure and reconnected with school expectations.

For some GRT children it will not have been possible to continue their academic learning whilst at home and a period of revisiting and consolidation will be necessary. Favourite books and stories will provide a sense of familiarity and a shared experience for reforming friendship bonds.

Surrey's Race, Equality and Minority Achievement team can advise and support where GRT pupils need to re-engage with health or SEND services.

For more information see 'Advice for professionals working with Ethnic Minority Families'

<https://secure2.sla-online.co.uk/Communication/mArticleDetails.aspx?Id=75522>

Contact REMA GRT Lead Teacher: sue.hurtley@surreycc.gov.uk

Black, Asian and Minority Ethnic (BAME) Pupils, Families and Staff

National evidence has highlighted that Black, Asian and Minority Ethnic (BAME) communities are being disproportionately affected by Covid-19; in light of this it is likely that families from BAME communities may feel particularly anxious about their children returning to school due to increased risks relating to Covid-19. This may also be true also for staff returning to the workplace. To find out more see the Public Health England document [Disparities in the risk and outcomes of Covid-19](#). For information regarding BAME categories see Appendix 3.

It will be helpful for school leadership to take additional time to understand the concerns held by families and staff and ensure that these concerns are considered as part of any risk assessment and mitigating actions and protocols. It will be necessary for schools to work to build confidence amongst

families and communities and work to ensure that appropriate measures are in place. NAHT Q & As provide some further background information, <https://www.naht.org.uk/advice-and-support/coronavirus-news-and-guidance-for-school-leaders/advice-for-school-leaders-on-phased-returns> (last accessed 16.06.20).

Pupils who have English as an Additional Language (EAL) will need extra support on their return to school, particularly those in the early stages of learning English. Any verbal or written instructions regarding new arrangements should be in clear, straightforward language and supported visually e.g. by gestures, images and other visual clues. It would be useful to have key information translated into their first language. Once a new routine is established, EAL pupils will benefit from this remaining unchanged if at all possible. EAL pupils must, where possible, continue to be grouped with good speakers of English, so that they have good English modelled to them. It will also be helpful to have them grouped with pupils who are able to support their understanding of new procedures, and model the positive behaviour.

The families of EAL children may not be fully aware of the general situation regarding Covid-19 guidelines. They too could benefit from clear, straightforward messaging supported by visuals. See also <https://www.doctorsoftheworld.org.uk/coronavirus-information> for translation of NHS guidelines into various languages.

It is important to remember that due to the language barrier, EAL pupils may not have been able to access home learning set by the school, and other family members may not have been able to help. As a result the learning gap experienced by some EAL pupils may be larger than in the case of their peers. It would be helpful to start with familiar topics and areas of language before moving on to new material. If language development in the first language has also been adversely affected by the Covid-19 period, then this may have a knock on effect on these pupils' acquisition of English. Good first language development is key to effective acquisition of English.

Differences in culture may have an effect on a school's communication with families. For example in some cultures it would not be the norm to ask questions of people in positions of authority. This may mean that some EAL pupils and their families will not ask for clarification if they do not understand. Some cultures may not be used to the "British" tendency to phrase instructions as polite requests. Simple, straightforward instructions with visual aids may be more clearly understood.

If you would like support with the translation and interpretation of information for your EAL pupils and their families, please contact the REMA Bilingual Support Coordinator:

mariana.wallington@surreycc.gov.uk

For any further advice or support please contact REMA EAL Lead Teacher, Moira Lempriere:

moira.lempriere@surreycc.gov.uk

Families Suffering Loss, Separation and/or Bereavement

Many families, if not all, will be hugely affected by the current Coronavirus pandemic and the changes everyone has had to make, whether during lockdown, or re-integration and recovery. People have lost their 'normal' – and this can be difficult to cope with. Some families have had to separate for a variety of reasons including health and work. Loss and separation can cause grief and people will process this in a variety of ways. People may be worried about the effect of the virus and concerned that someone they know and love could become ill and even die, and for children who have already been bereaved, anxiety can be worse.

See Surrey Healthy Schools Self-Evaluation Tool – Theme 5, standard 5.1.3 and 5.1.5 for support specific to bereavement. There is further information regarding bereavement contained within Standard 5.3.2 (MindEd).

The Surrey Educational Psychology Service has extensive experience working with settings to manage critical incidents and assist the return to normal working. View the Surrey County Council [Guide to Help Schools Prepare and Respond to a Critical Incident](#)

The level of response will be determined between the school, the EP service and other services involved and may depend on the severity of the incident and levels of training and experience within the school.

For further information visit: <https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support/educational-psychology-information>

Long Term Support for Embedding Wellbeing

- **Surrey Healthy Schools Approach** - Surrey Healthy Schools takes an evidence based approach and provides a comprehensive Self-Evaluation Tool for Surrey primary and secondary schools to co-ordinate, develop and improve their provision to support personal development, behaviour, teaching and learning, and leadership and management.
For more information visit: <https://www.healthysurrey.org.uk/professionals/healthy-schools>
- **PSHE Curriculum** – a school's PSHE curriculum (including statutory Health Education and Relationships and Sex Education – from September 2020), is a fundamental core element for the development of self-esteem, self-confidence, resilience, health and holistic decision making skills. Support for developing an effective curriculum is contained within Theme 2 of the Surrey Healthy Schools approach.
For more information visit: <https://www.healthysurrey.org.uk/professionals/healthy-schools>

- **Targeted Approaches to Mental Health in Schools (TAMHS)** including the Autumn and Spring term network meetings - aims to increase the confidence and skill of school staff to support pupils with emerging mental health and emotional needs and provide access to early advice and consultation from a mental health professional. Your CAMHS Primary Mental Health Worker can provide whole school training to address emotional wellbeing and mental health, along with training to support attachment.
For more information contact: Susan.Skinner@surreycc.gov.uk, tamhs@sabp.nhs.uk or phone 0300 222 5755
- **The Surrey Health Related Behaviour Questionnaire (HRBQ)** – The Health-Related Behaviour Survey, developed by the Schools Health Education Unit, is designed for young people of primary and secondary school age. The surveys have been developed over 30 years by health and education professionals - over a million school children have taken part. Data arising from the survey can be used to inform ‘needs based’ planning decisions as well as being used in the classroom as the stimulus for discussion with young people.

To view Surrey findings from 2019, 2017 & 2015 visit:

<https://www.surrey.gov.uk/dataset/23k5j/health-related-behaviour-questionnaire>

Appendices

Appendix 1

Surrey Healthy Schools Self-Evaluation Tool Extract

Theme 1 – Whole School Approach
Standard
1.5.3 Is there an effective Bereavement Policy in place?
1.6.11 Is appropriate training provided to support staff in recognising and being able to care for identified medical needs, & is the impact of training evaluated?
Theme 2 – PSHE
Standard
2.2.3 Does the PSHE curriculum cover all of the statutory elements required as set out by the DfE for Health & Relationships Education (Primary) or Health Education & RSE (Secondary)?
2.2.9 Does the PSHE curriculum purposefully signpost pupils to, and raise awareness of appropriate specialist services that can give professional advice on matters such as contraception, sexual health, alcohol, drugs, mental health & wellbeing?
2.3.2 Are PSHE Ground Rules or Learning Agreements developed in consultation with pupils, written in ‘pupil appropriate language’ and do they acknowledge the ‘right to pass’ and ‘confidentiality’?
Theme 5 - Emotional Wellbeing and Mental Health
Standard
5.1.1 Is staff wellbeing promoted and effectively supported?
5.1.2 Are all pupils aware of identified ‘trusted adults’ within the school and do they have the skills, knowledge and understanding to be able to access support?
5.1.3 Is a pastoral support system, along with signposting, in place for children/young people to access advice, especially at times of bereavement, illness, stress and anxiety; does this practice actively work to combat stigma and discrimination?
5.1.4 Is appropriate information and understanding regarding health, including Emotional Wellbeing & Mental Health, communicated effectively with parents/carers?

5.1.5 Does the school engage with appropriate local and national services in order to provide parents/carers and staff with advice and support on health and wellbeing?

5.1.6 Are effective practices in place to support transition between year groups, phases and schools?

5.2.2 Are there planned opportunities for pupils to reflect upon and better understand values and feelings in order to develop appropriate social and emotional skills (e.g. resilience, empathy, personal development and self-esteem)?

Description: Are protective factors and behaviours promoted and are risky behaviours reduced (e.g. schools absence, bullying, anti-social behaviours, illegal drug use/drug misuse, self-harm)?

5.2.3 Are there planned opportunities for pupils to apply their spiritual, moral, social and cultural development in order to combat stigma, stereotyping and discrimination; helping to develop self-esteem and confidence?

5.2.4 Are there planned opportunities for pupils to engage in activities that extend their personal development, enabling them to develop confidence, resilience and engage with society; promoting positive behaviours and skills?

5.3.2 Are staff's Emotional Wellbeing & Mental Health training needs identified, and is effective training provided?

**Surrey Healthy Schools information and guidance documentation can be accessed [here](#).
See the Surrey Healthy Schools Self-Evaluation Tool webinar [here](#).**

Appendix 2

Supportive Curriculum Resources (There are additional resources included within the Surrey Healthy Schools Self-Evaluation, in particular Standards 2.2.1, 2.2.3, 2.2.6, 3.1,1)

Primary & Secondary

- The Surrey CC Specialist Teachers for Inclusive Practice (STIP) Team have developed a 'Covid-19 Lifeboat' padlet <https://padlet.com/tannemma2/v3ekflihxed0bjm> which includes a range of advice and resources to support curriculum delivery and emotional wellbeing.
- British Red Cross; making first aid simple to teach and fun to learn <https://www.redcross.org.uk/get-involved/teaching-resources/first-aid-and-the-bystander-effect-teaching-resources##>
- Change4Life; Healthy Eating & Physical Activity – Public Health England <https://www.nhs.uk/change4life> (Primary)
- Department for Transport; road safety resources <https://www.think.gov.uk/education-resources/>
- E-Bug Resources; microbes, virus and germs - Public Health England <https://www.e-bug.eu/>
- Eikon, Smart Moves (Yrs. 6, 7, 8 & colleges) <https://eikon.org.uk/for-professionals/eikon-in-schools/smart-moves-building-resilience/>
- Google Internet Legends; helping young people to be safe and confident explorers of the on line world https://beinternetlegends.withgoogle.com/en_uk/ (Primary)
- Mentally Healthy Schools; repository of 1000s of resources and assembly activities to support emotional wellbeing and mental health <https://www.mentallyhealthyschools.org.uk/> (Primary incl. lower Secondary)
- NSPCC; resources to help teaching about staying safe, both off and on line <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans>
- Public Health England Resources; variety of health related topics including worry, sleep, social media, puberty <https://campaignresources.phe.gov.uk/schools/topics/rise-above/resources>
- PSHE Association – Coronavirus Hub; Guide to teaching PSHE Remotely, home learning and supportive resources <https://www.pshe-association.org.uk/content/coronavirus-hub>
- UK Council for Internet Safety; addresses the Digital knowledge and skills that children and young people should have the opportunity to develop at different ages and stages, providing links to credible additional resources <https://www.gov.uk/government/publications/education-for-a-connected-world>

Please ensure that any resource used to support teaching & learning meets the needs of your school and pupils and is in line with your values and culture.

Appendix 3

Black, Asian and Minority Ethnic Categories

BAME stands for Black, Asian and Minority Ethnic and is defined as all ethnic groups except White ethnic groups. It does not relate to country origin or affiliation.

The following are the options the Office for National Statistics currently recommends for ethnicity surveys and therefore will be helpful when considering members of staff and pupils who should be considered under the overall term of BAME.

England and Wales	Northern Ireland	Scotland
White		
English/Welsh/Scottish/Northern Irish/British		Scottish
		Other British
Irish		
Gypsy or Irish traveller	Irish Traveller	Gypsy or Irish Traveller
		Polish
Any other White background, please describe		Any other White ethnic group, please describe
Mixed / multiple ethnic groups		Mixed or Multiple ethnic groups
White and Black Caribbean		
White and Black African		
Any other Mixed / Multiple ethnic background, please describe		Any Mixed or Multiple ethnic groups, please describe
Asian / Asian British		Asian, Asian Scottish or Asian British
Indian		Indian, Indian Scottish or Indian British

Pakistani	Pakistani, Pakistani Scottish or Pakistani British
Bangladeshi	Bangladeshi, Bangladeshi Scottish or Bangladeshi British
Chinese	Chinese, Chinese Scottish or Chinese British
Any other Asian, please describe	
Black / African / Caribbean / Black British	
African	African
	African, African Scottish or African British
	Any other African, please describe
Caribbean	Caribbean or Black
	Caribbean, Caribbean Scottish or Caribbean British
	Black, Black Scottish or Black British
Any other Black / African / Caribbean background, please describe	Any other Caribbean or Black, please describe
Other ethnic group	
Arab	Arab, Arab Scottish or Arab British
Any other ethnic group, please describe	

For further information relating to ethnic group, national identity and religion see:

[Measuring equality: A guide for the collection and classification of ethnic group, national identity and religion data in the UK](#) (Office for National Statistics)

Appendix 4

Support for Staff and Parent Wellbeing (See additional resources and support within the Surrey Healthy Schools Self-Evaluation Tool Standards 4.4.7, 5.1.1, 5.1.4, 5.1.5, 5.3.1)

Active Surrey; Physically Active Learning in Surrey Schools (PALLS)

<http://www.activesurrey.com/schools/palss>

Healthy Surrey; Healthy Surrey can help you lead a healthier life, whether you want to be more active, drink less alcohol, stop smoking, and more, <https://www.healthysurrey.org.uk/>

Healthy Surrey - Wheel of Wellbeing; <https://www.healthysurrey.org.uk/mental-wellbeing/adults/wheel-of-well-being>

The Daily Mile; improve the physical, social, emotional and mental health of all involved
<https://thedailymile.co.uk/>

Every Mind Matters – Public Health England; Every Mind Matters gives you simple and practical advice to get a healthier mind and get more out of life – from how to deal with stress and anxiety, to boosting our mood or sleeping better. <https://www.nhs.uk/oneyou/>

Information & Advice for Supporting Children and Young People

Coronavirus webpage (adults) <https://www.surreycc.gov.uk/people-and-community/emergency-planning-and-community-safety/coronavirus>

Surrey CC Local Offer, including [Educational Psychology Coronavirus Resource Pack](#)

Child Bereavement UK range of support and information regarding loss and bereavement, including how to support children and young people [Coronavirus Information](#)

Mentally Healthy Schools repository of information and toolkits for staff, adults and children and young people, [Coronavirus: Supporting Children's Mental Health](#)

Mind, Guidance for Young People [Coronavirus and your Wellbeing – for Young People](#)

Public Health England [Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus \(COVID-19\) pandemic](#)

Appendix 5

Surrey County Council Services and Partners

Catch 22

Catch22 Surrey Young people's Substance Misuse Service (SYPSMS) is a county-wide specialist treatment service for young people aged between 11 and 25. Catch 22 offer free and confidential advice and support.

Visit: <https://www.catch-22.org.uk/services/surrey-young-peoples-substance-misuse-service/>

Surrey Educational Psychology Service

The Surrey Educational Psychology Service focus on the psychological and educational development of children and young people at home, school and within the community. Taking a collaborative approach, they work with children both individually and in groups also providing advice to teachers, parents and other areas within Surrey County Council.

For more information visit: <https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support/educational-psychology-information>

Primary Mental Health Workers (CAMHS)

Each Surrey maintained and academy school has access to a CAMHS Primary Mental Health Workers who support children, young people, parents, carers and professionals to identify and prevent emerging or mild mental health issues like depression and anxiety. Primary Mental Health Workers also provide mental health awareness staff training for schools and can arrange attachment training and emotional wellbeing and mental health training.

Contact the CAMHS OneStop to be put in touch with your school's Primary Mental Health Worker on 0300 222 5755. They are your first point of contact if you are concerned about a child or young person.

Physical Disability, Sensory Impairment, Assistive Technology, Augmentative and Alternative Communication (PSS)

Our physical and sensory support service (PSS) uses specialist knowledge to support children and young people (from 0-25) with physical, hearing, visual and multi-sensory impairment, in learning and living. Our service is made up of specialist teachers, specialist teaching assistants, a specialist speech and language therapist for AAC, student support workers, a specialist HI technician for audiology, a specialist VI technician, an educational audiologist, BSL interpreters, a deaf instructor, and an administration team underpins the work we do.

For further information visit: <https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support/send/physical-and-sensory-pss-support-service>

Phone: 01372 833777

Email: physicalandsensorysupport@surreycc.gov.uk

Race Equality and Minority Achievement (REMA)

Surrey's Race Equality and Minority Achievement (REMA) team is a countywide team with combined expertise in Gypsy/Roma/Traveller (GRT) and English as Additional Language (EAL) work. REMA supports schools and other educational settings to improve outcomes for ethnic minority pupils across all phases, by helping them to remove barriers to achievement and ensure the requirements of equalities legislation are met.

Core GRT services are offered to maintained primary schools at no cost. All EAL services and other GRT services are provided on a traded basis.

For further information visit: <https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support/race-equality-and-minority-achievement-rema>

School Nursing

The School Nursing team works across Surrey to promote physical health and emotional wellbeing in schools and in the community. This includes issues such as sexual health, illnesses, healthy eating, exam stress and bullying

Visit: <https://childrenshealthsurrey.nhs.uk/services/school-nursing-general>

Speech and Language Service for Children and Young People

Surrey provides a school based speech and language therapy service. All schools have a link therapist to liaise and discuss the needs of the school and its pupils with the school SENCO on a regular basis. Support for children and young people is provided using the universal, targeted and specialist delivery model.

Visit: <https://www.surreycc.gov.uk/schools-and-learning/send/services/speech-and-language>

Specialist Teachers for Inclusive Practice

Support the wellbeing, inclusion and achievement of all children, particularly the most vulnerable, through working with schools, families and other professionals.

Visit: <https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support/specialist-teaching-teams>

Surrey Arts

The aim of Surrey Arts is to increase people's interest and participation in the arts throughout the Surrey. In partnership with other organisations, we offer support, tuition, and advice to people of all ages and abilities in areas such as: music, drama, dance, visual and performing arts.

Visit: <https://www.surreycc.gov.uk/culture-and-leisure/arts> and email us at, surreyarts@surreycc.gov.uk

Surrey Healthy Schools Approach

Surrey Healthy Schools takes an evidence based approach and provides a comprehensive Self-Evaluation Tool for schools to co-ordinate, develop and improve their provision to support personal development, behaviour, teaching and learning, and leadership and management in line with OfSTED's Inspection Framework, the Surrey 2030 Vision and Health and Wellbeing Strategy. The Surrey Healthy Schools Self-Evaluation Tool contains a wealth of local and national resources, training materials and guidance documents to support the development of wellbeing, health and achievement.

Visit: <https://www.healthysurrey.org.uk/healthy-schools>