

Annex 1



COVID-19 school arrangements for Safeguarding, Child Protection and Well- being at The Three Saints Academy Trust

School Name: The Three Saints Academy Trust

Policy owner: CEO/Director of Wellbeing

Date: 30 March 2020 Revised June 2020

Date shared with staff: 30 March 2020

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

From 1st June 2020 schools were asked to open for Nursery, Reception, Y1 & Y6 children where Covid-19 secure arrangements are feasible. Vulnerable and key worker children will also continue to attend school. Siblings of these identified year groups will not be able to attend school.

This addendum of the Three Saints Academy Trust Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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Vulnerable children

During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those who:

are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child

have an education, health and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment

have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children's social care services, adopted children.

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

Those with an EHCP plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

The Designated Safeguarding Lead (and deputy) have identified the most vulnerable children to offer a school place to.

Each school within The Three Saints Academy Trust will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be the Headteacher of each school

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and each school within The Three Saints Academy Trust will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, each school within - The Three Saints Academy Trust or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Each school within The Three Saints Academy Trust will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance for children not offered a school place.

Schools within The Three Saints Academy Trust with children in attendance will complete day to day attendance registration on the Arbor system along with the daily attendance sheet to the DfE by 12 noon.

If the school has closed, they will complete the return once as requested by the DfE.

Each school within The Three Saints Academy Trust will follow up on any pupil that they were expecting to attend, who does not by following the Trust's Attendance Policy first day response procedures.

To support the above, each school within The Three Saints Academy Trust will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, each school within The Three Saints Academy Trust will notify their social worker. Every child identified as meeting criteria for a school place but does not take up a place will be contacted twice a week by the DDL/DDSL if CP or CiN and those children school has identified as vulnerable will either be called once a week or called every other week along with text messages in between.

Headteachers will use professional judgement to group these children. LAC children who are in consistent care and no concerns as well as children with an EHCP will be contacted every other week. Schools within The Three Saints Academy Trust will continue to follow local authority protocols on vulnerable children notifications of attendance.

Attendance Codes to be used are as follows:

Pupils who are not eligible to attend a session

- They should be recorded as **code X** (not required to be in school).

Pupils who are eligible to attend a session but do not

This includes children in eligible year groups, children of critical workers and vulnerable children, such as:

- where a pupil is shielding, self-isolating, or the pupil has an education, health and care plan (EHCP) and their risk assessment says that their needs cannot be safely met in school, they should be recorded as **code Y** (unable to attend due to exceptional circumstances).
- To help you to complete the educational setting status form, you should note whether the absence is due to shielding or isolation. Arbor have created two codes to assist with this - **Sh** - (Y - Shielding due to Covid-19) - **Iso** - (Y - Self-isolating due to Covid-19)
- where a pupil cannot attend school due to illness, as would normally be the case, the pupil should be recorded as **code I** (illness).
- To help you to complete the educational setting status form, you should note whether the illness involves coronavirus symptoms (Arbor have created **C19** (I- Illness with Covid-19 symptoms to enable this)
- where a pupil does not attend school - despite being eligible and is not shielding, self-isolating, unable to attend due to illness, nor has an EHCP risk assessment saying their needs cannot be safely met at school, the pupil should be recorded as **code C** (leave of absence authorised by the school) where no other authorised absence code is appropriate

At this time, all absence should be classed as authorised

Designated Safeguarding Lead

Each school within The Three Saints Academy Trust has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

It is important that all schools within The Three Saints Academy Trust staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL/DDSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS, they should email/write out a paper concern to the Designated Safeguarding Lead/Headteacher, Deputy DSL. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they report the concern to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter schools within The Three Saints Academy Trust, they will continue to be provided with a safeguarding induction.

In the unlikely event staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

In the unlikely event of movement of staff or children within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) CEO/Director of Wellbeing, that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, each school within The Three Saints Academy Trust will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, the CEO will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where a school within The Three Saints Academy Trust are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Schools within The Three Saints Academy Trust will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, each school within The Three Saints Academy Trust will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

Each school within The Three Saints Academy Trust will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where pupils are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct.

Each school within The Three Saints Academy Trust will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

The Three Saints Academy Trust is committed to ensuring the safety and wellbeing of all its pupils.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

All communication must be recorded on CPOMS.

The communication plans can include; phone, text and email contact. Other individualised contact methods should be considered and recorded.

The Three Saints Academy Trust and its' schools DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

The Three Saints Academy Trust recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Staff at The Three Saints Academy Trust need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

The Three Saints Academy Trust is committed to ensuring the safety and wellbeing of all its students.

The Three Saints Academy Trust will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The Three Saints Academy Trust will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

The Three Saints Trust will ensure appropriate support is in place for all children in school and the curriculum delivered will be a bespoke curriculum to support the

reintegration of pupils back to school addressing mental health and wellbeing and academic learning.

Supporting Families

The schools within The Three Saints Academy Trust's websites and social media accounts will continue to provide guidance and signposting for families in respect of home education, mental health support and agencies providing services such as foodbanks and various helplines etc. Safeguarding and Wellbeing staff within the schools will continue to offer guidance and support via telephone.

Supporting Staff

The Three Saints Academy Trust is committed to ensuring the safety and wellbeing of all its staff.

The Covid-19 Re-opening Plan and associated risk assessments will be shared and communicated with staff and relevant training and resources provided.

All staff in school and those working from home will have regular communication with members of their school's SLT and encouraged to complete their own Wellness Plans.

Staff are encouraged to address their own wellbeing by following Public Health England's 5 Ways to Wellbeing and are signposted to relevant support networks such as Charlie Waller Memorial Trust "Working from Home Action Plan", Mind and have access to the Employee Assistance Scheme via Education Support Partnership.

Where schools within The Three Saints Academy Trust have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – these will be discussed immediately with the CEO of the MAT.

Peer on Peer Abuse

Schools within The Three Saints Academy Trust recognise that during the partial closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within our Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Behaviour

The Three Saints Academy Trust continues to have high expectations in relation to behaviour in our schools in line with the Behaviour and Relationships Policy. Due to arrangements within the Covid-19 Reopening Plan, graduated responses to poor behaviour choices will not involve children missing breaks, lunchtimes or accessing another room.

Each "bubble" will draw up new charters addressing:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about not sharing any equipment or other items including drinking bottles
- expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- rules around social distancing

Exclusions

Legal advice will be sought in respect of any situation that may warrant an exclusion. DfE Exclusions Covid-19 guidance on Governor panels to be followed.

Support from the Multi-Academy Trust

The Multi-Academy Trust (MAT) will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing CPOMS records for the purpose of quality assurance, support, guidance and direction.

The following guidance applies and this addendum to be read in conjunction with The Three Saints Academy Trust Covid-19 re-opening plan.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/process-for-recording-attendance-and-using-the-educational-setting-status-form>

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

MENTAL HEALTH WELLBEING TIPS

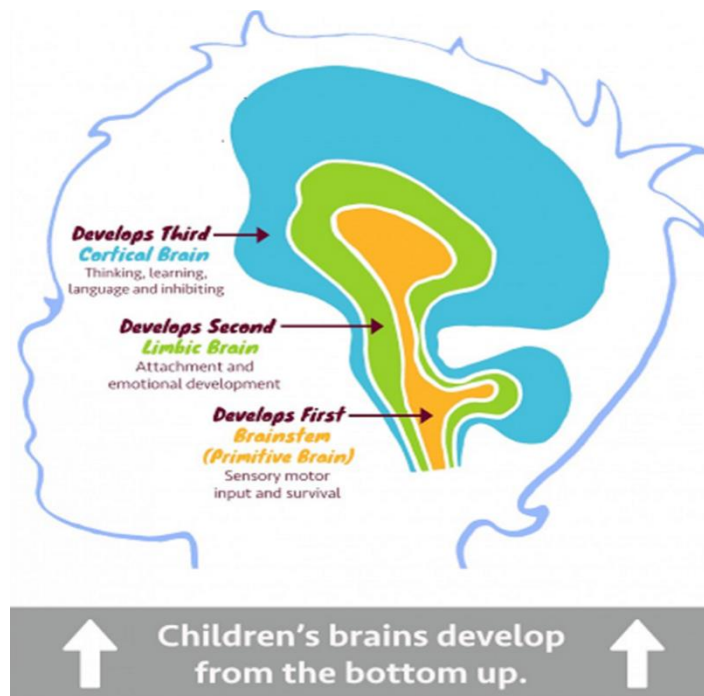
1. Stick to a routine. Go to sleep and wake up at a reasonable time, write a schedule that is varied and includes time for work as well as self-care
2. Dress for the social life you want, not the social life you have. Get showered and dressed in comfortable clothes. Take time to bathe and pamper yourself. Wear bright colours, how we dress and colours can impact our mood.
3. Get out for fresh air at least 30 minutes a day practising social distancing rules. When inside open windows and doors. Fresh air can lift spirits.
4. Exercise each day, go for a walk or access you tube videos for free exercise routines.
5. Reach out to others at least once a day. Phone calls, texting and utilise technology such as Skype, facetime and Zoom.
6. Stay hydrated and eat well. Drink plenty of water and eat nutritious food.
7. Develop a wellbeing plan (example available from Charlie Waller Trust in the Teams folder)/Develop a self-care tool kit. Self-care strategies are different for everyone. Many self-care strategies involve a sensory component (seven senses, touch, taste, sight, hearing, smell, vestibular (movement) and proprioceptive (comforting pressure). An idea for each: a soft blanket or stuffed animal, a hot chocolate, photos of holidays/favourite places to visit, comforting music, lavender or eucalyptus oil, a small swing or rocking chair, a weighted blanket. A journal or inspirational book, or mandala colouring book, bubbles to blow or blowing watercolour onto paper through a straw help regulate and control breathing. Anything cold is also good for anxiety regulation such frozen ice-pops and mint gum. For children a self-care comfort box (often a shoe box that can be decorated) with items ready to use when feeling overwhelmed.
8. Children will rarely communicate how they are feeling, but will often make a bid for attention and communication through play. You may see therapeutic themes of illness, doctor visits and isolation play. Play is cathartic and helpful, it is how they process their world and problem solve and there is a lot they are seeing and experiencing now.
9. A lot of cooped up time can result in some people having moments when they will not be at their best, patience and taking time with each other is important and recognising when some people may need to have some space but having their feelings acknowledged and that they are valid is important.
10. Everyone having their own safe space for work and relaxation that they can retreat to.
11. Expect behavioural issues as children are struggling with disruption in routines and rely on adults to construct routines to make them feel safe and to know what comes next. Expect increased anxiety, worries and fears, difficulty separating and sleeping, testing limits and meltdowns. Focus on emotional connections during this time. Focus on strengthening the connection through play, verbal reassurances and therapeutic books and activities (see TSA- Mental Health and Wellbeing Teams Folder.

12. Children and adults experiencing stress and anxiety will be operating from their primitive brain (amygdala) and therefore from a fight flight or freeze perspective, feeling fearful and in danger. In order for their emotional (limbic) brain and thinking (cognitive) brain to come back on line they need to feel safe and secure. Brains are developed from the bottom up and therefore need to be repaired from the bottom up.

The 3R's approach need to be followed Regulate, Relate and Reason.

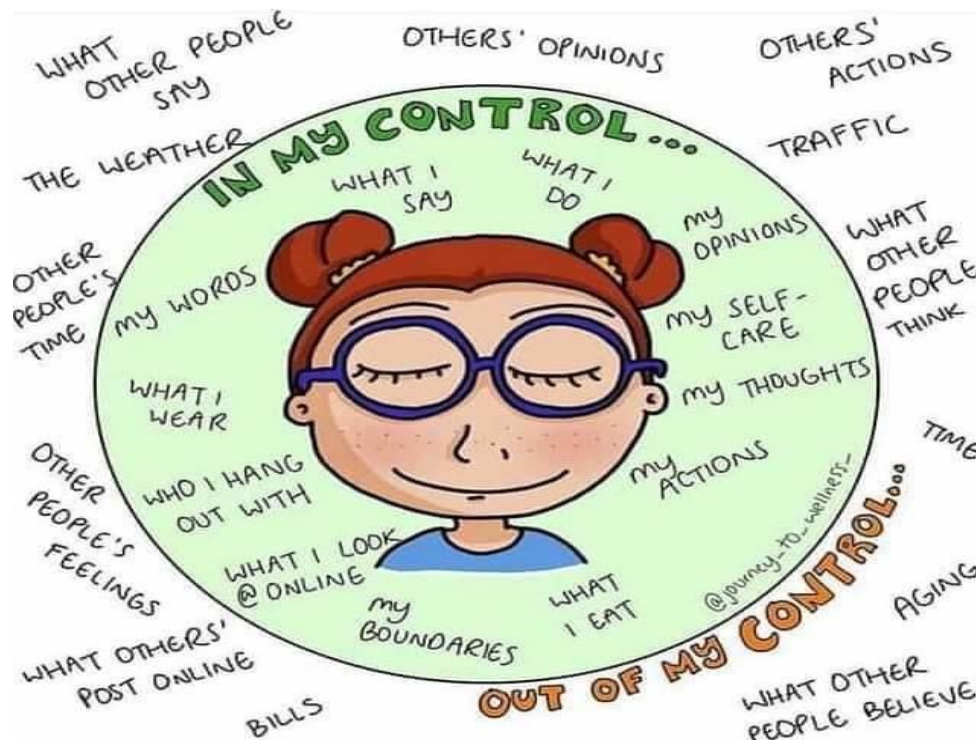
Regulate - primitive brain
Relate - emotional brain
Reason - the cognitive brain

Use of mindful activities, sensory activities, guided relation techniques will help children/adults to self- regulate. Trauma informed approaches and use of therapeutic resources will help children and adults to feel safe and reassured. (See TSA – Mental Health and Wellbeing Teams folder)



13. Currently we are doing many things under fear and stress. Give yourself "radical self- acceptance": accepting everything about yourself, your current situation, and your life without question, blame or pushback -there is no roadmap, accept you are doing the best you can.
14. Limit social media and COVID conversations especially skewed and sensationalised information. Find a few trusted sources that you can check in consistently, limit to a few times a day and set a time limit on how much you consume. Keep news and alarming conversations out of earshot from children.

15. Notice the good in the world, the helpers. There is a lot of scary, negative and overwhelming information but also lots of stories of people supporting one another in amazing ways. It is important to counter-balance the heavy information with the hopeful information.
16. Help others. Find ways to give back to others. Supporting local businesses, offer to grocery shop, check in with elderly neighbours, write wellness tips for others, helping others gives us a sense of agency when things seem out of control.



17. Find something you can control. In moments of uncertainty and overwhelm, control your little corner of the world. It helps to anchor and ground us when the bigger things are chaotic.
18. Find a project to dive into, reorganise things, wardrobes, cupboards. Learn a new skill, read, draw a language. Find short term and long term projects. Finding something that will keep you busy, distracted and engaged to take breaks from what is going on in the outside world.
19. Engage in repetitive movements and left-right movements. Research has shown that repetitive movements (knitting, colouring, painting, clay sculpting etc) especially left-right movement (running, drumming, skating, hopping) can be effective at self-soothing and maintain self-regulation in moments of distress.
20. Our emotional brain is receptive to creative arts and it is a direct portal for release of feeling. Find something that is creative (sculpting, drawing, dancing, music, singing, playing), it is a very effective way of helping children to express emotions and communicate as well.
21. Find lightness and humour in each day. We all need a little comedic relief in our day, every day, watch funny you tube videos, films and comedy shows.

22. Reach out for help. Speak to friends, family and work colleagues. If you are having difficulty coping, seek out help from your line manager. There are mental health helplines and support networks.
23. "Chunk" your time take it moment by moment. When people feel anxious and a situation feels overwhelming, engaging in a strategy called "chunking" - focusing on whatever bite-sized piece of a challenge that feels manageable. Whether it be 5 minutes, a day or a week at a time – find what feels doable to you and set a timeline for how far ahead in the future you will let yourself worry. Take each chunk one at a time and move through stress in pieces.
24. Remind yourself and others daily this is temporary. Take time to remind yourself that although this is very scary and difficult, and will go on for an undetermined amount of time, it is a season of life and it will pass. We will return to feeling free, safe, busy and connected in the days ahead.
25. A key feature when working with trauma is helping someone work through the potential outcomes they can have an impact on, the meaning and construction that can come out of destruction. What can each of us learn in big and small ways from this? What needs to change in ourselves, our homes, our communities, our nation and our world? Using Three Houses - Signs of Safety template of What are we Worried about, What is going Well, What needs to happen can be a framework to use.

Resources for Emotional Health and Wellbeing

Time is needed throughout the school day to talk and interact to redevelop relationships with staff to support recovery and resilience. We, and in particularly children, need to feel secure before we can focus and actively listen and engage. Accept the child is doing the best they can and build on areas of interest in meaningful, practical and creative ways and elicit the child's views. Provide opportunities to connect with feelings that may be distressing and overwhelming. Fun and playfulness is protective to our threat-response (amygdala - primitive brain) system. Social-emotional needs impact upon us cognitively. This can impede executive functioning (cognitive brain) and the capacity to focus, sustain attention, organise, plan and retain information. Establish routines, structure and predictability. Tailor pace of learning and reduce cognitive load.

As part of a bespoke curriculum for pupils there are many resources to access within our PHSE Jigsaw curriculum and from various websites and programmes which will help children to talk about their experiences of the past few weeks, provide opportunities to renew and develop their friendships and peer groups and create a safe and stable environment to address mental health and well-being. Visual timetables and social stories will also help create a safe routine and structure for those who feel anxious.

The **Three Saints Academy Mental Health and Wellbeing Team** folder has resources and links to websites such as www.mentallyhealthschools.org.uk and the toolkits they have produced during lockdown, www.annafreud.org.uk. Downloadable books to use with

children as promoted by Barry Carpenter in his Thinkpiece on A Recovery Curriculum <https://booksbeyondwords.co.uk/> for children to construct their own lived experienced during lockdown helping to promote discussion and understand what has been happening in a safe way are also available. There are many others and not all specifically linked to Covid-19 but in addressing emotional health and wellbeing and being able to have a trauma informed approach such as www.beaconhouse.org.uk and www.innerworldwork.co.uk more will be added as they become available.

St Helens LA with St Helen's CCG have been issuing all St Helens schools weekly resources from the Barnardos PATHS ® and SEL Programmes (normally a purchased programme).

Free training/webinars have been publicised widely and shared with HT's throughout lockdown and staff training on bereavement/loss would assist as during Covid-19 Lockdown the following "5 losses" have been experienced by children and adults. For some adults there is also the added (financial losses and job losses) to take into account:

- ✓ Loss of Routine
- ✓ Loss of Structure
- ✓ Loss of Friendships
- ✓ Loss of Opportunity
- ✓ Loss of Freedom

Loss can generate the following four consequences

- ✓ Bereavement/Grieving
- ✓ Attachment
- ✓ Anxiety
- ✓ Trauma

Child Bereavement UK and Winstons Wish offer online training, links can be found on the Team folder for other resources, the following Winstons Wish training takes about 20 minutes to complete:

https://www.winstonswish.org/wp-content/courses/child_bereavement_primary/index.html#/id/5dde774d61084a06bd07b285

Free National Helpline also available from Winston's Wish
08088 020 021
ask@winstonswish.org.uk

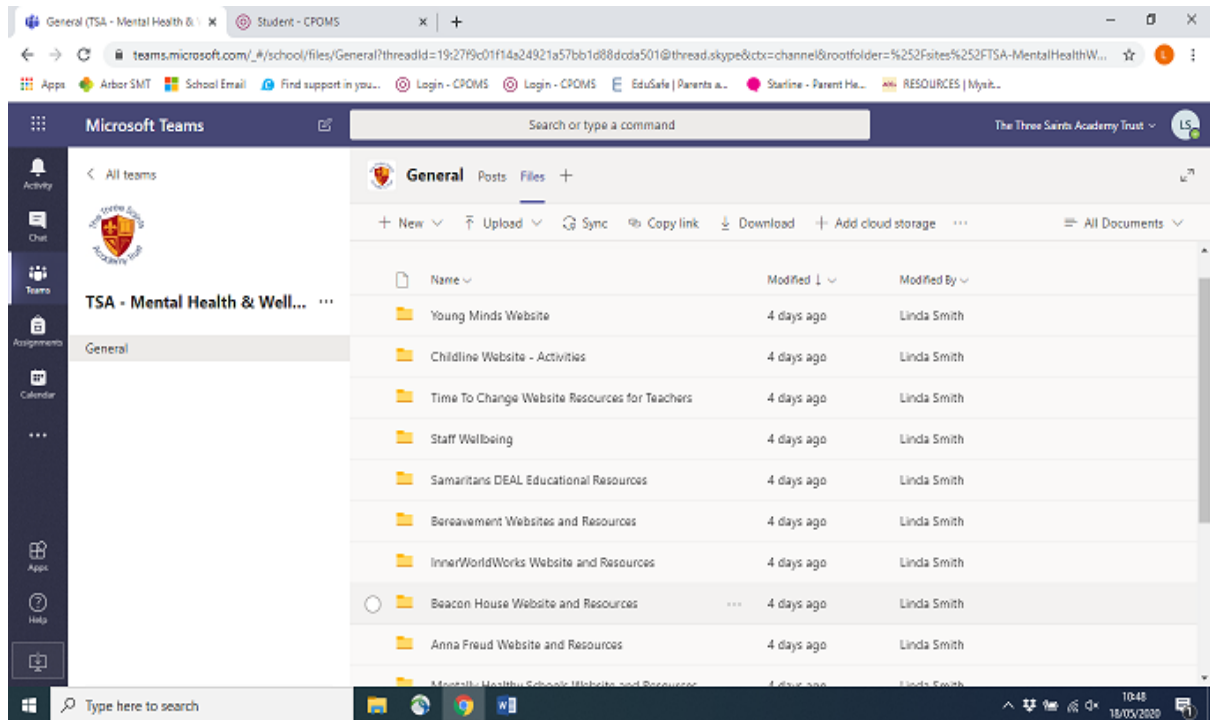
Resources linked to children experiencing domestic abuse such as the Butterflies programme are also included along with template safety plans in the TSA – Mental Health and Wellbeing Folder.

National Operation Encompass Helpline for Teachers- 0845 646 0890

Mon - Fri - 9 – 11 am

Access to an educational psychologist to help support children experiencing domestic abuse.

TSA- Mental Health and Well-being Team Folder



Staff Wellbeing

The Education Support Partnership free and confidential helpline is available 24/7 to everyone working in education and is available UK wide on 08000 562 561.

As part of the Employee Assistance Programme online resources are available:
08000 856 148

www.edsupport.org.uk/onlinesupport

User Name and Password in leaflets issued to staff.

24/7 Crisis Line to support people's mental health open to all ages, children and adults.

01925 275 309 for those living in Halton, Knowsley, St Helens and Warrington
01942 636 395 for those living in Wigan

Public Health England's 5 Ways to Wellbeing Initiative provides a framework in addressing individuals health and wellbeing as well as the above guidance. Further information about the 5 ways and other support to address mental health and wellbeing can be found:

<https://www.nhs.uk/conditions/stress-anxiety-depression/>



Key Points to Remember

Everyone can feel sad, worried and anxious at times and these do not necessarily mean they are experiencing mental ill-health. It is important to be able to express how you are feeling, talk and seek support

Being physically distant does not mean we should to be emotionally distant.