



Public Health
Northamptonshire

Wellbeing and Resilience Training

Workshop 2 (Children and Young People)



Healthy for life!

HEALTHY SCHOOLS
Northamptonshire

Group Agreement

- Share personal views with care
- Confidentiality
- Respect and value all our thoughts, opinions and experiences

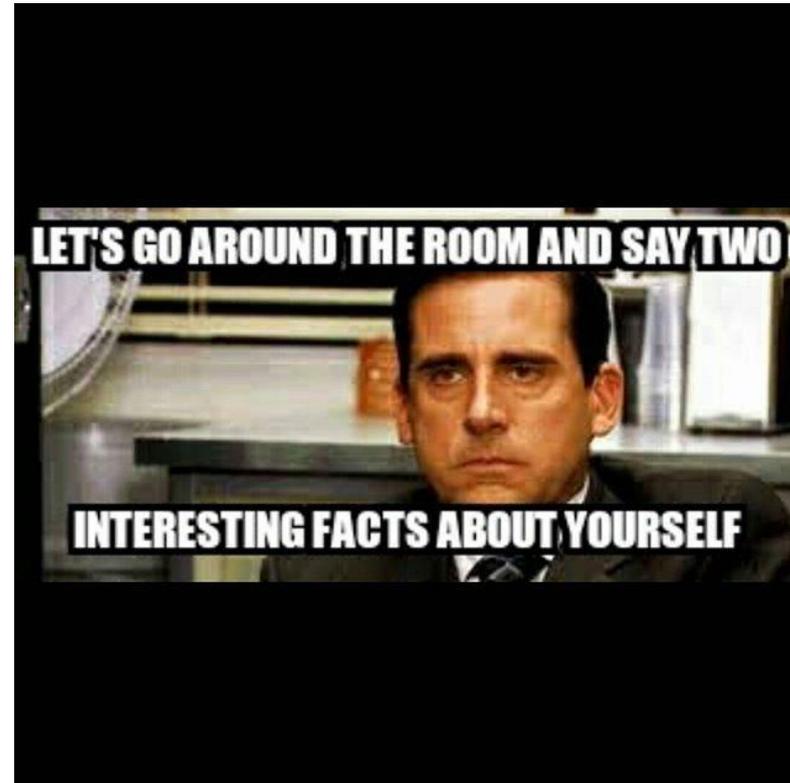


Objectives

- 1. Improve understanding of how COVID-19 is affecting children and young people's wellbeing and mental health**
- 2. Increase your ability to recognise early warning signs of mental health issues in children and young people**
- 3. Help you to support children who are struggling to cope during the pandemic; including signposting to relevant services**

Ice-breaker

ICE BREAKER



Objective 1

How COVID-19 is affecting children and young people's wellbeing and mental health



How is the pandemic affecting C&YP?

Individual



Family and friends



School



Some definitions...

Loss

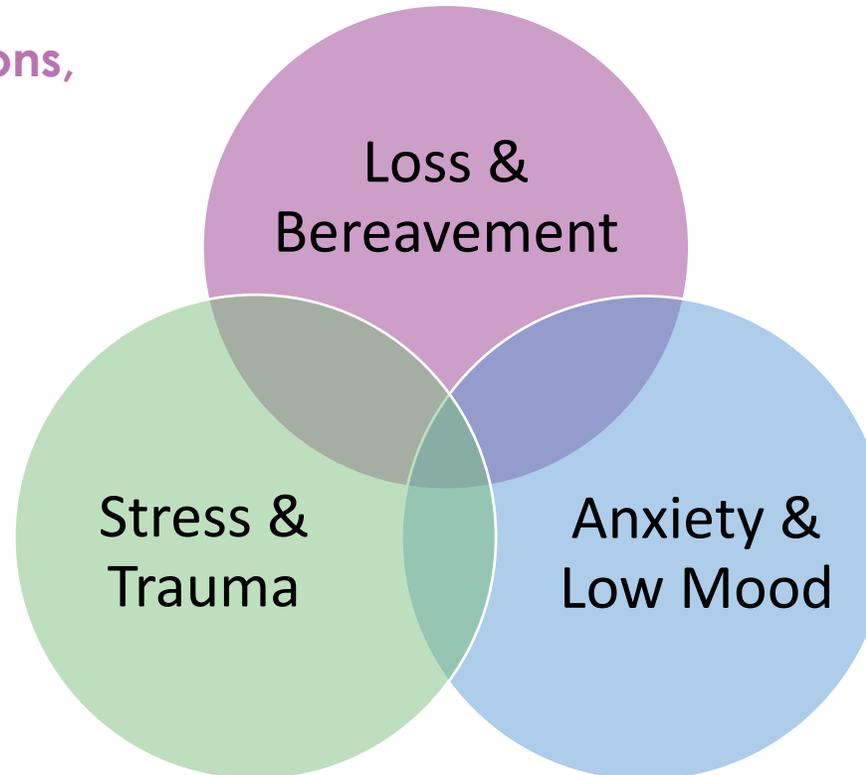
Relationships, divorce, transitions,
pets & usual routines

Stress

The physical or mental
response to an *external*
cause.

Trauma

A deeply distressing or
disturbing experience.



Bereavement

Period of mourning/state of
intense grief when someone
close to an individual has died.

Anxiety

Persistent feeling of
apprehension/dread that
doesn't go away, and that
interferes with how we live our
lives.

Low Mood

Feelings of sadness
and despair.

Objective 2

Recognise early warning signs of mental health issues in children and young people

Signs and symptoms

Anxiety

- Worry
- Tense, unable to relax
- Feeling dizzy
- Sweating/shaking
- Struggle to breathe
- Changes in appetite
- Irritability
- Stomach pain or sickness
- Changes in needing the toilet
- Negative talk
- Avoidance



Low Mood

- Disconnected
- ↓interest in activities
- Decreased energy
- Express feelings of worthlessness
- Negative talk
- Pessimism
- Suicidal thoughts
- Changes in appetite
- Withdrawal
- Sadness



Stress & Trauma

- Unwanted, intrusive memories
- Nightmares
- Avoiding reminders
- Seeming withdrawn
- Fidgeting
- Poor concentration
- More on edge/jumpy
- Irritability and aggression
- Re-enact aspects of trauma
- More clingy
- Develop other fears



Loss & Bereavement

- Anger
- Fatigue
- Withdrawal
- Sadness
- Guilt
- Loneliness
- Clinginess
- Distance
- Aggression
- Regression
- Lack of concentration
- Changes in schools work



At school we might see...

Deterioration in self-care

Look physically anxious
(e.g. tense, on edge, or
shaky, biting nails, chewing
shirt)

Saying things out of
character

Repetitive behaviours

Temper outbursts
or 'freeze' if demands
placed on them

Complains about stomach
hurting, headaches or other
health anxieties



Demand extra time from teachers e.g.
disruptive behaviour, constantly asking
questions

Has difficulty concentrating

Irritable with peers/self

Spend time alone (e.g. always go
to library at break time in school)

Poor attendance at
school or live on-line

Talks negatively about themselves

Engage in risk-taking
behaviour eg smoking,
alcohol

Objective 3

How to support children who are struggling to cope during the pandemic; including signposting to relevant services

P.A.L.S.S.



Prepare

- Key adults
- Look into Student's background/ circumstances



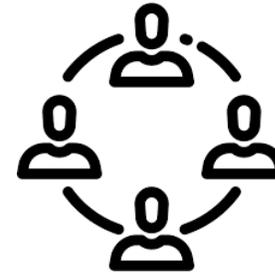
Approach

- Suitable time and place
- During activity student enjoys
- Be flexible – might need to try another day



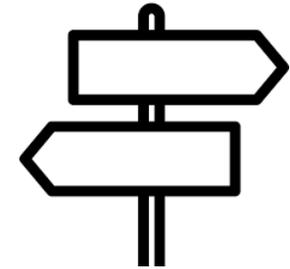
Listen

- Ask open questions
- Seek to understand
- Help to think out loud



Support

- Look at ways to build support network
- How they can help themselves



Signpost

- Websites
- Social media accounts
- Encourage to get professional help

Comfort Break

5 minutes



P
Approach



L
S
S

Approach: conversation starters

Is there anything you need from me?
Space, time to talk, something fun?

How are you feeling?

What animal would you be today and why?

If you could start today again, what would you do differently?

How can I support you with...?

What is the best and worst bit about your day?

Talking about a hypothetical situation can depersonalise it e.g. if someone was to....

Do you want to talk about X?

Approach: bereavement

Unhelpful:

- Pretend everything is normal
- Push your own beliefs
- Assume anything
- Press a child to say more than they want



Things to avoid saying...

- “Now you have to be the big boy/girl.”
- “He/she is in a better place.”
- “Don’t cry. Your family needs you to be strong now.”
- “Everything will be alright.”
- “I Know exactly how you feel.”

Helpful:

- Try to normalise their feelings
- Be honest and use clear language
- Help the child to share their feelings
- Express your sympathy ...



...Some appropriate sentiments include:

- “I am so sorry your friend/parent/sibling died. I know you will miss him/her.”
- “When someone dies, it’s OK to talk about how you feel.”
- “How are you feeling?”
- “It’s hard to imagine someone we love has died.”

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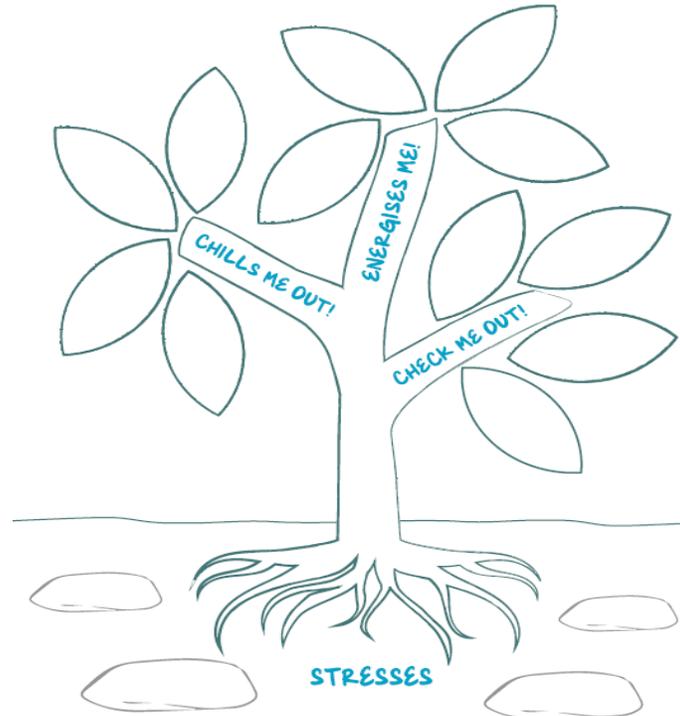


Support: promoting self-awareness

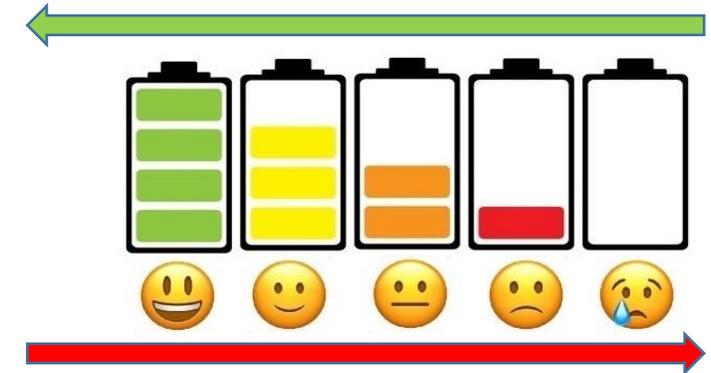
MONDAY

	ACTIVITY	FEELING	REASON (optional)
1			
2			
3			
4			
5			

Individuali-tree



Football club



Not being able to hang out with friends

Support: self-soothe box

Taste

- Chewing gum/mints
- Chew toy
- Favourite Snacks

Do

- Journal
- Ball
- Puzzle
- Bubbles
- Colouring books
- Prompts for mediation
- Skipping rope
- Game to do with friend
- Play musical instrument
- Seeds to plant
- Prompt to bake



Touch

- Fidget toys
- Rubik's cube
- Play dough
- Bubble wrap
- Blanket

See

- Favourite book
- Light up toys
- Photos of nice memories
- Nice messages from others

Hear

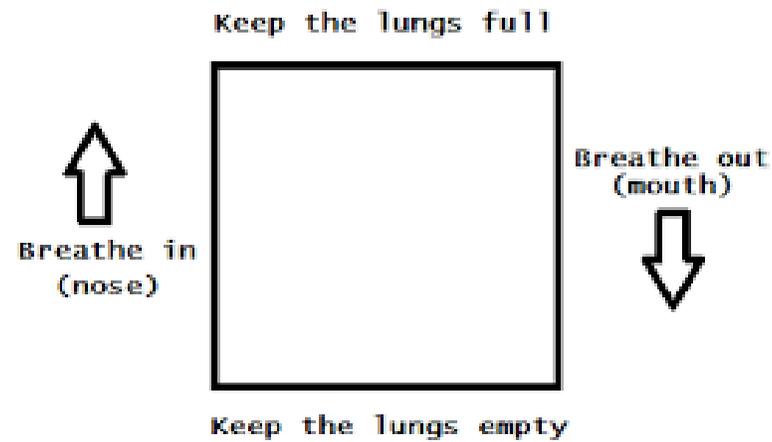
- Favourite music
- Audiobooks
- Noise cancelling headphones

Smell

- Scratch and sniff stickers
- Gel pens
- Essential oils
- Hand lotion



Support: relaxation



<https://www.headspace.com/educators>





Support: grounding techniques

Description

Physically describing your environment and where you are “I am in a classroom”, “I can see a tree through the window”, “I am sitting on a hard chair”

Tracking the environment for distractions eg. Can you find 5 circles in the room? Can you find 10 blue things? Can you find each letter of the alphabet? Can you find each colour of the rainbow? How many straight lines can you see?

Distractions

Mind-based Strategies

Concentration

Concentration – Can you go through the alphabet backwards? Or completing puzzles, Sudoku etc

Humour – Can you think of a funny scene from a film/tv show? Can you draw your favourite cartoon character? Can you watch a clip of something that makes you laugh?

Humour



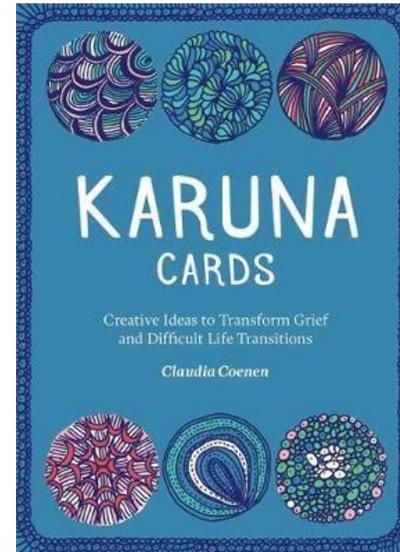
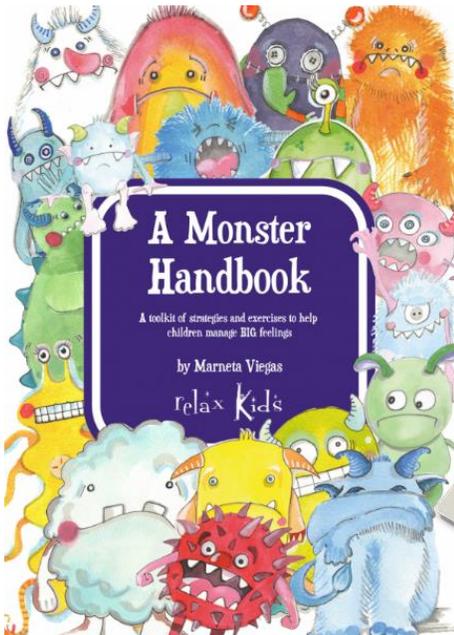
Your experiences



What worked / what didn't work?

What might you do differently next time?

Support: bereavement



“It’s not remembering Mum that hurts; it’s forgetting that makes me feel like I’m letting her down.”



Support: anxiety, stress, trauma



Public Health
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Calm

- Provide choices
- Be aware of triggers
- Clear routines and expectations
- Warnings for transitions
- Explore different coping strategies



Anxious,
aroused or
distressed

- Ignore inappropriate behaviour
- Redirect/distract
- Reduce demands
- Prompts to engage in self-soothing activities



Incident

- Remain calm
- Avoid asking lots of questions
- Careful not to reward behaviour
- Give child space to calm but let them know you're there



Calming
down

- Make little demands
- Be aware they still may be recovering
- Once calm, talk about incident
- Validate their feelings without accepting inappropriate behaviour



Support: panic attack

Validation

“ I can see X is really worrying you”

“ I’m sorry X is making you feel anxious”



Physiology

“Your body is responding in an anxious way but it will pass”

“What you are feeling is scary but it’s not dangerous”

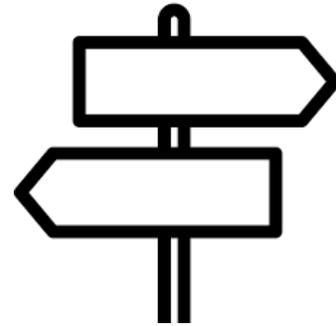
Safety

“You are safe”

“You’re going to be ok, I’m going to stay with you”

“I care and I’m listening”

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Signpost



Signpost: when?

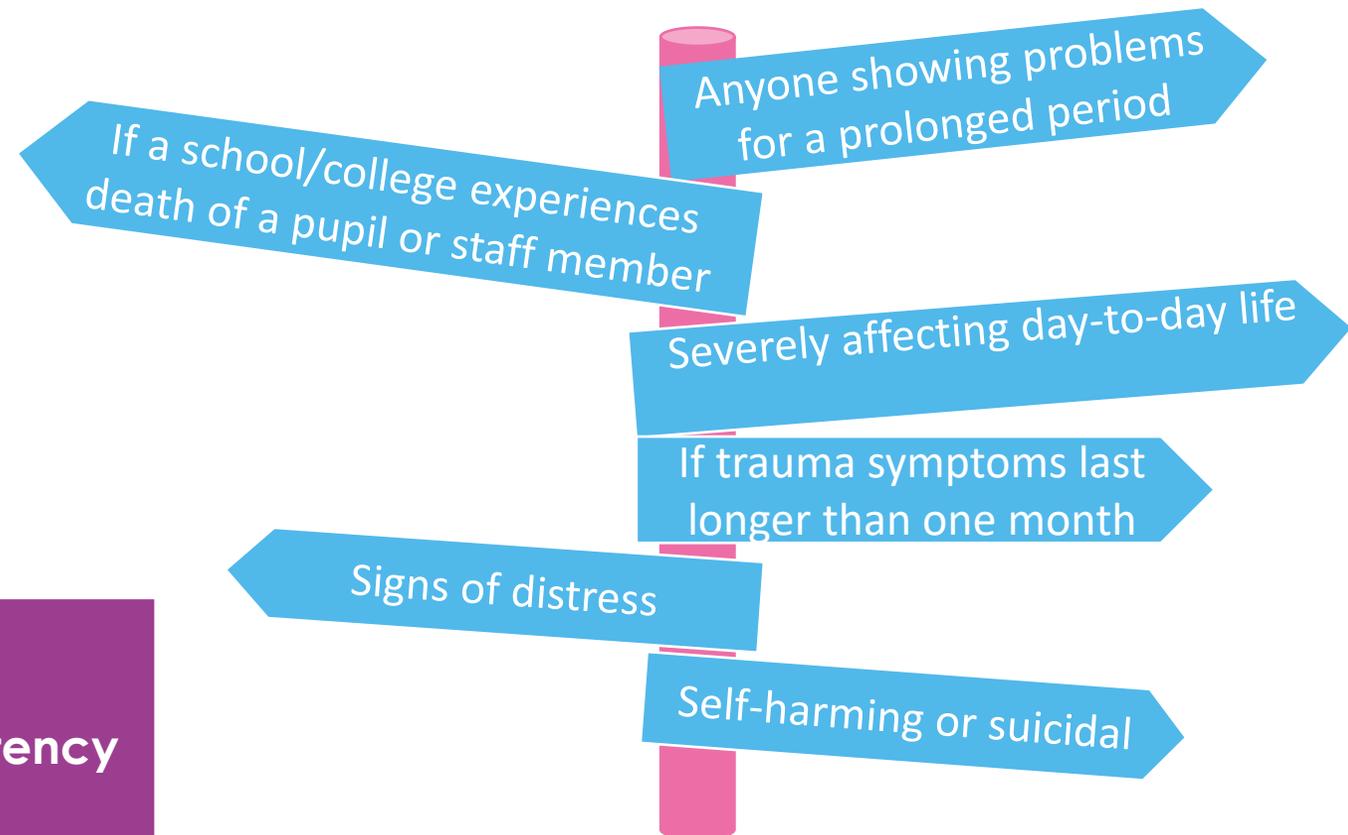
At any point

- Online websites
- Social media
- Videos
- Leaflets

This gives children and young people a chance to read up on things in their own time and explore ways of coping.

REMEMBER: You are not mental health professionals, only work within your competency

Professional help





Signpost: where?

Youth Works (Kettering and Corby)	Service Six (Wellingborough and East Northants)	Time2Talk (Daventry and South Northants)	The Lowdown (Northampton)
CHAT	Happy Child Agency	Child & Adolescent Bereavement Service (Northampton General hospital)	School nurses



Where to go for additional support



CAMHS LIVE online chat: www.nhft.nhs.uk/camhslive (Mon - Fri 9am to 9pm)

CAMHS CONSULTATION LINE (guidance & support) : 0800 170 7055, option 1, option 1 (Mon - Fri 9am to 9pm)

School nurse or Health visitor: 0-19 Admin Hub 0800 170 7055, option 4 (Mon – Fri 8am to 6pm)

Ask Normen website – The Northamptonshire Mental Health Gateway: <https://www.asknormen.co.uk>

If a child is in immediate danger, contact the police directly and/or an ambulance using 999

If at any point you are concerned about the immediate safety or welfare of the child or young person, seek immediate advice from MASH on 0300 126 7000

If concerned that a young person could be thinking about suicide, contact **Papyrus Hopeline:** 0800 068 4141





Other helpful websites

Mental Health

- MIND.org.uk
- Youngminds.org.uk
- annafreud.org.uk

Isolated/vulnerable/victims of abuse

- Supportline.org.uk
- Nspcc.org.uk

Self-harm & suicide prevention

- nshn.co.uk
- Harmless.org.uk

Bereavement

- Childbereavementuk.org
- Cruse.org.uk
- Sueryder.org
- Winstonswish.org

Trauma & Loss

- Beaconhouse.org.uk
- Assisttraumacare.org.uk

Training & support

- TaMHS via: www.northamptonshire.gov.uk



Key points

- **Look out for warning signs**
- **Remember PALSS when you become concerned about CYP**
- **Help children to understand their emotions and find ways to support themselves**
- **Have strategies in place to support children in a crisis**
- **Be aware of when to signpost**

Thank you for participating!

Any questions?

Please see link in chat box and complete the evaluation before finishing training.

Resource pack to follow via email

Senior Mental Health Support Leads Grant

Sign up to the Healthy Schools Service by emailing us
healthyschools@northnorthants.gov.uk

