

# Wellbeing Web

Covid-19 Support Tool for Children and Young People



# Homefield Preparatory School

FOUNDED 1870



## Included

- Stay connected
- Telephone
- Letters and email
- Group chat
- Video calls



## Nurtured

- Being a role model
- Calm and confident
- Positive reactions
- Understanding emotions



## Respect

- Questions
- Opinions
- Honesty and openness

## Healthy

- Good sleep routine
- Healthy eating
- Drink plenty of water



## Achieving

- Balance learning, play and relaxation
- Plan a routine with regular breaks
- Prioritise tasks



## Active

- Exercise
- Go outside
- Play games
- Practical learning
- Play together



## Safe

- Asking for help
- Where to look for help
- Staying safe online



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The Government released the document 'Guidance for Parents and Carer's on supporting children and young people's Mental Health and Wellbeing during Coronavirus (COVID-19) Outbreak' on the 30<sup>th</sup> March 2020. The document outlines what you need to know, how to look after yourself and how to support children and young people, including where and how to access support. Below is a brief summary, which also includes how to use the 'Wellbeing Web' designed as a tool for families and children in school.

The Government identifies that Covid-19 is affecting everyone's daily lives and for some this maybe a difficult time. It is important to remember that for some, our reactions are immediate and for others these responses to the changing situation are delayed, which therefore could be unpredictable. Children's responses may vary dependent on their age, their understanding of the information that they are exposed to, previous experiences, how they communicate and manage stress. Negative reactions may include worrying about their own or others, fear, avoidance, sleep disturbances/problems and physical symptoms, such as stomach ache.

This information is also included within the documents describing common ways in which different age groups may react to situations such as the coronavirus (COVID-19) outbreak. This can also be used to help understand and plan how to support children and young people if observations are made. The common reactions to distress will fade over time for most children and young people, though could return if they see or hear reminders of what happened.

<b>For infants to 2-year olds</b>	Infants may become more easily distressed. They may cry more than usual or want to be held and cuddled more.
<b>For 3 to 6-year olds</b>	Preschool and kindergarten children may return to behaviours they have outgrown. For example, toileting accidents, bed-wetting, or being frightened about being separated from their parents or caregivers. They may also have tantrums or difficulty sleeping.
<b>For 7 to 10-year olds</b>	Older children may feel sad, angry, or afraid. Peers may share false information but parents or caregivers can correct the misinformation. Older children may focus on details of the situation and want to talk about it all the time, or not want to talk about it at all. They may have trouble concentrating.
<b>For preteens and teenagers</b>	Some preteens and teenagers respond to worrying situations by acting out, others may become afraid to leave the home. They may cut back on how much time they connect with their friends. They can feel overwhelmed by their intense emotions and feel unable to talk about them. Their emotions may lead to increased arguing and even fighting with siblings, parents, caregivers or other adults. They may have concerns about how the school closures and exam cancellations will affect them.

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/>



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Boys at school are familiar with our Wellbeing Wheel, which is displayed in all classrooms. In light of the current situation, a web to reflect how the key components of the wheel can be applied to the current situation and government guidelines has been developed. It is important for children and young people to be able to access such resources that sustain their attachment to school, staff and their education. This helps them to understand that we are holding them and their wellbeing in mind. This tool can be used flexibly or to help identify if and where support is needed, or to ensure that achieving a balance is possible taking into account the limitations that you are managing.

<b>Included</b>	<ul style="list-style-type: none"><li>• Stay connected</li><li>• Telephone and video messaging</li><li>• Letters and email</li></ul>	Connecting with others is an important aspect of understanding that we are held in the minds of others. In addition, this also helps to maintain relationships with peers and share experiences with others. This is especially important if children and young people are required to be in a different location to normal.
<b>Healthy</b>	<ul style="list-style-type: none"><li>• Good sleep routine</li><li>• Healthy eating</li><li>• Drink plenty of water</li></ul>	Whilst we are exposed to many changes and making adaptations, routines provide us with a sense of safety in the context of uncertainty. This may be better on a day-to-day basis, whilst for others weekly. Sleep is really important for mental and physical health so try to keep to existing bedtime routines, ideally maintaining as one would during term time.
<b>Nurture</b>	<ul style="list-style-type: none"><li>• Being a role model</li><li>• Calm and confident</li><li>• Positive reactions</li><li>• Understanding emotions</li></ul>	Children and young people often take their emotional cues from the important adults in their lives. Seeing adults respond to situations calmly and with confidence helps to support children manage their responses. Demonstrating and explaining how you are feeling also helps children and young people to identify their own emotions and can lead to more open conversations regarding the management of emotions at this time.
<b>Active</b>	<ul style="list-style-type: none"><li>• Exercise</li><li>• Go outside</li><li>• Play games</li><li>• Practical learning</li><li>• Play together</li></ul>	Maintaining an active lifestyle is beneficial for our all round health and fitness - ideally being active for 60 minutes a day. Evidence also shows that it can support maintaining and raising your self-esteem, can support changing your mindset due to the chemical changes that take place during physical activity. Being active doesn't mean going out for a long run, but can include playing games, gardening, developing life skills such as cooking, reading a book or engaging in problem solving tasks like sudoku, jigsaw puzzles and crosswords. Try setting a goal to help you achieve these and provide a focus.



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<b>Safe</b>	<ul style="list-style-type: none"> <li>• Asking for help</li> <li>• Where to look for help</li> <li>• Staying safe online</li> </ul>	<p>Listening and acknowledging feelings is key at times such as this. There are times, when this information needs to be sought from individuals acknowledging what has been noticed, for example observations of changes in behaviour. In school, boys are encouraged to develop their resilience and problem-solving skills by having a go at managing different scenarios, but also reminded when and how to seek help. There are a number of charities and organisations that have been included within the government guidance to support seeking external support, if required. Boys can also seek consultation using 'My Space' which can be implemented using video or telephone calls.</p>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Opinions</li> <li>• Honesty and openness</li> </ul>	<p>Exposure to the news and conversations can create some distress for some, particularly with a pandemic being so frequently reported within the media. For some, limiting the exposure to this can be helpful. Social media can also be a way that young people learn of the news. Engaging in conversations, providing times to share and work through questions with reassurance and managing any misconceptions are all supportive to children and young people of any age. Anxiety is often reduced when time is given where everyone can express and communicate their feelings in a safe and supportive environment. Listen to them, acknowledge their concerns, and give them extra love and attention if they need it.</p>
<b>Achieving</b>	<ul style="list-style-type: none"> <li>• Balance learning, play and relaxation</li> <li>• Plan a routine with regular breaks</li> <li>• Prioritise tasks</li> </ul>	<p>Learning from home requires a different level of organisation than the usual routine developed by the school. Plan together a schedule that helps balance everyone's needs. Include within this activities and tasks that can be completed independently and those that require support or working with an adult. It is really important that breaks are taken regularly, which means leaving your 'work place' and doing something different. Try to plan the day to prioritise tasks using strengths and submission dates as a guide.</p>

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