



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

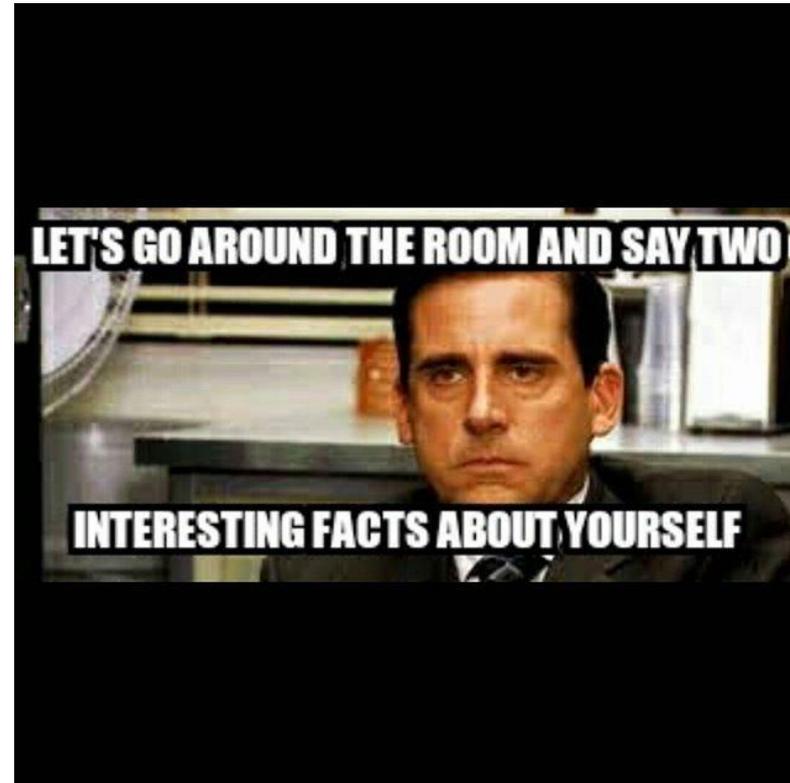


# Objectives

- 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

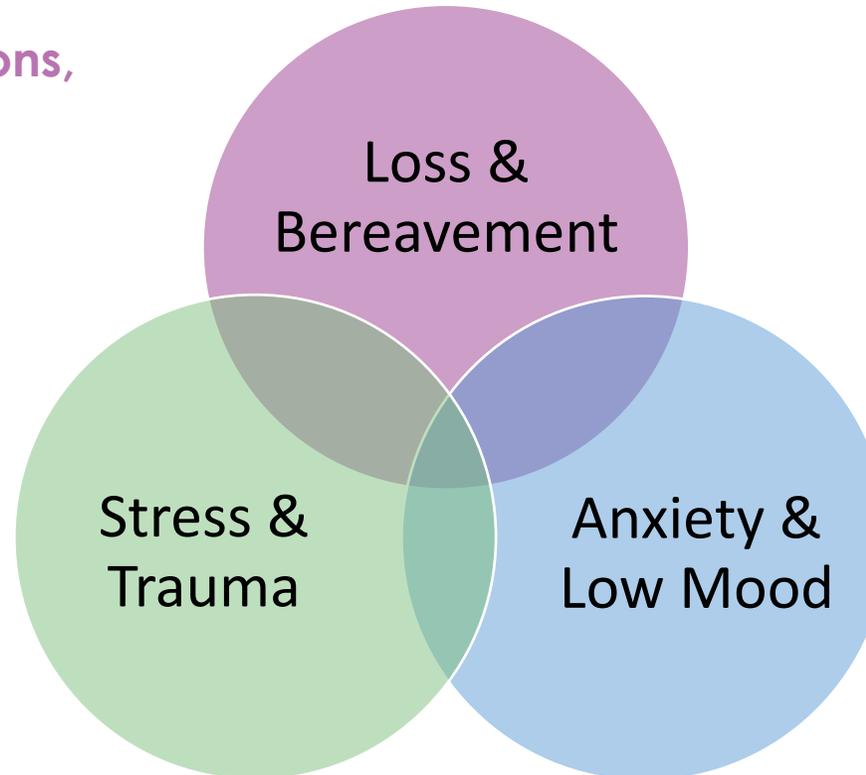
Relationships, divorce, transitions,  
pets & usual routines

## 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



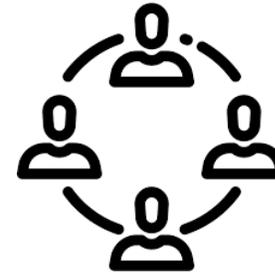
## Approach

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



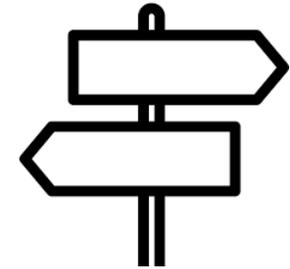
## Listen

- 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.”

P  
A  
L  
Support  
S

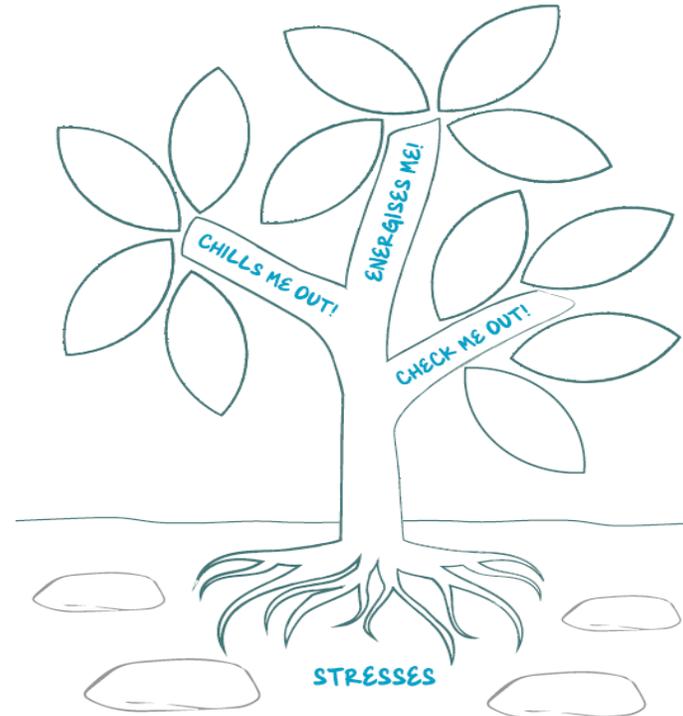


# Support: promoting self-awareness

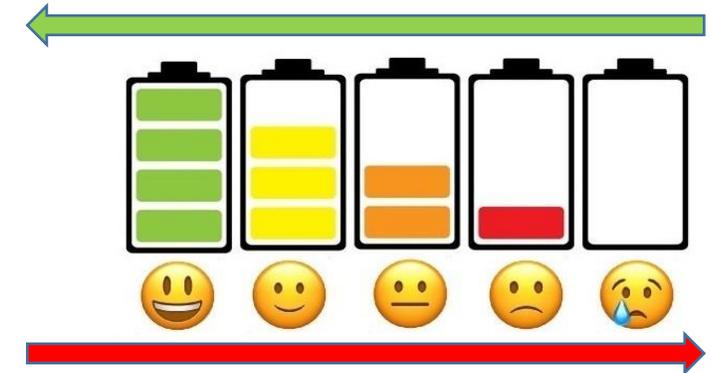
**MONDAY**

	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

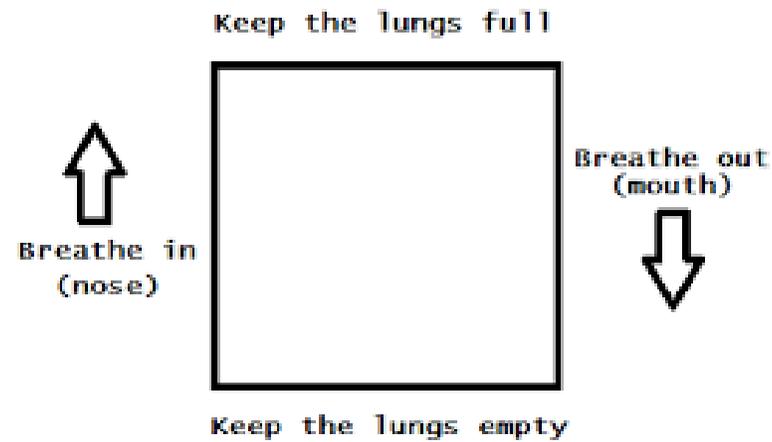
- Favourite music
- Audiobooks
- Noise cancelling headphones

## 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



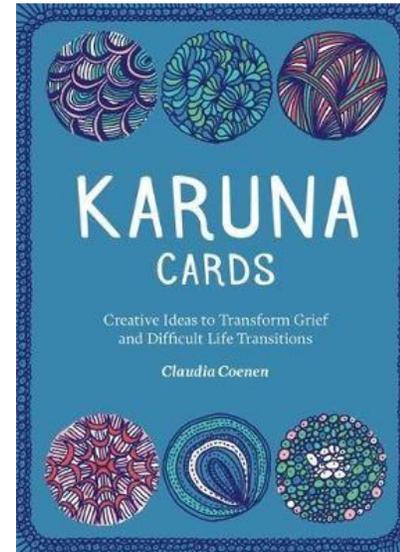
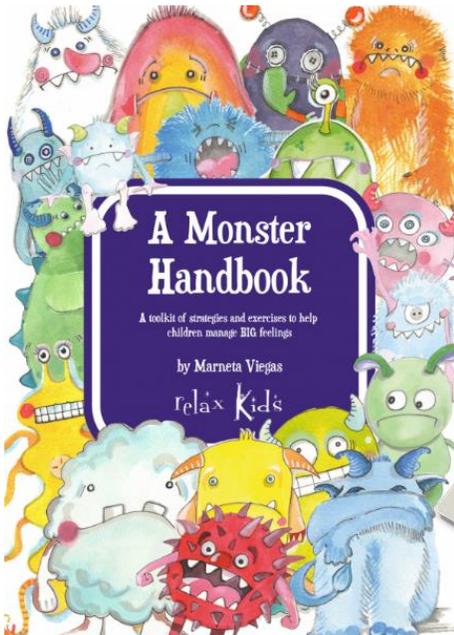
# Your experiences



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



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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”**

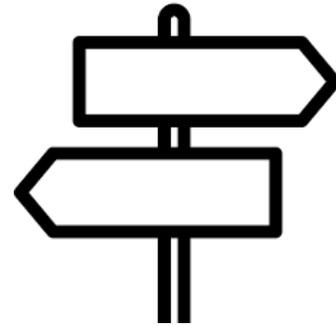
## Safety

**“You are safe”**

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

**“I care and I’m listening”**

P  
A  
L  
S  
Signpost



# Signpost: when?

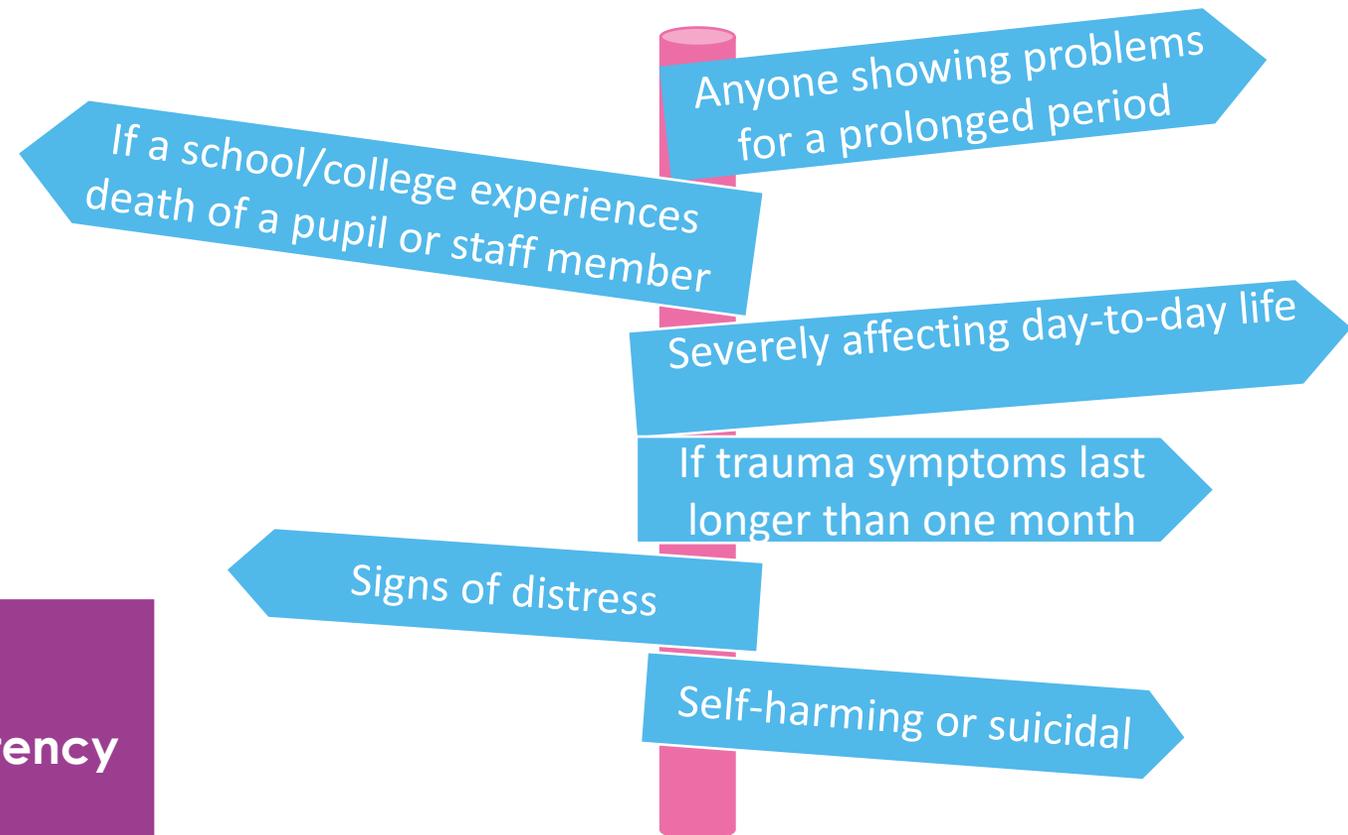
At any point

- 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



**Public Health  
Northamptonshire**

**CAMHS LIVE** online chat: [www.nhft.nhs.uk/camhslive](http://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



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# Other helpful websites

## Mental Health

- [MIND.org.uk](http://MIND.org.uk)
- [Youngminds.org.uk](http://Youngminds.org.uk)
- [annafreud.org.uk](http://annafreud.org.uk)

## Isolated/vulnerable/victims of abuse

- [Supportline.org.uk](http://Supportline.org.uk)
- [Nspcc.org.uk](http://Nspcc.org.uk)

## Self-harm & suicide prevention

- [nshn.co.uk](http://nshn.co.uk)
- [Harmless.org.uk](http://Harmless.org.uk)

## Bereavement

- [Childbereavementuk.org](http://Childbereavementuk.org)
- [Cruse.org.uk](http://Cruse.org.uk)
- [Sueryder.org](http://Sueryder.org)
- [Winstonswish.org](http://Winstonswish.org)

## Trauma & Loss

- [Beaconhouse.org.uk](http://Beaconhouse.org.uk)
- [Assisttraumacare.org.uk](http://Assisttraumacare.org.uk)

## Training & support

- TaMHS via: [www.northamptonshire.gov.uk](http://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](mailto:healthyschools@northnorthants.gov.uk)



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