

## 'Returning to school with wellbeing in mind'

### Aims to:

- **Provide staff with information about trauma** – brief descriptor & link to Bessel van Der Kolk (trauma expert) video – how we've all been affected by loss of external structures in our lives during 'lockdown'
- **Provide schools with information & support to create protective factors & reduce risk of long-term mental health needs**
- **Increase emotion regulation in classrooms to reduce challenging behaviour incidences** resulting from unmet needs (likely to increase in the current climate)

### Objectives:

- **Help staff recognise behaviours** – early signs at school
- **Provide concise information** to support identified need
  - Written in table format so you don't need to read it all
  - Hyperlinked & colour coded to ease navigation to the bits you need
  - Provides **WHAT** (the behaviour) **WHY** (the reason it's happening/why it's important) **HOW** (how to support)
  - Strategies to try
  - A brief 'how to use this doc' guide for accessibility & ease of use
- **To provide Emotional Wellbeing Leads with support:**
  - Dial in Zoom session to support leads who want to help staff work in this way
  - Provide 3-4 power point slides for leads who want to present information to staff on the training day in September (supported by the Zoom session in July)
  - Follow up dial in Zoom sessions to support leads moving forward in the Autumn term

### It covers:

- **Managing social distancing with impulsive children/YP** (p16,17)
- **Reducing anxiety** by helping children recognise common emotional & physiological responses to trauma & 'normalising' them – then offering support by creating safety for them
  - *Teaching about trauma using story books or TV drama as a stimulus* (p9)
- **Early recognition & support of a SHAME response to reduce risk of escalation to RAGE** (p10- 11)
- **Meeting bio-social/developmental needs – to create safety for wellbeing & learning** (p7 – overview)
- **Specific impact of C19 on bio-social/developmental needs & behaviours you might see** (p19-20)

### How to use this document:

Want to find out about ...		Go to page/s ...	Specific Detail ...	See pages
Identifying unmet needs	Behaviours to look out for if needs have/are not being met	18 & 19		
	What children Do & SAY if they their needs are not being met	6		
Meeting needs	Overview of themes to meet needs	7	For detail follow colour coding or header e.g:	
			<b>BELONGING – green</b>	10 & 11
			<b>ACHIEVING - grey</b>	12
			<b>EMPOWERMENT - pink</b>	13
			<b>PURPOSE - blue</b>	14
Importance of connecting with others	Belonging	10 & 11		
	Co-regulation	15		
Impact of C19	Impact of C19 on wellbeing	4		
	What is meant by trauma	4, 21		
Reducing anxiety	Teaching about trauma	9		
	Understanding & working with SHAME	21 & 11		
	Helping impulsive children/YP to socially distance	16 & 17		
Resilience	Understanding the Resilience Wheel	5		