

Transitioning Back to School and Settings as Lockdown Lifts

Guidance for Head Teachers and Senior Leaders

Enfield Educational Psychology Service &
Schools Emotional Wellbeing Service

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Introduction

Plans for managing lockdown and the process of bringing your staff, children and young people back to school will have been a constant task for Senior Leadership Teams over recent months and this will be a continuing process. This is written in the context of the most [recent government guidance](#) following announcement on the 24 May 2020. There are three parallel processes for different groups of the school community as schools and settings reopen:



Although some issues will be common across all groups, it should be acknowledged that for children and young people to feel safe, **it is first the staff** and then the families who need to feel safe. It will be important therefore to think about the emotional comfort and support for everyone returning to school and the re-establishment of relationships.

The return to school will be experienced differently by individual members of your school communities and will be dependent on several aspects, e.g. individual perspectives of their emotional and practical experience of lock down, ideas about school generally, resilience factors.

Some people will have had a positive experience of lockdown and will be looking forward to the return to school. Others will have been affected by distressing and worrying situations. Some will be worried or nervous about their own and their children's safety. Many will have conflicting emotions, i.e. a keenness to return to school but feelings of uncertainty based on the information available to them.

The relationship you have with your staff, your parents, and your children and young people is key for their successful return to school, especially when there continues to be uncertainty on how the pandemic crisis will be resolved locally, nationally and internationally.

The way that you, as leaders of school communities, communicate information to staff, parents and your children will create trust in the plans you put in place and this will help reduce any concerns.

The relationships that staff have with their pupils will start the process of creating a climate for learning in different times. This will help children to re-connect with each other which in turn creates greater resilience in our children to adapt and keep learning.

There needs to be an acknowledgement in all of us that whilst we have all shared a common experience, we will have had different versions of this event, different impacts on our lives, different gains and different losses.

What is common for all of us working in education is that our role as educators is relationship-based. Therefore, the advice within this document uses our strengths in relationships as the starting point for thinking about welcoming our children back into our schools and settings.

The Recovery Curriculum

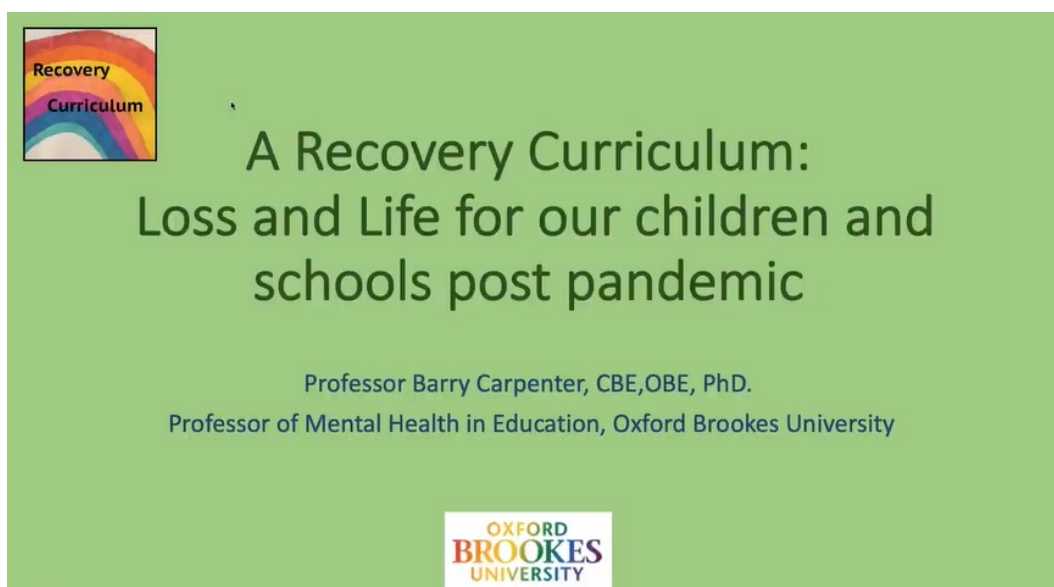
We recommend that you read the think piece and listen to the podcast by Professor Barry Carpenter who has been in education for 40 years as a head teacher, inspector and DfE advisor on complex learning difficulties and disabilities on what he is calling the Recovery Curriculum.

The Recovery Curriculum

The Recovery Curriculum is a construct rather than a curriculum of accountability. It provides a series of signposts as to how we might think about and engage with children as they return to school. This is based on hypotheses of children's lived experience during lockdown and no school.

The aim of the Recovery Curriculum is that there will be a co-construction of the learning programme for children during their first weeks back at school through the act of listening and responding to children's experiences, giving them space to rediscover themselves and confidence so that they reflect on and/or recover their emotional resilience and are guided to a place where they can reengage with the process of learning. Barry Carpenter identifies 5 levers:

- Relationships— making clear plans for relationships to be restored
- Community— understanding the needs of the community and what has happened during this time.
- Transparent Curriculum—showing children how to address the gaps and co-construct this with them.
- Metacognition— making explicit the rebuilding of thinking skills and confidence for learning.
- Space—providing space for children to rediscover themselves, find their voice on learning.



Guiding Principles for Intervention Following Mass Trauma

Throughout the COVID-19 pandemic, the work of Enfield Educational Psychology Service has followed the five key principles of the work of Hobfoll et al (2017) ¹ We will be continuing to follow these principles as a focus of the **Weekly Reflective Spaces available for Heads and School Leadership Teams over the course of the summer term.**

These principles are seen as central elements of intervention and will help in the process of setting policy and designing intervention strategy during the immediate and the mid-term post mass trauma phases. They apply to all levels of intervention, from those focusing on the individual to those that are broadly community based.

A sense of safety: It is important that children, families and staff can feel safe in the education setting and on the journey to school, which means letting everyone know what arrangements are in place to keep everyone safe.

A sense of calm: School communities are likely to experience a range of emotions both pleasant and unpleasant. They may need reassurance that these are normal reactions and support to help them manage their emotions and return to a state of calm.

A sense of self- and collective- efficacy: Individuals need to feel they have some control over what is happening to them, and believe that their actions and those of the groups they belong to (family, school, early years setting etc) will lead to positive outcomes.

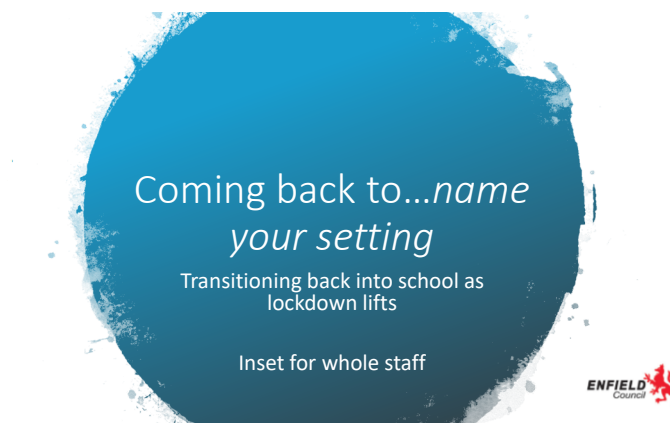
Social connectedness: It is important that adults, children and young people feel they belong and have a social network that can support them within the educational setting.

Promoting hope: Whilst life may feel difficult now for some people, it is important that adults, children and young people think that things will get better and work out in the future.

This guidance document integrates these 5 principles with Barry Carpenters 5 Levers:

Staff INSET

To accompany this guidance, an outline structure for an INSET event has been developed that **you can adapt and run with your staff.** This aims to reconnect your staff with your school/ setting and its values, to reflect on their experiences and what has been learned and most importantly, to manage their emotional needs so that they can, in turn, manage the emotional needs of the children and young people.



¹ [Hobfoll et al \(2007\) Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence. Psychiatry 70 \(4\)](#)

Creating a Sense of Safety

There will be different emotional responses about the transition back to schools and settings, e.g. worry, sadness, relief and excitement. There will children, young people, parents and staff who will be feeling apprehensive and will be wondering what to expect and whether they will be safe. Providing reassurance for children, young people, parents and staff with these concerns will be an ongoing priority.

We appreciate that the planning that schools and settings are undertaking is extensive and detailed and will be continually revised and updated as new government guidance is released.

These are examples that you will be already including in your planning:

- **Providing clear messages** that your overriding priority is to keep everyone safe.
- **Providing explicit information about the strategies** you are putting in place to keep everyone safe, communicated through a variety of means, e.g. a newsletter with photos and/or virtual tours of the environment to show how movement into and out of the school/setting and around the building and outdoor areas will be managed.
- **Staggering the start and end of day** to maintain social distancing during drop off and pick up.
- **Being clear about arrangements for lessons and meetings are going to happen**, how classrooms and activities will be organised, how break times, lunch times and access to toilets will be managed, etc.
- **Planning breaks** for movement and hydration and washing hands as a school/setting
- **Running fun campaigns**, e.g. 'Be a '[name of your school/setting] Hero' to reinforce messages to adults and children about handwashing, coughing, and observing the metre rule where possible (where appropriate for the children in your school/setting)



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- [See Appendix A for Guidance provided by Public Health Enfield](#)

Creating a Sense of Safety continued....

Holding in mind: emotional /relational aspects and trust will influence people *feeling* safe

- **Labelling and acknowledging feelings you may have yourself.** Although you may have a variety of feelings about schools opening over the coming weeks and months, it will be important that as a Senior Leadership Team you communicate a sense of confidence and collective ability to cope so that staff to feel safe and secure. It may be helpful to rehearse key messages beforehand, and to seek support from colleagues both in your school and professional networks.
- Making sure everyone knows **who they can go to** in school to talk about their concerns that may be related to COVID-19 or other issues.
- **Putting in place support systems** for staff through the relationships that already exist. You can also signpost to services where appropriate, e.g. IAPT, Employee Assistance Programme, the Educational Psychology Telephone staff support lines etc.
- Offering **families the opportunity through virtual meetings** to express their worries so that their concerns can be validated and addressed. The sense of co-production will help families have a sense of control and increase their confidence in the arrangements.
- **For children and young people, offering virtual meetings with early years practitioners/class teachers/form tutors** or virtual question and answer sessions. This can be supported by visuals and social stories in line with development stage.
- You will already **be aware of or will be identifying children and young people who are likely to require extra support** as they return to school/setting and will be collaboratively planning how their specific needs can be met. This will include those
 - with special educational needs and disabilities [[Refer to Covid-19: Promoting positive transition for SEND pupils during and after the crisis by SEND & SEYIS](#)]
 - in the care of the local authority, subject to CIN or CP Plans. [[Through working in partnership with the Virtual School for LAC / allocated Social Worker](#)].
 - who have previously experienced emotionally based school avoidance or with existing mental health needs. [[Refer to this presentation on The Role of the Mental Health Lead in Schools following a Pandemic by Dr Tina Rae and Dr Ali D'Amario \(May 2020\) Link](#)]
- If parents/carers have worries about their **child's health in** relation to going back to school they can contact the Enfield School Nursing Service or other health professional who work closely with their child. [See Appendix C](#)
- Signpost parents to **resources** they can use at home with their children. Healthy Enfield and the Enfield Traded Services Hub are regularly updating these in the COVID-19 section.



Promoting a Sense of Calm

All members of the school community will respond differently to the process of the return to school and what matters most is knowing your community and understanding the needs of the children, young people, their families and your staff group.

Some will demonstrate adaptability, resilience and acceptance in managing the transition and changes to the education environment, routines, rules. They will accept that some staff and children and young people will be returning to school and some will be staying at home.

Others may encounter more difficulties and in some ways their experience may be like that of children and young people transferring to a new school or setting. There are reasons why some children and young people may find these times more difficult, e.g. those with neurodevelopmental difficulties, underlying anxiety, or have experienced previous trauma.

Holding in mind:

- Acknowledging what children and young people have accomplished whilst they were not attending school/settings, not what we expect them to have learnt and what they may have forgotten.
- Knowing that it will take time for some children to re-establish and re-learn routines and expectations in schools.
- Understanding that the process of returning to schools and settings may have a powerful effect on some children and young people, which will require understanding and support.
- Reminding ourselves not to pathologise anxiety in the context of COVID-19. It will be important to normalise worries, especially for those children who might find transitions and endings more difficult.

Holding in mind: An attachment approach will ensure that provision is appropriate for those children whose attachments may have been ‘disrupted’, so are not secure.

- Focusing on **re-establishing relationships** between staff and pupils.
 - **Giving time** to welcoming children back.
 - **Offering kindness and comfort and listening to their thoughts**, feelings, ideas and experiences during lockdown, so that they can feel safe and trust staff to meet their needs through planned activities as well as incidental means.
 - **Watching behaviour with curiosity and empathy**, e.g. are children calm, wary, eager, connected, engaged, distant, enjoyment, overexcited, sensitive, settled.....?
- Establishing or re-establishing **routines** to provide predictability and stability.
- **Providing emotional containment** through acknowledging behaviours as a form of communication and ‘wondering aloud’ to translate behaviours into a language that can be understood and a need that can then be met.
- **Providing additional pastoral care** for those who require it, either individually or in small groups. This might include allocating an identified adult who they can go to if they want to talk about their feelings or worries and to give opportunities for discussion about concerns.
- For developmentally younger children permitting the use of **transitional objects** (a comforter or other object that enables a child to manage separation from a parent or caregiver) can help them to maintain an emotional connection to someone who cares about them and so feel safer.
- Making use of **calming strategies** such as quiet corners, Mindfulness, Emotion Coaching and Zones of Regulation.
- **Keep everyone involved and included** – give them a voice, ask them what you can do to help.
- **Checking in regularly with staff** and encouraging staff to check in regularly with children and young people (those attending school and those staying at home).
- Promoting staff, parents and children’s **physical health** will enhance mental and emotional wellbeing— [see Appendix B for Public Health Guidance](#).

Promoting Self- and Collective– Efficacy

During the Covid-19 pandemic, the school community will have experienced some aspects of their life that they felt were within their control and others as outside of their control. Experiences will have varied greatly depending on individual situations. A lack of a sense of control can cause a powerless feeling and can leave some people feeling anxious.

Supporting individual and the school community's sense of control or self-efficacy will be important in the ongoing planning arrangements in the return to school/ settings and considering the following:

- Identifying and **communicating the choices** that individuals and school communities do have—however small they might be.
- Providing adults, children and young people with **responsibilities** and choices such as specific tasks to help manage the school's social distancing strategies.
- Working with children and young people to **set targets and goals** for themselves.
- Teaching children and young people **tools to regulate their emotions** to help them feel they are in control of and can manage any unpleasant feelings they may experience.
- Supporting children and young people to **recall times when they have coped** with a challenge in the past and help them to think about how they can apply those strategies in different situations.
- **Encouraging collaboration** across the school, class or tutor group through active involvement in planning and implementing strategies to keep everyone safe and the use of communal language such as 'our school' or 'our project'.
- **Giving feedback** on how everyone's thoughts and ideas have been valued and shaped decision-making in managing the running of the school in the new environment.

Promoting Social Connectedness and Belonging

Although many families and staff will have been in contact via social media, all will have experienced loss of social connection to some degree, including close contact with friends and extended family members who they would typically enjoy being with through school-based and recreational activities and family events.

The impact of this loss will be experienced differently by individuals. Some will have enjoyed and be thriving in the context of reduced social demands while others will have sorely missed both the planned and incidental sociable aspects of their lives, e.g. play date with friends, coffee meet ups, dance, drama and music groups; team sports; learning and socialising with friendship groups etc.

Facilitating and maintaining a sense of connectedness and belonging to the school, to colleagues and peers, will continue to be important on the road to **community recovery**. It will enable staff and pupils feel that they are **genuinely cared about, wanted, listened to and supported** and will positively impact on their emotional wellbeing, engagement, enjoyment and achievement.

In the ongoing planning arrangements in the return to school you may be considering the following:

- Setting up **team and community building initiatives**.
- Offering opportunities for staff, children and young people to reach out to each other and facilitate connections, build friendships and support networks through **peer support programmes, mentoring programmes or consultation/reflection staff groups**.
- Promoting a collective understanding of 'how to support each other' and opportunities for small acts of kindness through **tutor groups or circle times**.
- Establishing trust and rapport for some children and young people by **assigning 'key adults' to help support them**.
- Promoting **relational approaches that are supportive rather than punitive** would encourage both staff and pupils' curiosity and understanding of emotions and possible causes for challenging behaviour. This could include the use of '**Restorative Approaches**'
- Ensuring that staff members have **their own emotional needs met**, will enable them to harness their internal resources to support children to develop and maintain their own attachments.
- Continuing to hold in mind the **children and young people who are not in school** and connecting them with those that are, through group messages and shared activities that bring the class together (e.g. a tapestry of art work)
- Continuing to hold **virtual assemblies** for the children and young people who are in school and for those who are staying at home to remain connected as a school community.

Promoting a Sense of Hope

Recovering from the COVID-19 pandemic is an **opportunity like no other** to engage the whole school/setting in thinking about values, 'What really matters to us now? How we have changed as a result of our experience? What have we enjoyed, innovated and learned?'

Is it a time to go back to old ways or a time for growth and new possibilities?

Acceptance and commitment approaches can help us here, to acknowledge the challenges we're facing, and think about how we want to respond.

Take a stand

What do you, as a school/setting, want to stand for in the face of this adversity?

What sort of school community do you want to be?

How do you want to treat your community members, others and the world?

Find the treasure

Some studies have shown that almost 90% of people report at least one aspect of post-traumatic growth after a stressful experience.

In the midst of all the challenges the pandemic has thrown up for us all, where is the treasure: what is there to appreciate and savour, for us as individuals, and as a community?

If we can harness this 'adversarial growth' through careful preparation and planning as outlined above, it will enable adults, children and young people to emerge from this challenging life experience with increased emotional strength and resilience, a heightened sense of appreciation and improved personal relationships.

There is a **companion power point presentation** for you to adapt for staff briefings over time and have focussed conversations where you will be:

- reflecting on and celebrating achievements of your school community and identify unexpected benefits that you want to hold onto.
- agreeing your shared principles for this transitional phase.
- thinking about support systems for your staff, parents and children
- considering systems to support the return of all of your children
- sharing plans for phased plans (dependent on government guidance).

For your school community a sense of hope and recovery will be encouraged through **holding in mind the positive acts** during the lockdown that we take forward and be part of the way we do things in the future. This can be through your collections of photos and messages and celebrations. They can form displays on classroom walls, memory books or memory boxes.

Discussing, sharing and making plans what we will do **when everyone is back in school**.

Planning memorial events will be important as a longer term plan, for people the school community has lost and the community experience to mark the time.

Acknowledgements and Thanks

There is a wealth of information, resources and webinars currently on offer, therefore our collective aim with this document was to provide accessible local guidance that is supportive, reassuring and acknowledges the incredible work that schools/settings have been engaged with over the course of the COVID-19 pandemic.

We are mindful that as we move through the summer term and into the next academic year the situation will change and settings will be at different stages in their thinking and planning. The principles in the framework will remain a useful touchstone to enable school communities to feel psychologically safe as well as physically safe, whilst it is appreciated that the execution of the principles will vary depending on each community context and point in time.

We would like to acknowledge our colleagues across the National Association of Principal Educational Psychologists with particular thanks to Wakefield EPS, Northamptonshire EPS, Lambeth EPS, The Bi-Borough EPS and Royal Borough of Greenwich EPS for their early work in this area which they have generously shared for local areas to develop and adapt accordingly.

Thanks also go to colleagues in Enfield Schools, the Education Department and Public Health Enfield who have supported the development of this guidance.

Useful resources (*local / regional / national guidance)

Anna Freud—Coronavirus Support

<https://www.annafreud.org/coronavirus-support/>

Bereavement Box (Nurture UK)

<https://www.nurtureuk.org/our-services/publications/programmes/bereavement-box>

Calming breathing and stretching exercises for children based on yoga:

https://www.youtube.com/watch?v=cyvuaL_2avY

Department of Education (24 May 2020) Coronavirus (COVID-19): implementing protective measures in education and childcare 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>

*Enfield Traded Services Hub—to access support information for school staff, parents/carers and children and young people

<https://traded.enfield.gov.uk/thehub/enfield-thrives-together/resources>

*Enfield Thrives Together Bulletins: <https://traded.enfield.gov.uk/thehub/enfield-thrives-together/resources>

*Enfield SEN & SEYIS—Covid-19: Promoting positive transition for SEND pupils during and after the crisis (May 2020)

Five ways to help children heal when schools reopen

<https://marymered.wordpress.com/2020/04/14/five-ways-to-help-children-heal-when-schools-reopen/>

Free downloadable resources on the coronavirus

<https://booksbeyondwords.co.uk/>

*Healthy Enfield Website for COVID-19 advice for parents

<https://new.enfield.gov.uk/healthandwellbeing/covid-19-advice-for-parents/>

*Healthy London Partnerships Good Thinking Wellbeing Apps - <https://www.good-thinking.uk/>

Recovery Curriculum: <https://www.evidenceforlearning.net/recoverycurriculum/>

The Role of the Mental Health Lead in Schools following the Pandemic-Dr Tina Rae and Dr Ali D'Amario - YouTube:

<https://www.youtube.com/watch?v=WB8v7on-Dtk>

Thriving Plus: Resources for helping families at home

<https://tavistockandportman.nhs.uk/covid-19/thriving-plus-resources-helping-families-home/>

Understanding anxiety- a child friendly video explaining how the brain works:

<https://www.youtube.com/watch?v=so8QN9an3t8>

Wellbeing Toolkit for Mental Health Leads

<https://www.senbooks.co.uk/product/the-wellbeing-toolkit-for-mental-health-leads->

Appendix A

Public Health Enfield Guidance to Support Transition Back to School

Public Health England have published the following guidance to support schools in transition back to school.

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

<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>

The key principles of infection control that schools should consider whilst developing plans are:

- Social distancing if possible (however guidance recognises that younger children will not socially distance from each other or staff working with them)
- Avoid contact with anyone with symptoms
- Frequent hand cleaning and good respiratory hygiene practices
- Regular cleaning of settings
- Minimise contact and mixing

Every schools' building and grounds are unique and therefore leadership teams will need to consider the best ways to implement the above principles. The below table provides some ideas (these are not government guidance and are provided as prompts to promote your thinking).

Protecting staff and pupils who are vulnerable to complications of COVID 19

In addition, you should consider whether some staff and pupils are especially vulnerable to complications of COVID 19. They maybe within the extremely clinically vulnerable group and will need to remain at home during this period. Public Health England guidance regarding this group is below.

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the in the above link, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions.

This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing.

If stringent social distancing cannot be adhered to, we do not expect those individuals to attend.

Public Health Enfield's ideas for Implementing Infection Control advice

<p>Avoid contact with anyone with symptoms</p>	<p>Staff, parents and children to be provided with information to self isolate if symptomatic.</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p>	<p>Have a plan in place about what to do if a child/ staff member becomes symptomatic at school.</p> <p>e.g.</p> <p>Identify a room which they can wait in where minimum contact with others (but supervised).</p> <p>Identify who will provide care/ supervision.</p> <p>What activity will they do whilst they wait (e.g. read/ draw).</p> <p>Identify how they will leave the building to minimise contact with others.</p> <p>If a child, young person or (member of staff) becomes unwell with symptoms of coronavirus while at school and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child/ staff member is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p> <p>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</p>	<p>If a staff member becomes symptomatic. Testing can be booked using the following link</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p>
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Frequent hand cleaning	Children have supervised hand washing (using warm, running, soapy water) when they come in to school, before they go out to play/ eat lunch and when they return.	If children sneeze/ cough in their hands to wash with soap and warm water	Teach children a handwashing song	Place handwashing posters around the school (maybe designed by children).	Check hand cleaning facilities frequently during the day (availability of soap/ hand drying)
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Regular cleaning of settings	Usual cleaning products can be used.	More frequent cleaning of school building.	Cleaning throughout the day of surfaces that are touched often e.g. door handles, handrails, table tops, play equipment, toys, electronic devices (such as phones)	Desks cleaned before and after a lesson (possibly with children's help).	<p>If someone becomes symptomatic at school.</p> <p>Clean the individuals desk space/ chair and frequent touch points in their class e.g. door handle.</p> <p>There is no requirement for whole school deep clean.</p>
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Minimise contact and mixing	Children and staff are organised into small groups who learn, play, eat, arrive and depart together and do not mix with others.	Groups of children remain with specific member of staff throughout the day	Children eat in their classrooms	Staggered schedule e.g. arrival, breaks, lunch, home – time to allow separation of small groups
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Social distancing	Social distancing consideration in areas of congestion e.g. doorways, reception areas, bathrooms	Sports games that allow social distancing.	Use of out door space for lessons.
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Appendix B

Public Health Enfield Guidance on Physical Health and Emotional Wellbeing

Promoting staff, parents and children's physical health will enhance mental and emotional wellbeing

1. Encourage staff, parents and children to maintain physical activity



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/829882/1-physical-activity-for-early-years-birth-to-5.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832861/2-physical-activity-for-children-and-young-people-5-to-18-years.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/829884/3-physical-activity-for-adults-and-older-adults.pdf

Continue with Daily Mile, Active Play sessions and other activities that maintain physical activity

2. Encourage staff, parents and children to have healthy food

Ensure full uptake of Free School Meals

Refer any families to Enfield Foodbank as necessary <https://northyfield.foodbank.org.uk/get-help/>

3. Encourage staff and parents not to smoke <https://stopsmokinglondon.com/>



School Nursing Service

Single Point of Access

Schools are closed at the moment and things are a bit different but the school nursing team are still here to help. The team can advise and support on any general health concerns for 5-19 year olds including behaviour, bedwetting, keeping healthy, anxiety, sexual health or on long term medical conditions

Who are we? A team of specialist community public health practitioners (School Nursing), qualified nurses with additional training and qualified nursery nurses with expertise in child development and behaviour.

When? 9am-4pm Monday-Friday.

Who can contact us?
Children/ young people,
parents/ carers, school staff
and other professionals

How can we contact?

Tel: 0208 702 6184

beh-tr.CedarSN@nhs.net

