

Illogan School Newsletter 23rd^h April 2020

Dear parents/carers,

I hope you all had a restful Easter break and welcome to our very first remote summer term!

This is quite a long newsletter but there is lots of information to share with you.

My life continues to be very busy here. I have two young people remote learning in the house with all the stresses that involves, including the sharing of IT resources, the continual bemoaning of the quality of our broadband, the stress of undisclosed end of year assessments and the rigour of college and university timetables. Last week, when things got a bit fraught in the house, my daughter erected a tent and moved into the garden! We take part in a weekly quiz event with 7 other families and this week we celebrated our first victory, largely down to Grandma having some very lucid moments of wisdom! We all look forward to getting out for a walk each day and I am loving my daily yoga in the garden which helps me to eliminate some of the stress I accumulate during the rest of the day. I've gone beyond worrying what the neighbours think of me now!

We've all had to adapt to new ways of working, so I wanted to take the opportunity to say what an amazing job you're doing supporting your child's wellbeing and learning during this time. Please don't worry about your children getting behind with learning. Everyone's in the same boat, and when things get back to normal we'll make sure we help everyone to catch up. You may feel like your child has missed loads of school but as of today we have only been closed for 13 school days. I hope that makes you feel a bit better?

It's definitely been a strange and challenging time, so it's ok if you and your child feel wobbly and worried at the moment. We're here for you every step of the way as we figure this all out together. We had previously given you two new email addresses for communication. We are constantly reviewing how best to communicate with you and we have now set up communication via Class Dojo. You will have been emailed information about this so please check your inbox if you haven't yet signed up. Remember, if you have any concerns about helping your child learn or you need any other support from the school, please let us know.

On Monday class teachers sent out your child's school report via Class Dojo. Please contact your child's teacher to confirm that you've had it, or let them know if there is anything you need clarified. We are all here to support you.

We hope you can understand that we can't deliver the same sort of education we do when the school is fully open, but your children won't miss out by not being in school at the moment. We've tried to keep everyone's workloads – both pupils learning at home and those in school – comparable, appropriate and realistic during this turbulent period.

We miss the children very much, but we must follow the government's guidance to keep everyone in our community safe. So, we're carrying on with our programme of home learning and provision at our Hub for vulnerable pupils and children of critical workers.

However, just because we're not all in the same building, it doesn't mean we can't have some fun together! Your children will have lots of activities they can get stuck into over the summer term – so be creative when you look at their home learning grid and when new ideas are sent out via Class Dojo. You know your children better than anyone so you will know what will excite and interest them.

You may have seen different approaches from other schools in the news, such as providing live lessons online. We decided not to do this because:

We know that some families in our community don't have the technology/time/circumstances at home to support this kind of learning at the moment, so we're focusing on supporting pupils to learn in the most widely accessible ways possible

Some of our teachers have their own care responsibilities at home, such as their own young children, and it can be difficult to fit these around live lessons

Also, some of you have asked for staff to host web chats for pupils. We have had to decline this suggestion as it contravenes our GDPR and Safeguarding protocols. However, we would urge you to find ways of allowing your child to communicate regularly with their friends. This is good for all of us.

We'll continue to review how we deliver home learning, so we'll let you know if we decide to change our approach.

Follow this guidance to create a positive learning environment at home

Be realistic about what you can do;

You're not expected to become teachers and your children aren't expected to learn as they do in school. Simply providing your children with some structure at home will help them to adapt. Use the tips below to help you make this work for your household

Experiment in the first week, then take stock. What's working and what isn't? Ask your children, involve them too.

Share the load if there are 2 parents at home. Split the day into 2-3 hour slots and take turns so you can do your own work

Take care of your own health and wellbeing. This will be new for your entire household, so give it time to settle.

Keep to a timetable wherever possible

Create and stick to a routine if you can. This is what children are used to. For example, eat breakfast at the same time and make sure they're dressed before starting the 'school' day – avoid staying in pyjamas!

Involve your children in setting the timetable where possible. It's a great opportunity for them to manage their own time better and it'll give them ownership

Check in with your children and try to keep to the timetable, but be flexible. If a task/activity is going well or they want more time, let it extend where possible

If you have more than 1 child at home, consider combining their timetables. For example, they might exercise and do maths together – see what works for your household.

Designate a working space if possible, and at the end of the day have a clear cut-off to signal school time is over.

Stick the timetable up on the wall so everyone knows what they should be doing when, and tick activities off throughout the day.

Distinguish between weekdays and weekends, to separate school life and home life.

Make time for exercise and breaks throughout the day

Start each morning with a PE lesson at 9am with Joe Wicks or another provider

If you have a garden, use it regularly. If you don't, try to get out once a day as permitted by the government (households can be together outdoors but 2 metres apart from others)

Get your children to write in a diary what they did each day – this can be a clear sign that the 'school' day has ended

Other activities to keep children engaged throughout the day

Where you have more freedom in the timetable, make time for other activities. Add some creative time or watch a dance video from Go Noodle to get the heart-rate going

Get your children to write postcards to their grandparents or to pen pals

Read with your child everyday and talk to them about what they have read. Ask them questions about the characters and setting in the story. Talk about tricky words and explain what they mean. Share your delight in their progress and make sure that they see you enjoying reading too.

Ask grandparents to listen to your children read on FaceTime (or ask grandparents to read to younger children)

Give them chores to do so they feel more responsible about the daily routine at home

Ask them to help you cook and bake

Many of you know that my children have hugely benefitted from their years as Beavers, Cubs, Scouts and Explorer Scouts and that I was, for many years, a leader too. The Scouts have published a super resource full of ideas of fun activities to do together.

<https://www.scouts.org.uk/the-great-indoors>

Accept that they'll probably watch more TV/spend time on their phone – that's ok but you might want to set/agree some screen time limits. Below you will find some updated guidance to help you ensure your child's online safety.

The Oak National Academy has launched its online classroom and resource hub. The Academy offers 180 video lessons each week for schools to use, across a broad range of subjects. The lessons cover children in Reception through to Year 10 and are free to use by both teachers and young people. The Oak National Academy can be accessed here:

<https://www.thenational.academy/>

Launch of BBC Bitesize

The BBC has today launched an education package across TV and online, featuring celebrities and teachers, helping to keep children learning at home and supporting parents. BBC Bitesize can be accessed here:

<https://www.bbc.co.uk/bitesize>

We also love seeing the children's fantastic learning at home – please keep sending their work in via Class Dojo or email. Let us know if you are happy for us to share it with others too as it is great for inspiration. Please remember also that for safeguarding reasons we ask you to keep in touch with us. At least weekly sharing of a task will keep us reassured as to your safety. Please don't feel that we are checking up on you unnecessarily – it's just that teachers are programmed to care.

If you're worried about the safety of another child in our community, call the NSPCC on 0808 800 5000 or the Multi Agency Referral Unit on 0300 1231 116. Alternatively, call the police on 999 if you think a child is in immediate danger.

We can't say yet when we'll be able to open the school fully, but rest assured that we'll continue doing our utmost to keep your child learning and our school community connected. We'll keep you fully informed of any developments with regard to our re-opening.

I'm so grateful for all the support you've given us already.

Here is some Department for Education Guidance on Online safety, which I have been asked to share with all parents.

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Whilst there are huge benefits to being online in order to stay connected to family and friends during this period, the government recognises many parents may feel concerned about the activities and content their children are accessing. This guidance outlines resources to help keep children safe from different risks online and where to go to receive support and advice.

Keep your child safe online

It is important to have regular conversations about staying safe online and to encourage children to speak to you if they come across something worrying online.

These resources provide guidance for parents and carers to keep children safe online. They will, amongst other things, support you to talk to your child about a range of online safety issues, set up home filtering in a child-friendly way and set up age-appropriate parental controls on digital devices:

- [Thinkuknow](#) by National Crime Agency-CEOP (Child Exploitation and Online Protection) provides resources for parents and carers and children of all ages to help keep children safe online

- [Childnet](#) has developed [guidance for parents and carers](#) to begin a conversation about online safety, as well as [guidance on keeping under-fives safe online](#)
- [Parent Info](#) is a collaboration between Parent Zone and NCA-CEOP, providing support and guidance for parents and carers related to the digital world from leading experts and organisations
- NSPCC has [guidance for parents and carers](#) to help keep children safe online
- [UK Safer Internet Centre](#) provides tips and advice for parents and carers to keep children safe online - you can also [report any harmful content found online through the UK Safer Internet Centre](#)

What harms might my child experience online?

You may have concerns about specific harms which children can experience online. There are more resources to help you understand and protect your child from different harms online, including:

- child sexual abuse – [a definition](#)
- exposure to radicalising content
- youth-produced sexual imagery ('sexting')
- cyberbullying
- exposure to age-inappropriate content, such as pornography
- exposure to harmful content, such as suicide content

Child sexual abuse

If you are concerned call 999 or report it to the [National Crime Agency-CEOP](#).

If your child has been a victim of child sexual abuse – online or offline – and you believe they are in immediate danger, you should call 999 and ask for the police. The police will continue to respond to emergency calls.

If you are concerned that your child has been a victim of online sexual abuse or you are worried about the way someone has been communicating with your child online, you can report it to [National Crime Agency-CEOP](#) (Child Exploitation and Online Protection).

These resources provide information and support for parents and carers on what to do if you're worried about child sexual abuse:

- if you have concerns about your own or another child's safety, you can contact the [NSPCC helpline](#) (0808 800 5000) for support and advice - the [Together, we can tackle child abuse campaign](#) also provides information on the signs of child abuse and neglect
- if you want to know how to protect your child from sexual abuse online, [Thinkuknow](#) by National Crime Agency-CEOP has developed activities to support your child's safe use of the internet - the Lucy Faithfull Foundation's [Parents Protect](#) website also provides advice to parents to help protect children from child sexual abuse

- if you see sexual images or videos of someone under 18 online, report it anonymously to the [Internet Watch Foundation](#) who can work to remove them from the web and help to identify victims and survivors
- if you have concerns about someone's behaviour, including children who may be displaying concerning sexual behaviour, you can contact [Stop It Now!](#) for information and advice

Radicalising content

[Educate Against Hate Parents' Hub](#) provides resources and government advice for parents and carers on keeping young people safe from extremism, including online.

[Let's Talk About It](#) provides support for parents and carers to keep children safe from online radicalisation.

Any member of the public can [report terrorist content they find online through the GOV.UK referral tool](#). More information about what to report and what happens when you make a report can be found on the [Action Counters Terrorism campaign](#).

If you are concerned that any family member, friend or loved one is being radicalised, you can also call the police on 0800 789 321 or 101 to get advice or make a Prevent referral, so that they can get safeguarding support. If you need further help, you can also contact your local authority safeguarding team.

'Sexting' (youth-produced sexual imagery)

If you are worried about your child sending nude images or videos (sometimes referred to as 'youth-produced sexual imagery' or sexting), [NSPCC](#) provides advice to help you understand the risks and support your child.

If your child has shared nude images, [Thinkuknow](#) by National Crime Agency-CEOP provides advice on talking to your child and where to get help.

Cyberbullying

If you are concerned about cyberbullying, you can find [government advice and information about how you can protect your child](#) and tackle it if it happens.

Age-inappropriate content and parental controls

If you have downloaded new apps or bought new technology to help stay connected at this time, remember to review and adjust privacy and safety settings if you or your child is signing up to a new online service.

[Internet Matters](#) has provided [step-by-step guides](#) on how to set up parental controls so that you can control what content your child can access online.

The [UK Safer Internet Centre](#) has developed guidance on how to switch on family-friendly filters to prevent age-inappropriate content being accessed on devices in your home.

The [NSPCC](#) provides more information for parents or carers with concerns about their child seeking inappropriate or explicit content online.

Suicide content

If you are worried about your child's mental health, [the government has published guidance for parents and carers](#) on supporting children and young people's mental health and wellbeing during the coronavirus (COVID-19) outbreak.

Support for children

If your child is worried or needs support, they can receive advice and support from [Childline](#) (0800 1111) or download the 'For Me' app.

If you need help to support your child's mental wellbeing, this [list of online education resources for home education](#) includes mental wellbeing resources which provide guidance on how to support the wellbeing of children and young people.

Here is Guidance on how to protect mental health from the Department of Education which I have also been asked to share with you.

Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus (COVID-19) outbreak

Updated 30 March 2020

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What you need to know

The coronavirus (COVID-19) outbreak is going to affect everyone's daily lives, as the government and the NHS take necessary steps to manage the outbreak, reduce transmission and treat those who need medical attention.

Regardless of their age, this may be a difficult time for children and young people. Some may react right away, while others may show signs of difficulty later on.

How a child or young person reacts can vary according to their age, how they understand information and communicate, their previous experiences, and how they typically cope with stress. Negative reactions may include worrying thoughts about their health or that of family and friends, fear, avoidance, problems sleeping, or physical symptoms such as stomach ache.

During this time, it's important that you take care of your family's mental health – there are lots of things you can do, and support is available if you need it.

Background

This advice is to help adults with caring responsibilities look after the mental health and wellbeing of children or young people, including those with additional needs and disabilities, during the coronavirus (COVID-19) outbreak.

For wider information on how to protect yourself and others, please see [Coronavirus \(COVID-19\): what you need to do](#).

This guidance will be updated in line with the changing situation.

Looking after your own mental health

As well as thinking about the children or young people in your care, it is important to take care of your own mental health and wellbeing. Children and young people react, in part, to what they see from the adults around them. When parents and caregivers deal with a situation calmly and confidently, they can provide the best support for their children and young people. Parents and caregivers can be more supportive to others around them, especially children, if they are better prepared.

Please see advice on how to [look after your mental health and wellbeing](#) during the coronavirus (COVID-19) outbreak or visit [Every Mind Matters](#) for clear advice and actions to take care of your mental health and wellbeing.

Helping children and young people cope with stress

Here are some key points to consider about how you can support your child or young person:

Listen and acknowledge: Children and young people may respond to stress in different ways. Signs may be emotional (for example, they may be upset, distressed, anxious, angry or agitated), behavioural (for example, they may become more clingy or more withdrawn, they may wet the bed), or physical (for example, they may experience stomach aches). Look out for any changes in their behaviour.

Children and young people may feel less anxious if they are able to express and communicate their feelings in a safe and supportive environment. Children and young people who communicate differently to their peers may rely on you to interpret their feelings. Listen to them, acknowledge their concerns, and give them extra love and attention if they need it.

Provide clear information about the situation: All children and young people want to feel that their parents and caregivers can keep them safe. The best way to achieve this is by talking openly about what is happening and providing honest answers to any questions they have. Explain what is being

done to keep them and their loved ones safe, including any actions they can take to help, such as washing their hands regularly.

Use words and explanations that they can understand and make sure you use reliable sources of information such as the GOV.UK or NHS website – there is a lot of misleading information from other sources that will create stress for you and your family.

It will not always be possible to provide answers to all the questions children and young people may ask, or to allay all their concerns, so focus on listening and acknowledging their feelings to help them feel supported.

Be aware of your own reactions: Remember that children and young people often take their emotional cues from the important adults in their lives, so how you respond to the situation is very important. It is important to manage your own emotions and remain calm, listen to and acknowledge children and young people's concerns, speak kindly to them, and answer any questions they have honestly.

See further guidance on [how to look after your own mental wellbeing](#) during the outbreak.

Connect regularly: If it is necessary for you or your children to be in a different location to normal (for example, staying at home in different locations or hospitalisation) make sure you still have regular and frequent contact via the phone or video calls with them. Try to help your child understand what arrangements are being made for them and why in simple terms.

Create a new routine: Life is changing for all of us for a while. Routine gives children and young people an increased feeling of safety in the context of uncertainty, so think about how to develop a new routine – especially if they are not at school:

- make a plan for the day or week that includes time for learning, playing and relaxing
- if they have to stay home from school, ask teachers what you can do to support continued learning at home. Online educational resources and activities to support children's learning are available from the BBC
- children and young people need to ideally be active for 60 minutes a day, which can be more difficult when spending longer periods of time indoors. Plan time outside if you can do so safely or see [Change4Life](#) for some ideas for indoor games and activities
- don't forget that sleep is really important for mental and physical health so try to keep to existing bedtime routines
- it may be tempting to give them treats, such as sweets or chocolate, to compensate for being housebound, but this is not good for their health, especially as they will not be able to be to run around or be as active as they normally do – see [Change4Life](#) for ideas for healthy treats

Limit exposure to media and talk about what they have seen and heard: Children and young people, like adults, may become more distressed if they see repeated coverage of the outbreak in the media. A complete news blackout is also rarely helpful as they are likely to find out from other sources, such as online or through friends.

Try to avoid turning the television off or closing web pages when children or young people come into the room. This can pique their interest to find out what is going on – and their imagination can take

over. Instead, consider limiting the amount of exposure you and your family get to troubling media coverage.

Young people will also hear things from friends and get information from social media. Talk to them about what is going on and ask them what they have heard about. Try to answer their questions and reassure them in an age-appropriate manner, avoiding too much detail.

How children and young people of different ages may react

All children and young people are different, but there are some common ways in which different age groups may react to a situation like the coronavirus (COVID-19) outbreak. Understanding these may help you to know how to support your family. 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.

For infants to 2-year olds

Infants may become more easily distressed. They may cry more than usual or want to be held and cuddled more.

For 3 to 6-year olds

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.

For 7 to 10-year olds

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.

For preteens and teenagers

Some preteens and teenagers respond to worrying situations by acting out. This could include reckless driving, and alcohol or drug use. 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.

Children and young people who are accessing mental health services

Children and young people with an existing mental health problem may find the current uncertainty around the coronavirus (COVID-19) outbreak particularly difficult. Their increased stress may lead to a change in their behaviours and their mental health needs. If you are concerned about how to access support if they need to stay at home, you may want to think about the following actions:

Speak to your child or young person's mental health team

Contact your child or young person's mental health team to discuss any concerns and check how care will continue to be accessed while you are at home. Update any safety and care plans as agreed.

Identify how the support your child or young person normally receives can be maintained

Ask about having appointments by phone, text or online, and how their health professional can offer extra support if your child or young person needs it.

If you usually have support in your home, check who you would need to contact in your local authority to let them know you're staying at home. Make sure it is clear if support is still needed for your child or young person.

If your child or young person has been admitted to an inpatient mental health unit, talk to the staff about their policies on access to cell phones and think about how you can stay in contact, particularly if you have to stay at home. Ask the unit if you could participate in a 'virtual ward round' so you can keep in touch with your child and/or young person's mental health team. If you need to stay at home this will also impact on whether your child or young person can come home on leave, so talk to your child or young person about what might happen so they are fully informed.

If your child or young person becomes affected by coronavirus (COVID-19) they will need to be cared for appropriately, so talk to the unit about what plans are in place should this happen and how best to communicate these to your child or young person.

Plan how you will access medication

You might be able to order repeat prescriptions by phone. Or you may be able to do this online using an app or website, if your doctor's surgery offers this.

Ask your pharmacy about getting medication delivered or think about who you could ask to collect it for you. The NHS website has more information about [getting prescriptions for someone else](#) and [checking if you have to pay for prescriptions](#).

Continue to order repeat prescriptions in your usual timeframe. There is no need to order for a longer duration or larger quantities.

Your GP might convert your child or young person's repeat prescription to one that is supplied under the repeat dispensing arrangements, this means you can go back to the pharmacy for a certain number of repeats without having to get a repeat prescription from the practice.

Be careful about buying medication online. You should only buy from registered pharmacies. You can check if a pharmacy is registered on the [General Pharmaceutical Council website](#).

You might also want to make arrangements for your child or young person if you become unwell, for example making sure a partner, friend, family member or neighbour is aware of important information including their care plan, medications and emergency numbers.

Children and young people with learning disabilities

Children and young people with learning disabilities can feel a loss of control in times of uncertainty such as the coronavirus (COVID-19) outbreak. They may need extra words of reassurance, more explanations or adapted explanations about the event, and more comfort and other positive physical contact from loved ones.

A good way to help them is by supporting their decisions, representing choices visually through written words, pictures, symbol systems or objects if helpful, supporting them to express their emotions and letting them know they are not alone. While listening, take their feelings seriously and

don't judge their emotions. They may feel anxious about big changes, such as going to new places or the possibilities of having to stay at home for a long period.

Where possible, it can be helpful to explain any upcoming changes to routine and circumstances before they happen and help them to plan and come up with solutions, such as finding a hobby or doing exercises to relax and cope with anxiety.

For useful tips for talking about feelings, see [Skills for Care advice](#). For further guidance on coronavirus (COVID19) for those with learning disabilities please see the [Mencap website](#), which includes easy-read materials.

Autistic children and young people

Irrespective of cognitive ability and language, autistic children and young people may struggle to identify any physical symptoms of coronavirus (COVID-19), as well as having difficulty talking about the emotions the situation will create. Keep an eye out for changes in behaviour which may help you to identify their emotional state, as well as physical symptoms.

There is going to be disruption for all of us during the outbreak, for example, they may not be able to follow their normal routines, or visit older family members, so help them to manage these changes using the typical strategies you know work for your family.

It is important to be clear when communicating about the situation, how to stay safe and the symptoms of the virus. Try to avoid giving definitive statements about the future – this is a rapidly developing situation and your child or young person may be more distressed if things change when they were told they would not. Keep up to date with reliable information about [coronavirus \(COVID-19\)](#).

If your child or young person becomes ill, they may struggle to manage the physical experience. You know what works with your family, so help to manage this situation knowing what helps your child or young person.

You should continue to access support of local autism groups online or via the telephone.

The [National Autistic Society guidance on managing anxiety](#) might also be helpful – you can call the Autism Helpline on 0808 800 4104 for further advice.

Children or young people with physical health issues

Children or young people with long term physical health issues, such as those who need continuous use of a breathing machine or are confined to a wheelchair or bed, may have stronger reactions to the coronavirus (COVID-19) outbreak. They might have more intense distress, worry or anger than children without these issues because they have less control over day-to-day wellbeing than other people. Support them by listening to their concerns, providing open and honest explanations about the situation, and giving them information about what is being done to protect them.

You may also be concerned about how you will continue their care if you have to stay at home, or you may be worried about infecting them. If you usually have support in your home, check who you would need to contact in your local authority to let them know you're staying at home. Make sure it is clear if support is still needed for your child or young person.

For further information about the conditions that put children and young people at risk please see the guidance on [shielding and protecting people defined on medical grounds as extremely vulnerable](#).

Children and young people who care for others

Some children and young people also have existing caring responsibilities for adults or siblings. They may be anxious about what will happen if the person they care for becomes unwell, or what will happen if they themselves become unwell and unable to support the person they care for. Even if they don't currently act as a carer, it is possible that they may become one if they are in a household with one adult.

Planning with your child or young person what will happen if you or another member of the family they care for or may need to care for becomes unwell, including contact details for others who can step in and support them, will help to reduce anxiety.

Bullying

Unfortunately, the coronavirus (COVID-19) outbreak has led to some individuals experiencing discrimination and harassment, often because of their ethnicity or nationality. It is important to check that your children and young people are not experiencing bullying or bullying others.

Explain that coronavirus (COVID-19) has affected and is likely to affect people from many countries, in many geographical locations. Emphasise that your child or young person should be empathetic to anyone who has been affected, whatever country or area they are from.

Remind your children and young people that everyone deserves to be safe at school, online and at home. Bullying is always wrong, and we should each do our part to spread kindness and support each other. If they have been called names or bullied at school, they should feel comfortable telling an adult whom they trust.

For more help and advice resources, please see the [Anti-Bullying Alliance website](#).

Money worries

You may be worried about supporting your family if you have to stay home – this can have a big impact on your mental health. For guidance on what your rights are at work, what benefits you are entitled to and what further support is available please see our [guidance for employees](#) or advice from [citizens advice](#) or the [National Debt line](#).

Where to get further support

If you are worried about your or your child or young person's symptoms, visit the [NHS self-isolation advice website](#) for information. If you are still worried, call NHS 111.

If you are worried about your child or young person's mental health, seek help from a professional. You may have services attached to your child or young person's school or college who can help. You could also contact your GP, or look up information on children and young people's mental health services on your local CCG website or on the NHS website.

In a medical emergency, [call 999](#). This phone line should be used when someone is seriously ill or injured and their life is at risk. A mental health emergency should be taken as seriously as a physical health emergency. For more advice on where to get support for a mental health crisis, please see this [NHS page](#).

For support as a parent or carer

Young Minds for Parents and Carers provides advice about mental health and behaviour problems in children and young people up to the age of 25. You can call the parents' and carers' helpline on 0808 802 5544. Please be aware Young Minds do not provide any direct psychological services and cannot make referrals to the NHS or Children and Young People's Mental Health Services (CYPMHS).

Helplines and websites for your child and or young person

If your child or young person would like to speak to someone anonymously, they could try calling a helpline or visiting websites such as ChildLine and The Mix.

[Shout](#) provides free, confidential support, 24/7 via text for anyone at crisis anytime, anywhere.

You can:

- text SHOUT to 85258 in the UK to text with a trained Crisis Volunteer
- text with someone who is trained and will provide active listening and collaborative problem-solving

[ChildLine](#) provides a confidential telephone counselling service for any child with a problem. It comforts, advises and protects.

You can:

- call 0800 1111 any time for free
- have an [online chat with a counsellor](#)
- check out the [message boards](#)

[The Mix](#) provides a free confidential telephone helpline and online service that aims to find young people the best help, whatever the problem.

You can:

- call 0808 808 4994 for free – lines are open from 11am to 11pm every day
- access the [online community](#)
- [email The Mix](#)

Well done! You have made it to the end. Apologies for the length of this newsletter but I felt it was only fair to share with you all relevant and helpful information at this difficult time. Please know that we are all thinking of you and that we want to be able to help and support you. Stay in touch with us and let us know what you need. What matters most to us is the physical and mental health of everyone in our community – everything else pales into insignificance.

With my best wishes,

Mrs Knuckey