

Advice for Teachers and School Staff – Looking After Yourself and Supporting Pupils Who are at Home Due to COVID-19

Guidance has also been provided specifically for parents and carers who are supporting their children and young people in their learning, within the home. This has taken the form of advising on fun activities which may be enjoyed during half-term or a holiday period and also (in a separate document) advising as to how parents and carers may support their children and young people and enable them to access the learning experiences which you will be providing for them, during ‘term time’.

An emphasis has been placed on the point that the parent or carer is not expected to ‘teach’ the child – as this is unarguably the role of the Teacher. With the child or young person now learning from home though, it is crucial that partnership working – among you, the parent/carer and the child/ young person is established in order to ensure that a rich, wholesome life learning experience is achieved for the learner.

The following advice has been provided to parents in regard to this and is repeated here, for your reassurance:

You may be feeling pressure to provide education in the same way that your children would get at school but this is not necessary. Mostly, children will need what they’ve always needed; love, attention and opportunities to learn and play.

The Need to be OK

Franklin H Ernst Jr developed the OK Corral in 1971 in order to offer insight into our responses when matters are not OK with us.

Although you will not be in face-to-face contact with your pupils at present, it is more important than ever that as you have the opportunity to be in touch with them, you communicate interest, care and positive regard.

Your relationship with them is that of being a significant adult in their lives and they will be feeling the loss of that contact, so your tone and words (even within written communication) will carry great weight for them.

Within his OK Corral, Ernst asks that we consider whether we are OK with (do we value) ourselves and whether we think that others are OK with (do we think that they value) us.

The ideal place on the OK Corral is in the ‘You Are OK – I Am OK’ quadrant as this permits us to make desirable, Get-On-With-It responses.

The other 3 quadrants – wherein either, You Are Not OK or I Am Not OK – or both, leave us feeling the need to; Get-Away-From-It’, ‘Go-Nowhere-With-It, Get-Rid-Of-It.



These responses are not going to equip us well to address the needs of our pupils and to provide reassurance to their parents and carers.


When you are struggling with yourself a good question to ask may be, ‘What is it that I cannot accept about myself – and why am I unable to accept that?’

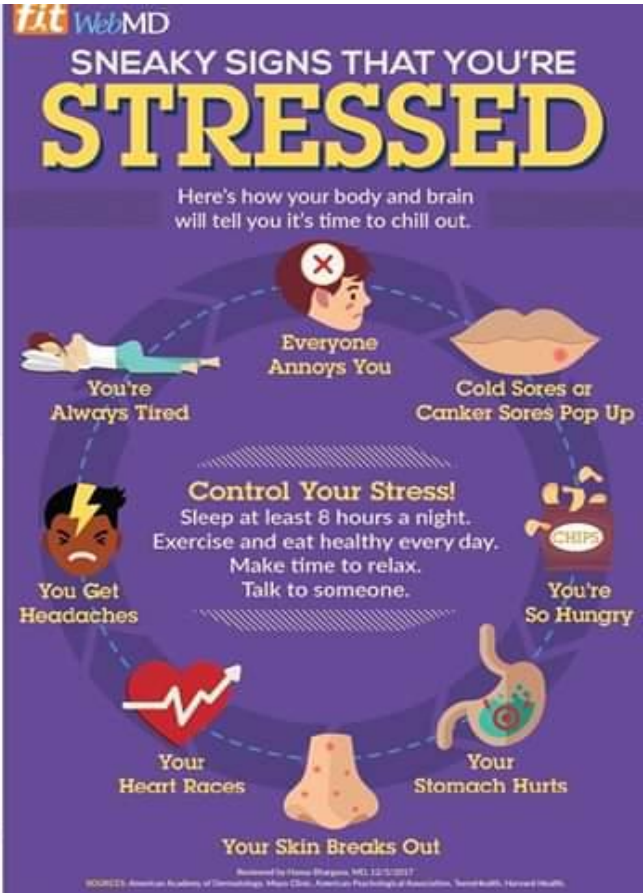
If you are feeling frustrated with a pupil a good question to ask yourself may be, ‘What is it about me which is making this child’s or young person’s response unacceptable to me at this moment?’

Using this as a cycle of question-and-answer should help you to arrive at valuable conclusions – and move into the ‘You Are OK – I Am OK’ quadrant.

The infographic below emphasises that as we are alert to the stress which is being experienced by pupils at this time, so this should prompt us to become alert to our own stress indicators as well.



Physically	Emotionally	Behaviourally
<ul style="list-style-type: none">✓ Fatigue✓ Sleep difficulties✓ Stomachache✓ Chest pain✓ Muscle pain and tension✓ Headaches and migraines✓ Indigestion✓ Nausea✓ Increased sweating✓ Weakened immune system	<ul style="list-style-type: none">✓ Loss of motivation✓ Increased irritability and anger✓ Anxiety✓ Depression or sadness✓ Restlessness✓ Inability to focus✓ Mood instability✓ Memory & Concentration Problems	<ul style="list-style-type: none">✓ Unhealthy eating (over or under eating)✓ Drug or alcohol use✓ Social Withdrawal✓ Nail biting✓ Too Stressed to Revise 



Be ACTIVE – Getting regular daily exercise is important for everyone. There are a lot of websites and YouTube videos that can guide you, whatever your current physical capabilities. Plan physical activities in the home - such as fitness videos or outside (if current government advice permits) such as walking, running or cycling. If you cannot get outside then open the window and get some fresh air and notice the outside.

GIVE – Research tells us that giving helps people feel valuable and makes us happier. We may not be able to contribute to our community in our usual way but there may be different and new opportunities. Text or call friends or family members, send pictures to those you know who are isolated.

Check that your neighbours are able to get food and supplies and find out how you may help with providing these. Support charities, locally or worldwide, which engage in work which is personally meaningful to you.

CONNECT – Social connection is one of the most important ways that we can look after our mental wellbeing. Physical distancing is going to make that trickier but in this technological age we can be creative in finding other ways to maintain social connections. Try to have phone calls and videos if possible rather than just using social media.

Arrange to Facetime/Skype a friend for coffee and phone relatives more often than usual. Try to find other things to talk about other than the virus and use apps such as designed to maintain contact with groups of friends.



LEARN – Learning a new skill or honing an existing one gives us a sense of purpose and achievement. Whilst we are busy we are less likely to have anxious thoughts and worries.

Many people may now have more time to start a new hobby or learn about an area that they have always been interested in. Maybe learn something new.

Take NOTICE – Take a break from the news and social media and concentrate on what is happening in the here and now; in your own body, thoughts and with family. Notice and appreciate the small things. Studies have shown that being aware of what is taking place in the present directly enhances your wellbeing. There are many good mindfulness apps to try (e.g. Headspace) but if that is not for you then getting into something you enjoy e.g. cooking, drawing and really focussing on it can be just as good.

In order to protect your being OK and in recognition of the need to make a healthy response to your stress indicators, we would recommend the '5 Ways to Wellbeing' (CLANG) model, as a systematic approach by which to manage and maintain wellbeing (worded by **Wiltshire Council**).

Before you can be OK with your pupils and expect them to be OK with you, you need to be OK with yourself – so please use the CLANG model to prioritise your own wellbeing.

Lesson Planning

Please refer to the Distance Learning Policy from the Committee for Education Sport and Culture, for Education Leaders, for the planning and design of remote learning during the period of lock-down – to guide you in your lesson preparation.

This may not be the first time you have been required to prepare lessons for pupils who will not be physically present with you but it is important to remind yourself that any virtual or distance learning experience will place many typical variables beyond your immediate control. Your realistic appraisal of the situation and collaboration with parents will therefore be key to managing the demands of distance learning.

Contact with Parents and Carers

The more relevant information which you are able to provide, prior to beginning the lesson, for parents and carers, the more confident they will be in supporting the child or young person through the lesson.

As a trained and skilled educator, a central point of your communication with parents may need to be what you do not expect from the child or young person as a consequence of their engagement in the lesson – as this may not be immediately apparent to their parents and carers.

Discussing COVID-19

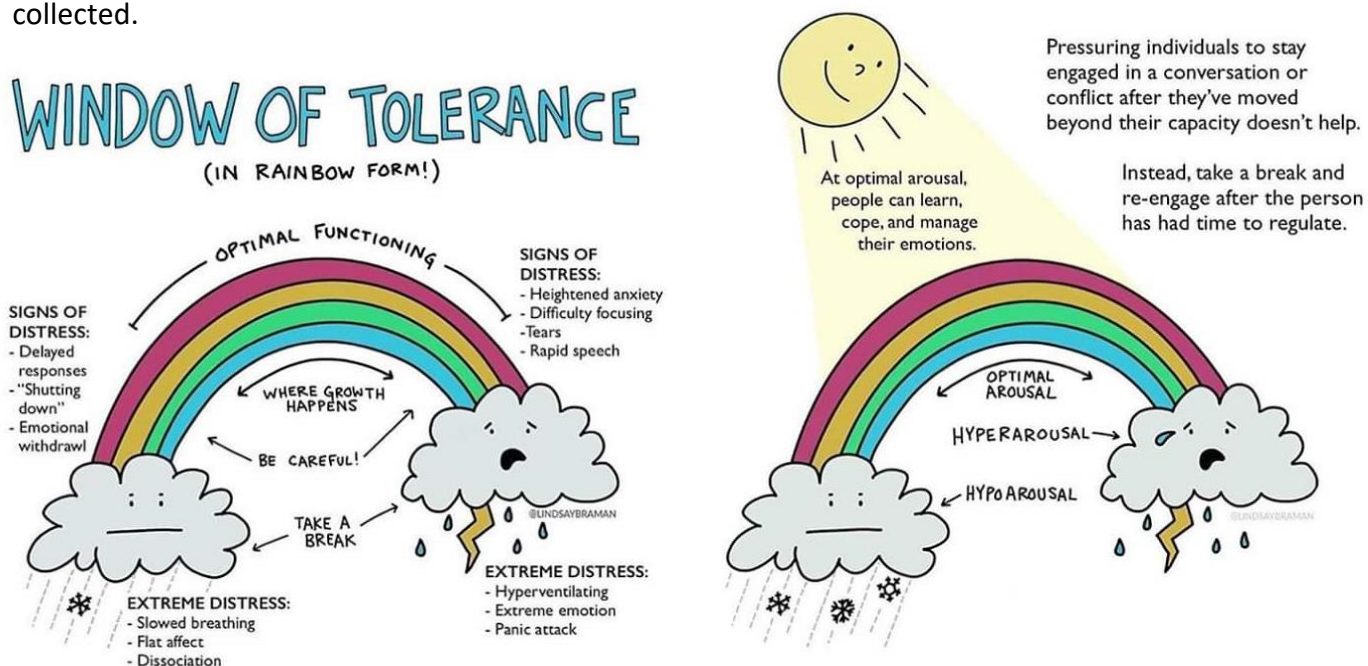
Parents and carers may ask you to advise them as to how they ought to talk to their children and young people in regard to COVID-19.

The following guidance, from **Save the Children** has been provided for them within our parent/carer guidance and we would invite you to reinforce and adopt the same approach.

How to Talk to Children About COVID -19 - based on 7 Simple Tips from Save the Children

1. Become informed and share the facts at your child's level of language and understanding.
2. Tailor your approach to your own child – will more information make the child more anxious?
3. Approach the subject simply and calmly – so that your child sees that you are coping with it.
4. Ask your child what they know, answer their questions and address any misinformation.
5. Validate feelings and reassure – 'It is a bit scary but we are keeping safe and healthy by ...' .
6. Remind them of what they can do – hand-washing, face-covering, being tested, sleeping well.
7. Model good hygiene and make it fun – a hand-washing song, going to bed rhyme

Those with whom you are in contact may be experiencing more stress than usual, due to the present situation. Please be aware that repeated contacts of this nature can have a cumulative impact on your own capacity for stress tolerance and so cause you to enter a state of distress. This is not a healthy state and you will need to step back from this situation until you have returned to being calm and collected.



Please use the CLANG model to support you in being restored.

The following may help you to CLANG within our local Guernsey community.



Join a local Guernsey group or charity to pursue a common interest or concern:
<https://healthconnections.gg>

Guernsey Town Church
Salvation Army Guernsey
Our lady and the Saints of Guernsey
Vale Church
Vazon Elim Church
 Holy Trinity Church, Guernsey



Learn

(Ideas for Staff On-Line Training)

General Subject Learning

The Open University has a range of courses available:

<https://www.open.edu/openlearn/free-courses/full-catalogue>

The vast range of topics on offer includes subject-specific learning such as 'Teaching Secondary Geography' as well as more general topics in education such as: 'What children's perspectives tell us about inclusion'; 'Understanding anxiety' and 'Understanding autism'.

General Special Educational Needs

FutureLearn

FutureLearn offers a range of different courses which vary in length (most are 6-10 weeks long - with an expectation of a few hours work per week- but some are 2-3 weeks long):

<https://www.futurelearn.com/using-futurelearn>.

One of their most popular resources is currently, "How to teach online courses". There is a vast selection of courses on offer but some that may interest staff include:

- * Good practice in autism education
- * Migrants and refugees in education: a toolkit for professionals
- * Managing behaviour for learning
- * Teaching students who have suffered complex trauma

NASEN

(National Association for Special Educational Needs) has some online training – you need to register (or the SENDCo/Headteacher can register you):

<https://nasen.org.uk/training-and-cpd/online-learning.html>

There are also a series of mini-guides that you can download which includes titles like, "Girls and Autism: Flying under the Radar"; "Transition" and "Supporting reading and literacy in secondary schools" amongst others:

https://nasen.org.uk/resource-listing.html?information_type=miniguide

SEND

The SEND gateway has numerous resources that are mainly pdfs but also provides a list of free online learning here:

https://www.sendgateway.org.uk/resources.html?keyword=online+learning&type=resources&sort_by=relevance&audience=&is_paid_for=0

Social Emotional Mental Health

Mind Ed

Mind Ed offers free, completely open access, online education in over 300 topics, centred around mental well-being:

<https://www.e-lfh.org.uk/programmes/minded/#gr>

AFWI

The Alberta Family Wellness Initiative (AFWI) officially began in 2007, with a goal to improve outcomes in health and wellbeing for children and families across Alberta. They provide free online training around the brain:

<https://www.albertafamilywellness.org/training>

Beacon House

Beacon house do not have online training but some helpful resources that it would be good for staff to read:

<https://beaconhouse.org.uk/resources/>

ACEs

ACEs Online Learning provides an introduction to Adverse Childhood Experiences and early trauma (with a certificate for completion):

<https://www.acesonlinelearning.com/>

Speech, Language and Social Communication

The Communication Trust

The Communication Trust is a coalition of over 50 not-for-profit organisations, working together to support everyone who works with children and young people in England to support their speech, language and communication. They offer a range of free training such as:

<https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/>

The National Autistic Society

The National Autistic Society offers some free training occasionally – currently they have ‘Managing Money and ‘Finding Employment’ which are helpful when thinking about approaches to discussing these topics with young people who have ASC:

<https://www.autism.org.uk/professionals/training-consultancy/online/managing-money.aspx#<https://www.autism.org.uk/professionals/training-consultancy/online/managing-money.aspx>

Links courtesy of Megan Greenway (EP in Brighton and Hove)



Be Active

The Health Improvement Commission for the States of Guernsey has provided a series of resources to support parents/carers and children as they are required to stay at home:

<https://healthimprovement.gg/news> shares practical tips on how to break up time sitting at home;
<https://healthimprovement.gg/services/be-active/be-active-home> - the up-dated home page;
<https://healthimprovement.gg/services/eat-well/eat-well-home> - healthy, affordable recipe ideas from easily accessible ingredients.



Notice

Be aware of our breath-taking surroundings and mindful of the tiny details in nature.



(Photos by **Karen Langlois**)

Become grounded - the Centered website provides guidance to help manage stress with a holistic wellness program of clinically validated mindful meditation sessions:

(<http://itunes.apple.com/us/app/centered/id901402639?mt=8>).

Attend to your own body signals and try to ensure that your quality of sleep is good – visit The Sleep Council website: <https://sleepcouncil.org.uk/> .



Give

Volunteer Guernsey (an alliance of the Guernsey Community Foundation, the Association of Guernsey Charities (AGC) and St John Ambulance Guernsey) is gathering a list of volunteers to match to the declared needs of local charities through its [website](#) .

Health Connections is also seeking volunteers: <https://healthconnections.gg/volunteer-gg/> .

Pupil Wellbeing

The following advice from **The British Psychological Society** has been shared with parents and we would ask you to reinforce this in your contact with them.

If children or young people are at home for long periods because of physical distancing or self-isolation, the following may also be helpful:

- **Expect Stress** - This is an uncertain and unpredictable situation, stress and anxiety are normal.
- **Reassure Children** - Reassure children that it is the adult's job to make sure things are ok and to keep them safe - and not the responsibility of the child.
- **Have a Routine and Structure** - involve the child or young person in deciding when to; get up, do work, take breaks, have meals, go to bed - during the week, with the weekend more relaxed.
- **Don't Worry if the Routine is Not Perfect** - please remember, this is not a normal situation.
- **Keep Boundaries Firm** - expect the same standards of behaviour so that children may feel safe.
- **Play** - this is fundamental to wellbeing and development at all ages and a de-stressor for adults.
- **Normalise the Experience** - explain that many other people are in exactly the same situation.
- **Help Children to Keep in Touch with Friends** - to build resilience in children and young people.
- **Reduce Access to Rolling News** - as Covid constancy could be overwhelming and distressing.
- **Supervise Children with Screens** - monitor their activity and balance with off-screen activities.
- **Schools Have Not 'Shut Down'** - so you may still be able to contact key members of staff.
- **Do Not Try to Replicate a Full School Timetable** - this will be impossible so let school guide you.
- **Avoid Putting Too Much Pressure on Academic Work** - focus on wellbeing so children may learn well.
- **Try to Keep Work in One Place or Store it, in One Place** - to separate work time / family time.
- **Give Children a Say in What Will Be Happening** - by agreeing rules and routines as a 'family'.

Ultimately, psychological wellbeing is paramount. In some cases children and families may be experiencing significant levels of anxiety due to the general situation or illness of a family member or friend. This may mean that for these children, focusing on their wellbeing and mental health is the priority, rather than on educational activities.

Praise

Guidance has also been offered to parents and carers on praising their children – and as you are now managing your relationship with your pupil, at a distance, praise will take on a heightened significance. It is hoped that the following information may offer you a welcome, brief ‘refresher’.

Praise is one of the most powerful tools which we possess in our interactions with children and yet it is one of the most poorly understood. Praise is a means of supporting a child or young person to work out how to make the best choices – and then to keep on making these. In praising children, we make them aware of their progress towards a goal. Our key message should always be that it is the individual’s effort and process of learning which is highly valued by us and not just whether a response was ‘correct’ or ‘incorrect’. Many thinking and creative tasks will not lead to a product which can be judged to be correct or incorrect and so it is the process of learning itself which is the point of the task.



When children and young people are complimented in an ongoing way for any and every behaviour, this is not praise, this is flattery and it is not valuable to them. Praising them clearly and genuinely, provides an opportunity for them to gain a sense of the pathway which they have taken to reach this point, while supporting them to consider what their next steps may be.

Praise should be an opportunity to develop trust in your relationship, so that if you are not able to provide the ‘proof’ of the praise which you have given, you may need to think again. This way of praising links with developing and demonstrating a **Growth Mindset**, something that underpins the Bailiwick Curriculum and which schools in Guernsey have embraced. See this as an opportunity for thinking about how we can grow and develop, embrace challenges, accept feedback, focus on the process, seek advice, not give up and learn from any mistakes.

Resources for Lessons

A detailed list of teaching resources has been prepared and this was included in the Distance Learning Policy.

Support Services

SAS

Please be assured that the officers of the School Attendance Service will remain in regular contact with you throughout this time and provide support by which to enable schools to follow-up on identified pupils, within the current circumstances. They can still be reached via their gov.gg email.

EPS

Contact will also be maintained by the Educational Psychology Service, who remain accessible via gov.gg email – and we would ask you to bear in mind the support function of the team at times of loss or critical incident.

Keeping Children Safe

NCA-CEOP is a UK organisation which protects children and young people both online and offline and it has produced the Thinkuknow education programme to keep all ages of children and young people safe from harm at a time of potential increased risk: <https://www.thinkuknow.co.uk/>.

We anticipate that we will all learn much from the present circumstances and look forward to seeing you face-to-face, when times are different.

A la perchoine!