

Our reference: SM/CB**

11th May 2020

Dear Families,

Please see attached this week's tips, guidance, staff messages and resources to keep yourself well during this difficult time.

The focus of this week's top tips is about eating well. I have included information from Jigsaw4u around supporting children who are experiencing loss.

Please see the information attached and the slides about services that are available.

Stay safe and take care.

S Morris

Ms S Morris
Student Wellbeing Coordinator



RAYNES

PARK HIGH SCHOOL

Wellbeing Letter 8th May 2020



Dear Families,

Please see attached this week's tips, guidance, staff messages and resources to keep yourself well during this difficult time. The focus of this week's top tips is about eating well. I have included information from Jigsaw4u around supporting children who are experiencing loss.



Stay safe and take care.

Ms Morris
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This week's top tips for... Eating Well

The change in our daily routine and current situation could affect what, when and why we eat. We all know the problems that the virus has created in food shops and the extra pressure this has put on families seeking food. Eating regularly and keeping our blood sugar levels stable can help our mood and energy levels. Drinking enough water is important for your mental and physical health. It is common to use food as a comfort when we are feeling sad or stressed which can lead to unnecessary snacking.

Avoid snacking on foods that are high in fat, sugar and salt particularly because we will be less active.



Think about a recipe that you have wanted to try but haven't had the time. Now is the time to experiment!

You can get lots of recipe ideas from

<https://www.bbcgoodfood.com/recipes>

Or watch Jamie Oliver's Keep cooking and carry on videos (channel 4) which show you how you can be creative with whatever ingredients you've got at home using tips, tricks and simple swaps.

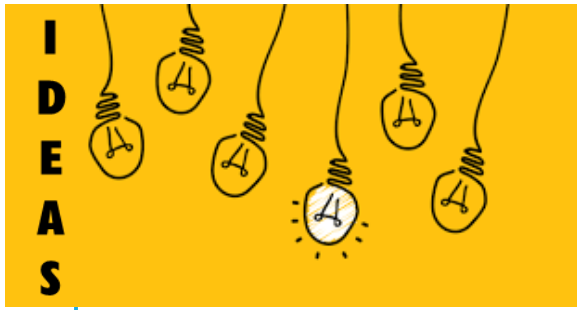
Our immune system helps us to fight illness and infection. Nutrients that help to build a strong immune system include Vitamin A and Vitamin C. Vitamin A sources include cheese, eggs, dark green leafy vegetables, carrots, sweet potato, butternut squash, cantaloupe melon and papaya.

Vitamin C sources include fruit (especially citrus fruits, strawberries, kiwi, green vegetables, peppers and tomatoes.



It is an opportunity to be together as a family and eating and sharing food is an important family activity. It is a chance to get involved helping to prepare food, suggesting ideas and developing your cooking skills!

Baking can be a family activity that is therapeutic, fun and can bring families closer together.



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NEW

COVID-19: Helping Young People Manage Low Mood and Depression

Explore practical ways to help young people manage their mood and maintain healthy habits during the coronavirus pandemic.

Join now - just started



The intended outcomes are :

- * Identify practical ways to structure the day and promote healthy habits to increase positive mood and reduce withdrawal
- * Explore the importance of self-care and modelling adaptive and mood enhancing behaviours
- * Engage in strategies for managing your thoughts and your feelings during the COVID-19 pandemic
- * Apply helpful communication techniques to ensure conflict is kept to a minimum
- * Reflect on how you can use this time as an opportunity for developing resilience

https://www.futurelearn.com/courses/low-mood-during-covid-19/1?fbclid=IwAR0FVhriBuWtX_IC71Z_3ME7DRwhswQs_0-NXAe5TD_vcpyM_bv2wIYdKug



Staff Messages

Hey guys, hope yourselves and your families are all well during this challenging time. I am really missing you ALL and can't wait until we are back at school, (hopefully) playing some rounders in the sun! I've been keeping busy by watching far too much Netflix, going for runs and baking so many delicious treats I'm considering applying for the next series of The Great British Bake off.

Hope you are all keeping busy and making yourselves even more lovely and interesting human beings. Stay safe and see you all SOON!

Miss McCourt.



Jigsaw4u Guidance for parents and carers- Supporting children and young people who are experiencing grief or loss

This guidance has been produced to support parents and carers in the event that your family suffers a bereavement. If you would like further information, please contact your child's school who can support you in accessing more specialist services including support from Jigsaw4U. Further signposting is also provided at the end of this document.

Common feelings associated with grief:

Shock and disbelief. Children and young people may feel physical symptoms of shock including feeling sick or dizzy. Others might struggle to process the information and revert to protective behaviours or go back to their play/what they were doing before.

Denial is another common feeling experienced after a loss. For children this can be because they don't understand that death is permanent and therefore talk about the person coming back, or search for them.

Anger and 'acting out' behaviours are often seen when a child or young person doesn't have the words to express the other emotions that they are feeling. They can also feel angry with the people who didn't prevent their loved one from dying and the person who has died.

Guilt is another common feeling associated with grief in which a child or young people may feel that they could have done more to stop the person from dying. Guilt can also be felt if their last interaction with the person who died was a difficult one.

Sadness and/or feelings of helplessness. When they realise that the person who has died isn't coming back feelings of low mood are common. This could result in your child losing their appetite, becoming lethargic or uninterested in things they previously enjoyed.

Worry and anxiety. It is especially common that a child or young person may worry about other family members, displayed by them becoming distressed at separations.

Difficulties focusing their attention, especially on demanding tasks like schoolwork. Children and young people may also have difficulties sleeping which reduce their concentration even more. Others may experience vivid memories for a time.

These feelings can be more intense if the death has been sudden, traumatic in some way, or if the child or young person is experiencing other changes or transitions in their lives.

It is important that parents/carers, as well as children and young people are aware of the range and intensity of the feelings that are often felt as a result of grief. The sense of feeling out of control as they move quickly through a range of emotions is more common in children than adults. If not normalised, this could lead to a young person isolating themselves away from the social support that they need.

Over time the feelings will become easier to manage and your child will feel more able to accept what has happened. This doesn't mean that they are 'back to normal', but that they are able to manage the normal routines of life more easily.





Children's understandings of death:

Children's understanding of death changes as they get older. Young infants will have a sense of loss and may be more fussy or clingy than usual.

- Between the ages of 2 years and 5 years, children begin to develop an interest in death but can't understand the permanence of it. They may show a lack of emotion or ask lots of questions, including when the person will return. It is important to provide honest answers that cannot be misinterpreted by the child. Children in this age group may experience disrupted sleep, changes in behaviour or developmental regression.
- Primary school aged children begin to understand the irreversibility of death and may 'fill in any gaps' in information with their imagination. They may become anxious about the safety of themselves or others. It is important to offer honest information and a supportive setting for them to ask questions. Children of this age benefit from 'normal routine' including attending school.
- Teenagers often have strong beliefs about death, but struggle to access support and feel isolated in their grief. Some teenagers become withdrawn; others may increase their risk-taking behaviours. Peer support and maintaining a 'normal routine and boundaries' is beneficial to bereaved young people.

What can you do?

Look after yourself and seek out support if you think you need it. Give yourself time to relax and also time to grieve.

Encourage them to ask you any questions they have.

Share memories about the person who has died. In time you might want to create something that reminds you of them.

Be honest about what happened and share that you are feeling sad/shocked/angry too.

Make sure they know they are not to blame for what has happened.

Listen and acknowledge their worries and reassure them that these are normal.

Try and keep up the routines that you had before the death. Consistency is really helpful.

Try and put their feelings into words for them and reassure them that they won't feel like this forever

Talk about what has happened using language that they can understand. It is more helpful to say that someone has died, rather than euphemisms like "we've lost Grandpa" or "Grandma has gone to another place". Story books can also be helpful.

Ensure that children know all emotions are ok. If they are feeling angry it is not alright for them to hurt themselves or others though.

Reassure your child if they are worrying about other people they love becoming ill, or dying.

Give them a different way to communicate their emotions such as through play or drawing, or channelling energy through physical activity.

Think about what would help you to feel safe and secure at this time, and plan for children from this.

Try to make sure that all adults speaking to the child are using consistent language and sharing the same information.

Still supporting students and families remotely



C22 Merton YP Risk & Resilience Service
Do you have a young person or parent that would benefit from a 1:1 6-12 week telephone intervention around Substance Misuse or Emotional Health?

Please contact the office on 020 3701 8641 (phones have been diverted during the COVID-19 pandemic).

Email address for additional information referrals:
secure.referrals@catch22.cjsm.net or password protected to msm@catch22.org.uk sending the password separately.



UNI-T PROJECT

**LGBTQI+ ONLINE COUNSELLING
FOR YOUNG PEOPLE**

FREE ONE-TO-ONE COUNSELLING FOR LGBTQI+ YOUNG PEOPLE (VIA ZOOM)



School Nurse



Please contact Ms Morris if you would like help with any referrals.

Online Support for Young People



ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111



Free, safe and anonymous
online support for young people

Monday - Friday 12pm - 10pm
Saturday - Sunday 6pm - 10pm



Would you like
to find out new
ways of
managing your
thoughts and
feelings?

Speak to Ms Morris
to find out what
support you could
access



Merton Education Wellbeing Service Mental Health in Schools Team

Worried?

Feeling low
or sad?

Struggling
to sleep or
maybe
sleeping too
much?

Finding it
hard to get
motivated to
do things
(even fun
things)?

Resources for Parents

<https://www.jigsaw4u.org.uk/>

www.childbereavementuk.org

www.cruse.org.uk

<https://www.cruse.org.uk/get-help/coronavirus-dealing-bereavement-and-grief>

www.winstonwish.org

<https://talkofftherecordonline.org/what-is-on-workshops>

<https://www.good-thinking.uk/>

<https://www.familylives.org.uk>

<https://mindedforfamilies.org.uk/young-people>

<https://cdn.catch-22.org.uk/wp-content/uploads/2020/03/ParentsHelplinesAppsWebFINAL.pdf>

<https://healthmatters.clch.nhs.uk/teens/contact-school-nurse/>

<https://nhsgo.uk/>

<https://www.themix.org.uk/>

<https://mindedforfamilies.org.uk/young-people/search-results/?searchTerm=Sleep>

Minded for Families

Should I be concerned? What should I do if I'm concerned? I am urgently concerned

1 2 >

Sleep Difficulties

There are a range of problems and types of problems that we see in children and young people. These difficulties can be grouped into problem types. The aim is to not repeat the existing MindEd content but rather to highlight what can be found and why it matters. Although this session does not cover every topic in detail, the material within these sessions is highly relevant to parents grappling with difficulties.

Introduction

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<https://www.familylives.org.uk/advice/teenagers/health-wellbeing/teenagers-and-sleep/>

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Teenagers and sleep

It's a familiar scene: you leave for work in the morning, while your teenager still sleeps soundly in bed. Try as you might to awaken them, they just don't seem to be able to get up for school in time. Read on for advice on managing your teen's body clock and helping to ensure they get enough sleep.

Hormone hijack 14-19 | Parentchannel.tv

Watch later Share

Parent channel.tv

0:00 / 4:23

YouTube

Teenagers

- Supporting Your Teens Mental Health During The Covid 19 Outbreak
- Body image
- Teenage depression
- Peer pressure
- Teenagers and sleep
- Teens and exercise
- Self harm
- Teens on holiday
- Eating disorders