

IMPROVING SCHOOL ATTENDANCE AND WELLBEING

Webinar workbook



Created by

Ealing & Hounslow Mental Health Support Teams

Promoting hope
and wellbeing
together

Introduction

This workbook was created by the Ealing and Hounslow Mental Health Support Teams (MHST). The MHSTs are a new service designed to support the wellbeing of children and young people in education settings, aiming to provide evidence-based support at the earliest signs of difficulties and promote life-long positive mental health.

This workbook was designed to accompany the Improving School Attendance and Wellbeing webinar series. In this booklet we have included worksheets and handouts for parents and carers to support their children in helping them to improve their child's school attendance which correspond with the webinars.

Each webinar lasts around 5-10 minutes long and can be located by clicking the links on the contents page and/or on the title page for the accompanying section of the workbook. These links will take you to a page with a video – please press play and make sure your sound is on.

This is an interactive workbook with links to other resources but you may find it useful to print some of the handouts in order to make best use of them. We have also listed a range of further support services at the end of the booklet

Please note: if you are concerned about the wellbeing and safety of your child then please seek support from your child's GP.

Ealing & Hounslow Mental Health Support Teams

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Accessing the YouTube links

Depending on what device you have, you can click directly on the link to open YouTube or you can hover over the link and click **Ctrl** and the link.

Webinar 1

Introduction and the four main reasons for school attendance difficulties

<https://youtu.be/GQduiZMKUdU>

S.M.A.R.T goals

When you start to make changes, it can be useful to track your progress by setting goals. It might help to think about what it was you wanted to gain out of watching these webinars or what would be different if your child no longer had the problems you came to get help with. When setting goals, it can also be helpful to think about the following:

- Specific:** What exactly do you want to accomplish?
- Measurable:** How will you know when you have reached the goal?
- Achievable:** What will you need to do to reach your goal?
- Realistic:** Is this goal reachable? How do you know?
- Timely:** When will you reach your goal? What is your deadline?

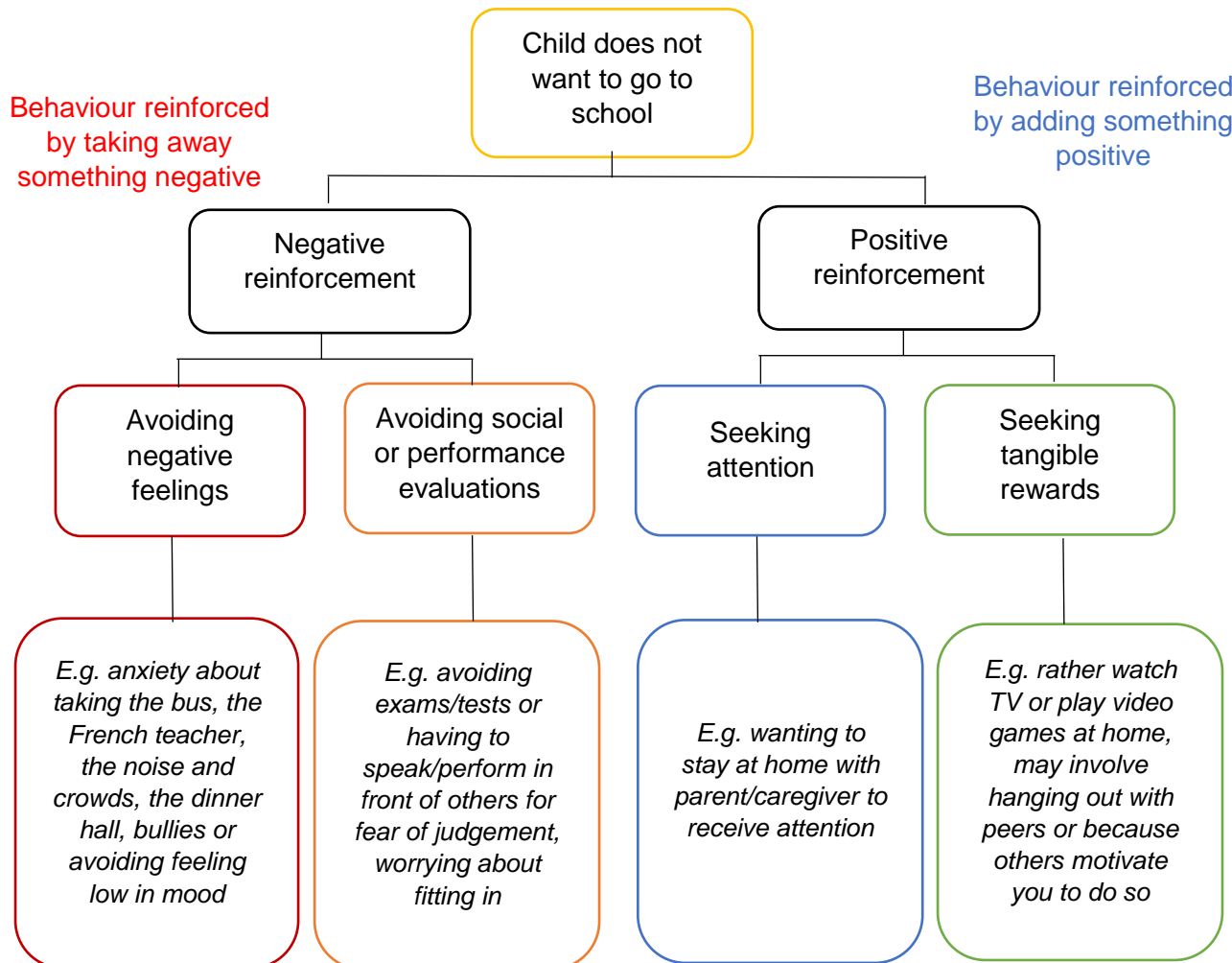
Once you have chosen your goals. Write them below and rate them out of 10 (Time 1). 0 = goal not at all met, 5 = half way to reaching this goal and 5 = goal reached. After a few months of implementing the strategies in these webinars, review these goals and re-rate them (Time 2) to see how far you've come and what you might benefit from having more support with.

	GOAL 1:
Time 1:	Time 2:

	GOAL 2:
Time 1:	Time 2:

	GOAL 3:
Time 1:	Time 2:

Understanding the four main reasons children avoid school



Case studies

A case study gives detailed information about a person's individual situation. They have been used within the workbook and webinars to provide examples to draw upon when thinking about different difficulties and strategies that could be implemented to improve school attendance.

ALIYAH

Aliyah is in Year 4. She has always been a quiet child.

Aliyah finds it very difficult going to school in the mornings. She says she doesn't like going in because she is scared.

She often cries and complains of a tummy ache.

Sometimes Mum and Dad keep Aliyah home from school because they are worried that she is unwell. Aliyah usually starts to look and feel better. She enjoys helping around the house and spending time with Mum or Dad.



JACOB

Jacob is in Year 11.

Jacob is usually a happy and active young person, but recently he has been lacking motivation to do anything. Jacob says school is really intense at the moment with lots of tests to prepare for GCSEs. Jacob was diagnosed with dyslexia when he was in Year 9.

Dad finds it really difficult to get Jacob up in the morning. Jacob says he is too tired and wants to go back to sleep. Sometimes it is so hard that Dad might be late for work, so he has to leave Jacob at home. When Dad comes back from work, he finds Jacob playing on his video games.



Webinar 2

Communication skills

https://youtu.be/hny_ZWyEOhM

Talking to your child about their school attendance

Top Five Tips

1. Choose the right environment

- Choosing the right space and time is important
- Pick a space where your child feels comfortable and there are no distractions
- Pick a time when everyone is calm and relaxed

2. Think about your approach

- Explain that you want to work together to help them overcome their issues and show a genuine wish to understand and help
- Be understanding and accepting of their feelings – try not to be judgemental or critical
- Be aware of your non-verbal communication

3. Asking open questions

- Don't assume you know the answers, keep an open mind
- Try to stick to open questions e.g. using what and why
- No response? Make tentative statements 'maybe', 'sometimes', 'possibly' – and allow them to agree or disagree

4. Check for understanding

- Repeat back what they say e.g. "so what you're saying is..." to confirm you've heard them correctly
- Tell them what you understand from what they've told you and give them the opportunity to correct you

5. Respond empathetically

- Empathise e.g. 'that must be really hard'
- Acknowledging their feelings does not encourage them you cannot make it 'worse'
- Reassure them you won't take action without discussing it first
- If emotions get heightened, revisit the conversation another time

Webinar 3

Routines

<https://youtu.be/4AmUZG8srbI>

School morning checklist

- Having a set morning routine with timings can be especially useful for children who find it difficult to go to school.
- Children can find it helpful to have their school morning schedule on their bedroom wall or somewhere else where accessible.
- Below you can plan your child's school morning routine – use this template or create one with your child. You can also include pictures of each activity and of your child's favourite characters!

Top tips for a school morning routine:

- ✓ Identify one thing that your child loves about morning time and make that thing contingent on them being done with the rest of the things on their morning routine checklist. For example, “*when you get dressed, brush your teeth and make your bed, then we have breakfast.*”
- ✓ Prepare school uniform and any packed lunches the night before.
- ✓ Try to remain calm and collected – children can mirror your actions and tone.
- ✓ Involve your child and encourage them to take ownership of tasks. Try not to do everything for your child so that they can learn to be independent.

Making home boring

- ❖ Children might not want to go to school because staying at home can be a lot more fun – they might have your attention as well as a variety of fun things to do instead of schoolwork.
- ❖ In order to help children with going to school parents should consider introducing the following rule:

Child cannot do anything during school hours that he/she would not be allowed to do at school.

- It can be helpful to consider the following:

Where can my child stay when they do not go to school in the morning?



- Child can be out of the home and receiving little attention (e.g. bringing child to work or to a relative's house if possible).
- If staying at home child should only do school work and read school-related books.
- It is best if the child can sit in a quiet space free of distractions and entertainment.

How can I make home 'boring' when my child does not go to school on a school day?



- When the child refuses to go to school, do not give him/her any extra verbal or physical attention.
- Supervising adult should not provide entertainment. This is important for the child to understand that it is expected of him/her to attend school.
- Remove games, toys, books, music, snack foods, access to electronics, access to bedroom, reinforcing interactions.

Webinar 4

What is anxiety? Developing a
step-by-step plan

<https://youtu.be/As7UTcJBay8>

Anxiety

Some children experience anxiety when thinking about going to school. Some common school based anxieties are: taking the bus, a particular lesson or teacher, noise and crowds, the dinner hall, exams/tests, having to speak/perform in front of others, worrying about fitting in/making friends. It can be useful to try to find what specifically is making your child nervous.

Anxiety is a perfectly normal, evolutionary response that is extremely common. Although it can sometimes feel unpleasant, it is harmless. Some symptoms of anxiety you may experience are: increased heart rate, dry mouth, trembling, sweating, nausea, light-headedness, shortness of breath and the worry that something bad is going to happen.

Sometimes anxiety can be quite helpful as it can protect us when we are in danger. For example, if we are standing near the edge of something without a barrier the feeling of anxiety encourages us to move away and protect ourselves. For our ancestors, anxiety would prepare them to run away when faced with enemies or large animals. This is known as the **'fight-or-flight'** response. The fight or flight response prepares us to either confront or escape danger by making us:

- Breathe quickly to get more oxygen to our muscles
- Increase our heart rate to increase blood flow to our muscles
- Release adrenaline which cause trembling
- Increase sweat to cool the body down



When the danger has passed, the anxiety often passes too. However, when the anxiety does not pass or is **present even when there is no actual danger** it can become problematic. Anxiety affects our **thoughts, emotions, physical sensations and behaviours**.

For children who these sensations cause a high level of distress, it is important for them to learn that they are not harmful and that they can take control. There are some ideas in this booklet to help them **manage these symptoms**. Also, any activity that uses a child's full concentration (e.g. films, sports, crafts etc.), can be considered relaxing. Once you have identified **activities that allow your child to relax**, build them into their weekly routine.

Step-by-step plan

Work with your child to devise a step-by-step plan to face their fears. Children’s fears often need to be faced gradually in order to build up their confidence and get them used to testing out what they are afraid of.

Creating the step by step plan:

- Decide on which fear to face first
- Think about an ultimate goal for your child that is achievable and realistic
- Break down the goal into 6-10 steps
- Put the steps in order from least difficult to most difficult
- Think about implementing some rewards for each step that will make taking these steps a little easier

Most difficult

Ultimate Goal	Ultimate Reward
Step 9	
Step 8	
Step 7	
Step 6	
Step 5	
Step 4	
Step 3	
Step 2	
Step 1	

Least difficult

Webinar 5

Understanding low mood and how to increase motivation

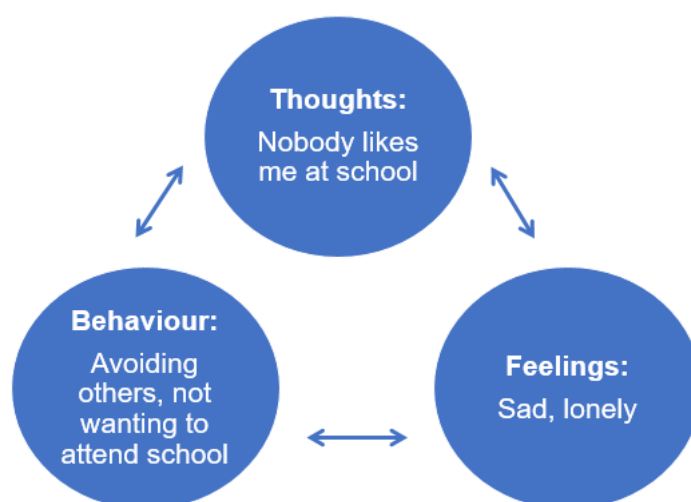
<https://youtu.be/3wjatQxJZAA>

What is Low Mood?

Everyone feels 'low,' 'down in the dumps,' 'blue,' or like they 'can't be bothered' from time to time. Low mood tends to describe when these feelings last for most of the day or over an extended period of time. When feeling low in mood people also find that their motivation is low, their appetite is reduced, their sleeping patterns are disrupted and their concentration and memory are poor. Other typical experiences include feeling irritable, weepy and lonely.

Due to recent events, all of us have not been able to do things we would usually like such as seeing friends, attending school therefore it is likely that we may feel unmotivated and low in mood.

Cycle of low mood:



Negative thinking:

When young people are feeling low, they often have a negative way of looking at themselves, the world and their futures. Some believe that people's tendency to think in this negative fashion is one of the important factors in ensuring their low mood continues. It clouds the way they interpret situations and helps ensure they continue to have a negative outlook on life.

Reduced activity:

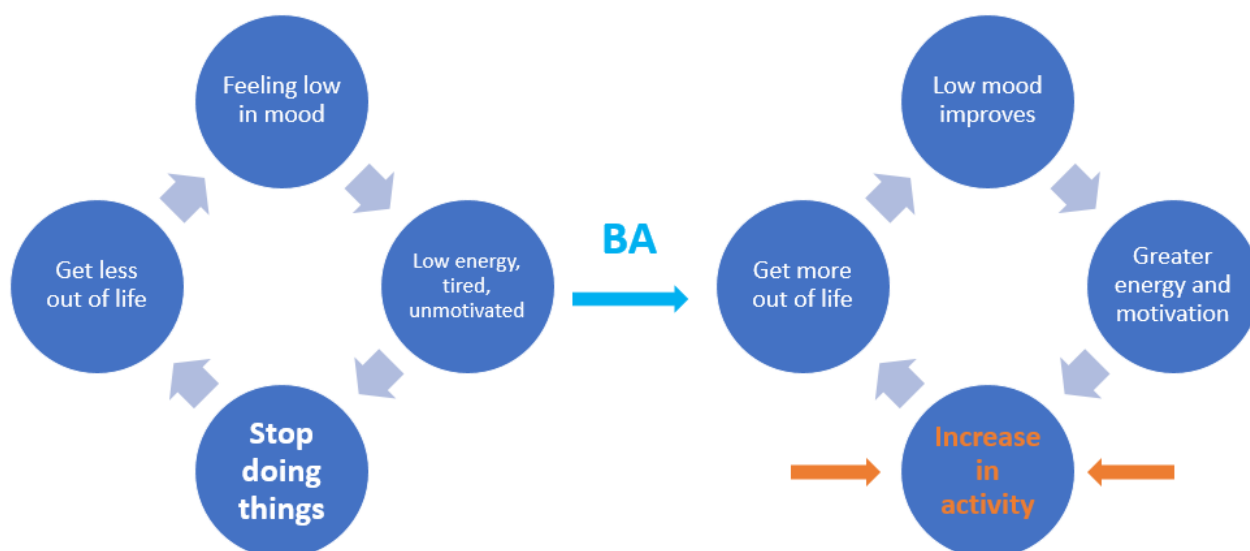
When young people feel low, they often stop doing things they previously did. E.g. socialising with friends or engaging in hobbies. This means that they have less pleasure in their lives and little to look forward to on a day to day basis. This feeds into the low mood and can keep them feeling this way. Furthermore, the less you do, the more you can't be bothered with things, which makes it even more difficult to escape this cycle starts.

Behavioural Activation

What is Behavioural Action (BA)?

When we are low in mood we tend to do less and less because of tiredness, difficulties sleeping, eating and negative styles of thinking. Learning strategies that can help your child become more active and make good use of their time can have a large impact on their mood. This approach is called **Behavioural Activation**.

Through doing positive activities that are meaningful and important to your child, there can be a big shift in the way they feel, and how they think about themselves and their life. Behavioural activation can help shift from the unhelpful cycle of low mood.



Increasing the amount of positive activity your child engages in will have a big impact on their mood by:

- Making them feel less tired
- Improving motivation
- Improving their ability to think clearly
- Experiencing enjoyment
- Giving them a sense of achievement

Activity planning

Your child's mood is greatly affected by what activities they do, who they are with and when they do them. Make a record in the table below of what your child is currently doing with their time and ask your child to rate their sense of achievement (A), closeness to others (C) and enjoyment (E) on a scale of 0 (none) to 10 (maximum). This gives a good current overview of what they are currently doing that has a positive impact on them as well as identifying where there could be a change for a new activity.

Date and time	Activity	Achievement	Closeness	Enjoyment

To increase your child's motivation, fill this out with them...

What do you like to do that makes you feel proud of yourself? (A)

E.g. painting, learning a language, doing a workout

What do you like to do with other people? (C)

E.g. doing something nice for someone, video call with a friend, cooking with parent

What do you like to do for fun? (E)

E.g. playing games, reading or playing sport

What can you and your child do to increase their motivation? *Look through the previous answers, write down 3 activities and plan when you will do them over the next few weeks:*

Activity	Date	Time

Webinar 6

Praise and rewards

https://youtu.be/MpWqdoHD_8I

Praise top tips for Primary School children

- Research tells us that a child’s self-esteem and motivation is affected by the type of praise they receive. The impact of praise depends on the message it sends to children!
- Praising a child’s efforts, determination and small steps in the right direction is really important, rather than waiting for the end product or perfection.
- As well as increasing their confidence and self-esteem, praise is also a powerful form of positive attention. This means that the more praise we give to behaviours that we want to see; the more likely we are to see those behaviours.

THREE BEHAVIOURS YOU WOULD LIKE TO SEE MORE OF IN YOUR CHILD

Use this space to think of 3 behaviours you would like to see more of in your child. It’s best if these are the opposite of what your child is currently struggling with in relation to school. The more you praise the positive behaviour the less you’ll see the difficult one.

Examples:

- Abdullahi takes his shoes off and throws them when getting ready for school → Praise Abdullahi for keeping his shoes on.
- Denise holds onto Mum when walking through the school gates in the morning → Praise Denise for walking through the school gates on her own.

➤ _____

➤ _____

➤ _____



Remember to be:

SPECIFIC

POSITIVE

SINCERE

ENTHUSIASTIC



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Praise and rewards in Secondary School

Praise

- Research tells us that a child's self-esteem and motivation is affected by the type of praise they receive.
- Praising a child's efforts, determination and small steps in the right direction is just as, if not more important, than praising the end product – don't wait for perfection.
- As well as increasing their confidence and self-esteem, praise is also a powerful form of positive attention. This means that the more praise and attention we give to behaviours that we want to see, the more likely we are to see those behaviours. But be sincere – they will notice when you aren't!

Step-by-step plan

Praise young person for **attempts and effort**, even if they do not manage to complete the step. This will help to build their **motivation** and **self-confidence** when facing fears.

Behavioural activation

Look out for **increased motivation** and praise child for their **attempts and efforts** to engage in activities to help with low mood and with school attendance.

Rewards

- This is another way of acknowledging the young person's achievements.
- Rewards don't need to be expensive or cost money, but should fit with the achievement that the young person has made. The ultimate goal should be the highest reward.
- You can think together with them about small rewards for each step/activity they complete to further increase their motivation and celebrate successes.

Use the table below together with your child to help you choose some rewards for completing steps on their step by step plan or behavioural activation plan.

Step	Reward
<i>E.g. Packing my school bag the night before</i>	<i>E.g. Extra time on the Xbox the next day</i>

Webinar 7

Problem solving

<https://youtu.be/KWuD9T0VefU>

Problem solving

Problem solving can be used for real-life problems that emerge when parents try to help their child challenge their beliefs e.g. the child is worried about attending school because a child wouldn't let them join in a game.

Problem solving can also be useful for addressing blocks to the Step-by-Step plan.

Some children feel like they are not in control of challenging situations and are not confident in their ability to problem solve. However, when we test their actual problem-solving abilities they do not have 'deficits' - it's just their perception. This leads them to seek help from others to solve problems. It is important for children to become independent and confident in their ability to overcome problems that they encounter. Although this does not mean that they have to deal with problems alone, asking for help can be a good strategy to help solve a problem.

How to problem solve

1. What is the problem?
 - Ask the child to describe what the problem is – this might be different to what you think it is
2. List all possible solutions – weird and wonderful included!
 - Ask the child to list as many different ideas as possible about what they might do to solve the problem
3. Which is the best solution?
 - Ask the child what might happen if they carry out each solution
4. Ask the child whether each solution is doable
5. Ask the child to decide which is the best solution by asking them to rate each solution
6. Encourage the child to have a go!
7. Review what happened
 - Praise the child for their efforts

Possible questions

- *What happened?*
- *How did they cope?*
- *Did they cope better than expected?*
- *Were they able to make a difference to the situation?*
- *What has your child learned from putting this solution into place?*

When to problem solve

- Think about what time and place would be best for your child
- Try to keep these discussions fairly short (around 15mins)

Problem solving

What is the problem?	List all the possible solutions (no matter how weird or wonderful!)	What would happen if I chose this solution? (in the short term? In the long term? To my anxiety in the future?)	Is this plan doable? Yes/no	How good is the outcome? Rate 0-10	Select plan. What happened?

Webinar 8

Limit-setting and consequences

<https://youtu.be/vcHXmxVkrpY>

Effective instructions and limit setting

Planning

- Plan with your child in advance:
- Tell them what you expect. Make this clear and specific.
- Plan how you're going to make it work together (e.g. "how can we make this easy for you? Shall we set a timer? Would you like a warning?") (Make the steps really clear e.g. 10 minutes warning, and then 1 minute warning- at 1 minute, stay and wait)
- Plan what will happen when they comply (e.g. "when the TV goes off at six o'clock you can get your colouring out"). Give praise and attend-make it specific.

Making commands

- ❖ Keep commands clear, short and to the point:
- ❖ Be specific not vague (e.g. "it's time to turn the TV off" not "the TV is still on").
- ❖ Don't use "let's" commands unless you're going to be involved.
- ❖ Give commands rather than requests (e.g. "it's time to turn the TV off" not "shall we turn the TV off now?")



Make it possible for your child to comply

- ❖ Give one command at a time
- ❖ Give commands that are realistic for your child's developmental stage
- ❖ Allow time to comply
- ❖ Use warnings and timers (after a one or two minute warning is given you should stay in the room with your child so they know you're going to follow through).
- Don't repeat commands lots of times. Help children learn that you expect them to comply the first time you ask.
- Be polite- don't use put downs, criticism, negative tone of voice. Try to manage your own emotions.
- Don't be drawn into an argument, instead validate your child's emotion (e.g. "I know you really like watching TV, it's so hard to turn it off"). If your child continues to argue back, calmly restate the agreed rule (e.g. "we agreed six o'clock").
- Rather than telling children what not to do, tell them what you would like them to do instead (e.g. "quite voices please" rather than "no shouting".)
- Use 'when...then' commands to help your child know the positive consequences of complying with a command.
- Pay attention and follow through with praise or consequences.

Consequences

- Be willing to be flexible- give your child a second chance if they forgot the expectation.
- Make sure you are willing and able to follow through with consequences.
- Consequences should be fairly immediate.
- Let your child know the possible consequences in advance.
- Involve your child whenever possible.

Remember: It's normal for children to test limits. The more consistently rules are enforced; the less children will test them.

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Webinar 9

Behaviour contracts

<https://youtu.be/JDcqGcVpRA0>

5 steps for a successful behaviour contract

1. Define the problem

- Be specific but non-blaming e.g. ‘the rubbish doesn’t get taken out’ rather than ‘you never take the rubbish out’
- You can try this with a different behaviour before tackling school attendance

2. Set the goal and steps

- Agree on a solution to try by reaching a compromise as the goal e.g. ‘X will take the rubbish out 3 times a week’
- Steps for success must be practical, realistic (achievable), specific and agreed by all parties
- You can add other children/create contracts for other children if necessary/helpful

3. Rewards and consequences

- Be clear with non-negotiables and state why
- Rewards and consequences should be clear to avoid conflict
- Make sure you are willing and able to follow through with rewards or consequences

4. Try it out

- Once you all agree, it should be signed and a time should be agreed review it
- Display it in an area that it can be read and referred to by all e.g. fridge, notice board
- Hold your child to the terms of the contract and leave it up to your child to make good choices

5. Review

- Review contract after the agreed time
- Any changes must be agreed by all involved



Behaviour contract

Our goal:

Steps for success:

- ❖
- ❖
- ❖
- ❖

Rewards:

- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖

Consequences:

- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖

Signatures:

Date: _____

Review Date: _____

Webinar 10

Relaxation strategies and self-care

<https://youtu.be/zILLzZyi2HE>

Relaxation strategies

Create a relaxation menu

- Below are some strategies your child can try when they feel worried, overwhelmed or upset. When your child tries these strategies they can circle the ones they like most.
- Talk to your child about the things that help them feel calm. They can add these to the empty boxes by drawing or writing them down.
- Practice the strategies which work best for your child.

Talk to someone

Sit somewhere quiet

Hug a teddy

High five breathing

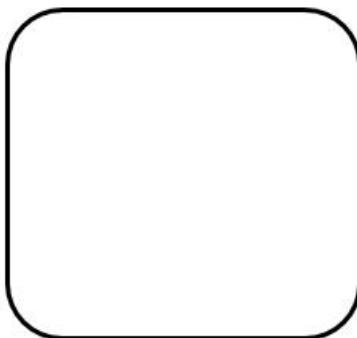
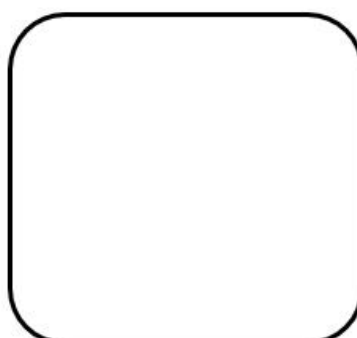
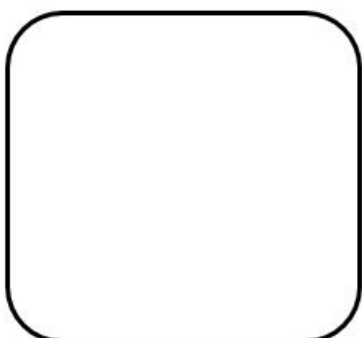
Find everything that's red/blue/white etc.

Squeeze a "lemon"

Play outside

Listen to music

Have a drink



Relaxation strategies

★ Controlled breathing ★

Being able to slow down your breathing and take deep breaths will help you relax when you're feeling anxious. It's helpful to practice this technique at a time when you're not anxious, and can be done sitting up or lying down. With enough practice, you will be able to use controlled breathing to reduce your anxiety when you are in a stressful situation. It can be helpful to imagine letting go of your anxieties with each breath. Imagine the worries dissolving or floating away.



1. Put one hand on your chest and one hand on your stomach
2. Take a deep breath in slowly through your nose for 7 seconds; both your hands should rise gently as you breathe
3. Hold the breath for 2 seconds 4. Release your breath slowly for 11 seconds
5. Practice!

★ Muscle relaxation ★

Use this exercise to relax different muscles in your body by tensing them for 5 seconds and then relaxing. When tensing each muscle, study the tension and notice how different it feels when the muscle becomes relaxed. It might be helpful to find a warm comfortable place where you will not be disturbed to practise these techniques.

- **Hands** – clench your left fist, and then relax. Do the same with your right.
- **Arms** – bend your elbows and tense your arm and bicep, then relax.
- **Neck** – Press your head back and roll it from side to side slowly. Feel the tension moving then bring your head forward into a comfortable position.
- **Face** – focus on your jaw and forehead. Lower your eyebrows into a frown and then raise them. After 5 seconds relax them and clench your jaw for 5 seconds. Notice the difference between tensing and relaxing.
- **Chest** – take a deep breath and notice your chest rising. Hold it for a few seconds then relax.
- **Stomach** – tense your stomach muscles as tight as you can and then relax.
- **Legs** – straighten your legs and stretch out as far as possible. Bend your feet up towards your face. After 5 seconds on stretching, wiggle your toes and relax.



Relaxation YouTube links

Deep Breathing

[Kids Meditation: Square Breathing](#)

[Kids Meditation: Five Finger Breathing](#)

[GoNoodle: Rainbow Breathing](#)

[4-7-8 Exercise](#)

[5-Minute Mindful Breathing](#)



Muscle Relaxation

[Progressive Muscle Relaxation](#)

[Progressive Muscle Relaxation for Kids](#)

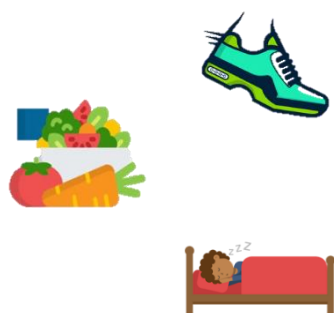
[Progressive Muscle Relaxation for Adults](#)



Self-care is all about what you can do to [help yourself feel better](#) or to [keep yourself feeling good](#). It's a way that we can look after our own mental health and wellbeing. Everyone's approach to self-care will look different. There are lots of different self-care strategies so you can try out different ones until you [find something that works for you](#). It can be helpful to divide them up into categories. Click on each idea to read more about why we have recommended these activities!

- ### Physical
1. [Eat a healthy diet](#)
 2. [Exercise regularly](#)
 3. [Good quality sleep](#)
 4. [Relaxation techniques](#)

- ### Social and Emotional
1. [Spend time with friends](#)
 2. [Mindfulness](#)
 3. [Self-soothe box](#)
 4. [Be kind to yourself](#)

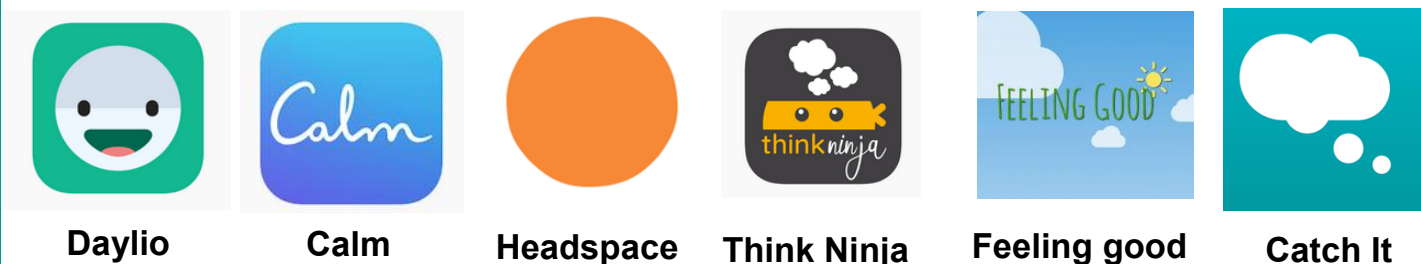


- ### Practical
1. [Technology break](#)
 2. [Hobbies and activities](#)
 3. [Set achievable goals](#)
 4. [Organise your day](#)



You can create a [self-care plan](#) with a list of activities that you can use to support your mental wellbeing. Try to choose a couple from each category. You can [adapt your plan](#) on a weekly/monthly basis if necessary. Remember: if an activity works, keep doing it. If it doesn't, stop and try something else! For even more ideas, check out: <https://www.annafreud.org/on-my-mind/self-care/> and the apps below!

NHS-recommended wellbeing apps



Daylio

Calm

Headspace

Think Ninja

Feeling good

Catch It

Webinar 11

Self-care for parents & building a back-up team

<https://youtu.be/0O9wSH2RRgc>

Looking after yourself so you can look after your child

Self-care is important, especially when you are caring for and helping others, but is easy to neglect. Verywellmind.com mention that there are **five types of self-care**:

- **Physical** – taking care of your body
- **Social** – relationships with others
- **Mental** – the way you think, keeping your mind sharp, self-compassion
- **Spiritual** – nurturing your spirit, for example using meditation or prayer
- **Emotional** – coping skills for your emotions

Self-care is *not* about doing things in isolation, you can also turn to your **Back-Up Team**. The Back-Up Team includes key people in your life/social group that can support you in any of the 5 self-care areas. Think about how you can use these relationships around you to support your wellbeing.



How are you taking care of yourself right now?

For example, going on a daily walk, phoning a friend, having “me time” ...

How is this working for you?

Really well? Could be better?

What else can you do /what can you continue doing? Who can support you?

Take a look at the self-care page below for some ideas

Top tips for self-care



Exercise

Participation in regular physical activity can increase our self-esteem, mood, energy levels and can reduce stress and anxiety.

Find out more: [How to use exercise](#)
[Home work outs](#)
[Yoga](#)



Looking for positives

In these scary and uncertain times, it is important to continue to stay positive. This can be done through talking with family and friends, completing a gratitude journal or following positive social media pages.

Find out more: [The Happy Newspaper](#)
[Hope in a time of crisis](#)
[Coronavirus: How to help safely](#)



Sleep

Good-quality sleep makes a big difference to how we feel mentally and physically. For example, it helps us cope with any worries surrounding the coronavirus and boosts our immune system's ability to fight infections.

Find out more: [Top tips for better sleep](#)
[Maintaining good sleep during the coronavirus pandemic](#)



Routine

Try to keep as much of your usual routine as possible, for example you can wake up and get ready at the same time, structure work/study time and meaningful activities into your day.

Find out more: [Organise your day](#)
[Working from home](#)



Relaxation and mindfulness

School closures and self-isolation and other factors you might have going on at home can lead to stress and anxiety. Relaxation techniques such as deep breathing and meditation can really help your wellbeing. If you are able to practice these regularly then you will feel the greatest benefits, so see if you can set aside even a little time every day.

Find out more: [Relaxation Techniques](#)
[What is mindfulness?](#)
[Mindful Breathing Exercise](#)

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Webinar 12

Working with your child's school

<https://youtu.be/cDCFS8k36dM>

Working with your child's school to improve school attendance

1. Identify the key adult

- Work with the school and your child to find the adult who will be the first point of contact for both you and your child with regards to your child's school attendance
- This could be the class teacher/head of year/form tutor/mentor/learning support staff
- Make sure it is someone that your child feels comfortable talking to and who has the time/capacity to deal with your concerns in a timely manner e.g. in the morning before school starts – in case you're struggling to get your child into school that day

2. Talk to the key adult about your concerns

- Highlight what works and doesn't work for your child currently and what you believe the main problems to be and get the school's point of view
- It is important that school is also with provided information about what potential triggers have been identified and signs to look out for that your child is having a problem – as this might lead to requests to go home or issues getting them to school the next day

3. Work with the key adult to develop a plan for when your child attends school

- Inform them of any plans you already have in place for when your child manages to attend school e.g. routines, rewards, consequences etc.
- Discuss things the school could do to help facilitate continued progress e.g. time out cards, check-in with key adult during the day, buddy system, personalised praise/reward system (in line with your one from home) etc

4. Work with the key adult to develop a plan for when your child doesn't attend school

- Inform them of the plans you already have in place for days when your child doesn't attend school including any consequences
- Discuss things the school could do to assist with supporting them back to school and reducing academic disruption e.g. ensure work is sent home for the child to complete, a phone call from the key adult as encouragement, reminder of the consequences/rewards school have put in place, making adjustments to the plan

5. Ensure that all plans are discussed with the child, kept up-to-date and have a time limit

- These plans are intended to be short term measures to increase school attendance and gradually this support should be reduced until the child is able

to facilitate this for themselves – discuss with the key adult how this will happen

6. Present a united front

- There is a chance there will be disagreements between yourself and the school as to how to best manage this issues but it is important that these conversations are held without the child first and then the agreed decisions shared with the child
- Discuss with the key adult who else at the school needs to be aware of these plans and how this will be shared – e.g. school receptionist, learning support staff
- Consistency is extremely important and everyone involved should be on board!

7. Bullying

- All schools are required to have an anti-bullying policy. It should be made clear to your child that bullying is not acceptable and definite action needs to be taken.
- You can talk to the school about measures being taken and also make sure your child feels they have an opportunity to express concerns about the actions that will be taken to resolve these issues

Webinar 13

Special Educational Needs and Disabilities

https://youtu.be/Sh_nfddkawU

What is SEND?

- A child or young person has special educational needs and disabilities (SEND) if they have a learning difficulty and/or a disability that means they need special health and education support.

SEND and school attendance

- Children and young people with SEND might find it particularly difficult to go to school.
- This might be due to difficulties with:
 - behaviour or ability to socialise, for example they struggle to make friends
 - reading and writing, for example because they have dyslexia
 - concentration levels, for example because they have ADHD
 - ability to understand things
 - physical ability

Using the workbook with children with SEND

- All the strategies covered in the workbook and the webinars can work for children and young people with SEND.
- You may need to make some adaptations according to your child's strengths and abilities.
- It may also be particularly important that you work with your child's school so that they can support you.

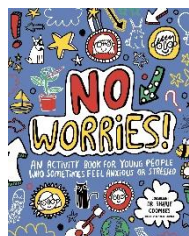
Our favourite resources for children with SEND



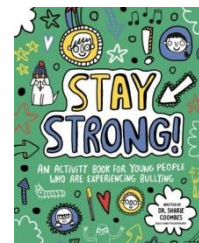
Kloog app
Social skills for Autism Spectrum Disorder
<http://kloogsocialskills.com>



Breathe, Think, Do app
Learn resilience skills with Sesame Street characters
<https://www.autismapps.org.au/social-skills/breathe-think-do-with-sesame/>



Mind Yeti app
Mindfulness for children
<https://www.mindyeti.com/>



No Worries!
Activity book for young people who feel anxious or stressed

Stay Strong!
Activity book for young people who are experiencing bullying

Further support for children with SEND

- Your local authority's 'Local Offer' outlines how parents of children with SEND can access information and local services. You can search for this on your local authority's website.
- Your local Information, Advice and Support (IAS) service can also give you advice about SEND. Go to: <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/find-your-local-ias-service>
- Visit Family Lives website for more information. <https://www.familylives.org.uk/advice/your-family/special-educational-needs/>

Further Support Services (General)

Anxiety UK

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

Information, resources and support for helping you understand how to deal with your anxiety.

The Mix

www.themix.org.uk

Online guide to life for 16-25 year-olds in the UK. Emotional support is available 24 hours a day. On the website, you can chat about anything you like on their moderated discussion boards and live chat room.

Young Minds

www.youngminds.org.uk

Information for young people about emotional and mental health issues.

Shout Crisis Textline

<https://www.giveusashout.org>

Shout is the UK's first 24/7 text service, free on all major mobile networks, for anyone in crisis anytime, anywhere. Text Shout to 85258

Samaritans

<https://www.samaritans.org>

A 24-hour service offering confidential emotional support to anyone who is in crisis.

MIND

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

Call, text or email for signposting to mental health support in your area.

Good Thinking

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

A free, NHS-supported service to support individuals in managing their own mental health and building resilience.

Mosaic

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

Mosaic works with LGBT+ persons age 13 - 19. We are committed to building a strong and cohesive LGBT+ community that is safe, free from prejudice, and thriving.

PAPYRUS

www.papyrus-uk.org

Papyrus are a suicide prevention charity. They provide confidential help and advice to young people and anyone worried about a young person.

Kooth

www.kooth.com

Free, safe and anonymous online counselling for young people.

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Support Services in Ealing

Ealing Families Directory

www.ealingfamiliesdirectory.org.uk

An online services directory and information resource for children, young people and families living in Ealing

Young Ealing

www.youngealing.co.uk

Ealing Council's Youth and Connexions Service provides services to empower and inspire young people (aged 13-19 years old, up to 25 for those with additional needs) to make positive life choices.

Call: 020 8825 5777

Ealing Council

www.ealing.gov.uk

You will find links that will take you to regularly updated pages with the latest council service information.

Ealing Advice Service

<http://ealingadvice.org/>

The service provides free, advice and assistance in social welfare.

Call: 0300 125464

Support Services in Hounslow

Hounslow Family Service Directory

<https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/home.page>

An online services directory and information resource for children, young people and families living in Hounslow.

Young Hounslow

<https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/newyouth.page>

Advice and support for young people in all different areas of life.

Hounslow Council

<https://www.hounslow.gov.uk/site/>

You will find links that will take you to regularly updated pages with the latest council service information.

Hounslow Citizens Advice Bureau

<http://www.hounslowcabs.org.uk/>

The service provides free, advice and assistance in social welfare.

Call: 0300 330 1185

Feedback!

As Mental Health Support Teams, we aim to continuously improve our service and tailor it to the children, young people and families we work with. Therefore, we would be very grateful if you could complete the survey below to give us your opinion on our webinars and the workbook.

Thank you in advance.

[Please click here](#)

Accessing the Survey Monkey link above

Depending on what device you have, you can click directly on the link to open the survey or you can hover over the link and click **Ctrl** and the link.

Acknowledgements

Contributors

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We hope you have found this workbook helpful!

Ealing & Hounslow Mental Health Support Teams



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