**Some of the text ‘chat’ from Session 2 (25.11.20)**

**Vulnerable groups. What has been noticed?**

* Since covid a lot more family breakdown
* The students we work with show their anxiety in their behaviour and we need to infer a lot of the time. Sensory reg and mindfulness activities have been a focus for classes
* Young carers are a group we have found to be hard hit by covid
* Family strain, divorces
* Pupils with siblings with complex needs
* Children of front line workers - going days/weeks not seeing them for example nurses
* Family poverty
* Lockdown and return to school has really highlighted these pupils that feel that they are not being seen or heard at home. This is a good step.
* there is a HUGE issue about getting children/YP the therapy they need
* children whose families do not have computers or good online access missing on class meetings
* For more information or to register for an assembly, parent or teacher workshops please visit: headsupharrow.uk Also feel free to contact me on: Emily.Lewis@mindinharrow.org.uk

**Loss and bereavement. Useful resources / what’s working?**

* *Losses discussion. What has been noticed?*loss of free time; loss of personal space; loss of contact with wider family – grandparents; loss of after-school activities and peer networks; face to face contact like hugs; Loss of social contact through other after school activities not happening
* No Worries activity book very good as have used this term already
* <https://www.childbereavementuk.org/>
* <https://www.papyrus-uk.org/>
* <https://www.winstonswish.org/>
* <https://www.griefencounter.org.uk/>
* [http://www.bereavementcareandsupport.co.uk](http://www.bereavementcareandsupport.co.uk/)
* Invisible string by Patrice Karst
* Art therapy
* Planting forget me nots on school grounds
* memory books, led by children themselves
* painting remembrance stones
* used to be balloons, but thankfully more environmentally friendly ideas now
* We use the Rainbows and Silver Linings Programmes - very good
* you make chn seem to be "stand alone" often parents are not coping with thier grief and the parents can often struggle to meet the needs of the chn and there's a difficult balance to support the chn and the parents
* FYI just as a reminder our critical incident, loss and bereavement booklet is on our Local Offer site: <https://www.harrowlocaloffer.co.uk/images/Loss_bereavement_guidance_April_2020_Revised.pdf>
* And a document regarding loss and bereavement during Covid: <https://www.harrowlocaloffer.co.uk/images/2020-04-16_CV19_losing_a_loved_one_info_for_schools_v2.pdf>
* toni@schoolscounsellingpartnership.co.uk
* the Harrow Guide - Critical Incidents, loss, bereavement and building resillience; how to respond was very useful

**Anxiety and low mood. Useful resources / what’s working?**

* lots of 1:1 sessions, small focused groups in bubbles, assemblies, PSHE lessons
* Harrow Horizons
* Assemblies
* Kooth
* Place2Be resources
* Early Support for parents
* Link EP; also discussing staff mood and support
* Worry box
* using pupil progress meeting to include well being