

# Inverclyde council

Post COVID-19 Supplement to Inverclyde's Bereavement, change and loss authority policy:

Supporting our children, young people, staff and the wider school community



**Post COVID-19 Supplement to Inverclyde’s Bereavement, change and loss authority policy**

**Contents**

Introduction..... 4

Content and structure ..... 6

Values and Key Principles ..... 7

Bereavement..... 8

    Ways to connect in our grief..... 8

    What children in Inverclyde said helped them during times of loss..... 9

Dealing with worry and anxiety ..... 10

    What can I do about anxiety and worry? ..... 11

    What Children in Inverclyde said would help them deal with worry and anxiety..... 14

Transitions ..... 15

Children with already identified Additional Support Needs..... 16

    Children with already identified Additional Support Needs- What to do ..... 16

    Key messages for parents and carers of children with already identified additional support needs undergoing transitions (in addition to appendix 1) ..... 17

Appendix 1- Tips for adults ..... 19

Appendix 2: Use This Decision Tree to Help You Notice ‘Real Worry’ Vs. ‘Hypothetical Worry’ ..... 22

Appendix 3- Worry Time ..... 23

Appendix 4- Useful Websites, apps and helplines..... 24

    Bereavement..... 24

        Generic Bereavement..... 24

        Bereavement adults:..... 24

        Suicide ..... 24

    Transitions ..... 25

    Anxiety and Stress ..... 25

        Stress System by Suzanne Zedyke ..... 25

        Laughter & Stress..... 25

        Breathing and reducing stress..... 25

        Moving back into the present..... 25

        Talking to your brain ..... 26

Naming your feelings .....	26
Transitional Objects .....	26
Gratitude .....	26
Children with already identified Additional Support Needs .....	26
Explaining COVID-19 to children with Additional support needs .....	26
Dealing with Anxiety around COVID-19 with children with already identified Additional Support Needs .....	27
Information and support for Parents .....	27
Resources for supporting wellbeing .....	28
Wellbeing Websites .....	28
Social Media Wellbeing Activities .....	28
Journaling Activities .....	29
Other useful websites for wellbeing activities .....	29
Apps .....	30
Apps for younger children: .....	30
Apps for Teenagers & Adolescents: .....	30
Apps for Adults, Teenagers & Adolescents: .....	31
Helplines .....	32
Inverclyde local support services .....	32
Appendix 5: Beavement, change and loss authority policy Implementation Checklist.....	35

For further information on Bereavement, Change and Loss, please refer to Inverclyde's Bereavement, loss and change policy and/or contact your establishment's Educational Psychologist.

Produced by Taryn Moir and Karen McPherson of Inverclyde Council's Educational Psychology Service

Educational Psychology Service  
Inverclyde Council  
Wallace Place  
GREENOCK  
PA15 1JB  
Tel: 01475 715430

## Introduction

In 2020 Inverclyde Authority created a Bereavement, Change and Loss policy to develop staffs knowledge and understanding around how we can effectively support children during difficult times. During the COVID-19 virus additional resources were created to support loss and change within this context.

Initial feedback from school staff has indicated the need for more change and loss context specific support as we move towards recover. Therefore, this document forms supplementary guidance which should be used alongside Inverclyde's Bereavement, Change and Loss Policy. It therefore echoes the same ethos and principles, including our stance on Children's Rights. Furthermore, it maintains the same links with the NICE guidelines,<sup>1</sup> HGIOS4<sup>2</sup> quality indicators, Inverclyde's GIRFEC Pathways, Inverclyde's Positive Relationships (PR) Policy and Inverclyde's 'Supporting Children and Young People Through Adversity- the three pillars' leaflet. It thereby reiterates that all stakeholders have a role in promoting a climate where children and young people feel safe and secure. This has never been so important.

We recognise that the more knowledge adults have of children's developmental concepts and potential reactions to loss, the more empowered they are to better support the child.<sup>3</sup>

This guidance is written for school and early years centre staff to support children and young people within their establishments. While, written with children and young people in mind, it is intended that the same values and principles should be adopted throughout caring educational environments and services who support children and young people, so that our staff will work together in partnership to support children and young people, their families and peers.

Whilst bereavement and family breakdown may affect some children, the common thread that runs through the current lived experiences of all our children, is loss and change.

---

1 National Institute for Health and Clinical Excellence. (2008). Promoting children's social and emotional wellbeing in primary education, NICE public health guidance, 12.

2[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

3 Long, R. & Fogell, J. (1999). Supporting Pupils with Emotional Difficulties – Creating a Caring Environment for All. London : David Fulton Publishers

Loss can have a significant impact upon mental health and wellbeing<sup>4</sup>. In pre-COVID-19 days a large percentage of children who experienced loss also experienced a decrease in their academic performance<sup>5</sup>.

That said, we must remember that children are resilient and many will have had positive experiences during lockdown. Bonnano's<sup>6</sup> research (2011) looked into the impact of various situations of change and loss, including: bereavement, 9/11, SARS (Bio-disaster,) traumatic injury, breast cancer surgery, mass shooting, job loss, divorce, birth of a child, combat deployment, and spinal cord lesion, found that only the minority has chronic negative reactions. We have a huge opportunity to build upon the resilience within ourselves and that of our children. Building resilient communities and strong social networks is an essential part of the recovery process. Children and young people are powerful agents of change<sup>7</sup> and we need to continue to provide opportunities to develop their sense of belonging to their school community. Now is the time to ensure that we restore mental health in our children, so that their aspirations for their future can be a vision that becomes, one day, a reality. Indeed, there is mounting research stating that resilience is the most common, natural reaction to loss or trauma<sup>8</sup>.

---

5 Worden, W.(1996). *Children and grief: When a parent dies*. London: Guilford Press

6 <https://www.evidenceforlearning.net/recoverycurriculum/>

7 Fielding, M. (2001). Students as radical agents of change. *Journal of Educational Change*, 2, 123-141.

8 *Bonanno, George (2009). The Other Side of Sadness: What the New Science of Bereavement Tells Us about Life After Loss. Basic Books. ISBN 978-0-465-01360-9.*

## Content and structure

This document has the following sections:

- Values and key principles
- Bereavement
- Anxiety and worry
- Transitions
- Children with already identified additional support needs.

This is followed by

- Appendix 1: Tips for all adults/ tips for parents/tips for teachers
- Appendix 2: Use this decision tree to help you notice 'real worry' vs. 'hypothetical worry'
- Appendix 3: Worry time support sheet
- Appendix 4: A bank of resources including web-links, apps and helplines
- Appendix 5: COVID-19 Bereavement, change and loss authority policy Implementation Checklist.

Interventions should be in line with Inverclyde's GIRFEC pathways and can be described as being at universal, enhanced universal, collaborative or enhanced collaborative levels. Change and loss are a natural and inevitable part of life and grief is a normal response to that loss. Children can and do cope with their grief if they know what is happening and have the appropriate support. Provided with love from their family, and support from friends and education staff, most children do not need to access professional counselling or therapy. Rushing a child (or adult) into counselling or therapy is not the answer. Indeed, intrusive therapy can be harmful<sup>9</sup>. Most bereaved people have a tendency to improve in their adaptation to the loss without any additional professional assistance<sup>10</sup>. Therefore, counselling or therapeutic support, either individually or group, should only be explored once a reasonable amount of time has passed since the loss has occurred, and there are still indications that the child or young requires additional support that could be attributed to the loss. See <https://www.inverclyde.gov.uk/education-and-learning/girfec> for more information on GIRFEC in Inverclyde.

---

<sup>9</sup> <https://thepsychologist.bps.org.uk/volume-21/edition-1/when-therapy-causes-harm>

<sup>10</sup> Currier, J. M., Neimeyer, R. A., & Berman, J. S. (2008). The effectiveness of psychotherapeutic interventions for bereaved persons: a comprehensive quantitative review. *Psychological bulletin*, 134(5), 648.

## **Values and Key Principles**

The Scottish Government's guiding values should be kindness, compassion, openness and transparency.

It is anticipated that providing support around loss and change, where it has been prevalent will lead to greater psychological safety. Inverclyde takes an inclusive approach, offering support at a universal level for all and also additional more tailored or targeted support for some and few where additional needs are identified. This guidance will take an empowering and resilience building stance.

Please see Appendix 1 which offers tips for adults that work in Inverclyde establishments, supporting children and young people who are experiencing bereavement, change and loss.

Similarly to all experiences of change and loss, our communication is open and honest with children, young people and their families and we use age appropriate language. Appropriate strategies are identified and implemented to support children and young people for as long as they need. We aim to build upon the resilience within our children. We are aware of staff support needs before, during and after periods of bereavement, change and loss.



## Bereavement

Please refer to “Inverclyde’s Bereavement, Change and Loss Policy” pages 6-9 for general guidance – Bereavement, change and loss and the role of all, and its “Appendix 1 – How Might Grief Present” to help give honest, developmentally appropriate information about death. It is difficult to see a child upset, but children cope better with sad news when they are told the truth.

## Ways to connect in our grief

Children and young people can be encouraged to use their creative skills to help them through the grieving process.

- Younger children could create stories and pictures of the person who died. They can fill memory boxes and scrapbooks and create photo books to share with others
- The child may ask for something of theirs to be put in their loved one’s coffin
- Older children may also find comfort in drawing, painting, writing and creating keepsakes to remember the person who died
- Planting a tree or bush in their garden
- The family, or school/centre - with the family’s consent, could create an online space to share memories, pictures and videos as a way of collectively remembering
- Help children express their feelings in a way that works for them, e.g. writing a poem or song, going for a walk to the person’s favourite place or baking/cooking their favourite recipe (see below for more information on activities)
- Staying emotionally connected is very important – help children to reach out and talk to the people they are close to. Children’s response is also influenced by the behaviour and support of the adults around them. Teachers can help a child cope with the loss by having several simple, direct conversations and supporting the child or young person to express his or her feelings in a healthy way. This ideally should happen face-to-face but could be done virtually or over the phone if necessary.
- See Appendix 2 for more ideas from the Child Bereavement Network to support:
  - (a) Children in their grief
  - (b) A friend in grief
  - (c) A member of staff in grief
  - (d) A parent or carer in grief.

## What children in Inverclyde said helped them during times of loss

*“It can help to speak about people as if they are still here even though the child knows they are not, like – Your granny really loves you.” Another commented – “Yeah that really helps me, I speak about my nana as if she is still with us and that does help”*

*“Adults using clear and honest language – sometimes (obviously depending on age) adults can be trying to protect you when actually you just need them to be honest and not shy away about talking about death”*

*“It’s also ok to cry, it’s perfectly acceptable so maybe make sure they know there is a safe place they can go if they want to cry”*

*“I definitely think adults also need nurtured and supported in supporting children and young people to have these conversations”*

## Dealing with worry and anxiety<sup>11</sup>

Human beings have the amazing ability to think about future events. 'Thinking ahead' means that we can anticipate obstacles or problems, and this gives us the opportunity to plan solutions. When it helps us to achieve our goals, 'thinking ahead' can be helpful. For example, hand washing and social distancing are helpful things that we can decide to do in order to prevent the spread of the virus. However, worrying is a way of 'thinking ahead' that often leaves us feeling anxious or apprehensive. When we worry excessively, we often think about worst case scenarios and feel that we won't be able to cope.

There are particular situations where worry becomes more common. Strong triggers for worry are situations that are:

- Ambiguous – open to different interpretations
- Novel and new – so we don't have any experience to fall back on
- Unpredictable – unclear how things will turn out.

Worry can be helpful or unhelpful, and psychologists often distinguish between worries concerning 'real worry' vs. 'hypothetical worry'.

- Real worries are about actual problems that need solutions right now. For example, given the very real concern about the virus at the moment, there are helpful solutions which include regular hand washing, social distancing, and physical isolation if you have symptoms.
- Hypothetical worries are about things that do not currently exist, but which might happen in the future. This is evident when we catastrophise.

---

<sup>11</sup> Taken from <https://www.psychologytools.com/resource/what-is-worry/>

	Real Worries	Hypothetical Worries
<b>Definition</b>	Real worries are actual problems that are affecting you right now	Hypothetical worries are about things that do not currently exist, but which might happen in the future.
<b>Examples</b>	<p>“My children are out of school and I need help looking after them”</p> <p>“I don’t have enough food in the house to last more than a few days”</p>	<p>“What will I do if I lose my job and end up destitute?”</p> <p>“I’m young and healthy but what if I end up on a ventilator?”</p>
<b>Function/ Outcome</b>	Helps you to solve problems in your life	Leaves you feeling demoralised, upset, or exhausted

Worry can also be experienced as anxiety in our bodies. For example:

- Muscle tension, aches and pains
- Restlessness and difficulty concentrating
- Difficulty sleeping and feeling tired.

### What can I do about anxiety and worry?

It is natural for people to worry, but if it becomes excessive, then it might be worth trying to find ways to limit the time spent worrying, and taking steps to manage wellbeing, for example:

- Support children to practise identifying whether the worry is 'real worry' or 'hypothetical worry'. If they are experiencing lots of hypothetical worry, they may need support to see that their mind is not focused on a problem that they can solve right now, and then to find ways to let the worry go and focus on something else. Use ‘The Worry Decision Tree’ in Appendix 3 to facilitate discussions with children to support them to decide what type of worry they are experiencing.
- Maintain balance in life. Psychologists think that well-being comes from living a life with a balance of activities that give you feelings of pleasure, achievement, and closeness.



An imbalance of pleasure, achievement, and closeness can affect our mood. For example, if a child spends most of the time working with no time for pleasure or socialising, then they may start to feel low and isolated. Conversely, if they spend most of their time relaxing for pleasure and not doing other things that are productive then this can also impact on their mood. At the end of each school day you could encourage the children to check in with you to discuss whether they felt they had the correct balance, or what they can do differently tomorrow to make it more balanced

- Support the child/ren to find an activity to take their mind off their worries and that helps them stay active. See <https://www.sitters.co.uk/blog/the-15-best-activities-for-children-to-help-them-learn-through-play.aspx> . It is important to remember that we are social animals who need connections to thrive and flourish. It is recommended that you encourage the child to do some activities that are social and involve other people. In times like these you might have to find some creative ways to do social things at a distance, e.g. by keeping in touch online or by phone
- Practise supporting children to postpone worry. Worry is insistent – it can make us feel as though we have to engage with it right now. Encourage the children to experiment postponing hypothetical worry. Many people find that this allows them to have a different relationship with their worries. In practice, this means deliberately setting

aside time each day to let yourself worry (e.g. 30 minutes each day). It means that for the other 23.5 hours in the day the child tries to let go of the worry until 'worry time'. Having a system where there is assigned "worry time" where children and young people can ask any questions of a trusted adult is helpful. This can help compartmentalise. Also, having a visual, whether they are "worry tokens" or "question time" once a day can give children the opportunity to talk unprompted. You don't need to give them an answer straight away if you do not know the answer. You can say you will look that up and get back to them. See Appendix 4 for a worry time support sheet that can help facilitate discussions with children

- Laughter reduces stress.<sup>12</sup> Try and keep the atmosphere light and concentrate upon the positives. Aim for enjoyable and fun activities that can take the children away from feeling anxious (see useful websites)
- Fun and enjoyable activities will also help the children to live in the present rather than ruminating about the past or imagining the future (see useful websites)
- Support the children to speak to themselves with compassion. Encourage children to replace negative self-talk with positive self-talk. The brain is the body's computing system. It tells your body when to breathe, when to pump blood, when to speak. If children tell their brain, "You can do this," "I am calm" or "You got this!" this creates a more positive state of mind. Concentrating on a very specific intention, you are directing the brain (and your energy field) to perform a task, this may as well be positive.
- Difficult emotions are easier to deal with when we can name the feelings, yet many children may need support to be able to do this. See useful websites for "Name it to tame it, with Dan Siegel." Activities based upon Pixar's animated film Inside Out may also help
- Use transitional objects as they can help children make the emotional transition from dependence to independence. They work, in part; because the object makes them feel good and they are familiar. Transitional objects are especially useful when there has been a lot of change. The transitional object could have their scent on it, so that it

---

<sup>12</sup> How to humour your stress TED Talk: <https://www.youtube.com/watch?v=bZMJdhe4xhQ>

reminds them of the comfort and security of their own room. Alternatively, it is something belonging to someone that the child is close to. Looking at it reminds the child of the person and makes them feel that everything is going to be fine. See useful websites.

- Show gratitude. Research has shown that there are benefits to expressing gratitude, including "counting one's blessings." Perhaps writing thank you letters, appreciations journals and gratitude posters could be classroom activities. It does not change unfortunate events. However, it can help shift perspective toward greater positive engagement with others and with life. See useful websites.

### **What Children in Inverclyde said would help them deal with worry and anxiety**

"It's good to also realise a child may not want to speak about it – it's good to let them feel in control about what they do or don't want to share at different times – don't push them to tell you how they feel as they may not be ready to deal with it just yet and that might make them worried so let them know they are in control"

"Recalling memories too soon could make them more anxious so again letting them share what they want when they want"

## Transitions

Transitions research reinforces the importance of maintaining high expectations of success<sup>13</sup>. Some children with additional support needs, will require more support which, as ever, relies upon good communication between all the partners that may be involved<sup>14</sup>.

Feedback indicates that during the COVID crisis there was a high level of adaptation, innovation and the ability in overcoming challenges.<sup>15</sup> Staff have returned, upskilled in new ways of delivery, especially with technology. Furthermore, teachers have stated that the pandemic has “strengthened our collegiality: staff have displayed a great willingness and desire to support each other” and have been happy when the schools have returned.

Therefore, the best chance of successful transitions are through:

- Maintaining positive relationships
- Maintaining a sense of positivity
- Confidence to succeed
- Working together
- Listening carefully to identify peoples’ aspirations for positive transitions
- Identifying strengths and solutions
- Focusing on what could be possible, rather than just what is available. Local authority resources fluctuate therefore the focus needs to be upon the creative use of resources
- Maintaining good links with stakeholders, partners and children
- Taking the time to remember and enjoy the parts of life that are staying the same

*“Change refers to situations in which we find ourselves. Transitions is the psychological process we must work at to successfully move from one situation to another”*

---

<sup>13</sup> Francis, G. L., Stride, A., & Reed, S. (2018). Transition strategies and recommendations: perspectives of parents of young adults with disabilities. *British Journal of Special Education*, 45(3), 277-301.

<sup>14</sup> Nuske, H. J., McGhee Hassrick, E., Bronstein, B., Hauptman, L., Aponte, C., Levato, L., ... & Smith, T. (2019). Broken bridges—new school transitions for students with autism spectrum disorder: A systematic review on difficulties and strategies for success. *Autism*, 23(2), 306-325.

<sup>15</sup> <https://www.tes.com/news/coronavirus-reopened-schools-show-new-normal>



### **Children with already identified Additional Support Needs**

In addition to the anxiety experienced by the general population, children and young people with ASN may experience additional health related anxiety due to concerns regarding health and illness or increased general anxiety.

Anxiety in children with additional support needs can look very differently depending on their needs, age/stage of development and how much information they have successfully processed regarding the current situation.

Examples of anxiety may include;

- Clinginess – a need for reassurance and fear of being alone
- Being tearful and / or withdrawn
- Bed wetting
- Sore tummy or feeling generally poorly (sometimes with no evidence of symptoms)
- Lack of appetite or overeating
- Repetitive behaviours
- Need for more control
- Nightmares
- Increased irritability, angry outbursts
- Lack of concentration
- Avoidance of activities (even those they used to love)
- Lots of bad thoughts, feelings of doom, thinking of the worst case scenario
- Behaviours could be getting played out in play (toys may be getting unwell)
- Preoccupation with the news, constantly checking for updates.
- Finding it difficult to focus on day to day activity.
- Increased muscle tension, increased heart rate, chest tightness, increased breathing rate, fatigue, changes in sleeping patterns.
- Seeking more reassurance than normal to help manage the constant daily changes evident in their lives.

### **Children with already identified Additional Support Needs- What to do**

Be reassuring and spend time understanding the child's worry. Sometimes having a discussion with the use of a worry schedules/charts<sup>16</sup> can help the conversation. These tools

---

<sup>16</sup> E.g. For an example try <https://www.pocketot.com/product/rate-worry-chart/>

organise worry by time of day or activity to try to understand patterns of behaviour. These are useful for children who may not understand their emotions or know why they are worried. We might notice at certain times of the day (bedtime) or during transitions (going out for exercise) and change the support in place at these times.

### **Key messages for parents and carers of children with already identified additional support needs undergoing transitions (in addition to appendix 1)**

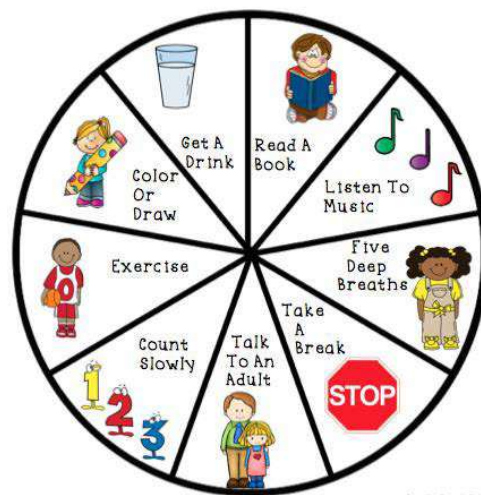
- Expect this to be difficult
- Stay connected to your friends and family. Offer time to your child to talk about their concerns regularly. Providing open, but containing communication will help them feel less alone
- Don't make promises you can't keep (i.e. "things will be back to normal by your birthday")
- Focus on things that reduce anxiety: routine, structure, open communication, exercise, connecting to others. This can also include regulating activities. When we are stuck in 'threat' mode all of the time, we all have certain activities that help to calm us down
- Focus on activities that use muscles and get the person moving. Day to day tasks that can be regulating include hoovering or carrying the laundry. Leisure activities might include stretching or yoga
- Think about what activities usually calm the person and more specifically what it is about that activity that calms them
- Relaxation activities can help calm busy minds and calm the physiological reactions of trauma and anxiety. Some children respond well to mindfulness, which practicing regularly, even when feeling calm increases their efficacy (see useful websites and apps for resources)
- Support the child to take individual control over whatever they can to reduce feelings of helplessness. Control over hand washing, opportunities to help others and so on can help to help people feel more in control
- Sleep. Try to avoid conversations about worries just before bed to encourage sleep
- Consider how much worry talk there is around your child. Is it helpful information giving or is it escalating anxiety?
- Think about what the child understands. How much does your child understand what is happening at the moment? Think about what and how much might be useful to

share with them. Use easy read or visual resources to back up communication if needed.

- For some children and young people, worry relief visuals (like a coping wheel) may be useful. The coping skills are things a child has chosen that help relieve the worry like: a hug from mum, going into the garden, 10 jumping jacks or singing a song. The child/young person is encouraged to find a coping mechanism and use it when they feel worried, and praised when they do. In order to avoid repetitive behaviours, it may also be beneficial to mix up elements on the coping wheel.

## Coping Skills Wheel

9 Ways to Handle Big Emotions



- The use of “worry boxes” can also be helpful. Here children can write down or draw their worries and put in the box to help them feel that their worries can be ‘held’ outside of their own minds. Encourage children and young people to share what’s in their box with you once a day if they want to.

## Appendix 1- Tips for adults

Supporting children/young people experiencing bereavement, change & loss

---

### For all adults

#### Try to stay calm and appear in control.

Let children see that you are taking steps to control the situation – feeling that adults know what they are doing is very reassuring. To help children remain calm, it helps if the adults around them can manage their own emotions. When things get stressful, try to regulate your emotions. If you have another person you can talk with who is calm that can help. Do an activity that helps you relax.

#### Use reassuring language

“This will pass”

“We are all going to take care of each other”

#### Normalise children’s reactions

“The way you are feeling is normal, this is happening to other people too, and this feeling will change”.

#### Remember what you say can have a lasting effect on children.

Let children know they don’t have to react like the adults and try to accept whatever they are feeling.  
“It’s OK not to be worried all the time, it’s OK to have fun.”

#### Answer questions honestly at the time when asked (where possible)

Children may have lots of questions. Children may ask the same questions again and again. This is normal. It will take time for everyone to process what is going on.

If they ask a question to which you are not sure how to respond, ask them what they think about the issue. Don’t be afraid to say you don’t know but will try and find out for them.

‘That’s an interesting question, let me think about it and get back to you’

This gives you thinking time. Remember to get back to them.

#### Ask how the child is feeling.

During check-ins ask “Are you doing OK today?”

“If it helps to talk, you can always message me or another adult”.

Listen to their responses and accept them. A caring, empathetic relationship is key. Make eye contact with your child, sit near to them at their

### **Take care of yourself, not just those around you**

During this unpredictable time, be prepared to acknowledge your own feelings about change and loss should they emerge. At the end of a difficult day take time for yourself and others if they need it. You have a unique contribution to make in supporting and caring for children experiencing change and loss. Have someone to talk to.

### **Stay mentally and physically active.**

When you plan your daily timetable, have a go at including activities that keep both your mind and body active.

Notice and limit worry triggers. As the health situation develops it can feel like we need to constantly follow the news or check social media for updates. However, you might notice this also triggers your worry and anxiety. Try to notice what triggers your worry. For example, is it watching the news for more than 30 minutes?

level, and allow them to talk, nod in response to their words and acknowledge the situation.

“I can see that you are worried.”

Children are more likely to share emotions, thoughts, and concerns if feeling safe and accepted. Talk with children about their worries; they can be worrying that something could happen to you, their family or them. They may be missing the adults in the school or centre they feel close to. Talk with children about feelings and needs.

### **Practice Gratitude**

In times of uncertainty, developing a gratitude practice can help you to connect with moments of joy, aliveness, and pleasure. At the end of each day, take time to reflect on what you are thankful for today.

### **Limit Social Media**

Try to limit the time that you are exposed to worry triggers each day. You might choose to listen to the news at a set time each day, or you could limit the amount of time you spend on social media for news checking.

### **Rely on reputable news sources.**

It can also help to be mindful of where you are obtaining news and information. Be careful to choose reputable sources.

---

## Additional tips for Parents

### **Acknowledge your own feelings about change and loss and take care of yourself.**

At the end of a difficult day, take time for yourself. It's OK that we are not always calm and consistent in everything we do. Pay attention to what you need and then do what you have the energy and resources to do. The most important thing is taking care of yourself and your children.

### **Try to set up the day in a way that provides structure, predictability and moderation of stress.**

Everyone will do this in a different way, but it can be helpful to plan and write out a daily routine with your family, including your children's ideas. With any planned activity, regular breaks to stretch, breathe, and have fun together are important. Experts recommend a short break every 20/30 minutes.

### **Remember, children cope best when they feel included.**

To reassure, you may wish to remind everyone to wash their hands lots. Let your children get involved in preparations. Maybe they can disinfect a few surfaces and door handles. This will help them feel in control too.

### **Consider how you are linking with the school or centre**

**Be careful what information you share with your child.** Try and be clear about what worries are child appropriate (for example, children should not have to carry the burden of financial concerns)

---

## Additional tips for Teachers

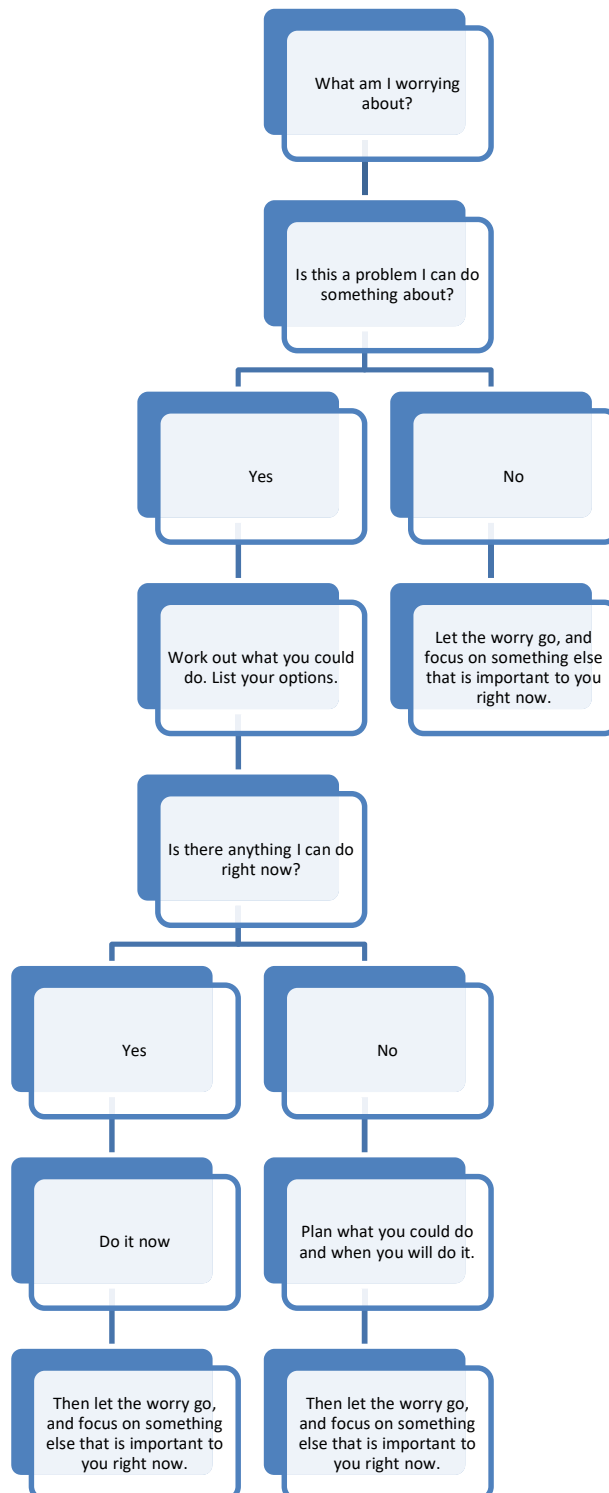
### **Consider how you are linking with families.**

Good communication with home stimulates emotional coping.

### **Think about building upon their resilience**

Once establishments reopen, when the time is right, consider how to address the impact of the coronavirus with all learners. Education about change and loss supports resilience.

## Appendix 2: Use This Decision Tree to Help You Notice 'Real Worry' Vs. 'Hypothetical Worry'



## Appendix 3- Worry Time



Worry time is a period of time, specifically set aside each day, for worrying.

Worry time can be helpful in reducing the time we spend each day worrying, allowing us time to enjoy our day and live our lives. When we worry during the day (or night), instead of focusing on these worries, we can postpone them for our allotted 'worry time'.

### **Step 1 Choose your worry time**

Set aside some time each day for worry time (not too close to bedtime and not too long e.g. 20 minutes) and try to stick to the same time each day to build a routine. You may find that the more you use worry time, the less time you need each day - then you can reduce your worry time.

### **Step 2 Capture your worries**

When you notice that you are worrying, write the worries down. If the worry is a 'real problem worry' then decide if you can do something about it now, list your options and take action. If not, then plan what you could do and when you will do it.

If the worry is a 'hypothetical worry', then write it down and refocus your thoughts back onto the activity you were doing before the worry came into your mind. Refocus on the present and remind yourself that you can think about your 'worry' during your scheduled worry time.

### **Step 3 Worry time**

Get out your list of worries and decide which one to start with. Ask yourself these questions:

"How did I feel about the worry at the time I wrote it down and how do I feel about it now?"

"Did the thing I was worried about happen?" "If so, how did I cope?"

"Are any of the worries I wrote down no longer a problem?"

"What could I be doing now instead of spending time worrying?"

Start each day with a fresh sheet for your worries (try not to carry over any worries you wrote down the day before). In time, you may be able to reduce your worry time.



## Appendix 4- Useful Websites, apps and helplines

### Bereavement

#### Generic Bereavement

- University of Dundee: When people die, stories from young people. Access [https://discovery.dundee.ac.uk/ws/portalfiles/portal/40776534/Comics Bereavement Final a compressed.pdf](https://discovery.dundee.ac.uk/ws/portalfiles/portal/40776534/Comics_Bereavement_Final_a_compressed.pdf)
- Bereavement: and Loss Key research messages [https://strathprints.strath.ac.uk/69520/1/Vaswani etal CYCJ 2019 Trauma Bereavement and Loss Key Learning and Messages.pdf](https://strathprints.strath.ac.uk/69520/1/Vaswani_etal_CYCJ_2019_Trauma_Bereavement_and_Loss_Key_Learning_and_Messages.pdf)
- Stirling Educational Psychology Services video on loss <https://blogs.glowscotland.org.uk/glowblogs/stirlingpeps/>
- Bereavement comic: [https://discovery.dundee.ac.uk/ws/portalfiles/portal/40776533/Comics Bereavement Final a .pdf](https://discovery.dundee.ac.uk/ws/portalfiles/portal/40776533/Comics_Bereavement_Final_a_.pdf)
- Childhood Bereavement [childhoodbereavementuk.org](http://childhoodbereavementuk.org)
- Cruse [cruse.org.uk](http://cruse.org.uk)
- Winston's Wish [winstonswish.org](http://winstonswish.org)
- Good Life death grief [goodlifedeathgrief.org.uk](http://goodlifedeathgrief.org.uk)
- Seesaw [seesaw.org.uk](http://seesaw.org.uk)
- Season's for Growth <http://www.seasonsforgrowth.org.uk/materials/>

#### Bereavement adults:

- Heads Up: has information about some common mental health conditions, and includes advice and tips on ways on how people can cope with living with the condition. <http://headsup.scot/>
- Cruse: information on dealing with bereavement and grief during COVID 19 <https://www.cruse.org.uk/get-help/coronavirus-dealing-bereavement-and-grief>

#### Suicide

- Suicide prevention Scottish Government: Suicide prevention leadership group: annual report 2019 <https://www.gov.scot/publications/national-suicide-prevention-leadership-group-annual-report-2019-making-suicide-prevention-everyones-business/?sfns=mo>
- Young Minds: provides information on coping with self-harm and suicidal feelings. <https://youngminds.org.uk/Crisis>
- Heads Up: has information on self-harm and suicide and includes advice and tips on ways on how people can cope and get help. <http://headsup.scot/>

- LifeSIGNS: Self injury guidance and support network. <http://www.lifesigns.org.uk/>
- Suicide prevention <https://headspace.org.au/assets/School-Support/Compressed-Postvention-Toolkit-May-2012-FA2-LR.pdf>

## Transitions

Education Scotland: <https://education.gov.scot/improvement/self-evaluation/scottish-early-childhood-and-families-transitions-statement>

## Anxiety and Stress

### Stress System by Suzanne Zedyke

- Autonomic nervous system video: [https://www.youtube.com/watch?v=D96mSq2\\_h0c](https://www.youtube.com/watch?v=D96mSq2_h0c)
- Entertaining crash course in the stress system <https://www.youtube.com/watch?v=71pCilo8k4M>
- The body's brake pedal: <https://www.firstbeat.com/en/blog/sympathetic-and-parasympathetic-nervous-systems/>

## Laughter & Stress

- How to humour your stress TED Talk: <https://www.youtube.com/watch?v=bZMJdhe4xhQ>
- Stress is a laughing matter: <https://www.6seconds.org/2016/11/22/laughter-to-manage-stress/>
- The Laughing Classroom, by Karen Kohlberg: <https://www.goodreads.com/book/show/19420499-the-laughing-classroom>

## Breathing and reducing stress

- Breath can change your life TED Talk: [https://www.youtube.com/watch?v=hFcQpNr\\_KA4](https://www.youtube.com/watch?v=hFcQpNr_KA4)
- Headspace for breathing techniques: <https://www.headspace.com/meditation/breathing-exercises>
- How to reduce stress with breathing: <https://www.youtube.com/watch?v=CQjGqH-2YI>

## Moving back into the present

- The Power of Now, with Eckhart Tolle: <https://www.youtube.com/watch?v=ykmwCyHIDXM>
- How to live in the present moment: <https://positivepsychology.com/present-moment/>
- Present-Moment awareness: <https://www.mindful.org/present-moment-awareness-buffers-effects-daily-stress/>

## Talking to your brain

- From nervous to excited, with Simon Sinek: <https://www.youtube.com/watch?v=0SUTInEaQ3Q> Talk to your brain, not yourself: <https://thriveglobal.com/stories/talk-to-your-brain-not-yourself/>
- How the voice in your head tricks you: <https://www.sciencealert.com/brains-think-talking-in-our-heads-is-like-speaking-out-loud>

## Naming your feelings

- Name it to tame it, with Dan Siegel: <https://www.youtube.com/watch?v=0SUTInEaQ3Q>
- Pixar's animated film Inside Out: <https://www.youtube.com/watch?v=seMwpP0yeu4>

## Transitional Objects

- More than just teddy bears: <https://www.psychologytoday.com/gb/blog/the-guest-room/201407/more-just-teddy-bears>
- You are never too old for a blankie: <https://www.simplemost.com/are-you-ever-too-old-blankie/>

## Gratitude

- Gratitude changes your brain: [https://greatergood.berkeley.edu/article/item/how\\_gratitude\\_changes\\_you\\_and\\_your\\_brain](https://greatergood.berkeley.edu/article/item/how_gratitude_changes_you_and_your_brain)
- The science of gratitude video: <https://www.youtube.com/watch?v=JMd1CcGZYwU>

## Children with already identified Additional Support Needs

### Explaining COVID-19 to children with Additional support needs

- Learning Disabilities Professional Senate <https://www.bild.org.uk/wp-content/uploads/2020/03/LD-Senate-Coronavirus-resources-for-use-by-families-27.3.2020.pdf>
- National Autistic Society <https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>
- Books Beyond Words. Quality picture books/ resources that could be useful in supporting our ASN population through the virus <https://booksbeyondwords.co.uk/>
- Call Scotland have some visuals resources for a description of coronavirus symptoms and an explanation of social distancing. There are also very helpful booklets on having your temperature taken and having your oxygen level checked. <https://www.callscotland.org.uk/blog/symbol-resources-for-covid19/>

- Parenting across Scotland [https://www.parentingacrossscotland.org/info-for-families/coronavirus/?fbclid=IwAR277z46lYCffWkMstkvhyU2SqYQknEx-5ZC\\_RwsRGdcalbhJPS7Qg2GNhM](https://www.parentingacrossscotland.org/info-for-families/coronavirus/?fbclid=IwAR277z46lYCffWkMstkvhyU2SqYQknEx-5ZC_RwsRGdcalbhJPS7Qg2GNhM)
- The British Psychological Society <https://www.bps.org.uk/news-and-policy/bps-offers-advice-schools-parents-and-carers-help-children-through-uncertainty>
- Child Mind <https://childmind.org/article/talking-to-kids-about-the-coronavirus/>
- CHAS – Support for those with life shortening conditions <https://www.chas.org.uk/>
- ENABLE supporting disabled individuals <https://www.enable.org.uk/coronavirus-information/>
- ENQUIRE: General advice – ASL <https://enquire.org.uk/coronavirus/>
- Mencap – how to involve children in decision making <https://www.mencap.org.uk/advice-and-support/profound-and-multiple-learning-disabilities-pmlD/pmlD-involve-me>
- The Sensory Projects - COVID 19 educational resources for home-schooling <http://www.thesensoryprojects.co.uk/covid19-resources>
- Wellchild – National Charity for sick children <https://www.wellchild.org.uk/2020/03/11/covid-19-information-for-parents-and-carers/>

### Dealing with Anxiety around COVID-19 with children with already identified Additional Support Needs

- The British Psychological Society <https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Coronavirus%20and%20UK%20schools%20closures%20-%20support%20and%20advice.pdf>
- Child Mind <https://childmind.org/article/what-to-do-and-not-do-when-children-are-anxious/>
- Washington Education <https://depts.washington.edu/hcsats/PDF/TF-%20CBT/pages/combined/CBT-Strategies-for-Worry.pdf>
- ACAMH <https://www.acamh.org/podcasts/dr-jon-goldin-on-the-coronavirus-and-child-mental-health/>
- Anxiety UK <https://www.anxietyuk.org.uk/products/booklet/breathing-and-relaxation-guide/>

### Information and support for Parents

- Parent Club Scotland: The Scottish Government's advice and support service to parents and families. Wide range of advice, hints and tips on social distancing, health information as well as learning at home. [www.parentclub.scot/](http://www.parentclub.scot/)
- Parentline Scotland: Open 7 days a week to offer free advice and support to parents. Call 08000 28 22 33 Monday to Friday 9am-9pm, and Saturday-Sunday 9am -12 noon.
- NPFS: The NPFS has developed a list of activities, wellbeing, and education resources for parents and families which it will continue to update. The website also has parent dedicated information about Scottish Education in their 'In a nutshell' series. <https://www.npfs.org.uk>
- Parenting Across Scotland: General parenting advice and support on a range of issues, <https://www.parentingacrossscotland.org/>

- Connect: Advice tailored to Parent Councils and support for parents groups and representatives. <https://connect.scot/news/coronavirus-advice-parent-groups>

## Resources for supporting wellbeing

### Wellbeing Websites

- NHS inform is Scotland's national health information service helping the people in Scotland to make informed decisions about their own health and the health of the people they care for. There is information on a range of mental health and wellbeing topics. Available at <https://www.nhsinform.scot>
- Moodzone offer practical information, interactive tools and videos from the NHS to help you look after your mental health and avoid common problems like depression, anxiety and stress. Available at <https://www.nhs.uk/Conditions/stress-anxiety-depression>
- The Mental Health Foundation is a UK charity promoting good mental health for all. This website has a range of information, resources and self-help tools. Available at <https://www.mentalhealth.org.uk/Scotland>
- Sleep Scotland has a sleep support line where advisors are available to offer advice and support to parents and carers, or young people themselves, for any child aged 18 months to 18 years with a sleep problem. Tel 0800 138 6565. The sleep support line is open from Monday to Thursday from 10am until 4pm, email [sleepsupport@sleepscotland.org](mailto:sleepsupport@sleepscotland.org)
- Hands on Scotland provide a Toolkit is a resource for anybody working with or caring for children and young people. It gives practical information and tools to help you respond helpfully to troubling behaviours and to help children and young people to flourish. Available at: [http://handsonscotland.co.uk/topics/troubling\\_behaviours\\_topic\\_frameset\\_list.htm](http://handsonscotland.co.uk/topics/troubling_behaviours_topic_frameset_list.htm)
- Aye Mind aims to improve the mental health and wellbeing of young people by making better use of the internet, social media and mobile technologies. They are working with young people aged 13 to 21 to create and share a wide range of resources. They are also making a digital toolkit for all who work with young people too, to boost their ability to promote youth wellbeing. Available at: <http://ayemind.com/>
- Age Scotland is the leading charity representing older people in Scotland. They have produced a suite of guides covering different aspects of mental health and keeping well in later life. Available at: <https://www.ageuk.org.uk/scotland/information-advice/health-and-wellbeing/mental-health-and-wellbeing/>
- Choose Life aim to prevention of suicide, and provision of information and support for individuals who are feeling suicidal or worried about someone else. Available at: <http://www.chooselife.net/>

### Social Media Wellbeing Activities

- ELM Music Therapy on Facebook

- Hobbyscraft craft lessons on Facebook
- Harptoons Publishing drawing class on Facebook
- Daily Mindfulness sessions <https://mindfulnessinschools.org/misp-sit-together/>

### Journaling Activities

- Compile your favourite quotes
- List 3 things you are grateful for each day
- Set SMART goals for yourself (daily/weekly)
- Design your dream home
- Design your dream holiday

### Other useful websites for wellbeing activities

- <https://www.mind.org.uk/information-support/tips-for-everyday-living/relaxation/relaxation-tips/>
- <https://youngminds.org.uk/blog/looking-after-your-mental-health-while-self-isolating/#helplines-and-resources>
- <https://young.scot/get-informed/national/things-to-do-at-home-during-the-coronavirus-outbreak>
- <https://www.nhs.uk/conditions/nhs-fitness-studio/pilates-for-beginners/>
- <https://www.youtube.com/playlist?list=PL8snGkhBF7ngDp1oJtx5VcjwatxZn8xLK>
- Respect Me: Scotland's Anti-bullying Service: provides a range of resources, publications and training courses. <https://respectme.org.uk/>
- I Am Me Scotland: Changing attitudes and behaviours so that disable and vulnerable people can feel safe within their communities <https://iammescotland.co.uk/>

## **Apps**

### **Apps for younger children:**

#### **HospiChill**

Designed originally to help children relax and stay calm in preparation for hospital visits. The app has lots of visualisation and relaxation tools to help children whenever they are feeling worried or stressed.

#### **Stop, Breathe & Think Kids**

A mindful games App for children, to help them discover and develop their superpowers of sleep, being calm, learning to breathe or to resolve conflicts. Parents can support children to check into how they are feeling using fun emojis and try recommended mindful missions and meditations tuned to their emotions.

#### **Smiling Mind**

This is a free Mindfulness App with a wide range of meditations and relaxation tracks for all ages from young children to adults. Just as we eat well and stay fit to keep our body healthy, mindfulness meditation is about looking after the mind. The App also has programmes for sport, the classroom and the workplace.

### **Apps for Teenagers & Adolescents:**

#### **Exam Stress**

This App is for people who suffer from exam anxiety or from feeling stressed during their studies. The app is developed by the Student Counselling Service, who on a daily basis helps students all over the country with psychological and social problems. It derives from many years of experience in helping students to manage their exam anxiety.

#### **Safespot**

Safespot is a Scottish mental health App and website for young people. SafeSpot gives you your own personalized coping plan, useful strategies and tools to help manage mental health and deal with any challenges that life may throw at you

#### **Smiling Mind**

This is a free Mindfulness App with a wide range of meditations and relaxation tracks for all ages from young children to adults. Just as we eat well and stay fit to keep our body healthy, mindfulness meditation is about looking after the mind. The App also has programmes for sport, the classroom and the workplace.

### Calm Harm

This App provides advice and information that helps to resist or manage the urge to self-harm. There are a range of activities to choose from plus other features that help you learn to identify and manage emotions with positive impact. The App can be personalised and made private.

### **Apps for Adults, Teenagers & Adolescents:**

#### WellMind

WellMind is your free NHS mental health and wellbeing app designed to help you with stress, anxiety and depression. The app includes information, advice, tips and tools to improve your mental health and boost your wellbeing.

#### Moodfit

This App allows you to create and track a set of daily goals to help improve mental wellbeing. It also helps you to understand the link between mood and other factors like sleep and exercise, with customised daily goals. Additional features include gratitude, breathing exercises and mindfulness which can all reduce the effects of stress, anxiety and depression.

#### Smiling Mind

This is a free Mindfulness App with a wide range of meditations and relaxation tracks for all ages from young children to adults. Just as we eat well and stay fit to keep our body healthy, mindfulness meditation is about looking after the mind. The App also has programmes for sport, the classroom and the workplace.

#### Happy Feed- Apple store only

This is a Gratitude Journal. At the end of each day, you record three things that you are grateful for, with the option of uploading photos too. This trains your brain to focus on positive moments. You can look back over your positive moments and photos. Over time, it helps you to appreciate more and feel more positive.

#### Gratitude Journal- Google Play only

This is a Gratitude Journal. At the end of each day, you record three things that you are grateful for, with the option of uploading photos too. This trains your brain to focus on positive moments. You can look back over your positive moments and photos. Over time, it helps you to appreciate more and feel more positive.

#### Relax with Andrew Johnson Lite

The App has a simple relaxation exercise that can help you to unwind and de stress.



## MindShift CBT

An App that can help you cope with anxiety. Mind Shift will help you learn how to relax, develop more helpful ways of thinking, and identify active steps that will help you take charge of your anxiety. It has a range of strategies to deal with everyday anxiety, as well as specific tools to help you face challenging situations.

## Helplines

- NHS 24 Contact free on: 111 Visit Website: <https://www.nhs24.scot/>
- Breathing Space Contact free on: 0800 83 85 87 Visit Website: <https://breathingspace.scot/>
- Child line Contact free on: 0800 1111 Visit Website: <https://childline.org.uk/>
- Samaritans Contact free on: 116 123 Visit Website: <http://www.samaritans.org/>
- If you have followed the advice and tried the self-help tools on the above Apps and websites and feel that you need additional support we would encourage you to talk to a trusted individual for example a friend, family member or GP.
- Young Minds: provides information on coping with self-harm and suicidal feelings. <https://youngminds.org.uk/Crisis> Text service also available 24/7 Text YM to 85258 and Parents Helpline: 0808 802 5544 Mon – Fri 9.30am – 4pm
- NHS Living Life: 0800 328 9655: A free telephone based service for people over the age of 16 feeling low, anxious or stressed.
- PAPYRUS HOPELINE UK: free helpline for children and young people under age 35 who are experiencing thoughts of suicide and for anyone concerned that a young person could be thinking of suicide. Call 0800 068 4141 or Text: 07860039967. Open weekdays, 9am -10pm, weekends and bank holidays 2pm – 10pm.

## Inverclyde local support services

- **Inverclyde Psychology Service**, Education HQ, Wallace Place, Greenock, PA15 1JB. Tel: 01475 715430 Fax: 01475 715431 email: [Psychological.Service@inverclyde.gov.uk](mailto:Psychological.Service@inverclyde.gov.uk)
- **Inverclyde ICOS team**: All Saints Comms and Language Base, Blairmore Road, Greenock, PA15 3JS main contact Jan Spence at [injas802@glow.sch.uk](mailto:injas802@glow.sch.uk) telephone 5693
- **Inverclyde Bereavement Support**: 01475 735180
- **Children’s Rights & Information Officer**, Inverclyde Health & Social Care Partnership (HSCP), Hector McNeil House, 7-8 Clyde Square, Greenock, PA15 1NB, Tel: (01475) 715365 Ext: 76165, Mobile: 07766 992 308  
Main contact- Aileen Wilson. Email: [aileen.wilson@inverclyde.gov.uk](mailto:aileen.wilson@inverclyde.gov.uk)
- **Compassionate Inverclyde** – Branchton Bereavement Café: 07540766381
- **Child & Adolescent Mental Health Services (CAMHS)**: 01475 504 447

- **The Butterfly Project @ Ardgowan Hospice**, 12 Nelson Street, Greenock PA15 1TS Telephone: 01475 726830, Email. [info@ardhosp.co.uk](mailto:info@ardhosp.co.uk)
- **Inverclyde Carer's Centre** <http://www.inverclydecarerscentre.org.uk/>
- **Family Response Service**  
Inverclyde Integrated Drugs Service  
128 Cathcart Street  
Greenock PA15 1BQ  
Gina Millar (Social worker) or Irene Pollock (Family Support)  
Telephone 01475 499000 or Mobile: 07917271879 (Irene)
- **Inverclyde Alcohol & Drug Recovery Service.**  
Wellpark Centre  
30 Regent Street  
Greenock  
PA15 4PB  
Tel: 01475 715353
- **Barnardo's Threshold Plus.** Telephone: 01475 728493
- **Barnardo's Nurture Service;** Referral forms can be obtained by email from [norma.hanley@barnardos.org.uk](mailto:norma.hanley@barnardos.org.uk)  
Cocaine Anonymous Inverclyde  
"Greenock Tuesdays"  
Tuesday 7.30 – 9:30pm  
Salvation Army, 59 Regent St, Greenock, PA15 4NP  
"The Big Fight Live"  
Sunday 12:00pm – 2:00pm  
Greenock Boxing Club, 1 Bawhirley Rd, Greenock, PA15 2BN
- **Inverclyde Foodbank**, 64 West Blackhall St, Greenock, PA15 1XG  
Open Monday & Friday 1.00pm-5.00pm. Referral: Community, Voluntary & Statutory Organisations.  
Telephone: 01475 787177. Main Contact Stephen O'Neill: 07788 980 331  
[www.thei58project.com](http://www.thei58project.com)
- **GRASP** Adult recovery is based at The Crown Care Centre on King Street, Greenock, PA15 1NL  
Meetings take place every Tuesday and Thursday from 12-4pm Robert Whaley (Treasurer)  
07766692045
- **Mind Mosaic:** 01475 892208/ Mind Mosaic Child & Family Therapies: 01475 339019
- **Moving On Inverclyde-** recovery planning. Kingston House, 3 Jamaica Street, Greenock  
PA15 1XX  
Telephone: 01475 735200

Mobile: 07767167388 Email: [contact@movingoninverclyde.co.uk](mailto:contact@movingoninverclyde.co.uk) [www.movingoninverclyde.co.uk](http://www.movingoninverclyde.co.uk)

- **Narcotics Anonymous Greenock**  
Sunday 8.00pm.St Mary's Church Hall, Houston St - PA16 8DA (next to Loretto club)
- **Inverclyde Integrated Drug Service** :01475-715353
- **Needle Exchange**  
Wellpark Centre  
Greenock,  
PA14 5PB  
Telephone:- 01475 715353  
Clinic Opening Times - Mon, Tues, Thurs , 1pm-3pm
- **SAMH Gateways**  
7&8 Broomhill Way  
Greenock  
PA15 4HE  
Telephone: 01475 806013  
Email: [gatewaysto@samh.org.uk](mailto:gatewaysto@samh.org.uk)  
Website: [www.samh.org.uk](http://www.samh.org.uk)
- **Supporting Parents Project "Drug Proofing Your Kids"** From their Open Doors base, parents, grandparents and carer's can visit the Drop In 1pm-3pm Mondays. Someone to visit you at home to chat or listen. For more information contact Margaret McCarthy—Open Door,80 Bridgend Rd, Greenock Contact :- Margaret McCarthy Telephone:-0755 466 2472
- **Special Needs in Pregnancy Service.** Telephone: 01475 633777
- **Contact Teen Challenge Strathclyde,** 39 Laigncartside Street, Johnstone, PA5 8DB.  
Telephone:-01505-328055
- **The Haven,** Horsecraigs, Kilmacolm, PA13 4TH  
Telephone:- 01505 872099
- **Woman's Aid.** Office Details– Based at 9 George Square, Greenock. The office is open from Monday to Friday 9.30am until 4.30pm. Telephone: 01475 888505
- **Youth Support Drug Services**  
Inverclyde HSCP Headquarters: Hector McNeil House, 7-8 Clyde Square, Greenock PA15 1NB.  
Telephone 01475 715 365.Or Inverclyde HSCP Princes Street House, 19-29 Princes Street, Port Glasgow, PA14 5JH 01475 715 270.

## Appendix 5: Bereavement, change and loss authority policy Implementation Checklist

Use this checklist to help identify what activities you can do to help support the implementation of Inverclyde's bereavement, change and loss policy. It is the school or Early Years Centre's responsibility to decide what actions they feel most beneficial within their context, however, in general the more activities undertaken the more likely that the policy will be well embedded within your school.

Activity	Person responsible	Date Due	Date Complete
Put a link to the policy on your school or Early Years Centre web-site			
Share information about the policy at your parent council			
Share information about the policy at an assembly			
Use relevant appendices to support discussions with partners, parents or young people as appropriate			
Differentiate the policy as required			
Share information about the policy at your parent's evening			
Share information about the policy in your school or Early Years Centre newsletter			
Create a staff peer support network perhaps through identifying a buddy to link with.			
Discuss the policy when there are situations of bereavement, loss and change			
Share information about the policy within your school or Early Years Centre handbook			
Have a competition where children can submit posters outlining the impact of bereavement, change and loss or what people can do to help me at these difficult times			
Share information about the policy or its key messages via your school or Early Years Centre twitter.			