

TISUK Coronavirus Advice for Practitioners

Trauma Informed Schools UK is aware of the anxiety that children, young people and adults have regarding Coronavirus. We are also anticipating that it is probable that there will be some restrictions on social gatherings and the possibility that schools and colleges may close for an extended period of time.

The national press and social media are rife with speculation about the impact of the disease and the risks to us all. Much of the information being shared is unsubstantiated and is adding to the already high levels of anxiety being felt. We have provided some information for you to share that is scientifically based. We hope this may help to reassure children and young people and maintain a more reasonable perspective about the current health crisis.

As TIS Practitioners and delegates you understand the importance of the role adults in school play in the lives of vulnerable children and young people. During a prolonged closure of schools all children and young people will experience the loss of daily connection with their peers and significant adults, for some this represents the loss of daily connection with their emotional available adult. We are encouraging schools to consider how they can safely maintain connectedness with children and help them to remember that they are valued and remain in the hearts and minds of their special adults. There are ideas below that could be used to help prepare children and young people for school closure and ways to stay in touch during that period.

Facts about Coronavirus

1. YOU CANNOT GET THE VIRUS BY PASSING SOMEONE ON THE STREET.
TO BE CONSIDERED AT HIGH RISK OF CATCHING THE CORONAVIRUS
YOU NEED TO LIVE WITH, OR HAVE DIRECT PHYSICAL CONTACT WITH,
SOMEONE INFECTED, BE COUGHED OR SNEEZED ON BY THEM OR BE IN
FACE-TO-FACE CONTACT, WITHIN TWO METRES, FOR MORE THAN 15
MINUTES.
2. SCIENTISTS ALREADY KNOW THE GENE SEQUENCE OF THE VIRUS. THERE
ARE ALREADY 80 CLINICAL TRIALS UNDER WAY FOR ANTI-VIRAL
TREATMENT. ONE ON MICE AT IMPERIAL COLLEGE LONDON HAS
PROVED SUCCESSFUL
3. DRUGS SUCH AS REMDESIVIR (EBOLA, SARS), CHLOROQUINE (MALARIA),
LOPINAVIR AND RITONAVIR (HIV), AND BARICITINIB (RHEUMATOID
POLYARTHRITIS) ARE ALL BEING TRIALLED ON PATIENTS WHO HAVE
CONTRACTED THE CORONAVIRUS.
4. 93% OF CURRENT CASES ARE MILD, 92% OF CASES WITH A RECORDED
OUTCOME HAVE ALREADY RECOVERED AND BEEN DISCHARGED
<https://www.worldometers.info/coronavirus/coronavirus-cases/>

Supporting Students During School Closure

Prior to School Closure

Work directly with children/young people mapping out sources of support, strategies and ways of keeping connected. Encourage them to share their worries so that ideas can be shared and plans made together.

Work with children and young people to teach calming strategies to practice while they are not at school. Give pupils copies of these to take home and share with parents. Post these on the website.

Do a 'I Wish My Teacher Knew What I Am Worried About re the virus'. These can then be dealt with but may also be shared anonymously via the school website to support other children.

Once closure is confirmed have a transition session with transitional objects that the child/young person can take home to maintain connection with their EAA.

During School Closure

If schools are unable to maintain direct contact with students then sending postcards home during the disruption will help remind students that they are in your minds.

SKYPE or similar check in session

Pastoral and EAAs keeping in direct contact with children and young people via e-learning platforms

A designated email address that is overseen by the DSL and TIS practitioners daily and responded too for vulnerable students

Possibility of text messages/mobile phone contact with designated adults using a school phone

Schools to ensure that students know about the places they can access help and ensure that school websites publish these (e.g. local foodbank, helplines etc)

Children and young people to have a diary, notebook, sketch pad or other media to enable them to express their thoughts and feelings that can be picked up on their return and shared with their trusted adults.

Students create a weekly newsletter from home that is overseen by a staff member that keeps them in touch and includes ideas about things to do to keep emotionally and mentally well, news and interesting facts.

Schools may need to consider being clear about the parameters of this contact for example the hours that they are available, who is contactable and not being available during the actual school holiday period as that is staff time. Schools will also need to have clear guidelines about how to respond to safeguarding matters that may come to light.