

Bereavement and the coronavirus

Guidance for schools, April 2020

This document provides particular advice around how head teachers and senior leaders might handle a bereavement during the COVID-19 crisis and while schools are closed to most or all pupils.

While, of course, all are hoping very much that it will not happen, the health crisis does mean that there is an **increased chance of a bereavement occurring**. This guidance is designed to support head teachers with preparing for such an eventuality.

Statistically, this is unlikely to involve the death of a pupil, but there is an increased chance of a death on the staff and – especially – amongst pupils' families and relations.

The 'lockdown' means that it may be **harder to obtain support** from the Educational Psychology Service and other provision, such as counselling, especially if there are multiple occurrences in the county within a short time frame.

And, of course, the **dispersal and isolation of the school community** will make communication and support much harder to manage.

Meanwhile, there is – generally – a **heightened sense of anxiety** in all communities and in many households.

This guidance should be read in conjunction with North Yorkshire's general guidance for schools and settings on 'Loss and bereavement', which should already be in schools and is available at:

https://cyps.northyorks.gov.uk/sites/default/files/SEND/Loss___bereavement_guidance1.pdf

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Informing the local authority

When an incident occurs, it is important that schools and settings let the LA know as soon as possible, using the usual channels.

In the event of a child death, contact the Child Death Overview Panel, at cdop@northyorks.gov.uk (01609 797167 or 07967 469790) and inform the CYPS Director's Office, via Marion Sadler at marion.sadler@northyorks.gov.uk.

In the event of a staff death, please notify Stuart Carlton, the CYPS Director, directly at stuart.carlton@northyorks.gov.uk.

You should then be contacted by a member of the EPS (Educational Psychology Service) to identify what support may be required.

Documents to support the management of critical incidents can be found at cyps.northyorks.gov.uk/emergencies-and-health-safety.

Support from the North Yorkshire Educational Psychology Service

North Yorkshire's Educational Psychology Service (EPS) continues to offer critical incident support to head teachers and members of senior leadership teams in all schools and settings across the county, including academies. In the event of a coronavirus-related critical incident, the EP Service's primary aim will be to offer short-term support to the Senior Leadership Team in order to facilitate the appropriate management of the event.

Initially a senior member of the EPS will contact you in order to establish what steps have been taken so far and identify what needs to happen next.

The EP(s) working with the setting will support you in the immediate aftermath of the incident and will also follow up with you over the next few days to support with any issues that may arise. In view of the current circumstances this will also be done remotely e.g. by phone, email or video call.

If, after a period of time, there are members of the school's or setting's community who are showing signs of continued distress, then the EP will discuss this and signpost to further support.

Please see Appendix 3: *Coronavirus Related Critical Incident Support to Schools and Settings: North Yorkshire Educational Psychology Service, April 2020*

The sequence of response

As always, any communication about a death should be clear, factual and shared with the family prior to being sent out.

Below is a summary of the recommended sequence of communications, in the event of the death of a pupil or of a staff member.

- Clarify facts about what has happened; anticipate potential perceptions and narratives in the community, including on social media.
- Establish the family's views on what can be shared/what they wish to be shared, always being sensitive to different religious beliefs and traditions. Discuss how to communicate relevant and appropriate information, including a form of words to express regret whilst reducing anxiety.
- Communicate information to staff, governors, pupils and parents.
- Share information with staff around typical responses and how these can be managed.
- Ensure that support is in place for pupils and staff who need it, especially those identified as vulnerable or most likely to be affected.
- Provide a means for pupils and staff to share their feelings and responses.
- Address practical issues, such as memorials and books of condolence.

Grieving and isolation

As well as meaning that pupils and colleagues cannot be supported in face to face meetings, the rules around social distancing and protective isolation can complicate the grieving process and add to feelings of anxiety. This is important to consider when arranging or providing support at a distance.

Being bereaved can be an extremely lonely time. Talking with friends and family can be one of the most helpful ways to cope after someone close to us dies. Advice is therefore usually to avoid isolating yourself, but we are in a situation where increasing numbers of people are being told to self-isolate and cut all but essential physical contact with others. This can make feelings of loneliness and grief more intense.

In addition, when there is a constant stream of new and distressing information – as there may be during this crisis – people can find themselves distracted from dealing with their grief. The impact of dealing with a bereavement, compounded with feelings of worry about external situations, can mean that feelings of grief aren't fully expressed.

A bereaved family might be isolated together, and although at times this may be a support, at other times tensions and resentments could be magnified making it difficult for them to help each other. It is not unusual for tempers to fray when families are together for long periods, in close quarters. Activities usually available which help children and young people switch off, relax and cope with stress may not be available. It can be difficult for carers to keep children and teenagers occupied while also dealing with their own emotions and fears.

Practical concerns and considerations may also come up. The person who died may have been a partner, parent or carer and the bereaved person may be left without practical or emotional support at a time when they need it most. Friends and relatives who might otherwise have been able to provide practical support, e.g. help with meals and shopping, may also be isolating or be preoccupied with their own family's situation.

Supporting pupils at a distance

While person-to-person meetings are not possible, it will be important that any pupils who are particularly affected are offered appropriate support at a distance.

The school may consider arranging for key staff members (such as form tutors or other pastoral staff) to phone families directly, initially to inform those who will be particularly affected by the death, and then to provide support as necessary. Children with special educational needs may need extra help with their understanding and ways to express feelings.

Staff making such calls may find the advice here helpful:

www.childbereavementuk.org/supporting-bereaved-children-and-young-people

There is useful guidance here, from Winston's Wish, on approaches to talking with younger children about a death related to COVID-19:

www.winstonswish.org/telling-a-child-someone-died-from-coronavirus

The main advice when talking to children is:

- ✓ Listen with empathy.
- ✓ Use words that children understand and which are age appropriate, avoiding euphemism.
- ✓ Give information a bit at a time, allowing for questions. Older children will want – and be able – to handle more information.
- ✓ Tell them that you are sorry such an event has occurred and you want to understand and help them.
- ✓ Accept that some things can't be 'made better', and avoid minimising the loss.
- ✓ Encourage questions and answer these honestly and simply.
- ✓ Remember that 'super teachers' don't exist. Just do and say what you can.
- ✓ Don't be afraid to show children how you are feeling.
- ✓ Tell them that the reactions they are having are normal.
- ✓ Don't take any anger or negative feelings personally. Help them to understand the relationship between anger and trauma.
- ✓ Do not be surprised by changes in behaviour or personality. They will return to their usual selves in time.

- ✓ If they are feeling any guilt or shame, emphasise that they did not choose for this to happen and that they are not to blame. Even if they were angry with the person who died, or had been mean to them, this did not make it happen.
- ✓ Encourage them to find safe ways to express their feelings e.g. by drawing, taking exercise or talking.
- ✓ Advise the child about appropriate use of social media, particularly during this vulnerable time.

Schools might consider signposting pupils and families to appropriate support and websites that they can access at home:

- www.childbereavementuk.org/supporting-bereaved-children-and-young-people provides excellent general advice.
- A website for upper primary school and secondary aged pupils is Childline's section on loss: www.childline.org.uk/info-advice/your-feelings/feelings-emotions/when-someone-dies
- A website for teenagers is *Hope Again*, www.hopeagain.org.uk, which is the youth website of Cruse Bereavement Care. It is a safe place where they can learn from other young people how to cope with grief, and to feel less alone.
- There is a book list for children under 5 and then from 5 upwards to support conversations about bereavement and grief at www.winstonswish.org/suggested-reading-list.
- Appropriate consideration would need to be given to sending it out to parents and carers, but this link is to a short film that has been developed by Winston's Wish to help children and young people understand how grief can feel: www.youtube.com/watch?v=Y9rqJlbQDpk.

Appendix 2 has further guidance on support for young people's mental health and well-being.

A bereavement within a pupil's family

At this time, children are more likely to experience a bereavement within their own wider family.

There is useful guidance here on supporting – *at a distance* – a pupil who has experienced the loss of a family member or acquaintance: www.winstonswish.org/coronavirus-schools-support-children-young-people

Support through counselling

The Educational Psychology Service does not advise an immediate offer of counselling to bereaved children/young people: grief is a normal process and there is no one process for everyone who grieves.

Children/young people may, however, need reassurance that whatever emotions they are feeling are normal. It is only when feelings remain overwhelming over a period of weeks and interfere with the activities of daily living that counselling support may be a more appropriate offer.

Some families with less community support may wish to seek professional support earlier, particularly during the phase of acute social distancing.

The EPS can offer staff training on 'Loss and Bereavement' once all children, young people and staff return to their settings

Supporting staff

The challenges around supporting pupils at a distance also apply to supporting staff members, who themselves may be grieving while in isolation. It is important to remember that supporting bereaved pupils will be very stressful for staff who may already be struggling with their own reactions and emotions.

As well as support through personal contact, they can also be directed to the organisations mentioned in Appendix 1.

Staff in subscribing schools can contact Health Assured, the 'Employee Assistance Programme', for confidential bereavement support and counselling, by calling 0800 030 5182, free at the point of use.

(Nearly all North Yorkshire maintained schools do subscribe to Health Assured, as do many academies and MATs.)

Supporting the head teacher

Head teachers are not immune to the severe impact that can be caused by the loss of someone close, personally or professionally. The NYES leaflet 'Headteacher Support Options' is appended, and is a reminder of the broader support options available to head teachers.

Governors

A governing body has a statutory duty to maintain an overview of the head teacher's well-being. Where a head teacher feels that their health and wellbeing could be compromised, they should discuss this with the Chair of Governors. Some governing bodies identify a governor to act as a 'buddy' to provide informal support for the Head.

Union support

Confidential advice, guidance and support is also available from individuals' professional associations, where they are a member. Access routes vary, depending on the union, but many operate 24/7 telephone support, staffed by specialists who understand the demands of working in education.

Health Assured

If you contact Health Assured, you will first go through a triage to identify the most appropriate way forward, which will identify whether or not there would be any additional health and wellbeing benefits to short-term counselling. If this is the case, a counsellor will conduct a clinical assessment following which up to eight sessions of telephone support is available. Health Assured match the manager to a counsellor with the appropriate profile and specialisms within 48 hours, and the first session of counselling will take place within five days of the referral.

Remembrance and the sharing of grief

While schools are closed, it will not be possible to hold assemblies or to gather pupils and staff together in other ways. A funeral is likely to be attended only by a few mourners, and there may not be a funeral at all.

It might therefore be appropriate to arrange for alternative ways in which staff and pupils can express their feelings and share their memories with each other.

There is useful advice on ways to say goodbye without a funeral here: www.winstonswish.org/coronavirus-funerals-alternative-goodbyes

One possible activity to consider would be compiling condolences for the person. This could include collecting messages and creating an electronic 'book of condolence' to email to the family. Other people might choose to send photos or drawings to remember them by.

Social media

Managing social media is now a fact of life for schools, and in the event of a death it will be a key way in which information – and potentially misinformation – will be shared in the community.

It is inevitable that there will be some discussion on social media which is outside of your control. It is therefore important to ensure you communicate a clear message to staff, parents and pupils as soon as possible, so that they receive the information you want them to hear, and request that they refrain from engaging in discussion about the death on social media platforms.

Communicating with the media

A death in a school community is often of interest to local media, and this is likely to be even more the case during the current crisis, especially if the death is COVID-related.

During this period, North Yorkshire's Press Office can assist all schools (including academies) with media communications, including with the drafting of statements. They can also take over the fielding of all media enquiries, if required.

In the first instance, please contact them at media@northyorks.gov.uk. They will then contact you directly, to discuss how they can support.

Home learning programme; the PSHE curriculum

During closure, all schools are operating some form of home learning programme.

This is likely to involve teachers being in contact with pupils, via email or some form of online platform. Teachers may therefore need to be primed to deal with comments or questions from the pupils with whom they are in touch. (See section on '*Communicating with staff, pupils and parents*', above.)

Under normal circumstances the recommendation would be to not consider bereavement as a topic for remote learning. However, pupils will probably have heightened awareness of death due to coronavirus news, and schools may decide to complement programmed home learning with materials and/or activities specifically related to what has happened.

The PSHE Association has general guidance and recommendations when considering remote learning for PSHE which can be accessed at: www.pshe-association.org.uk/content/coronavirus-hub.

The guidance recommends the following checklist for when considering if a topic should be considered for remote learning:

- Might the topic be difficult for some pupils to discuss or learn about in the home environment?
- Will this encourage or make it more likely that a pupil will go onto inappropriate or potentially harmful websites as a result of this lesson/activity?
- Might any content cause distress or anxiety to pupils?
- Might any content re-traumatise a pupil with personal experience of the topic?
- Does the lesson/activity provide sufficient signposting to trustworthy sources of support available to pupils should they wish to discuss the topic further, make a disclosure, or get advice and help?

Return to school

Schools which have suffered a bereavement, either of a pupil or a member of staff, will have particular planning to do for the return of pupils to school. This is going to be a challenging time anyway, with a considerable weight of readjustment to manage, which will be greater the longer schools are closed.

Supporting a bereaved pupil

Talk to the family and pupil, if age appropriate, to see what they would like to happen when they return to school.

If possible, talk to the child's current peers attending school about how people are affected by grief and encourage them to share their own feelings. Ask about how they have coped with bereavement in their own lives and what has helped.

Discuss how difficult it may be for the bereaved pupil to come back to school. Ask how they would like to be treated if they were returning to school after a death. Acknowledge that people will have different preferences as to how they are treated. Some people may want to discuss what has happened, while others may want to be left alone. In general, bereaved pupils say that they would like others to treat them as before rather than being 'over-nice' to them. However, it is a delicate balance as they don't want people to behave as if nothing has happened at all.

When they return, acknowledge their loss: "I'm sorry that (name of deceased) died. I know that you are sad. It is ok to cry."

Allow them access to a 'quiet room' where they can go to be alone and agree a way to communicate this (e.g. signal or exit card).

North Yorkshire's Employment Support Service

North Yorkshire's Employment Support Services will be operating as usual during this time, as far as they are able.

In the event of the death of a staff member, it is usually in the best interests of families (in terms of accessing grants and pensions, for example) if employment related records are processed as soon as possible.

Helplines and other sources of immediate support

Winston's Wish Freephone National Helpline, offering advice on supporting a bereaved pupil or young person 08088 020 021 (9.00am – 5.00pm, Monday – Friday), or email on ask@winstonswish.org, or use their online chat.

Winston's Wish Crisis Messenger, is available 24/7 for urgent support in a crisis. Text WW to 85258.

The **Pupil Bereavement UK** helpline is operating as normal, providing confidential support, information and guidance to families and professionals. The Helpline team is available to take calls and respond to emails and Live Chat 9am-5pm Monday-Friday (except Bank Holidays): 0800 02 888 40, support@childbereavementuk.org. There is also live chat available on their website:

www.childbereavementuk.org

With thanks to colleagues in York, Bradford, Lewisham and Camden EPS whose critical incident advice supplemented our own.

Appendix 1

Organisations with web resources

There are many resources available to schools, to support with the handling of bereavement. The following may be particularly useful at the moment.

Child Bereavement UK

childbereavementuk.org

www.childbereavementuk.org/pages/category/elephants-tea-party

www.childbereavementuk.org/coronavirus-supporting-children

www.childbereavementuk.org/developing-a-bereavement-policy is a useful starting point for schools developing a policy on bereavement

Cruse

www.cruse.org.uk

www.hopeagain.org.uk/ for young people

www.cruse.org.uk/get-help/for-schools

www.cruse.org.uk/get-help/for-parents

www.cruse.org.uk/get-help/coronavirus-dealing-bereavement-and-grief

www.cruse.org.uk/coronavirus/children-and-young-people

Grief Encounter

www.griefencounter.org.uk/

www.griefencounter.org.uk/serviceupdate

Winston's Wish:

www.winstonswish.org

www.winstonswish.org/coronavirus

Childhood Bereavement Network:

www.childhoodbereavementnetwork.org.uk

Appendix 2

Support for pupils and parents in relation to mental and emotional wellbeing

Support to discuss COV-19 with children and young people

NSPCC guide to coronavirus and supporting tools if children and young people are worried:
www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus

Children's Commissioner's guide to coronavirus for children and young people:
www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus

Children and Parents

Recovery College Online www.recoverycollegeonline.co.uk provides a range of online information to people who might be struggling with mental health issues. There is a section for under 12 www.recoverycollegeonline.co.uk/young-people/for-children and parents and carers www.recoverycollegeonline.co.uk/young-people/for-parents-and-carers.

Key stage 2 pupils may benefit from a NHS-suggested apps to support mental health. This would need a parent / carer approval: www.nhs.uk/apps-library/category/mental-health.

The Go To Website, for 11 years upwards

<https://www.thegoto.org.uk> is a North Yorkshire-specific website that signposts young people, families and professionals to the right information and services available for mental health and wellbeing across North Yorkshire. The website has been developed in conjunction with young people, professionals and parents and carers.

NHS apps

The NHS has a range of suggested apps to support mental health. Key stage 2 pupils may benefit from these but they would need a parent / carer approval: www.nhs.uk/apps-library/category/mental-health.

Support for Children

Compass Buzz offers a confidential text messaging service to young people aged 11-18 across North Yorkshire. By texting the service on 07520 631168, the young person will be able to receive confidential advice, support and signposting from a wellbeing worker via text, within one working day.

Professionals can still send referrals to Compass Buzz, at SchoolMentalHealthProject@compass-uk.org.

Kooth provides an online counselling service, offering free, safe and anonymous online support for children and young people, at kooth.com.

Childline has the calm zone www.childline.org.uk/toolbox/calm-zone which provides a toolbox of ideas to help when dealing with strong emotions.

Childline www.childline.org.uk also provides a range of information and support on a number of issues. This includes support on cyberbullying: www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-cyberbullying.

Physical activity

It is important to remain physically active; the recommendation for children and young people aged 5-18 is to aim for an average of at least 60 minutes of moderate-intensity physical activity a day.

Sport England have produced a 'Stay in, work out' section on their website which focuses on tips, advice and guidance on how to keep or get active in and around your home, for all age groups: www.sportengland.org/stayinworkout.

Parents

The government have released some specific guidance for parents and carers to support children and young people's mental health during the current crisis: www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing.

The *Go To* Website www.thegoto.org.uk is a North Yorkshire specific website that provides information to help signpost young people, families and professionals to the right information and services available for mental health and wellbeing across North Yorkshire. The website has been developed in conjunction with young people, professionals and parents and carers.

www.northyorks.gov.uk/support-children-young-people-and-their-families provides information on the universal, targeted and specialist services and support available in the different districts of North Yorkshire, and access to the North Yorkshire Pathway of support for children and young people with self-harming behaviour and/or suicidal ideation.

Internet safety

Children and Young People may be having more screen time, so it is important that they keep themselves safe online and parents and carers have an important role in this.

Internet Matters www.internetmatters.org provides a range of support for families on online safety.

Thinkuknow www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets has activities that parents can do with their children and young people to discuss keeping safe online for all age groups.

Appendix 3

Coronavirus Related Critical Incident* Support to Schools and Settings, North Yorkshire Educational Psychology Service, April 2020

**A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping mechanisms of that school.*

The Coronavirus pandemic is impacting significantly upon our settings, families, communities and way of life. The current situation means that there is an increased risk of critical incidents, both within a setting and across its wider community. This is coupled with a general raised level of anxiety due to the uncertainty around the virus, and the additional complication of settings being closed to all but vulnerable children and those of key workers who cannot be cared for at home.

The North Yorkshire Educational Psychology Service (EPS) continues to offer critical incident support to head teachers and members of senior leadership teams in all settings across the county. **In the event of a Coronavirus-related critical incident, the EP Service's primary aim will be to offer short-term support to the senior leadership team in order to facilitate the appropriate management of the event.** This is in accordance with our established service approach to offering support in the event of a critical incident. The approach taken is based on research into best practice and is founded on supporting settings to manage the immediate aftermath of an event, including advice and support around communication, practical arrangements and managing emotions.

Whilst no two incidents are the same, responses to critical incidents follow a recognised pattern. **With time, most children and adults will come to terms with what has happened and recover without the need for professional counselling. Research tells us that help and support is best given by trusted, familiar adults as and when it is needed. The EPS will support settings to facilitate this and be confident in this role.** It is recognised that settings will be managing critical incidents in an unfamiliar and potentially challenging context, with most children at home and many staff working remotely for various reasons. Despite the huge efforts being made to stay in regular contact with children and young people, school communities may feel less well-connected to each other in our current circumstances and the approaches taken will need to acknowledge the very different context within which we are working.

When an incident occurs, it is important that settings let the LA know as soon as possible.

There is one central email address for all COVID-19 enquiries

(CYPS.COVID19@northyorks.gov.uk) which should be used for this purpose. Alternatively contact the

Local Authority on 01609 532234. You will then be contacted by a member of the EPS to identify what support is required.

Initially a senior member of the Educational Psychology Service will contact you in order to establish what steps have been taken so far and identify what needs to happen next. This contact will be made by telephone or video call. Typically, any further/ongoing support will be provided by the named EP for the setting, but flexibility may be required.

What happens next depends on the magnitude of the incident and the individual needs of the setting. However, it may include discussion of and advice around the following (with a focus on promoting connectedness, whilst physically apart, at this time):

- Clarifying the facts: what is known; perceived/potential narratives in the community, including social media
- Communication with parents/carers: how to communicate relevant and appropriate information; the messaging systems available; agreeing a form of words to express regret whilst reducing anxiety and possible panic; the importance of language, listening and the ability to ask questions
- Establishing the family's views on what can be shared/what they wish to be shared
- Communication of information to children/young people and staff: what, to whom, how and when
- Sharing information with staff to talk about typical responses to critical incidents and how to manage them
- Reducing anxiety and de-escalating panic responses in families, children and staff
- Providing a focus for children/young people to share their feelings e.g. use of tutor/mentor groups and other forums for sharing feelings
- Identification of and planning for vulnerable children and young people who may be affected
- Practical issues, such as memorials and books of condolence.

The EP(s) working with the setting will support you in the immediate aftermath of the incident and will also follow up with you over the next few days to support with any issues that may arise. In view of the current circumstances this will also be done remotely e.g. by 'phone, email or video call.

If after a period of time, if there are members of the setting's community who are showing signs of continued distress, the EP will discuss this and signpost to further support. We do not advise an immediate offer of counselling to bereaved children/young people: grief is a normal process and there is no one process for everyone who grieves. Children/young people may, however, need reassurance that whatever emotions they are feeling are normal. It is only when feelings remain overwhelming over a period of weeks and interfere with the activities of daily living that counselling

support may be a more appropriate offer. Some families with less community support may wish to seek professional support earlier, particularly during the phase of acute social distancing.


The EPS can offer staff training on Loss and Bereavement once all children, young people and staff return to their settings.

Documents to support settings to manage critical incidents can be found here:

<https://cyps.northyorks.gov.uk/emergencies-and-health-safety>

For further information, please contact: andi.henderson@northyorks.gov.uk

Take care,



Andi Henderson

Principal Educational Psychologist

Appendix 4

NYCC leaflet outlining head teacher support options

Headteacher Support Options

1. Coaching

Coaching provides you with the opportunity to reflect on how you think and feel about issues that are important to you, and to consider the opportunities and barriers to making progress. Through discussion and supportive challenge, working one-to-one with a coach, coaching enables you to develop greater awareness across a wide range of issues, supporting decision making and planning the way forward.

Through coaching you are able to take a step away from the day to day pressures and reflect on what's really going on in your role/team/service.

- To explore what the key issues are
- Identify the activities and behaviours that will improve outcomes
- Bring fresh perspective to highlight opportunities and solutions

We can provide accredited coaches from the NYCC coaching network at a location and time to suit you. To find out more, or book up to 6 coaching sessions (90 minutes per meeting) please contact susan.mcgin@northyorks.gov.uk or request a quote through NYES.

Coaching is available at a rate of £120 per 90 minute session.

2. "Health Assured"

Where Health Assured is purchased by the school through their Health and Wellbeing Package, Headteachers and managers can access:

Short-Term Counselling

When you call Health Assured, you will first go through a triage to identify the most appropriate way forward, which will identify whether or not there would be any additional health and wellbeing benefits to short-term counselling. If this is the case, a counsellor will conduct a clinical assessment following which up to eight sessions of telephone support is available. Health Assured match the manager to a counsellor with the appropriate profile and specialisms within 48 hours, and the first session of counselling will take place within five days of the referral.

Executive coaching

This is available for managers to support them in achieving goals and dealing with obstacles. Although the overall responsibility for development will fall with the employer, Health Assured will refer callers and offer support with aspects relating to managing change, life events and all of the associated stressors that can come with personal and professional development. Health Assured will signpost to the most relevant support depending on the issues being experienced and an individual's location.

This service is available at no extra cost.

North Yorkshire HR (NYHR)

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD
01609 798343

NYHR@northyorks.gov.uk
<http://cyps.northyorks.gov.uk/>

3. Your Governing Body

A governing body also has a statutory duty to maintain an overview of headteacher well-being to ensure an appropriate work-life balance. Where a headteacher feels that their health and wellbeing could be compromised, they should discuss this with the Chair of Governors. Some Governing Bodies identify a Governor to act as a 'buddy' to provide informal support for the Head.

4. Union Membership

Additional support can be obtained through your Trade Union.

Below is an example of the support which is available through membership of the NAHT.

Membership of the NAHT includes access to a helpline provided for NAHT by the Education Support available 24 hours a day, 365 days a year. It is completely confidential and provides support by telephone or online from specialist call handlers and counsellors who understand the demands of working in education. It includes:

- Emotional support and counselling
- Specialist information on work-life balance
- Up to six sessions of telephone counselling
- Access to Computerised Cognitive Behavioural Therapy (CCBT)

5. NYHR Training

There are a number of NYHR training sessions which can be booked through the NYES Website to help Headteachers develop essential management skills. The following courses are available:

- Holding people to Account, Developing Performance and Capability
- How to Succeed with Common HR Issues
- Challenging conversations and managing conflict
- Appraisal Training
- Building resilience and managing stress

6. Buddy System

Headteachers may want to consider the benefits of organising a Buddy System with other Heads, as this can provide essential support, and an impartial source of advice. Although this is an arrangement which would need to be organised on an individual basis, the benefits of support from a colleague cannot be underestimated.

7. Mentoring

Mentoring can be accessed to link headteachers with a more experienced colleague who uses his or her knowledge and understanding of the work or workplace to provide support, guidance and development opportunities. This may be facilitated by E&S or through Alliances (arrangements will vary).

Please contact your E&S adviser for more details.

Appendix 5

Health Assured leaflet

We don't know when
you might need us.

**That's why we're here
24 hours a day.**



Health Assured



Registered Office: The Peninsula,
2 Victoria Place, Manchester, M4 4FB

Registered in England. No 6314620



Health Assured

A confidential support service for employees and their immediate family members

About Your Employee Assistance Programme

Sometimes it can be difficult to balance the pressures of work with the needs of home life. Your employer recognises help is sometimes needed to deal with the challenges you may face in life, both practical and emotional.

Health Assured's EAP's are confidential life management and personal support services available to you and immediate family who live with you.

Please make that call, rather than allowing your concerns to grow - you can speak with the same counsellor more than once

What can I use this service for?

- Family Issues
- Family Matters
- Drugs & Alcohol
- Gambling
- Financial
- Relationships
- Domestic Abuse
- Insurance Claims
- Consumer Issues
- Debt
- Legal
- Stress
- Childcare
- Work
- Housing

Counselling

Your call will always be answered by a qualified and experienced counsellor who will offer help and support in a professional, friendly and non-judgmental manner.

On-line Health Portal @ www.healthassuredeap.co.uk

This service provides instant and unlimited access to emotional support video content, engaging fitness videos and over 200 easy to read and understand medical factsheets. It also includes the personal coaching and health assessment areas, which allows employees to enter their personal details and produce clear reports and advice.

FREE 24 HOUR
www.healthassuredeap.co.uk

0800 030 5182

Username: **Northyorkshire** Password: **Council**

employee assistance
programme

relationships

work

bereavement

family

stress

financial

FREE 24 HOUR
personal support service
0800 030 5182

to call from outside the UK:

+44 161 836 9498

(calls will be charged)

Online Health Portal:
www.healthassuredeap.co.uk
Username: Northyorkshire
Password: Council

POP CARD OUT AND PUT IN YOUR WALLET.