



**RESPONDING TO THE NEEDS OF CHILDREN,
YOUNG PEOPLE AND FAMILIES WHEN SCHOOLS
RE-OPEN DURING THE COVID-19 PANDEMIC**
SEPTEMBER 2020



CORK, NORTH LEE

FOREWORD

COVID19 has disrupted the lives of children and families in all areas of life including the ability to access education. **TUSLA** continues to support children and families during the COVID-19 pandemic with the impact that this has had on their lives. **Tusla's Prevention, Partnership and Family Support (PPFS)** team in the North Lee area of Cork are working closely with all agencies involved in supporting children and families as schools re- open. There has been great commitment and engagement from all the agencies that were part of a working group that looked at how, together, we can offer more support to children, young people and their families as schools re-open. The PPFS team would like to thank everyone who has contributed to this work and looks forward to continuing to work in partnership with you all. Most of all we look forward to working with the children, young people and their families, knowing that by working together we can achieve great things.

(PPFS, North Lee)

Coming together is the beginning,

Keeping together is progress.

Working together is success.

(Henry Ford)

NORTH LEE RETURNS TO EDUCATION SUPPORT PACK

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Acknowledgements

This working group wishes to acknowledge the commitment and engagement of the organisations that started with this project in June 2020, namely:

TUSLA's Prevention, Partnership and Family Support (North Lee)
North Lee Schools Completion Programme Coordinators
TESS Educational Welfare Service
Representative from the Irish Primary Principals Network
Representative from the National Association of Principals and Deputy Principals
HSE Child and Adolescent Mental Health Service
Cloyne Diocesan Youth Service
CYPSC

A very special word of thanks to the young person who designed the COVID19 leaflet for young people but who prefers not to be named here.

We would also like to sincerely thank the following groups and organisations for sharing their own contact details or other useful information for circulation with this information pack:

Bridgeway North Lee ASD Service
ISPCC
Springboard
Mayfield NYP
Young Knocknaheeny
Barnardos
Cobh Family Resource Centre
Carrigtwohill Family Resource Centre
Midleton Family Resource Centre
Foroige

A special word of thanks to John Field (Springboard/Good Shepherd Services) for his help in editing this document.

Introduction

In June 2020 within the Cork North Lee Area, a need was identified through existing CFSN Networks and by staff within the PPFS team and other organisations working with Meitheal to develop a practical and local response to support families, children, teachers and professionals as school re-open during an on-going Covid 19 pandemic. A local response was developed and co-ordinated by PPFS staff member Nessa Barrett and Senior CFSN Co-ordinator Lynda Monahan, with the support of the PPFS Manager and members of the North Lee Networks. This local response took the form of two working groups, consisting of individuals from the named agencies. These groups explored the need within their areas and then came together to form a "North Lee Getting Back to Education" working group which resulted in the production of this document.

The aims of this initiative were to try to ensure that:

1. Families of all children and young people receive adequate information and support to prepare their children for schools reopening.
2. Children and young people having difficulty in returning to school or accessing education will be prioritised for additional support as required.

This work is supported by CYPSC (Children and Young People's Services Committees) and Cork CYPSC Coordinator Tracey Holt is collaborating with this group to ensure that we reach all vulnerable groups that may need additional support as a result of COVID 19.

The pack contains very relevant and practical information from the named services to prepare children for a return to school and information on how to continue to support them and their families during these unprecedented times. It includes practical information on how to support children's mental health, how to support children with additional needs and information on self-care for parents and for professionals alike. We have also included information on signposting for teachers and parents, where a child and/or their family may present as being in need of additional support.

The PPFS leaflets include information on local supports as well as Meitheal contacts in the local area, the aim being that children and families are supported in a timely, practical and co-ordinated manner. The pack will also contain relevant up to date information on making a social work referral and will outline thresholds and DCP information should you need advice on making a social work referral. Included also is an Appendix with a list of links to other useful resources.

HOW TO USE THIS DOCUMENT:

In circulating this information pack the intention is that schools and services that receive this pack use it as a **resource** for supporting the young people and families that they work with.

This is a simple and practical resource for professionals that should be used in the *context of a relationship* with a child or their family and **not copied and forwarded as a whole document**. Some of the information is suitable for children, some for parents and some for professionals supporting those families. Please feel free to take what you need from this pack to meet the need of an individual child or family that you have identified in your school or service.

The document is designed so that users can easily copy and print the sections that they wish to use.

For further information on this work you can contact:

Nessa Barrett: Social Care Leader, PPFS, North Lee. Nessa.Barrett@tusla.ie

Lynda Monahan: Snr CFSN Coordinator, PPFS, North Lee. Lynda.Monahan@tusla.ie

SECTION 1

Prevention, Partnership and Family Support. (PPFS)



The leaflets on the next two pages will give general information on the PPFS Programme in North Lee that is available to any family where a child is in need of some additional support. The leaflets also sign-post other support services and organisations in the North Lee area.

[CLICK on each of the PPFS Leaflets for a Print Version](#)

Prevention, Partnership and Family Support in East Cork.



COVID19 has disrupted the lives of children and families in all areas of life including the ability to access education. Tusla continues to support children and families during the COVID-19 pandemic with the impact that this has had on their lives. [Tusla's Prevention, Partnership and Family Support \(PPFS\) team](#) in East Cork are working closely with all agencies involved in supporting children and families as schools plan to re-open. If you or your child is worried about the impact that COVID19 is having on your child's ability to return to school please contact your school directly in the first instance. The following supports can then be considered.

Under the Education (Welfare) Act, 2000 Educational Welfare Officers (EWOs) of the Child and Family Agency work with young people and their families who are experiencing difficulty with school attendance. The role of the EWO is to work with parents, children/young people and schools to support attendance at school. If your child has no school place contact an EWO on 021-2428611.

SCHOOL COMPLETION PROGRAMME (SCP) is a targeted programme which is available in DEIS schools and a small number of non-DEIS schools. This programme supports your child to attend school, to get involved in and connect with the school community and to get the most out of their education.

Home School Community Liaison (HSCl) is a targeted programme which is not in every school. The HSCl Coordinator works in partnership with parents, teachers and local community organisations to support positive educational outcomes for pupils/students. For more information speak to your child's teacher or follow this link:

www.tusla.ie/tess/information-for-parents-and-guardians-tess/

Family Resource Centres (FRCs)

TUSLA supports FRCs in a number of areas of East Cork. Contact your nearest FRC and ask to speak to their Family Support Worker to see the range of services that they can offer to support you and your child.

Cobh FRC 021-4816103

Carrigtwohill FRC 021-4533000

Midleton FRC 021-4633522

TUSLA also partners with a number of other support services in Youghal.

Barnardos: Valerie Bannerman 086-7015250

Barnardos Parent Support Line 1800 910123

Foroige: Catherine Ryan 086-0481956

TUSLA has a dedicated website to support parents called "Parenting 24Seven".

www.tusla.ie/parenting-24-seven

Some children and young people will need additional support if their needs are more complex. If your child or family requires additional support the PPFS team in East Cork can offer this support through "Meitheal". For information click:

Meitheal Parents Information Leaflet

For further information contact on services in this area contact:

Nessa Barrett on 086-7871894.

Niamh Lavin on 087-7104522.

Prevention, Partnership and Family Support in North Lee.



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TUSLA supports family support services in a many parts of Cork City and County. Contact the numbers below and asked to be directed to the nearest family support service to you and see the range of services that they can offered to support you and your child. The locations of these services include:
Springboard – Faranree/Knocknaheeney : 021-430796
Mayfield NYP- 021-4501674
Glenfields Community Childcare 021-4308395
Glen Community Development - 021-4550943
Newbury House – 021-4507999
Young Knocknaheeney – 021-6010656
Barnardos Brighter Future Centre 021-4307964
Barnardos Parent Support Line 1800 910123
TUSLA also has a dedicated website to support parents called "Parenting 24Seven". Look online here: [Parenting 24/Seven](#)
Some children and young people will need additional support if their needs are more complex. If your child or family requires additional support the PPFS team in Cork can offer this support through "Meitheal". [Meitheal Parent Information Leaflet](#)
For further information on services available in this area contact:
Lynda Monahan on 087-3450983

SECTION 2

Child and Youth Participation



The PPFS Programme, TUSLA and all other services involved in supporting children and young people value and encourage the involvement of young people in developing this information booklet. A young person has given us permission to use their COVID19 leaflet designed for young people and can be copied and circulated as a two page tri-fold leaflet.

[CLICK on the Leaflet on the next page for a Print Version](#)

HOW TO PROTECT YOURSELF AND YOUR FAMILY....

WASH YOUR HANDS
DON'T TOUCH YOUR FACE
SNEEZE INTO YOUR ELBOW

HOW TO WASH YOUR HANDS PROPERLY

Wet your hands with warm water and
apply soap
Rub your hands together until the soap
forms a lather
Rub the top of your hands, between your
fingers and under your fingernails
Do this for about 20 seconds
Rinse your hands under running water
Dry your hands with a clean towel or
paper towel.
(To make sure you are doing it long
enough sing Happy Birthday...then sing it
again!)

REMEMBER!

When coughing and sneezing, cover your
mouth and nose with your elbow or with a
tissue. Put tissues in a closed bin and wash
your hands.
Clean and disinfect touched objects and
surfaces frequently. **THIS INCLUDES
YOUR PHONE!!!!**

Reliable sources used for information
HSE.IE
GOV.IE
WHO.COM

COVID-19

Coronavirus

THIS IS NOT A DRILL!!!



**EVERYTHING YOU NEED
TO KNOW TO KEEP YOU
AND YOUR FAMILY SAFE**

SECTION 3

Children and Young Peoples Services Committee



CYPSC support the development of this booklet and share a useful resource for supporting children, young people and their families as schools re-open. Other resources from CYPSC are available in the Appendix where you can find links to many support services currently available in the Cork area.



RETURNING TO SCHOOL

Information for parents of Primary and Post-primary Students

ROUTINES

Routines help children feel secure.

Plan the routine that you would like to see in place for school time.

Chat with you child about the plan and include their views.

Think about routines for sleep, screen time and meal times.



SLEEP ROUTINE

- As soon as possible start to move your child's bedtime a little earlier each night and wake them a little earlier each morning.
- Create a relaxing age appropriate wind-down routine for the hour before lights off. Wind down activities include taking a bath or shower, reading a book (alone or together), drawing or colouring, listening to music, meditation or going for a walk.
- Start using the wind down routine as soon as possible.



SCREEN TIME ROUTINE

- Work towards no screen time an hour before sleep to improve sleep quality.
- Where possible have no screens in bedrooms.



MEAL TIME ROUTINE

- Start adjusting mealtimes to match up with school time routines as soon as possible.
- Talk to your child about the importance of eating well and involve them in planning, shopping and preparation.

MAINTAINING ROUTINES

It is very easy to let routines drift once your child is back at school. Think about school morning, evening and homework routines.



MORNING ROUTINE

- Encourage your child to get everything ready the evening before.
- Help your child understand the time management is needed to:-
 - Get up and get ready.
 - Have breakfast.
 - Be on time for their lift, bus or walk to school.



EVENING ROUTINE

- Change out of their uniforms as soon as they get home.
- Have a snack and a chat.
- Have some time outside.
- Get everything ready for the morning.



HOMEWORK ROUTINE

- Choose a suitable space, free from distractions like TV.
- Sooner started, sooner finished and the more free time to do other things.

SECTION 5

[CLICK on the cover page below for a Print Version of CAMHS Supporting Information](#)



Supporting Children and Young People Returning to School

For Parents



HSE Mental Health Services

North Lee Child and Adolescent Mental Health Service

SECTION 5

North Lee ASD Services - Bridgeway



Bridgeway support children and young people with autism and their families. Bridgeway share the following resources that can be used by schools and other support services to support their work with the families of a child or young person with autism.

Returning to School in September

Every family and child will have very different experiences of school closures. They will also have mixed feelings and attitudes about the transition back to school. The following tips were developed to support you and your child with the return to school.

1. **Prepare your child** by raising the subject of school from time to time, focusing on the positive aspects of school i.e. friends/yard time.
 - **Talk to your child about what will be the same and what will be different** when your child returns to school, such as their teachers/SNA, changes to school routines and activities, classmates, and uniform. Focusing on the similarities may be reassuring and help reduce their anxiety.
 - **Using visual supports** such as a countdown calendar, pictures of changes to the school etc. or a social story can help prepare your child. An editable social story and calendar is available to accompany this document.
2. **Practice important activities** such as putting hand up to ask a question, washing hands, classroom rules, expectations for sitting in class, movement break activities etc. Visuals supports may help your child to be more independent with these activities. E.g. breaking down the steps for washing hands.
3. **Communicate with your child's school/teacher.** This will support conversations with your child. Your child's school may consider uploading a video message on the school website inviting and welcoming pupils back to school.

- 4. Re-establish routines:** Your child's routine will have changed during this time and they may find it challenging to re-adjust to the school routine. Re-establishing a clear and predictable morning and night time routine may help ease the transition back to school (Visuals for schedules can be found on Cope Resource website). Aim to complete 150 minutes of physical activity a week with your child, this can be done in 5 blocks of 30 minutes throughout the week and can be a great help for concentration levels and sleep patterns.
- 5. Help your child communicate about their lockdown experience:** A scrapbook could be created with photos and drawings. Alternatively your child could create an album on their tablet/IPAD with pictures of the events and activities that occurred e.g. walks, games and arts n crafts. This provides a way for your child to document their experiences, communicate their feelings and reflect on the opportunities that lockdown has provided i.e. new skills, preferred ways of learning.
- 6. Tuning in:** Children express difficult emotions in a variety of ways. Tuning into changes in your child's behaviour may provide clues to their internal states i.e. Sleep patterns, diet, the way they play, emotional reactions.
- 7. Help your child understand and communicate how he/she is feeling:** Your child may find it hard to put their feelings into words. Devise a method that works for you and your child i.e. emotion boards, thermometers or zones of regulation.
- 8. Support your child's ability to relax and self-regulate:** Create a calm space within your home that your child can access when they feel overwhelmed. Place calming tools in this area. Some ideas include deep breathing, muscle relaxation, yoga, listening to a calming music playlist, a mindfulness app, therapy ball, lava lamp, physical activities such as star jumps, wall push ups. Learning to relax is a skill and the tools should be practiced regularly.

- 9. Worries:** Some children may have specific worries and questions. It is important to listen to their concerns, and acknowledge and validate their feelings. A 'worry box' may help if your child is worrying excessively. They can draw/write/type their worries, place them into the box, and discuss their worries with someone later at an agreed time. Support your child to divert their attention from their worries by redirecting them to absorbing and enjoyable activities. During 'worry time' you can talk through and problem solve worries with your child.
- 10. Supporting behaviour:** All behaviour, including misbehaviour, is a form of communication. Rather than reacting automatically, press the pause button. This means taking time to stop and check out what is happening. Consider: what is going on for me and my child? What is my child trying to communicate? How do I usually respond? What might be a better way to respond? Remaining calm also teaches your child how to manage strong feelings effectively.
- 11. Take time for yourself:** It is important that you make time to take care of yourself and support your wellbeing. You can only meet your child's needs, if your needs are being met also.

If you are not currently set up on the Cope resource website and would like an account please e-mail therapyresources@cope-foundation.ie with "New User Request and your child's name and DOB" in the subject bar.

Going back to school Checklist

Buy school uniform	
Buy school equipment	
Labelling	
Wash school uniform	
Photos of teacher / friends + names	
Photo of school/class room	
Visit school with child to familiarise	
Prepare child's booklet	
Prepare any visual supports needed	
Count down calendar	
Arrange play dates	
Talk to your child about school	

The week before school

Get uniform ready	
Practice getting up at the right time	
Practice getting dressed – with day to day clothing	
Wear school bag at home – practice putting in school items	
Engage with child in “My school book” – daily	
Practice school run	
Decide on lunch items	

The night before

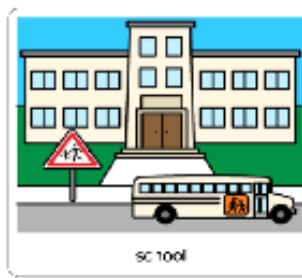
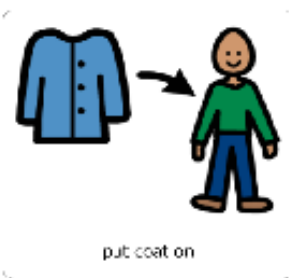
Lay out uniform	
Get bag ready – with child	
Read “My school book”	
Relax and enjoy time with child	

Going back to school

Insert photo of school

CLICK on GOING BACK TO SCHOOL for access to a SOCIAL STORY

Morning Routine



Night time Routine



tidy up



take a bath



shower



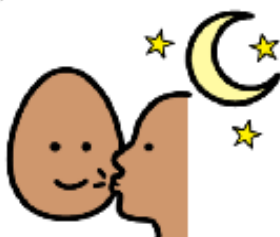
brush teeth



put on pyjamas



bed time story



good night kiss



get in bed



drink before bed



medicine



light off



night night

Progressive Muscle Relaxation Exercise

This exercise may be help to reduce anxiety in anxiety provoking situations. It is important to first teach your child how to perform the exercises so that he/she can subsequently use them independently.

Instructions

- Set aside two 5-10 minute sessions to complete these relaxation exercises with your child.
- Choose times when you will not be interrupted.
- Choose somewhere warm and quiet.
- Encourage him/her to sit in a comfortable chair or lie on his bed.
- Consider using background calming music (e.g. "Weightless" by Marconi Union).
- Tense each muscle group for 3-5 seconds.
- Repeat each exercise twice.
- Before and after each exercise, ask him/her to breathe in deeply and exhale slowly three times while saying the word "relax" to him/her.
- When all exercises are completed, praise him/her for completion of exercises.

Relaxation Exercises

Area	Exercise
Hands	<ul style="list-style-type: none">• Clench your fists. Now open them slowly.
Arms	<ul style="list-style-type: none">• Bend your arms at the elbow and touch your shoulders with your hands.
Shoulders	<ul style="list-style-type: none">• Raise your shoulders up to your ears and now, relax your shoulders.
Legs	<ul style="list-style-type: none">• Point your toes downwards. Now return them to the resting position.• Point your toes downwards. Now return them to the resting position.
Stomach	<ul style="list-style-type: none">• Take a deep breath. Hold for 3 seconds while tensing the muscles in your stomach. Now, breathe out slowly.
Face	<ul style="list-style-type: none">• Clench your teeth tightly together and relax.• Scrunch you face and relax.• Close your eyes tightly and relax.
All Over	<ul style="list-style-type: none">• Now that you've done all your muscle exercises, check that all of your muscles are relaxed. Relax your hands Relax your arms Relax your legs Relax your tummy Relax your face
Breathing	Breath IN .. two, three, four and OUT , two, three, four X 4

SECTION 6



Child Protection and Welfare

In this section you will find information about the types of Child Abuse and how to recognise a case of child abuse. You will see information on how and when it is appropriate to report a case of suspected child abuse.

CHILD ABUSE: Recognise & Report



As children return to school and other activities, professionals working with them should be aware of Children's First: National Guidance for the Protection and Welfare of Children, 2017. However there are numerous community and universal supports which may be appropriate to meet a child's needs outside of child protection.

If in doubt about whether a concern reaches the threshold for reporting to Tusla, please consult with our Dedicated Contact Person on 021-4923923 or with your local Duty Team.

Types of abuse:

Neglect

- Lack of care or supervision
- Child deprived of food, clothing, hygiene, safety, mental stimulation, etc.

Physical

- Child is deliberately physically hurt or is at risk of being physically hurt
- E.g.: Shaking child, using excessive force

Emotional

- Child's need for affection, approval, security are not met
- E.g.: Excessive punishment, exposure to domestic violence

Sexual

- Child is used for someone else's sexual gratification/arousal

Possible signs of abuse:

Neglect

- Child says no one is at home to provide care
- Is being cared for by an inappropriate adult
- Is often dirty/has severe body odour
- Lacks enough/appropriate clothing for weather
- Lacks medical or dental care
- Lacks enough food/water
- Begs or steals food/money
- Abuses alcohol/drugs

Physical

- Child has unexplained injuries (burns, bites, bruises, black eyes, broken bones)
- Reports injury by parent/caregiver
- Is scared of parents/caregivers
- Shrinks when approached by adults
- Is scared/anxious, depressed, withdrawn, aggressive
- Abuses animals/pets

Emotional

- Child shows extreme behaviours (is too passive/aggressive or too submissive/demanding)
- Acts too old or too young for their age (e.g. is parenting other children or often rocking/banging head)
- Expresses depressive/suicidal thoughts

Sexual

- Child has difficulty walking/sitting
- Has bleeding, bruising, swelling around private parts
- Attaches very quickly to strangers/new adults
- Shows unusual, sophisticated sexual knowledge or behaviour
- Reports nightmares/bedwetting
- Observes/shares sexual images online
- Parent/caregiver observes/shares sexual images online in presence of children

WHEN to report:

You should report abuse when:

- You witness an incident/sign (outlined above) consistent with abuse
- A child says or indicates in some other way that they've been abused
- An adult or child admits that they've committed abuse
- Another person shares that they've witnessed or know about a child being abused

HOW to report:

All concerns relating to children should be submitted on a Child Protection and Welfare Report Form (CPWRF) which is available to download from www.tusla.ie. Additionally, if adults report retrospective allegations of abuse or neglect which occurred in their childhood and there are no known current children at risk then a Retrospective Abuse Report Form (RARF) should be used. The most efficient way to submit a referral to Tusla is through the Web Portal, at Tusla.ie

If a child is in immediate danger, contact the Gardaí at 112/999 or www.garda.ie

You are legally protected:

The Protection for Persons Reporting Child Abuse Act 1998 protects you when reporting suspected child abuse to Tusla or an Garda Síochána IF you believe your report is true and your report is not malicious.

CONTACTS
www.tusla.ie

TUSLA

An Ghníomhaíocht le hArd
Leasú agus an Ioslachadh
Child and Family Agency

**If child is in
Immediate danger,
contact the Gardaí
at 112/999 or
www.garda.ie**

CORK
021 492 3923

SECTION 7

SELF-CARE for Parents and Care-Givers.

In this section you will find information for parents, teachers and other care givers as we acknowledge that in order to care for others we must also care for ourselves.

[Click on the Springboard documents](#) to find out much more about the community-based supports for families.

Use the Self-Care at work posters in your own work place to remind us all to look after ourselves.

BE KIND TO YOURSELF

ALWAYS IN ALL WAYS



Self-care

Taking care of ourselves doesn't mean me first, it means me too

The vision of the *Springboard Child & Family Wellbeing Initiative* is to create an environment where self-care is prioritised by individuals, families, and the communities we work in. The beneficial effects of self-care include improved wellbeing, and this has positive impacts not only on the person themselves but on those around them. In *Springboard* we recognise that self-care can be challenging and is not always made a priority for various reasons.

Self-care is a very individualised thing, but it is an important tool which enables us to stay mentally and emotionally healthy. Different people have different needs, different circumstances, and different access to support. It is important to first recognise what our needs are and then begin to find ways to meet those needs and to care for ourselves based on what is comfortable and what is possible for us as individuals.

Some suggestions to begin this are

- *Strengthen or build connections* if possible- people do best when in connection with others. Even small interactions can boost your mood
- *Seek support* if it is possible- this can come from a variety of sources, friends, family, teachers, doctors, project workers
- *Take time in nature* where and if possible- it is really important and very valuable- recent studies found that just being in green spaces is very beneficial for mental health¹
- *Take care of your body*, where possible meet your basic needs first- hunger, thirst, rest, illness, discomfort/pain, hygiene, and exercise.
- When possible, notice your response to temperature, clothing, colours, textures, sounds, noise levels, and clutter. *Small changes in our surroundings can increase positive emotion*. Improve your physical environment to make yourself feel comfortable.
- *Take care of your mind* and increase your awareness of your positive emotions and try to increase positive self-talk- this helps us to feel good and reduce distress. Focus your attention on positive events that happen over the course of your day

¹ Article by Pearson & Craig- <https://www.frontiersin.org/articles/10.3389/fpsyg.2014.01178/full>



Springboard - Wellbeing Initiatives for Parents

A Springboard Child and Family Wellbeing initiative for mothers and those in a mothering role in the life of a child.

Springboard is a community-based family support project which was established in 2003, it is based in the north west area in Cork city and delivers comprehensive support to children and families living in this area. **Springboard** works from a community development perspective, and uses a partnership approach to working with families. Families' views are valued and respected, and they are supported to identify their own strengths, they are then active participants in finding solutions that work for their family. An example of this approach would be the *Child and Family Wellbeing Initiative* (CFWI) which aims to develop programmes in partnership with the community. The CFWI is being rolled out by four key workers from the project, **Elaine Breen, Marina Lynch, Audrey Fennessy and Deirdre O'Regan**.

Being a parent for many is a rewarding experience, however, it is not without its challenges. There is little that can prepare us for the loss of sleep, the worry, the impact on close relationships as well as the financial pressures that becoming a parent can bring. Being a parent can be exhausting physically and emotionally, leaving us at times depleted of the energy to be what we think it will take to be the perfect parent. In reality, there is no perfect parent, there are only real parents who try every day to give their best. It is important to acknowledge that how much you can give changes day to day and is dependent on a number of factors, many outside our control. It is important to recognise when you are doing okay and when to look for support.

We all want what is best for our children, however, we cannot pour from an empty cup. To be the best parents we can be, we need to take good care of ourselves. Our wellbeing as parents is vital for the wellbeing of our children. *Self-care* is the key to wellbeing for

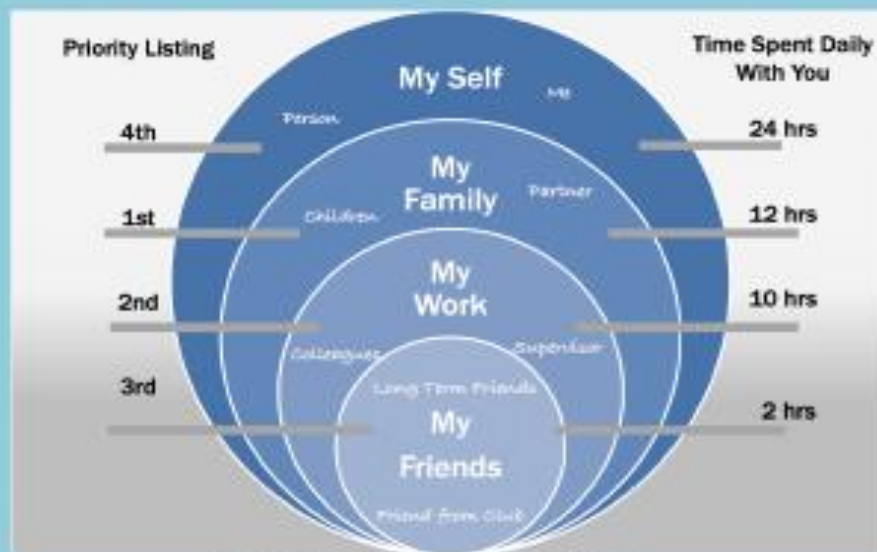
Springboard Child & Family Wellbeing Initiative

Relationship with Our self

Our Whole Life is made up of Relationships. However the most most important relationship we have is the relationship with our self

Dermot Casey (2017)

Even though I am the most important person in the world to myself. And spend 24hrs a day each day with myself. I am, for most of the time, the least priority.



Who gets priority in your life each day?



ADAPTING IS WHAT I AM GOOD AT

I HAVE BEEN DOING THAT, ALL OF MY LIFE ANYWAY



Adapting is Hard but so are You



ACCEPTANCE

Don't resist, just accept

I NEED TO CHANGE

I HAVE NO CHOICE

WE ALL NEED TOO

IT'S FOR MY GOOD

I WILL GET USED TO IT

ITS NOW MY NORM



Strategies
that can
Support you

MINDSET

I CAN RESIST IT

OR

I CAN CHANGE

WHICH IS EASIER?

REMEMBER



2004
SMOKING BAN



2006
SEAT BELTS

**I ADAPTED TO
THESE CHANGES ALSO**

SELF-COMPASSION

Be Kind To Yourself when adapting

THIS IS HARD

**I NEED TO TAKE CARE
OF MYSELF**

**I WILL TALK TO
OTHERS IF I NEED TOO**

**I WILL ASK FOR HELP
IT IS THERE**

AFFIRMATIONS

Say these to yourself several times daily

I AM STRONG

I WILL ADAPT

**I WILL GET
THROUGH THIS TOO**

**I HAVE GOT THOUGH
A LOT WORSE
THEN THIS**

Key Messages

Change is a good thing and we are being asked to change a lot at this time. If we do not change, we will not move forward.

Think about all of the changes and challenges that you have had in your life. And you have overcome them.



**You will do the same here.
You are so Resilient**



Self-care at Work

Your Work as a Carer is hard, the least you can do is to take care of yourself, each and everyday.

Areas

Pre – Work.

*Caring before we get into work each day
and how we can prepare for our day*

In – Work.

*How we navigate the waves we will experience
which are either Stormy or Tsunami like*

Post – Work.

*Coming down and staying down
after work can be hard*

Pre - Work.

Sleep *(Get some)*



- Why? when we need sleep most, do we stay up late?
- Change that mattress that is 20 Years old
- Leave technology outside of bedroom. No texting.
- Ensure room is at right temp 65degrees. Keep out the light
- Bedroom is for sleeping
- Don't think about work in bedroom – it's barred (Protection Order).

Prepare Well For your day

(It will be worth it, less pressure)



- Understand what is achievable today and what is not?
- Put one of the most difficult tasks first – get it out of way
- Set 1-2 goals for each meet/call – and work to achieve.✓
- Limit calls/meetings to certain duration e.g. 15/60 mins

What are my Priorities today

- 1 • I need to ring that person, who is difficult to speak with.
- 2 • Set up that meeting and publish agenda
- 3 • Write up notes that include positive outcomes.

Rituals are important

- Before your get out of bed use positive affirmations

(I will do extremely well again today, which you will)

- On way into work get into the zone. *(Leave 5 mins earlier, less stress)*

(Put on your protective clothing (PPE) to protect yourself - Adapt a Positive Mindset)

- Bring your personal essential staples

(Water, Food, Moisturizer, Lip balm, Sweets, Scarf for comfort)



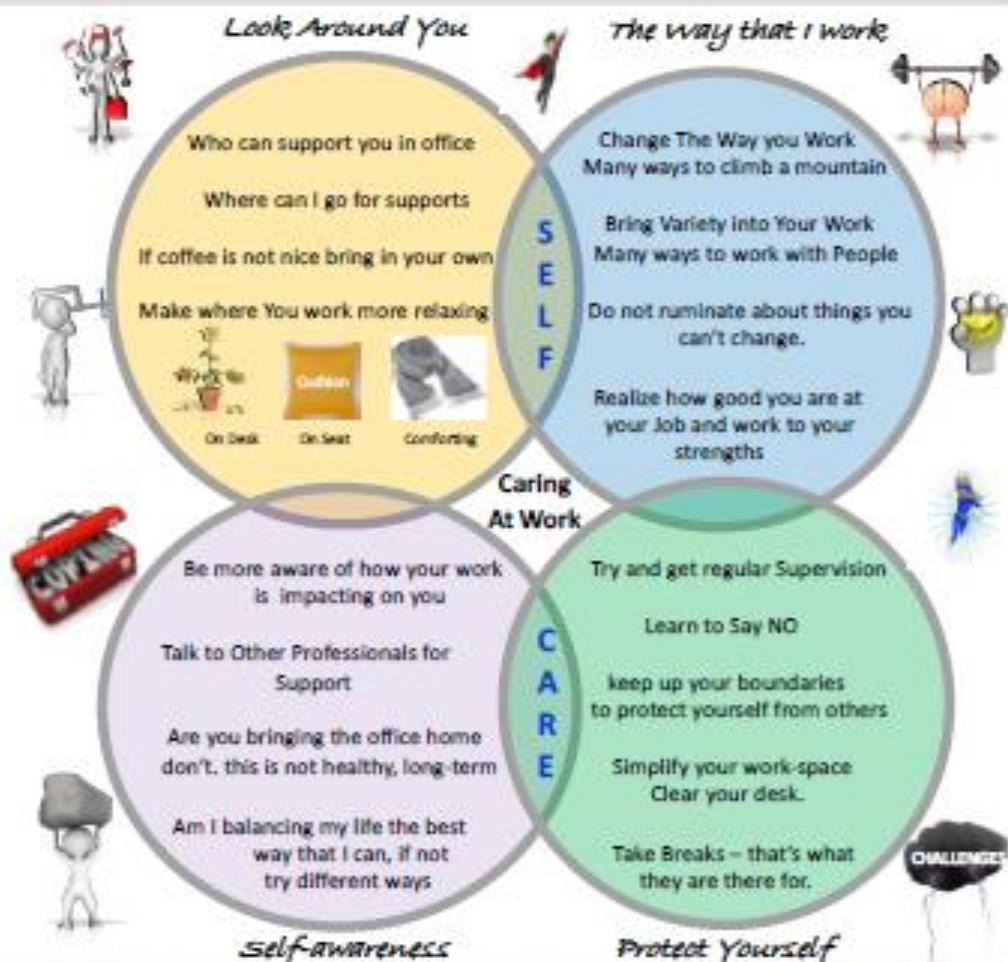
Now I am better prepared to do what I love doing.

In - Work.

Don't put too much on your plate, at once.



- Don't leave others throw their issues onto your plate
- Even my own issues I can only deal with one at a time
- Use side plates and condiments (supports) at times



Don't take other people's opinions of who you are, or what you do, personally.
Everybody is going to have an opinion of you and what you do
but very few will ever understand you or get to know you. WWB4-2

Post - Work.

On Your Way Home - from Work

- On your way home - think about all you achieved today
- Change your clothes when you arrive home - different part me
- Pick time when you do not work anymore e.g. 7pm
- Eat / Watch TV with your family. Laugh and have fun.
- Do what you enjoy in your personal life and enjoy it
- Soak in a bath and relax
- Get some fresh air and walk in nature.
- Talk to someone that you like/love - and enjoy them.
- If you had hard day - take the scenic route home - breathe

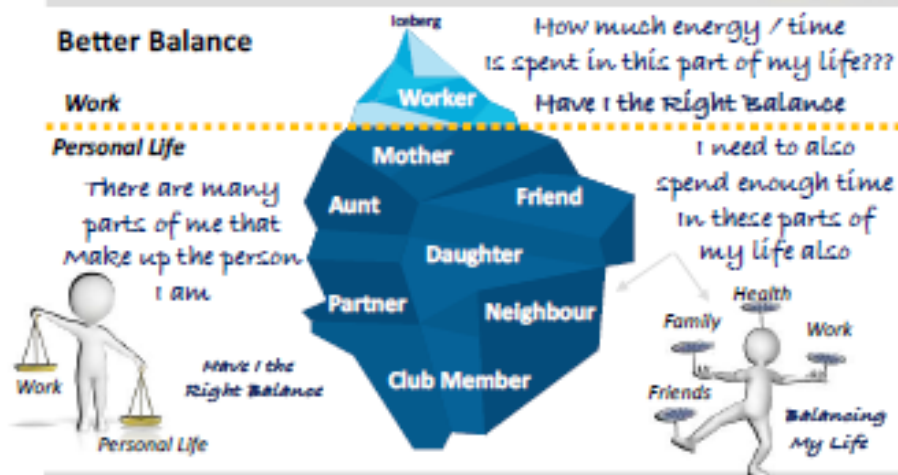


Leave the office at the office

- Do you work at home - when you get home - why?
- Do not bring other families in your head into your home.
- My family deserve all of me - I deserve all of them
- Turn off your phone the world will not end
- My life is waiting for me - don't miss it.
- Out of office - Out of Mind.
- Read that book you got last Christmas



Better Balance



Recharge your batteries

- Do what energizes you - people/hobbies
- Talk to friend you have lost contact with
- Plan your weekends - irrelevant of weather
- Learn or try something new in your life
- If you are a carer, let someone else care for you



APPENDIX

Links to useful resources:

Health information on COVID-19:

World health Organisation: [WHO COVID-19 Information](#)

Health Service executive: [Coronavirus \(COVID-19\) Public Health Advice](#)

Government of Ireland: [GOV.ie Search for information and Services](#)

Back to Education during COVID-19

Department of Education and Skills: [DES Updates and Guidelines on schools re-opening.](#)

TUSLA's Education Support Service: [Information for schools, parents and guardians to promote school attendance, participation and retention.](#)

DCYA Area Based Childhood Programme [A Trauma Informed return to School during COVID19](#)

Family Support during COVID-19

Prevention, Partnership and Family Support (PPFS) and MEITHEAL:

[MEITHEAL-PARENT INFORMATION LEAFLET](#)

[MEITHEAL-YOUNG PERSON INFORMATION LEAFLET](#)

PARENTING 24/7 [Key messages for what works for children and families at different ages and stages](#)

Children and Young Peoples Services Committees (CYPSC)

[Advice for parents to support your child's Social and Emotional Well-being](#) (See [CORK CYPSC](#) for access to these leaflets in other languages)

CLICK: [CORK CYPSC COVID-19 Service Information and Updates](#) for link to a comprehensive and updated list of support services in the CORK area in areas including:

- Bereavement Support / Helpline
- Domestic, Sexual & Gender Based Violence Services
- Education Supports
- Family Resources / Supports
- HSE Covid-19 Information / Support
- Mental Health Support / Information
- Migrant Support / Information
- Support for Children & Young People
- Support for Older People
- Support for Staff
- Traveller & Roma Information & Supports
- Tusla (Child Protection & Family Support)
- Youth Services