



Project – Building Resilience in Primary School Children

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Supported by The Stirling School Nurse Team

Duration of Project – 1 year, December 2019 – January 2021

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SUMMARY -

BACKGROUND -

During Transition work with Primary 7's in two local primary schools, the Project Leads identified that children in Fallin Primary School demonstrated a lack of coping skills and strategies to overcome the adversity they were facing. When compared with children attending a primary school only 10 miles away in a more affluent area, it was evident that the children attending Fallin Primary School were more withdrawn and lacked confidence.

Fallin is a rural village with high levels of deprivation. Many families are affected by unemployment and a lack of access to community activities which results in them living with financial poverty and experiencing social isolation.

These types of societal pressures have been influencing this community for several generations which has led to increasing rates of mental health concerns in the adult population and as a result has led to many children in Fallin living with several Adverse Childhood Experiences (ACEs). The effects of this are being illustrated, with Fallin reporting the highest rates of school exclusions in 2018. This is the highest in the Stirling Council authority.

To address this, the Project Leads have identified wellbeing targets and established a project, as detailed below, to support children by introducing them to strategies aimed at enabling them to overcome the psychological trauma associated with ACEs.

Fallin Primary School Management welcome any support that school nursing can offer.

THE PROJECT AIM - The project aim was to increase resilience in a school community. The project directly focused on Primary 4-7. This is recognised as an important time when children are preparing to transition to high school. The purpose is to promote resilience and independence. However although the project aimed to increase resilience in the P4- P7 cohort of pupils, where possible a whole school approach was taken encouraging all parents to engage. The DHT of Fallin Primary designed a sketchnote for the project highlighting the vision. (See Appendix 1)



The project scope included direct work with children and families and with teaching staff and included:

- Classroom based work with P4 – P7 pupils, covering a range of topics including anxiety psycho-education
- managing emotions
- sleep hygiene
- diet and hydration
- activity and exercise
- Distraction techniques and relaxation.
- Parental involvement, giving all parents the opportunity to highlight what support they require to help build resilience in their families.

Parents were given the opportunity to complete short questionnaires. This was done through parent questionnaires, discussion forums and planned school activities. In addition, school management staff planned to encourage engagement with parents/carers/families where problematic engagement with the school was identified as a concern. School management staff intended to use case studies for specific families to follow their journeys and identify change. Work with the teaching staff to build on other aspects of 'Health' activities that began in the January term with a focus on health and resilience.

OBJECTIVES - 20% of primary 4 -7 pupils attending Fallin Primary School will report increased resilience by October 2020. Whole School exclusion rates will decrease by 5% Covid-19 has had an impact on the objectives meaning it has not been possible to measure exclusion rates.

COVID

Covid-19 has had a significant impact on our objectives. Exclusion from school has changed significantly over the past year due to the school being closed from March – August, then again from Christmas 2020. Due to the amount of education missed Fallin Primary are doing their utmost to avoid exclusion of children. We have noted that missing school has reduced the anxieties of some families who have enjoyed being at home and having their children around them. Most children we meet spoke fondly of their time at home during lockdown.

An option was given during Lockdown that Projects could finish up and every Project was given an automatic 6 months extension. The Project Leads chose to try and continue as it was felt that trying to increase resilience within a pandemic, an unknown and stressful event was absolutely vital. It was a very new experience for everyone and the joint working carried out between School Staff and the Project Leads were excellent, a shared vision was evident. Communication between all agencies was clear.

We attempted to continue to support parents, school staff and children during COVID lockdown. School and parents created a closed Facebook group for Fallin Primary School which enabled regular contact with school staff and parents. The Project Leads were invited to join this and shared all contact details that parents could use if they needed support in any areas. The Project Leads regularly signposted helpful websites that parents could access for both physical and emotional health.

Signposting was also made for Citizens Advice, accessing finances, period poverty and accessing food banks. Confidential discussions did not take place on this forum but parents were encouraged to make direct contact through the shared contact details; this was utilised by some families.

One of the Project Leads also attended a community Food bank that many parents in Fallin attended for support. The community council made a room available incase one to one support was needed. Many parents and children attended for food support and it was lovely to catch up with parents and some children at this venue.



Once schools returned in August it was an exciting prospect to restart our work on a face to face basis with children, staff and parents. A planning meeting was held to re-commence working in the school community as soon as possible. We began again with great excitement and gusto and once again we became a presence within the school community.

Unfortunately a further Lockdown meant our contact and face to face with the school community had to be reduced yet again.

RESILIENCE

We use the term Resilient a lot in our work with children and families: “Being Resilient “ is having the ability to bounce back and recover from difficulties. However it was noted that today’s children have increasing difficulties bouncing back and our plan was to support parents, staff and children by teaching new strategies that they can use throughout life. The Project Leads aimed to include parents as much as possible: sharing all resources with parents and carers therefore building resilience as a family.

We recognise that for children to use and practice techniques they learn that may increase their resilience they need support from adults to do so. Children need adults to guide and support them to make changes. Resilience can be strengthened at any age. Stress reduction practice and strategies to manage emotions build self regulation skills. Adults who strengthen these skills in themselves and model the positive behaviours can have a significant impact on their children ability to manage their emotions and build resilience.

STARTING THE PROJECT

The project started with great gusto and excitement in December 2019 with the Project Leads and Fallin Primary school staff working in collaboration planning the next events. Many local agencies were keen to collaborate and work together to increase resilience with the community, many great ideas were shared with lots of plans for the year in place.

This continued as such until COVID-19 closed the schools mid March until August and again in December.

BOUNCE BACK BREAKFAST



The Fallin School Community embraced the School Nursing Team with much excitement. A breakfast celebration was planned in collaboration with outside agencies. Supportive agencies such as Active Stirling, Womens Aid, Police Scotland, School Nursing Team, and Families Connect. Stirling Council catering services provided a hearty breakfast and the Children brought along their parents and carers. It was well attended and School Nursing were able to use this time to

introduce our project. It was lovely to meet parents and chat in this informal and relaxing session.



The previous week the School Nursing Team had carried out classroom work and taught about the impact of poor sleep and the importance of good hydration on overall health. Some classes were able to showcase their learning on the importance of sleep and hydration to their parents with such talent and confidence. The children completely engaged with these



teaching sessions and demonstrated good understanding of how both could impact upon their overall wellbeing.

We used this opportunity to ask many parents to complete a very quick questionnaire in order to gather their view and areas of support that they felt support was needed. The results of this are noted below:

QUESTIONNAIRE- (see appendix 2)

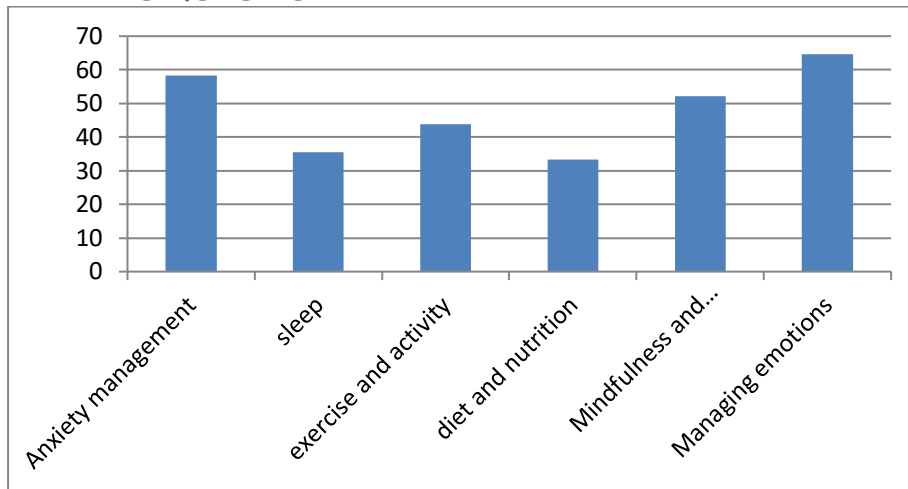
A parent and child questionnaire was carried out to identify need and also to get a baseline that we could compare at the end of our project.

The parent questionnaire identified that some parents would like support to manage their own anxieties and the anxieties of their children. A close second was managing difficult emotions and sleep and activity. The children's questionnaire identified that they were more positive about managing their emotions, anxiety and sleep.

The children’s resilience questionnaire viewpoint did not always reflect the concerns raised by their parents. Only 13.7% of the children felt they would like support to manage their anxieties, in comparison to the parent/carers where 58% of parents felt that they would like their children to receive anxiety support.

Parents were asked to choose areas they would like support for their families, and were able to select more than one area. From these questionnaires the following next steps were identified:

PARENTS QUESTIONNAIRE



*CBT based anxiety management group for parents

*Classroom work for whole school – managing emotions, anxiety, diet, hydration and sleep.

*Relaxation and Mindfulness

MINDFULNESS TRAINING

In order to increase the resilience of both staff and children Mindfulness training was sought for all staff of Fallin Primary and the School Nursing Team. This was a full day event provided by Be You Mindfulness, an interactive and enjoyable event that everyone participated in.

Mindfulness training was also offered to parents but unfortunately due to COVID it was cancelled twice as due to COVID restrictions group sessions were not permitted.

A variety of resources were purchased using QNIS initial funding to support the practice of Mindfulness within the class and wider school community.



It is evident that many staff embraced Mindfulness within the school and on our visits children have been keen to show us all that they know. It has been so enlightening how the children have embraced 'taking a mindful moment' and the introduction of mindful deep breathing. They especially enjoyed 'Mindful Eating' using maltesers!

On a recent classroom visit, there was clear evidence of the impact of 5 deep breaths significantly increasing the concentration levels of children during a teaching session led by the Project Leads.

The use of Mindfulness within teaching practice and as a school community can easily be sustained going forward. The children spoke of using mindfulness as supported by staff in the classroom.

WELLBEING PASSPORT – see appendix 3

A 45 page teaching resource was designed by the Project Leads using resources that we normally use on a day to day basis to support the wellbeing of children. This was endorsed by teaching staff who were able to match it to the teaching curriculum and the school wellbeing plan. This resource was printed and distributed to each child in classes from primary 4 – 7. The classroom sessions led by the School Nursing Team support the content of The Wellbeing Passport.

This resource is for each child to keep, personalise and use as needed. It can also be used by parents who wish to support their child at home.



HYDRATION/WATER BOTTLES

Water bottles were purchased for all children with 'Fallin Primary' printed on each water bottle. Learning resource about hydration and the importance of drinking water was created by the School Nursing Team and shared with all teaching staff. The School staff made a conscious effort to increase their daily fluids in order to lead by example.



STAFF WELLBEING DIARY – see appendix

A Wellbeing diary was created by School nursing and shared with all staff at Fallin. This gave staff a tool to monitor their wellbeing including activity, sleep and hydration. It was hoped that this could be sustained in practice and would allow staff to act as good role models. This diary is also included as an addition in the teaching resource 'Wellbeing Passport' that all children from P4 – P7 have access to.



SLEEP SCOTLAND TRAINING

Sound Sleep training by Sleep Scotland was attended by representatives of the School Nursing Team and education staff. This training took place the day before Scotland went into complete lockdown in March 2020. The training provided teaching resources that will be used by teachers to all children throughout the school. The staff who attended the Sound Sleep training had planned to deliver this training to the wider school community, including all staff and parents who requested support. Unfortunately due to COVID restrictions this plan had to be cancelled a number of times. School intend to proceed with this training when COVID restrictions permit. The Project Leads delivered education to Trainee School Nurses in order that Sleep Scotland principles could be used during one to one work with children on their caseloads.

In addition, Fallin Primary School now have Sound Sleep teaching resources to add to their toolbox, to use now and for future years.

Classroom work delivering good sleep hygiene has been planned for sometime but unfortunately cancelled due to COVID restrictions and lockdowns.

PARENT CBT GROUP

A Cognitive Behavioural (CBT) based psycho-education group was offered to parents of children, within Fallin Primary School, who had been identified as experiencing mild to moderate anxiety and depression. Participants for the group were invited to, and selected, following an information session held within the primary school. The programme was developed and delivered by Dawn Stuart (CBT Therapist and Family Support Worker within the School Nursing Team), and co-facilitated by Carrie Percy (Mental Health Nurse/School Nurse SCPHN).

To encompass the project overall aim of building resilience in the local community the purpose of the group would reflect these aims by:

- educating participants and offering guidance and support in exploring their own mental health issues in relation to anxiety and depression
- addressing and making behaviour changes to support the development of resilience

This work also reflects the programme delivered to children within school therefore delivering a consistent message.

Resilience outcomes measured pre and post group, using Adult Resilience Measure Revised (ARM-R) tool.



The scoring measures indicate that there is a good level of resiliency already experienced by members. However this can be open to interpretation as the subscale scoring identifies any differences for personal resilience and caregiver/relational resilience.

“Personal resilience includes intrapersonal and interpersonal items whereas caregiver/relational resilience relates to characteristics associated with the important relationships shared with either a primary caregiver or a partner or family. These are linked as both dimensions depend on individuals’ social ecologies to reinforce their resilience” (Resilience Research Centre, 2019)

CORE outcome measurement tools were used fortnightly to measure risk and levels of distress, thus ensuring the ongoing safety of participants. These measurements evidenced the reduction of anxiety and risk overall.

The group was initially well received with 9 participants commencing the programme however due to varying external factors the number of participants fluctuated on a weekly basis. Eight, 3 hourly, weekly sessions were planned covering education on anxiety, depression, sleep and diet, however due to the COVID lockdown restrictions, the programme abruptly ended at session 7. Throughout the programme, participants grew to be a positive support to one another working in a unified and cohesive group. Discussions around changes within participants’ home environments evidenced the positive cognitive and behavioural changes that were occurring thus positively impacting on the resilience of the whole family.

Unfortunately due to restrictions and the nature of the ongoing global pandemic further outcome measurements were unable to be recorded and although the intention was to complete this upon the easing of lockdown, the timescales involved would not allow for accurate measurements.

Families have worked through varying degrees of challenges during unprecedented times and any changes made 6 months ago may have altered significantly, some positively and for others with great adversity.

There were a number of parents who asked to be considered for sessions later in the year but unfortunately due to COVID restrictions these were unable to go ahead.

CLASSROOM WELLBEING SESSIONS LED BY SCHOOL NURSING TEAM

School nursing led many classroom wellbeing teaching sessions, covering a variety of wellbeing topics. Children were taught how a variety of emotions may make you feel physically and emotionally, given strategies to use to relieve these feelings. These are strategies that the children can use lifelong to manage any big emotions. The sessions were extremely well received by the children and their teachers, and contributed to the excellent relationship with the school nursing team and children. Relaxation and further Mindfulness strategies were introduced to the children at these teaching sessions.



DECIDER SKILLS

Decider skills are Cognitive Behaviour Therapy based strategies to teach children, young people and adults the skills and strategies to recognise negative emotions and react accordingly: to change thoughts, feelings and behaviours to encourage independent skills to manage their mental health.

Decider skills are also used widely within adult mental health and the skills that children were taught to use may be familiar to any parents/carers who are involved with adult services.



The Project Leads attended training on the 32 Decider skills, and were able to train 12 Decider skills to Primary 6 and 7 pupils. These sessions were fun and interactive, and well received by all in the class. The children created individual video clips explaining how each skill could be used day to day life. These video clips have been shared on social media and with parents so that they can encourage and support the use of Decider skills at home.

Two members of school staff are on a waiting list to take part in Decider skills training so that they lead on this within the school community. The plan is for Decider skills to be embedded in the school, using a whole school approach. Unfortunately due to COVID a number of training days have been cancelled for the teachers. It is anticipated that Decider training will be resumed around May 2021 if COVID restrictions permit.

Plans are in place for the Project Leads to deliver the 12 skills to Primary 4 and 5 when COVID restrictions allow the return to school for all pupils.

The following video clips were made by children in the Primary 6 class and were shared with the school community via Fallin Primary Twitter –

<https://twitter.com/MissTay87770127/status/1352583880239362048?s=19>



<https://twitter.com/MissTay87770127/status/1352584813094596610?s=19>

<https://twitter.com/MissTay87770127/status/1352586211542630401?s=19>

BEING PRESENT WITHIN THE SCHOOL COMMUNITY-

Throughout this year the School Nursing Team has been a visible presence within the school community. Post Graduate Trainee School Nurses have spent some time in the school working within the classes and on a one to one basis with identified children. They have had the opportunity to build up relationships with children and staff and become known within the school. Classroom work continued throughout COVID and positive relations have developed within the whole school community. It was noted that wearing our NHS Forth Valley nursing uniform has certainly positively influenced how we are perceived in the school community. We are instantly recognised by all children, we are greeted by all and a new found respect to nurses has been noted. Discussions have been had during our classroom work about the importance of 'Values' and children instantly identified that nurses are caring, helpful and respected.

TRANSITION TO HIGH SCHOOL

The Project Leads Team created transition material which is normally delivered to Primary 7's classes. This resource was shared with school staff who delivered the material through Google Classroom. The School Nursing Team would normally deliver this face to face for optimum impact but due to COVID restrictions, children were remote learning from home using a variety of platforms. Powerpoint presentations were shared for parents to support their children in this transitional period. These teaching resources are now available for the school to use to support future transitioning children.

COACHING SUPERVISION TRAINING

In order to increase the longterm resilience of school staff, a qualified and experienced Coaching professional was sourced to work with school staff. Group sessions will be facilitated as guided by the Coach and an identified member of the school leadership team – the Depute Head Teacher. He will be trained to lead Coaching sessions without external support to provide consistent support and a "safe place" for his team. It has been agreed that the Depute Head will access top up Coaching supervision sessions throughout the year, paid for from an identified school budget, in order to maintain and sustain this support.

Coaching is a developmental approach to working and interacting with other people, which helps people to develop their personal capabilities, interpersonal skills and



capacity to understand and empathise with others. In turn, this can help people understand more about their own challenges and strengthen their ability to feel supported while working in a high stress environment.

It is anticipated that this will support school staff to manage and improve their own resilience and support mechanisms which, in turn should strengthen their abilities to support the children, with an enhanced awareness of their own emotional support needs. The interventions focussed on the staff will include:

The establishment of staff Support and Supervision Groups for both Learning Support Staff and Teachers, enable them the time and the space to talk through their own needs for emotional and wellbeing support with their peers in a safe, facilitated environment. The groups must be relaxed environments where the staff can talk about difficult, perhaps previously 'undiscussable' issues; be free to express emotions (positive and negative) without blame or shame.

We are in simplest terms teaching these staff how to listen and care for each other without expectation of 'fixing' the problems they face. These staff work in a school, (and in some cases live in the local community) in an area with very high deprivation and where the children live with adverse childhood effects (ACEs) and trauma. It is hoped that these sessions build the staff's resilience in dealing with this positively, reducing the effects on themselves.

The depute headteacher will be supported by the Coach to take the lead in future group coaching sessions with his staff. It is the schools priority that the staff feel supported in their daily work.

It is hoped that these activities, alongside work with parents and the local community will bring a full school, holistic approach to the project for best outcomes.

ACTIVITY

One of the identified aims from the parent questionnaire was support and access to exercise and activity. Many plans were made and agreed pre COVID, including a local dance teacher offering sessions during PE and after school clubs paid for by Project funds. A parent and child class was agreed to encourage family activity. Council led organisation "Active Stirling" were on board to support families offering adult exercise classes, after school sports and holiday clubs, unfortunately none of these were able to take place due to COVID restrictions.

A parent who attended the parent CBT course and a Staff Nurse from the School Nursing team attended 'Walk Leader' training early March time. This was highly sought after training and another local parent was on the waiting list to attend. The plan had been to introduce local walks to parents in Spring time which would encourage exercise, relationship building and connection. Unfortunately the planned walks were unable to start due to COVID. It is hoped that they may be able to start



this Spring time and are utilised within the local community. However the Staff Nurse trained as a Walk Leader no longer works for the School Nursing Team.

FINANCIAL

Only the first tranche of funding was accessed in January 2020, further funding would have been accessed mid way through the project but due to the restrictions of COVID it was decided not to access further funds.

No staff costs were allocated to this project.

Total funding accessed - £2500

Item	Detail	Budget	Actual
Mindfulness training	Be You Mindfulness for all staff	£700- to include parent training	£500 Parent training unable to go ahead
Printing of Wellbeing passports	Lyreco – white paper, card, binders and covers	£300	£264.37
Sleep Scotland training	Sound sleep training and teaching resources	£750	£650 (sleep Scotland offered a discount)
Mindfulness resources	Resources purchased to encourage mindfulness practice in class	£50	£50
Coaching Training	Group led and individual sessions	£700	£500 – discount given due to project
Water bottles	Water bottles personalised with school name	£500	£444.60
		Total	£2408.97
		Balance	£91.03 to be returned to QNIS

Further funding was not accessed due to COVID restrictions, as it was not possible to put plans in pace to proceed with the project. There were too many unknowns regarding COVID, periods of lockdown and school closures and the local community being placed in Tier 4.



BARRIERS

Staff changes have also had a negative impact on the wider School Nursing Team. Staff were mobilised to work in other clinical areas due to the COVID pandemic and this impacted the School Nursing Team's capacity to participate fully in the Project Plan. We strived to continue as we did pre- COVID, unfortunately this was not possible.

Some of the School Nursing Team moved on to new posts.

COVID has been a clear barrier to achieving objectives and completing this project. COVID has intruded in all aspects of everyone's life and normality.

CONCLUSION

Thoughts

The impact that the COVID pandemic has had on the project cannot be underestimated. This is an unprecedented time for society. The World Health Organisation recognises the disruption to children's lives, and notes that the anxieties that children experience will be similar to the anxieties and fears felt by the adults in their lives. This increased stress and anxiety will impact on the ability of adults to model healthy behaviours to their children. It was the intention of the project to support adults to increase their physical activity and act as positive role models. For example, a member of school nursing staff and a parent from the CBT group had been trained as walk leaders and it had been planned to start a parental support walking group. Unfortunately, COVID restrictions and re-mobilisation of staff prevented this happening. School closures have meant that children not only miss out on educational opportunities, but also the loss of structure and stimulation, in addition to increased social isolation. Therefore, although it is even more important to build up children's resilience, conversely it has been more challenging to engage with children, young people and families.

What Difference Has The Project Made?

Despite the challenges of the COVID pandemic, positive impacts have been evident during the project and should be noted and celebrated.

The already positive relationship between the school nursing team and education staff has deepened during the duration of the project. Open and honest conversations between partner agencies continue to help improve outcomes for children and young people. Mutual respect and a shared vision to improve the outcomes for children in Fallin is evident between the agencies in the project team.



School nurses have a significant presence in the school and are known to, and know, many of the children. Research shows that having positive relationships is an important building block in increasing resilience and overcoming adverse childhood experiences.

Mindfulness techniques are now regularly used within the classrooms and by children.

The teaching of Decider skills to a P6/7 and P7 class shared skills and knowledge with the children. During the most recent lockdown, pupils made their own videos to explain some of the Decider skills they had learnt and these were shared on Twitter with the wider school community. It was enlightening to see how much the children had learnt and how well they were able to communicate this learning.

The Depute Head Teacher (DHT) took part in Sleep Scotland training with members of the School Nursing Team. It had been planned to deliver training to parents in conjunction with the Project Leads. Although this was not possible due to the COVID restrictions, the intention is that this will be delivered once restrictions permit. Meanwhile, individual staff members are able to support families as needed. Education staff also have access to teaching resources to deliver classroom lessons on sleep hygiene. The Project Leads have delivered sleep hygiene training to school nurse trainees, who will be able to take this knowledge forward, providing support to children and families they work with.

The following feedback was received from the DHT at Fallin PS when the project had to be brought to an end:

“It has been wonderful to be involved with the School Nurse Team in undertaking the Building Resilience Project. The project has helped us to strengthen relationships with the school community and informed parents and carers of the support services available to them. Both staff and children have benefited from the expertise of the nurse team to help build resilience in our pupils through information about sleep hygiene, diet and hydration and anxiety management . Although unfortunately cut short by the Corona Virus pandemic, we will continue to ensure that building resilience is embedded within the school and surrounding community.”

Hopes for the future

The coaching sessions for support staff, including the support from an experienced Coach to pass coaching skills onto a member of the management team, should embed the ethos of coaching within school staff and support staff resilience and wellbeing.



The strong relationship developed between the School Nursing Team and Fallin Primary will continue, working together to improve outcomes for the children in the local community.

Two members of school staff had been identified to participate in Decider skills, unfortunately this was cancelled due to the pandemic. However the staff members will be offered training when restrictions permit, which should embed Decider skills with the staff and pupils and provide sustainability. The School Nursing Team will continue to provide wellbeing classwork/Decider skills.

School Nurse Trainees have spent time in alternative practice within the classrooms, gaining experience with different age groups and establishing positive relationships with education staff. In addition they plan to support sleep work in small groups and with individual children when permitted. As there will be ongoing School Nurse training in NHS Forth Valley, this alternative practice and relationship building will continue: the Project Leads are Supervisors and Assessors for School Nurse Trainees within NHS Forth Valley.

Although schools are currently closed, there are places in school hubs for vulnerable children and Fallin Primary School currently have around 30 children who access these places. There are therefore opportunities for school nursing staff to continue to support children and school staff during this lockdown period.

In conclusion, the project was not able to be completed as planned due to the COVID-19 pandemic, restrictions, school closures and re-mobilisation of staff. However the project facilitated good communication and planning, and the development of a shared vision within the project team. Although it was not possible to measure the intended outcomes, the work started in the project such as: Parent CBT group; Sleep Scotland Training; DECIDER skills; staff coaching and Wellbeing Passport should benefit the school community for some time to come and be sustainable for school staff.

However the most important aspect of the project has been the relationship the Project Leads and School Nursing Team have built with the school community. This relationship is now well established and it is anticipated that resilience building within the school community will be a shared focus once the pandemic is over and “normal” life can resume. There is likely to be an increased need to support resilience and wellbeing at this point, and thanks to the joint working in this project, the School Nursing Team and Fallin Primary are in a positive place to meet this need.



APPENDICES

Appendix 1 – Sketchnote designed by DHT of Fallin Primary

Appendix 2 – Parent Questionnaire

Appendix 3 – Wellbeing Passport teaching resource