



**The Emotional Wellbeing of Children and
Young People Aged 11-25
During the Covid-19 Pandemic
March 2021**

“For some, Covid-19 has only amplified mental health issues that have been prominent for a prolonged period of time, so the pandemic could almost be a wakeup call to everyone (schools, parents, young people) to show recognition to struggles related to wellbeing that people have suffered with long before Covid-19. A young person’s struggles shouldn’t instantly be dismissed due to a ‘tough year.’”

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Summary

This report presents the views of 147 children and young people, the majority of whom live in the London Borough of Bexley (LBB), aged 11-25 about the impact that Covid-19 has had on their emotional wellbeing, education and plans for the future. It also looks at their awareness of what support services are available to them.

Our report found that many of the children and young people who completed our survey have experienced anxiety, depression, stress and loneliness during the pandemic. They were fearful of catching Covid-19 and passing it to family and friends particularly as they returned to educational settings. They told us of their concerns about their education, missing course work and exams and worries they had about future employment. However, a smaller group of young people told us they preferred home schooling and felt less pressure, enjoying being at home with family. The desire to return to normal or that things would never return to normal was also a concern.

Both HeadScape and Kooth, are online services available to children and young people in Bexley. However, our report found that awareness of these services was low amongst the children and young people who completed our survey. Indicating that more regular promotion is needed to increase awareness and use.

Healthwatch would like to thank all the young people who assisted in the process of creating the survey and those who took the time to complete it. We would also like to thank Bexley Youth Council and Active Horizons who worked with us promoting the survey, providing feedback on the survey questions and signposting directory.

Recommendations

1. During the pandemic, schools, and colleges should continue to ensure young people know where and how to access help and support when they need it by actively promoting both the services they offer and the external mental health services available for young people in Bexley. HeadScape and Kooth could be more visible by using them as screensavers on school computers. Awareness could be raised through on-going targeted assemblies or workshops, recognising that this may need to be repeated throughout the school year and years.
2. The Local Authority, SELCCG, Oxleas and Kooth should regularly run an advertising campaign at bus stops and on digital noticeboards promoting HeadScape and Kooth. This should take place in the Spring/Summer as restrictions ease and more children and young people return to school, college, or work to increase awareness of available services. This could be aimed not just at children and young people but at the friends, family and carers they confide in.
3. LBB should resume work on and continue to develop their Suicide and Self Harm Prevention plan.
4. Schools and colleges should continue to work with the LBB both during and after the pandemic, to establish a system of Wellbeing Ambassadors, who could be champions in signposting and offering emotional wellbeing peer support.
5. The Local Authority, SELCCG and Oxleas should explore any new funding opportunities that may become available, to help young people affected by the Coronavirus pandemic.

Introduction

The last year has changed many of our lives with people experiencing disruption to their working lives, education and home life. Growing up for some young people can be a challenging time even when life is considered relatively normal. Over the last year, Covid-19 has added to the challenges faced by some children and young people. National lockdowns have incurred many restrictions to all our lives with prolonged periods of not being able to socialise freely with friends or see family and loved ones. There has been disruption to the usual methods of learning and working with many children having to home school and many young people having to work from home. Before the pandemic, it would have been uncommon for children and young people to encounter daily the current volume of media coverage relating to death, dying and illness.

Being mindful of all this, Healthwatch Bexley set out to investigate how young people and children were managing and coping during the pandemic. We wanted to gain an insight into how the pandemic had affected their emotional wellbeing, education and plans for the future. We also wanted to know whether they were aware of existing wellbeing services available in LBB and how widely they were used.

Healthwatch produced a support tool in the form of a signposting directory detailing support organisations that were available to children and young people, should they wish to access them and also to raise awareness of what support is already in place and available to them. Two of the resources provided by the South East London Clinical Commissioning Group (SELCCG) and the London Borough of Bexley (LBB) are HeadScape and Kooth. These organisations deliver easily accessible support online or via an App. LBB is committed to improving mental health and wellbeing outcomes for young people as outlined in the Joint Strategic Needs Assessment for Bexley (2021, LBB).

Healthwatch Bexley was keen to build on our previous report “Emotional Wellbeing of Children and Young People aged 11-19 year in Bexley” which was published in October 2018 (Healthwatch Bexley, 2018). In particular, we were keen to explore young people’s awareness of HeadScape as awareness was reported as low in our 2018 report. HeadScape is designed for young people, by other young people in Bexley, to give them a trusted website to use for information, to check how they feel and even take a test to find out if they need help with their emotions (2021, Oxleas). It is a 'one stop' source of self-help about a range of mental health issues and conditions for young people to browse through.

In addition to HeadScape we were keen to investigate the usage and awareness of Kooth, a relatively new online resource (2021, Kooth). We also wanted to discover what other sources of support children and young people were accessing for their emotional wellbeing during the Covid-19 pandemic, whilst being mindful that face to face support (excluding digital) was not always available.

Methodology

The audience for this piece of work were children and young people aged 11-25 years. We worked with the Youth Council and Active Horizons by attending their group meetings via Zoom to discuss their concerns and gain an insight into how Covid-19 restrictions may be affecting their health and wellbeing. We worked with Bexley Youth Council and produced a series of qualitative and quantitative questions. Respondents remained anonymous and the questions were designed in a way to encourage children and young people to give open and honest responses.

Some questions invited respondents to comment and expand on their answers which resulted in many similar comments with a selection included in this report. Comments were selected based on their originality or as a representation of a commonly occurring theme, the most relevant and significant of which are shown to illustrate the statements made within the survey. Not all questions were answered by all respondents. Respondents were able to provide multiple answers to some questions.

The Healthwatch consultation period ran from November 2020 to January 2021 and the survey was promoted using a package called "Survey Monkey" on social media platforms and via our website. Members of the youth council were encouraged to promote the survey and invite their friends to promote the survey through their social networks and social media.

The responses were collated and themes identified for qualitative questions and the report was written in February 2021 by a member of the Healthwatch Bexley team.

Healthwatch also created a "Children and Young Peoples Signposting Directory" in conjunction with the Youth Council which contains information about local and national services, where young people can access support and information for their mental health and emotional wellbeing. The survey was promoted with the accompanying directory as we were conscious that it would have been unethical to ask sensitive questions about emotional wellbeing without providing a mechanism for support, particularly as the responses received were anonymous.

The report will be disseminated with educational settings, LBB, SELCCG, Oxleas, Kooth, Youth Council, Active Horizons and other partners.

Limitations

The data shows that only pupils from 12 primary and secondary schools in the borough took part, with two of these schools providing a significant amount of responses. Overall, this is a lower than expected response when taking into consideration the number of school children in the borough.

Lockdown restrictions meant that many children were home schooling so this made it difficult for Healthwatch to contact schools. Instead, we relied on children and young people promoting the survey amongst their social groups.

The survey explores the views of a small sample of children and young people and is not representative of all children and young people in the London Borough of Bexley. The survey was online and promoted via social media so may not represent the views of those who do not have digital access or with limited access.

It should be noted that all children and young people's feelings in this report are self-reported. We have no way of knowing if they have been clinically diagnosed with conditions such as depression.

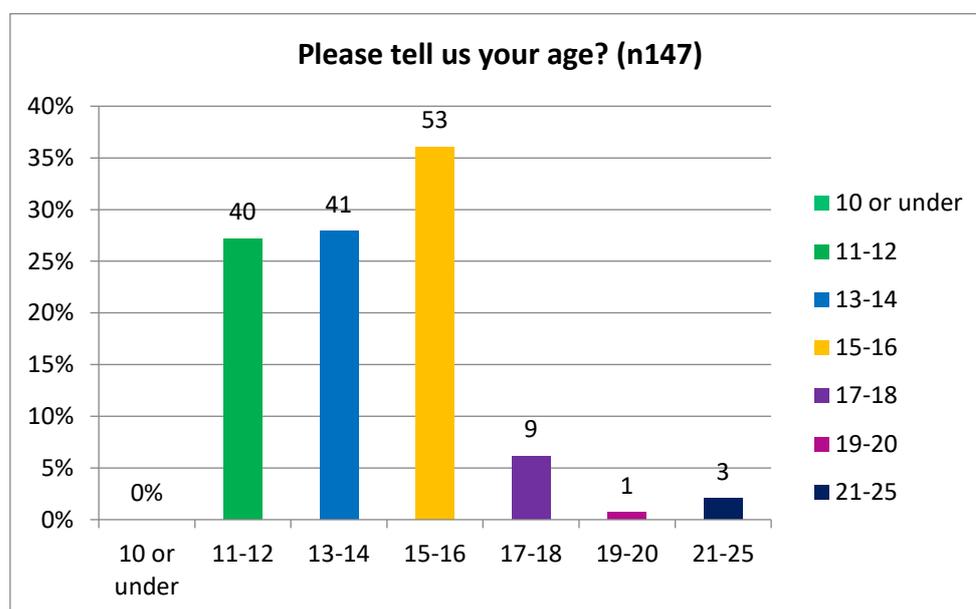
Breakdown of Responses

1. Do you live in the London Borough of Bexley? (n147)

80% of those who responded live in the London Borough of Bexley and 20% do not.

2. Please tell us your age? (n147)

We received responses from a diverse range of ages. The graph below shows that the thoughts and feelings of young people between the age of 17 and 25 are not as well represented in this study as the thoughts and feelings of 11–16-year-olds, who make up collectively 91% of those who responded.



3. What effect has Covid-19 had on your emotional wellbeing? (n147)

The most common themes that emerged from this qualitative question were that approximately 39% of respondents had experienced either feeling anxious, stressed or depressed. Covid-19 changing life in a negative way was also a common theme with young people missing family and friends or feeling sad and lonely. Respondents were fearful of catching Covid-19 themselves and passing it to other family members. Concerns were raised that education and future plans would be affected by gaps in education and home schooling, which did not suit some young people who found motivation and concentration hard.

Several positive comments were also received stating that Covid-19 had not had any effect on them and they reported being happy not having to go to school. It made some children and young people realise how important family is and appreciate things more than they would have before.

“Loss of day support services with no indication that these services will be restored. This has been devastating for young people as those with learning disabilities have lost their social life and their carers and parents are having very little respite.”

"It's made me feel scared that I'm going to be infected with the virus and when I go out it's like if u cough or sneeze everyone looks at and it makes me quite anxious."

"I have developed anxiety tics."

"I liked the lockdown at the beginning, I like to be in my own space because I feel more comfortable that way. But sometimes it made it harder to reach out to people and then I was too much in my own head and couldn't escape myself."

"It's made me feel lonely and I became severely depressed. I have control over it but it still affects me now and again"

"Covid 19 has left me feeling lonely and more sad, it has also left a long lasting fear of an inevitable death that'll kill us all. However, COVID 19 has made me think more about what I could do to better myself and to be grateful for my life."

"Both positive and negative effects. I miss being around people, surprisingly, and I also miss the library loads. Oh, the joy of holding a book that I haven't read for a million times already in my hands! Anyways, I've dived deep into my ocean of emotions and discovered loads more hidden within the depths. For example, I've realised I can be an amazing comedian one second then I become more depressed then a sloth."

"My parents are divorced, my birthday was in April. I couldn't see him (dad) and it was a good six months until I could hug him. Since this pandemic my anxiety got worse."

"It hasn't had a massive impact at the start but recently been really stressed as a lot of my family and friends and people I know have either had it or have to isolate due to being in contact with someone. It has been causing me a lot of stress and anxious too as my boyfriend is waiting on his results so been quite worried."

"I am very anxious but I was also happy I did not have to go out or to school during 1st lockdown. I like being at home and find it more relaxing, especially when I'm not being spoken to."

"Feeling nervous and anxious to go out and not bring anything back to family and really anxious about GCSEs"

"It was hard not to see family and friends but I think it was ok because I found things like art or dance to do. I think it has made me realise more about how important family is and how before lockdown we took it for advantage that we could see family."

"It's helped me to understand not to take everything for granted and be great full for what I have."

"That is it safe to go to school as teens are carry it and can pass it on and I don't want my family get it."

4. What worries and/or concerns do you have generally in relation to Covid 19? (n147)

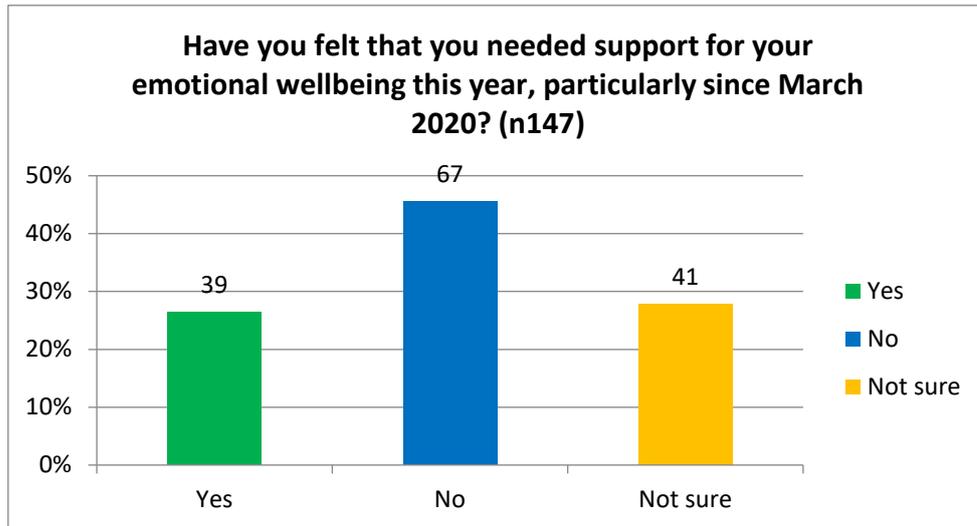
The biggest concern raised was catching Covid-19 themselves or passing Covid-19 on to a close family member and the potential that they could die as a result. Additional/specific themes that emerged were:

- Concerns around "will it ever end"
- Exam and education concerns
- Worries about Covid-19 spreading at school
- Missing family and friends

- Parents losing their jobs and having no money
- Uncertainties around being able to find a job in the future
- Emotional wellbeing

5. Have you felt the need for support for your emotional wellbeing this year, particularly since March 2020? (n147)

46% felt they did not need support, 26% did feel they needed support and 28% were not sure.



6. If yes, what support have you accessed? (n53)

Of those who felt they needed support approximately 30% had not accessed any support. Those who did seek support received it from friends and family, by speaking to a school counsellor or teacher. Other methods of support accessed included online apps and websites, the GP or a Youth Centre.

"I'm a socially anxious teenager so I haven't reached out to anyone"

"I've been speaking to a counsellor at school while asking speaking to CAMHS and taking medication for my mental health."

"school counsellor weekly, however I feel I need more support"

"I had a lot of support from my friends, family and teachers at school."

"I got a therapist and another therapist."

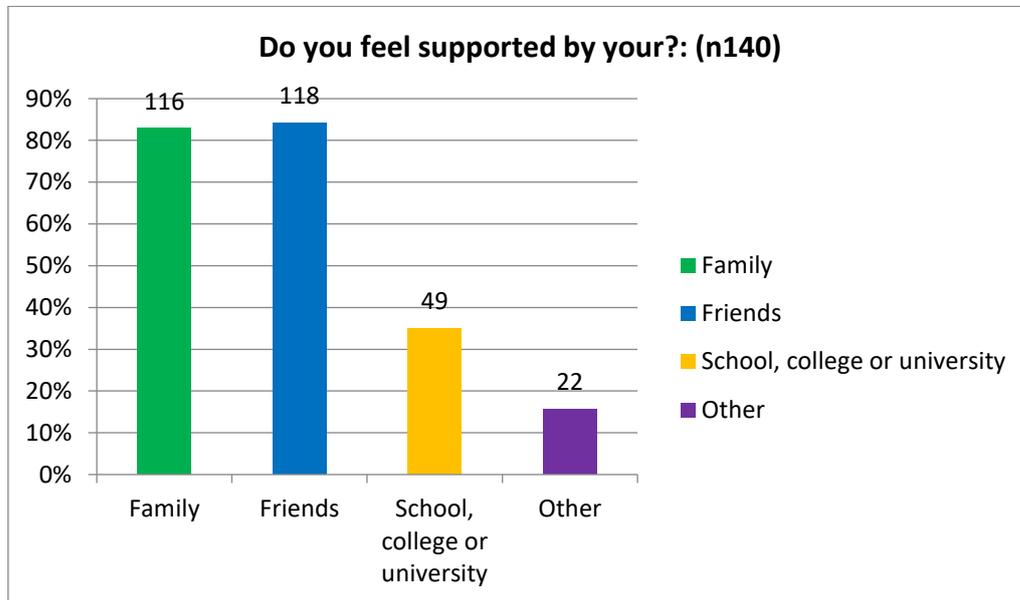
"I have talked a bit more about my mental health to two close friends and they have stopped me from harming myself."

"I found some tips off social media on how to take care of myself."

"One CAMHS virtual appointment, a prescription for sleep medication for my insomnia."

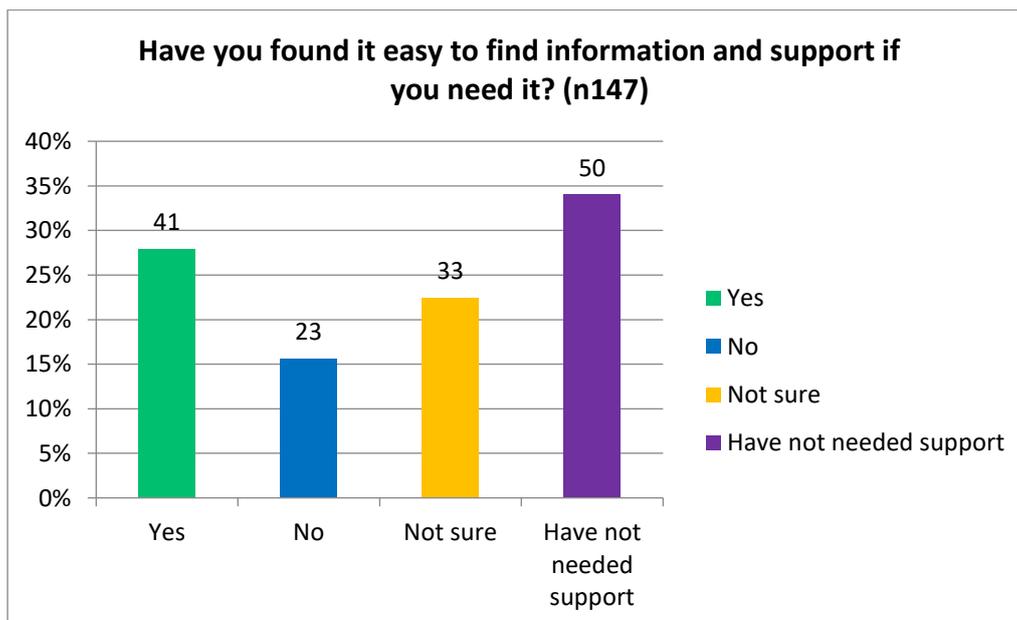
7. Do you feel supported by your, family, friends, school college or university/other? (n140)

Respondents could select more than one answer to this question. The most common sources of support children and young people turned to were friends and family **83%** and **84%** respectively, citing either one or both. Schools and colleges were also mentioned in providing support, with **35%** saying they had felt supported by their education provider.



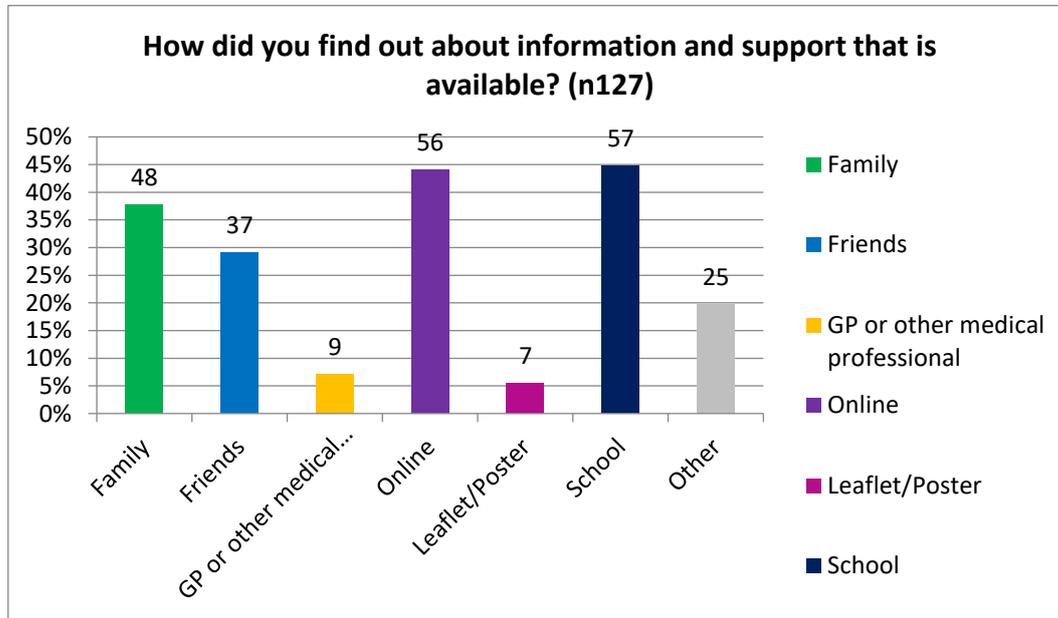
8. Have you found it easy to find information and support if you need it? (n147)

Only **28%** of those who needed support were able to find it easily, and **34%** felt that they had not needed support. **16%** were unable to easily find support, and **22%** were unsure about finding support. Being able to access the desired support is explored further in Q10.



9. How did you find out about information and support that is available? (n127)

School **45%**, was the most commonly cited source of finding out about information and available support, followed by online **44%**, then family **38%** and friends **29%**. Other lesser mentioned sources were GPs and other medical services, leaflets and posters.



10. Have you been able to access the support you needed? (n93)

Over half the respondents told us they had been able to access what they needed. Just under a quarter had not. Some of the reasons given were because they did not like talking and felt that people did not care. The remaining respondents felt they did not need any support.

“I didn’t need support but if I did, I wouldn’t really know what support I would need or where to find it.”

“I wouldn’t know where to find it if I tried and I’m worried my parents may find out.”

“I access support from my school’s counsellor however I am unsure of how to access further support if I feel I need to do so.”

“nope because I don’t like talking and people don’t care about me and when people talk to me they make me uncomfortable.”

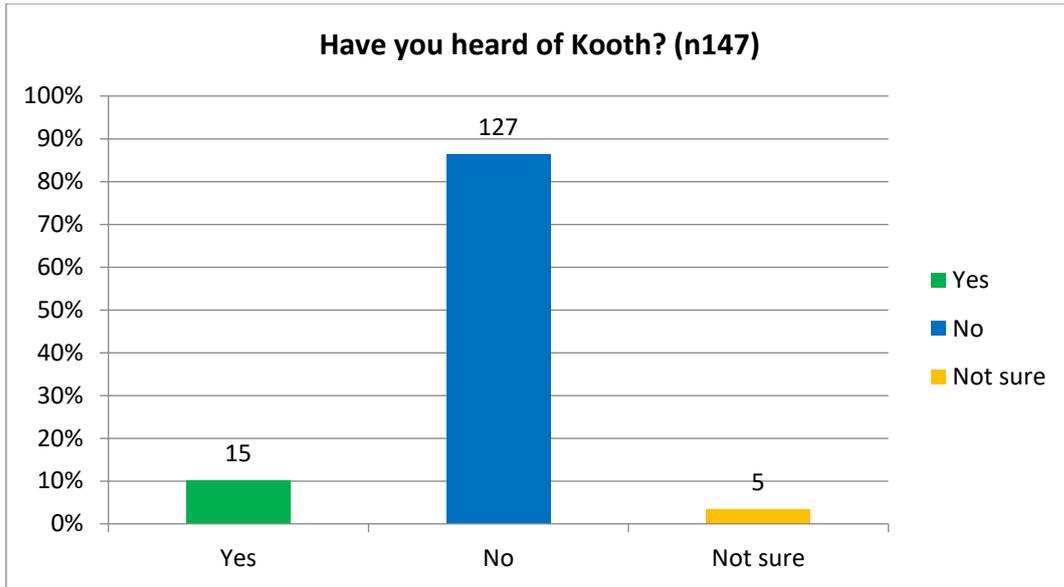
“yes I got a lot of support from all the people above.”

“Through speaking to my family/friends or researching online I have received support.”

“I spoke to a very trustworthy teacher at break and she relaxed me and really helped me.”

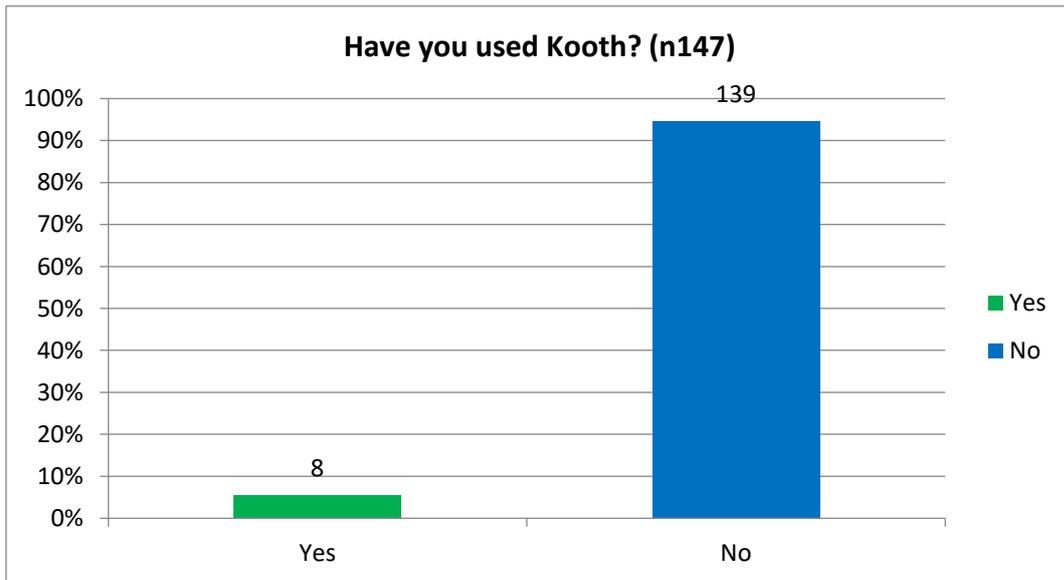
11. Have you heard of Kooth? (n147)

Only **10%** of those who engaged with us had heard of Kooth.



12. Have you used Kooth? (n147)

5% of respondents had used Kooth.

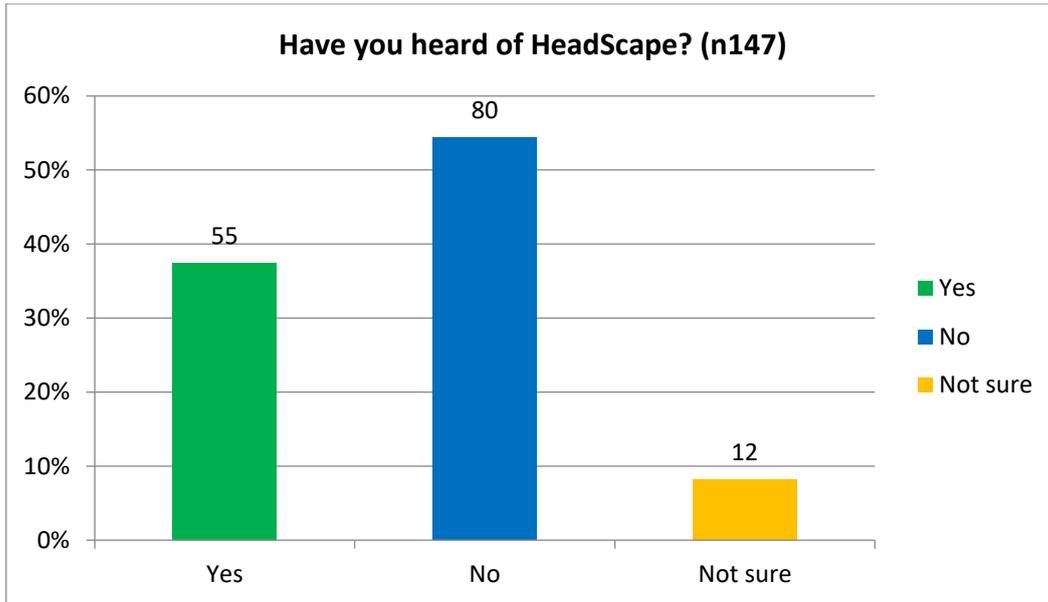


13. If you have used Kooth would you recommend it to others? (n138)

Of the 8 children and young people who told us they had used Kooth, half of these said they would recommend it.

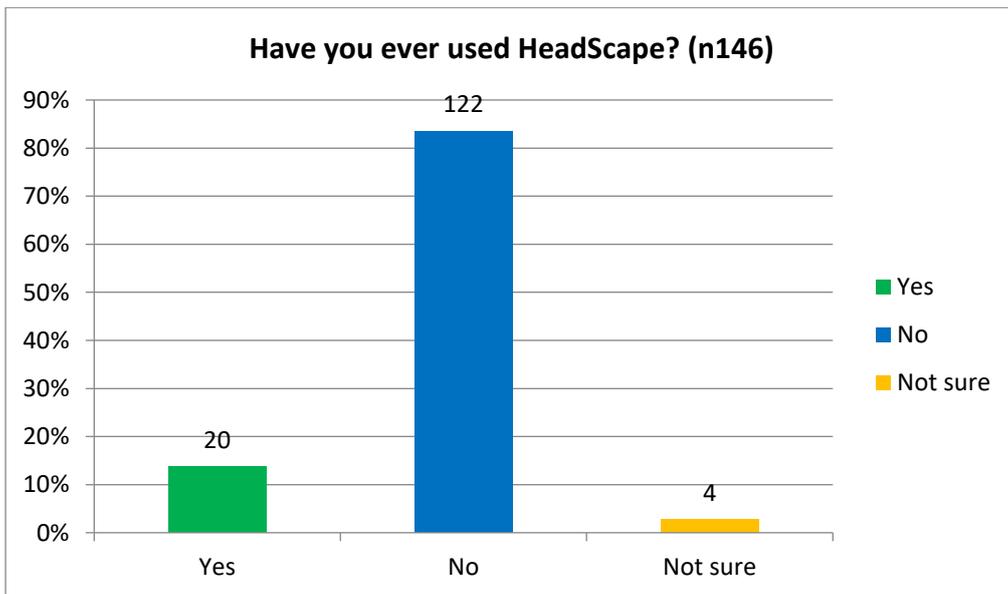
14. Have you heard of HeadScape? (n147)

37% had heard of HeadScape, 54% had not heard of HeadScape and 8% were unsure whether they had heard of it.



15. Have you ever used HeadScape? (n146)

14% had used HeadScape, 84% had not and 3% were unsure.



16. If you have used HeadScape would you recommend it to others? (n140)

20 children and young people told us they had heard of HeadScape. Of that 20, 11 told us they would recommend it to others.

17. Are you currently in full-time education, i.e. school, college or university? (n147)

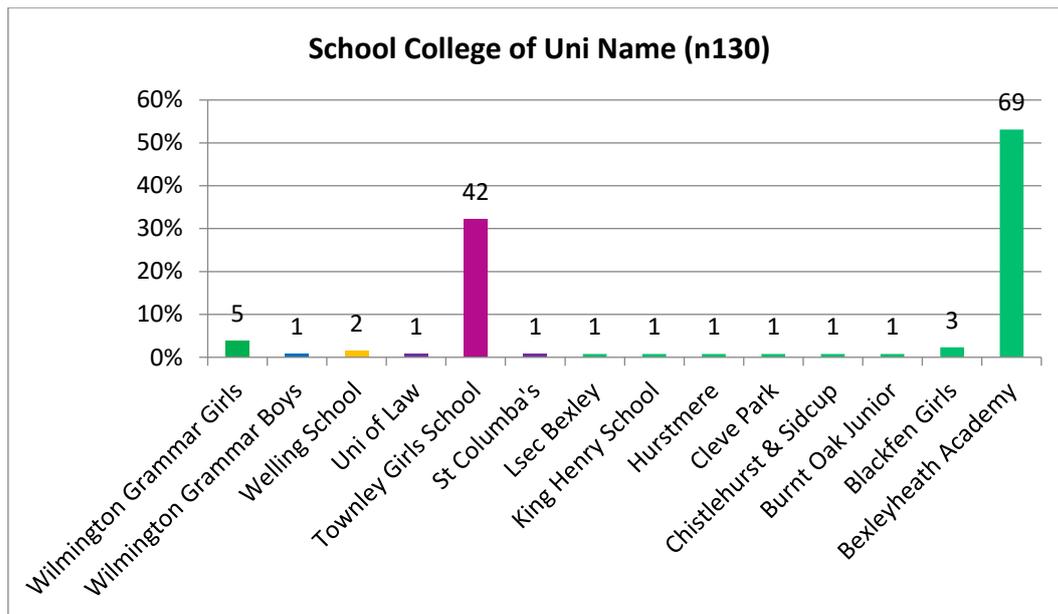
90% were in full-time education. 10% were not.

18. I attend

Over **90%** of respondents attended a school, **2%** attended college. **1%** were no longer in education, attended university, or were home schooled.

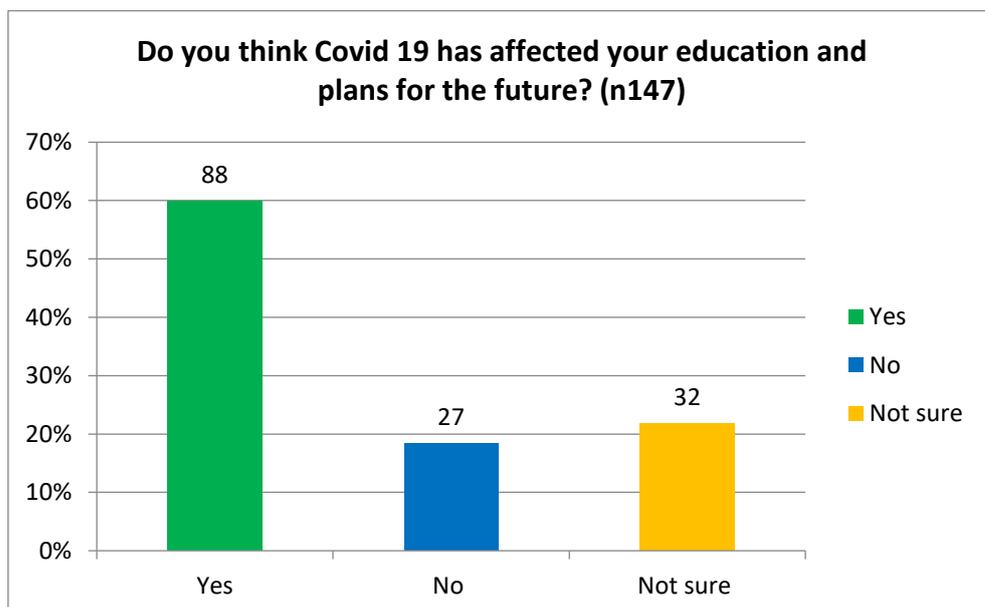
19. What is the name of the school, college or university you attend? (n130)

53% percent of the children who responded were from Bexleyheath Academy and **32%** were from Townley Girls School.



20. Do you think Covid-19 has affected your education and plans for the future? (n147)

60% felt that Covid-19 has affected their education and plans for the future. **22%** were unsure and **18%** said it had not. Of those who said it had not, their reasons are explored in Q21.



21. If yes, how do you feel Covid-19 has affected your education and plans for the future? (n86)

The themes that emerged show there appears to be anxiety and unrest in respect of education and plans for the future. Themes included:

- Worries that the education missed, may never be caught up, resulting in gaps in knowledge.
- Worries about exams.
- Concerns that they had lost confidence, motivation and felt distracted during home schooling.
- Concerns around how practical courses could be taught virtually during home schooling.
- Being discriminated against because their grades did not come from actually sitting exams and perhaps having their life chances affected as employers may choose those who have sat the exams.
- Concerns about having to learn online at University while paying a lot of money, rather than face to face learning.

"I feel I'm going to be a failure and be on benefits all my life."

"Covid impacted my GCSE exams and now I feel going through life people may make assumptions such as we didn't deserve our results and they were just given. It doesn't reflect intelligence."

"I have missed months of learning that I know I cannot catch up on."

"It has made me not want to attend school."

"Not focused on school not able to learn as easy."

"Missed too much coursework for courses like business studies meaning I don't feel I will pass and also may not be able to get a job compared to someone who hasn't had to go through their GCSE's during Covid as they will be seen as more educated."

"I feel that if I were to have my teachers around me in person I would find the work much easier and I soon do have to choose my options which I'm quite unsure about now due to Covid."

"I haven't been learning as much as I want as I've been put in self-isolation twice, which means I've lost 2+ weeks of learning which worries me as I may not be able to catch up with those who have been at school."

"It's maybe put me behind. I've had lots of cover teachers and I don't like learning online."

"It has limited things we can learn about in the classroom especially as many teachers and students have been off and with learning from home as there is only a few topics we can really learn while at home."

"I have to go to university soon and what's the point of paying so much money for online learning, especially as the course I want to take is mostly practical."

"I feel as though my plan for university has now completely changed. For the duration of my lower sixth education I was determined to take a gap year and travel, however after the pressure from my school and emphasis on university and the benefits I changed my plans and reluctantly decided to apply for University. Now, in the upper sixth and last year before University I regret this decision even more as I do not want to be spending a ridiculous amount of money attending University when all I will be doing is sitting in my room and watching online lectures. Due to this,

I do feel as though Covid 19 has affected my education and plans for the future, as I do not know what I want to do when leaving school in 2021 due to the restraints of the pandemic.”

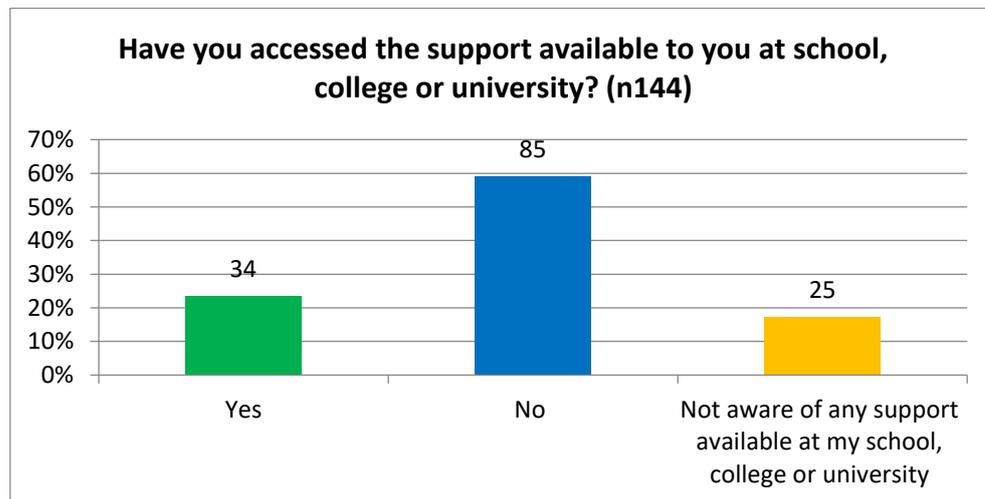
“People this year got their GCSE and A-Level results based on estimates and I really don’t want that to happen to me because I don’t know if I will do well in school and mocks.”

22. What emotional wellbeing and other support is available to you at your school, college or university? (n110)

Sources of support accessed at places of education included teachers and pastoral support, school counsellors, friends, online support links, safeguarding and student services, wellbeing ambassadors and workshop-assemblies.

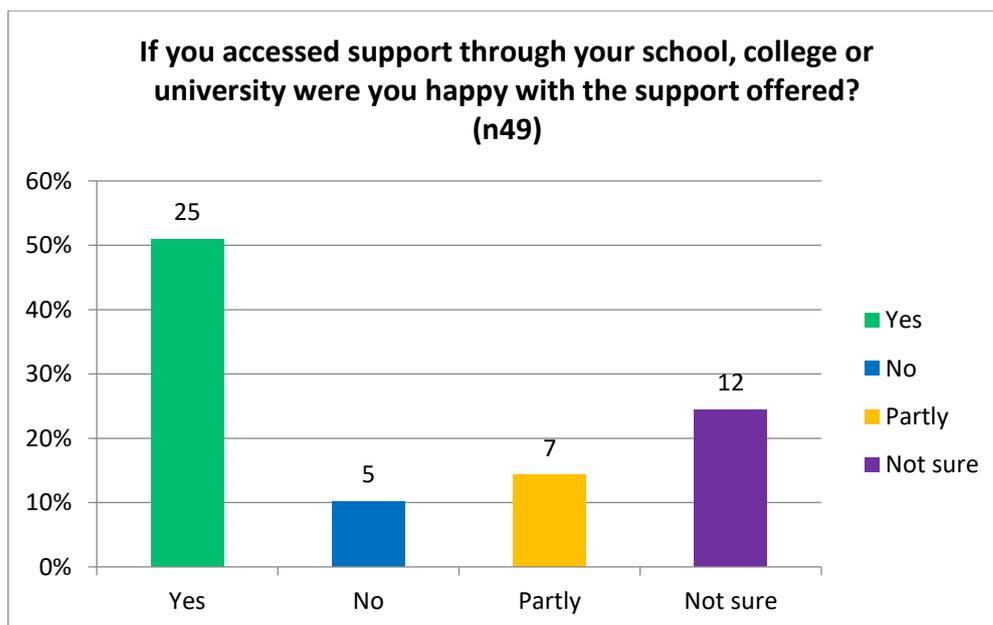
23. Have you accessed the support available to you at school, college or university? (n144)

24% had accessed support, **59%** had not and **17%** were not aware of any support available at their school, college or university.



24. If you accessed support through your school, college or university were you happy with the support offered? (n49)

52% of respondents were happy with the support offered, **10%** were not. **14%** were partly happy and **24%** were not sure.



25. How could emotional wellbeing services for young people be improved? (n117)

Young people told us:

“We're often told it's in our heads, or that simple things like a hot bath will sort everything out. It's time to start taking young people's issues seriously, and not disclosing things to parents when that's not always the most helpful thing to do”

“If the people we spoke to were younger, if that is not possible then have the people be more patient and understanding because not only do we have academic pressures, although many think we're just kids, we also have pressure from family and family issues that we are trying to navigate around. As adults, especially older adults, tend to have a generalisation that anything we go through as teenagers isn't really important, but to us it is a huge milestone on the journey towards adulthood.”

“I think adults find it really hard to actually understand what kids our age are going through especially with the struggle of GCSEs.”

“Be more understanding of how the changing times affect young people in a different way than they did, for example, 30 years ago or something. More of us are desensitized and have other ways of expressing our emotions”.

“Advertised more, have more diverse range of things they help with.”

“Anonymous boxes to drop minor worries. FAQs but for common worries that the school gets from kids.”

“Emotional wellbeing services could be improved for young people by normalising having issues that you want to be resolved.”

“I believe more people should speak out about it, that way more young people wouldn't be afraid to reach out for help. I also think emotional well-being services should be advertised more.”

"... I have noticed that many people my age don't really consider using the services, and instead keep it to themselves, or more often simply talk about it with friends."

"I believe emotional support wellbeing services could be improved for young people by actually educating young people on who offers the help and where to go to access it, rather than just handing out a leaflet with some information on it and leaving the rest for young people to figure out."

"If they could have face to face time through zoom or something with a young person around their age you can understand what they are going through. I think an older person would not be able to connect to people my age as their experiences as a young person was very different to young people now."

"I think that counselling should be for everyone. Because everyone has something they need to speak about and rather than trying to weed out the mentally ill people I think everyone should be given counselling because counselling is such a taboo subject and people are always interested if you say you have it and also the dumb people of the world who think its quirky to have therapy are creating a stigmatism around it, but if everyone had it, it would just be a normal thing and everyone would be a lot happier I think."

"They should be advertised more and be in a setting which young people are drawn to. There should be more lessons on mental health at school to remove the stigma. I feel like there is more pressure on young people now more than ever. There needs to be a place where people can reach out but it will need to be in a comfortable relaxed setting."

"They could make an app for other people and make it diary and see how well they are doing on the well-being."

26. Is there anything else you would like to tell us about the effects of Covid-19 on your wellbeing or the wellbeing of your friend? (n66)

"For some, Covid-19 has only amplified mental health issues that have been prominent for a prolonged period of time, so the pandemic could almost be a wake up call to everyone (schools, parents, young people) to show recognition to struggles related to wellbeing that people have suffered with long before Covid-19. A young person's struggles shouldn't instantly be dismissed due to a 'tough year.'"

*"My fitness has gone to sh*t (mind my language). I was used to going to the gym 4 times a week for muscle building and general fitness. I have some generic equipment at home but not enough to do the exercises I need to do. I'm now a little self-conscious about my body because it looks nowhere near as toned as it was and that was honestly one of the only things I was confident and proud about me appearance"*

"I hope Covid-19 goes away very quickly and we all get to live our life the way we used to."

"I am trying to keep myself and multiple friends alive and that's because they feel like they can't ask for help because their parents will be told".

"It has completely mentally and physically destroyed some of my friends, as their home life is not the best and so leaving them to feel alone and being neglected by the system entirely."

Conclusion

This report was carried out to understand what effect Covid-19 has had on the emotional wellbeing, education and plans for the future of 11–25-year-olds in the LBB.

This report demonstrates that for many children and young people who took part in our survey, Covid-19 has had a negative impact on their wellbeing, education and plans for the future. However, this was not true of all of those who provided us with information, with some reporting positive changes, not feeling negatively affected and enjoying not having to go to school.

Those that felt Covid-19 had had a negative effect on their emotional wellbeing, self-reported that they were experiencing stress, anxiety, depression, loneliness and increased isolation due to Covid-19 restrictions. Many were fearful of catching Covid-19 and giving it to family members who may be vulnerable, particularly at times when they were attending school rather than attending virtual lessons at home. Just under half of all respondents told us they did not feel the need for support for their emotional wellbeing, with the remaining young people either needing help or not being sure if help was needed. Approximately a third of those that felt they needed or may need support did not access any support and with only 28% knowing where to easily find the available support.

Young people told us they mainly got support from family and friends. However, they also suggested that adults may not listen, believe them, fully understand or be in touch with the problems young people face today, dismissing their concerns and making young people reluctant to reach out for help.

As children and young people normally spend a large part of the day in education, much emphasis is often placed on what educational settings are doing to help children and young people with their mental health. Many young people reported speaking to friends and family about their feelings. Therefore, increasing the awareness of available services outside of educational settings may help friends and family, such as parents and carers to signpost children and young people to appropriate services.

Young people told us services and support should be easy to access and include younger adults or peers who are more in touch with the struggles and pressures young people experience today. School peer support programs could be a valuable resource in offering young people the opportunity to discuss concerns, decrease stigma and signpost young people to the help available by talking to someone of a similar age.

We wanted to gain an insight into the support being accessed by children and young people in the borough. HeadScape, an online resource designed for young people, by young people is provided by Oxleas NHS Foundation Trust (Oxleas, 2021) and offers mental health screening and support. In the 2017, Healthwatch Bexley Children and Young Peoples Emotional Wellbeing report (Healthwatch, 2017), only 8% of respondents had heard of HeadScape. The data from this current report indicates that since 2017 awareness of HeadScape has increased slightly with 37% having heard of the service. However, only a small number (14%) of our respondents told us they had used it, with just over half saying they would recommend it to others.

Kooth is also an online emotional wellbeing service commissioned by Bexley CCG after our 2017 report. It provides anonymous support and counselling for young people. They provide discussion boards and tips for relaxing, setting goals, tracking progress, and a mood tracking tool, also a 'chat' service. There is help on hand whenever young people want to access it (Kooth, 2021). Like HeadScape, we found that only a low number (10%) of survey respondents had heard of Kooth or used it (5%), with 50% saying they would recommend it to others.

Our report shows relatively low levels of awareness of both Kooth and HeadScape by the children and young people completing our survey. Although usage and knowledge of HeadScape and Kooth are not very high, with greater awareness and promotion this is potentially a resource that could be easily accessible, confidential and utilised more by children and young people once awareness is increased.

Over half of children and young people told us that Covid-19 had affected their education and plans for the future in some way. With the main concerns being about gaps in education, the difficulties faced during periods of home schooling, exams, further education, such as university and employment. They felt they may be disadvantaged as future employers may not be understanding or give less credit to their exam results. Only a third told us they had accessed support through their educational setting and a quarter were not aware of any support being offered. As many of the concerns respondents had related to their education and future educational settings must prioritise awareness of the help that is on offer and encourage young people to ask for help if needed.

Recommendations

1. During the pandemic, schools, and colleges should continue to ensure young people know where and how to access help and support when they need it by actively promoting both the services they offer and the external mental health services available for young people in Bexley. HeadScape and Kooth could be more visible by using them as screensavers on school computers. Awareness could be raised through on-going targeted assemblies or workshops, recognising that this may need to be repeated throughout the school year and years.
2. The Local Authority, SELCCG, Oxleas and Kooth should regularly run an advertising campaign at bus stops and on digital noticeboards promoting HeadScape and Kooth. This should take place in the Spring/Summer as restrictions ease and more children and young people return to school, college, or work to increase awareness of available services. This could be aimed not just at children and young people but at the friends, family and carers they confide in.
3. LBB should resume work on and continue to develop their Suicide and Self Harm Prevention plan.
4. Schools and colleges should continue to work with the LBB both during and after the pandemic, to establish a system of Wellbeing Ambassadors, who could be champions in signposting and offering emotional wellbeing peer support.
5. The Local Authority, SELCCG and Oxleas should explore any new funding opportunities that may become available, to help young people affected by the Coronavirus pandemic.

References

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