The background of the slide features a repeating pattern of stylized leaves and flowers. The leaves are simple, pointed shapes in shades of green and blue. The flowers are more complex, with multiple petals, and are primarily in a dark purple or maroon color. The pattern is scattered across the entire slide, with some elements being larger and more prominent than others.

Supporting school
communities
following the
Grenfell Fire
tragedy - stories of
courage, kindness
and hope.

*Helen Kerslake &
Jane Roller*

The Royal Borough of Kensington and Chelsea

Hammersmith and Fulham

Westminster

**London Borough Boundaries within the
Greater London Authority**

Grenfell Tower



Our immediate response to schools

- Being able to respond immediately was seen as a real strength in the wider LA and was really appreciated by schools.
- We knew immediately what our role was – previous experience and training dating back 25 years to when Patsy Wagner was PEP. Most Heads knew what to expect from our service.
- Working in pairs – an experienced EP with the link EP for the school. The situation for some schools felt overwhelming and in some cases 3 EPs went in together.
- We offered 24-hour contact with Heads or other senior staff.

The stories of the first few days:

2 EPs met Head and SMT in a school in the cordon area:

- Information about what to expect
- Reassurance and guidance about 'Watchful Waiting'
- Close attention to children and staff who were already vulnerable

David Trickey's 'Supporting children after a frightening event'

Marge Heegaard 'When Something Terrible Happens'

First day and second day briefings with HTs/SMT/whole staff:

- Scripts
- Co-constructing HTs letters to parents
- Positive stories

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WHEN SOMETHING TERRIBLE HAPPENS

CHILDREN CAN LEARN TO COPE WITH GRIEF

written by Marge Heerqvist to be illustrated by children

Copyrighted Material

**WHEN SOMETHING
TERRIBLE HAPPENS**

OneEducation
Putting children first

Third day onwards:

The reactions to expect from pupil and how to answer their questions

Tri-Borough EPCS *'Supporting Children after Frightening Events: Frequently Asked Questions'*

Some frequently asked questions

How can I answer when they ask 'why?'

My children are asking lots of questions about death

My children are now scared and are asking if I – or they – will die?



A decorative pattern of stylized teal leaves and branches is located on the left side of the slide, extending from the top to the bottom.

Third day onwards continued:


- How to adjust and adapt things for young people with ASD
- Helping schools manage offers of support
- Running a series of workshops for everyone in contact with children.

Psychosocial & psychological support:

To promote resilience within communities by respecting the independence, dignity and coping mechanisms of individuals and communities.

Support people to develop and sustain their resilience


Develop interventions that promote calming, self-efficacy and connectedness to help to manage stress.

A decorative pattern of teal-colored leaves and branches is located on the left side of the image, extending from the top to the bottom.

Like being in a
whirlpool of feeling -

with a sudden drop over
the edge of a waterfall -

to be plunged into a
pool of shock

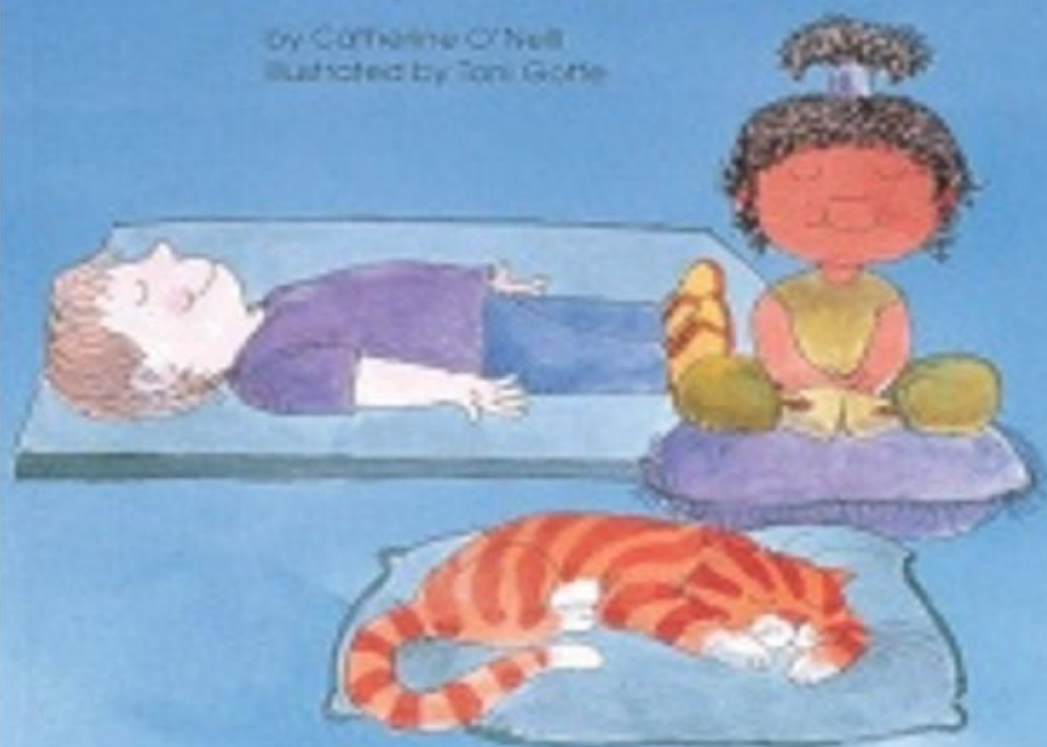
A decorative pattern of stylized teal leaves and branches is located on the left side of the slide, extending from the top to the bottom.

Practical help and empathy are more important than counselling in the first days following a catastrophic event. All the evidence is quite clear that 1:1 intervention at this stage may not have great value.

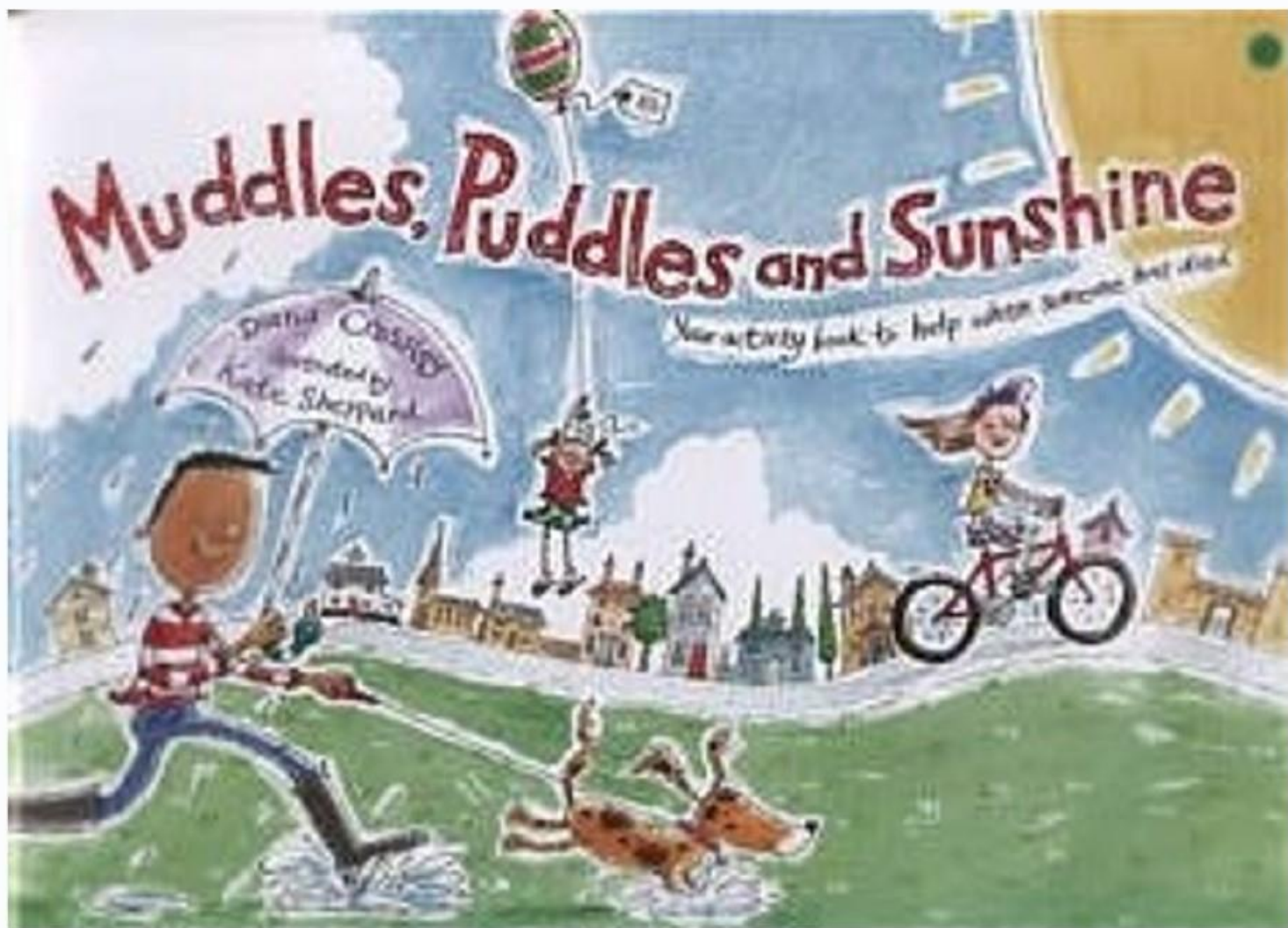
Johnathon Bisson Professor of Psychiatry
Cardiff University.


Relax

by Catherine O'Neill
Illustrated by Toni Gorte



Child's Play®





Things That Can Help

**Resources and Ideas to Support
Practitioners and Children following
Grenfell**

**Compiled by Tri-Borough Educational Psychology
Consultation Service, Summer 2017**

Appreciative Inquiry

Take it in turns to tell a story about an act of kindness, courage, resilience, generosity that has given you some comfort or hope over the last week.

Thinking ahead to the anniversary

What do we know from responses to disasters from around the world for example, National Centres for Child Traumatic stress?

What ideas will be important for families and schools to know about ahead of the anniversary?

How can we help schools to prepare for and plan for the time around the anniversary?

GROWING AROUND GRIEF

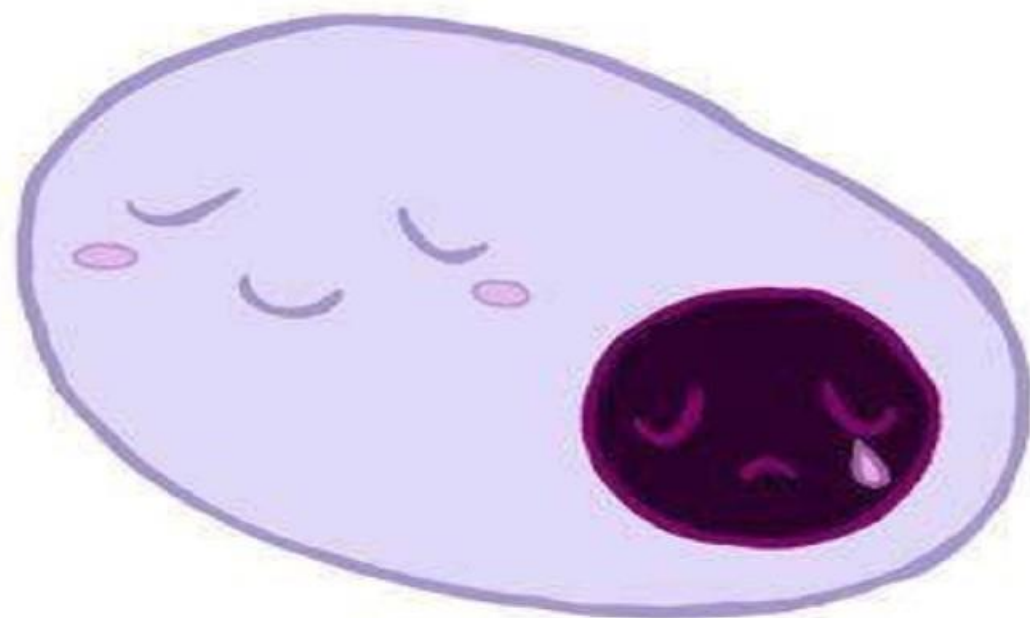
HERE IS A NEW WAY OF THINKING ABOUT GRIEF AND RECOVERY:



THIS CIRCLE REPRESENTS A LIFE THAT IS TOTALLY CONSUMED BY GRIEF.



ONE SHOULD ACCEPT THAT THE GRIEF WILL NEVER ENTIRELY DISAPPEAR, BUT OVER TIME IT WILL BECOME A SMALLER, MORE MANAGEABLE PART OF LIFE.



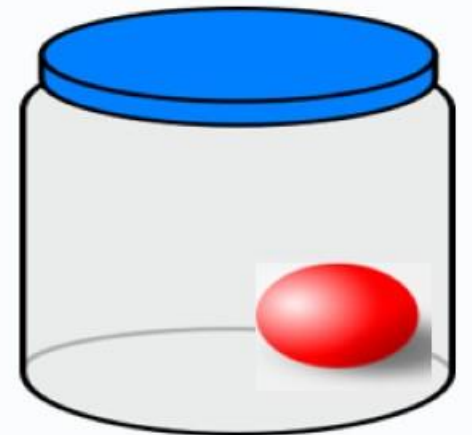
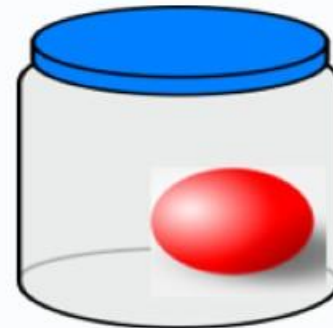
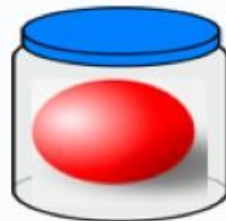
EVEN THOUGH THE GRIEF IS STILL THERE, A NEW LIFE EXPANDS AROUND IT; ONE IS ABLE TO GROW AROUND GRIEF.

Growing around Grief - activities



COOK and TALK
Making Fruit Salad activity

THREE JARS ACTIVITY





We have all had to
find ways to cope and
to try to stay strong
and carry on this year

How have you
been staying
strong?



How have you
been growing
around grief?



This time of year will
be very difficult and
upsetting for all of us



*Cut the top off the
strawberries and cut in half.*

*We have all found different
ways of coping this year.*

*Tell your partner one way that
you have been able to stay
strong or 'grow around grief'*



Cut the grapes in half

*We have all different difficult
challenges to overcome*

*Tell your partner one of the
challenges you have overcome
and what helped.*



Peel and slice the banana into small pieces

It's important to find times to relax and have fun even though something terrible has happened.

Tell your partner about a time when you were able to relax and have fun.



*Cut the melon slices into small
pieces*

*Even though the grief is still there,
our new life grows around it.*

*What strengths or new skills have
you developed?*



Peel and core the apple and cut
into small pieces

When terrible things happen,
the smallest act of kindness can
have enormous power.

What kindnesses have you
noticed and appreciated?



Peel and slice the kiwi fruit

*Connecting with other people
can help us stay strong.*

*What have other people done to
help you to stay strong?*



Combine the fruit, add orange juice and enjoy.

Learning new things makes us more confident as well as being fun.

What new things would you like to learn or try next year?



*Now let's listen to
what the children
had to say...*

One year on from Grenfell



Supporting children to stay strong

*'Supporting children to stay strong following Grenfell - one year on.
Preparing for Anniversary reactions' **

Helping children to understand more about their feelings around the anniversary

Helping children to recognise the extraordinary challenges they have overcome over the past year

Helping children to think about what has helped them to stay strong and to cope

Encouraging children to listen for the stories of hope and courage, notice the kindnesses and emerging signs of resilience within the community

A word about resilience

When we talk about resilience, we're talking about being able to 'adapt well in the face of adversity, trauma or tragedy' - it means bouncing back from difficult experiences.

It does not mean that a person does not experience difficulties or distress. Emotional pain and sadness are common in people who have suffered major adversity.

The road to resilience is likely to involve considerable emotional distress.
(Young Minds 2012)



Protective factors

Primary factor in developing resilience is having caring supportive relationships within and outside the family.

Research shows that the most frequently encountered positive role models for resilient children and young people, outside of the family circle, was a favourite teacher.



Protective factors

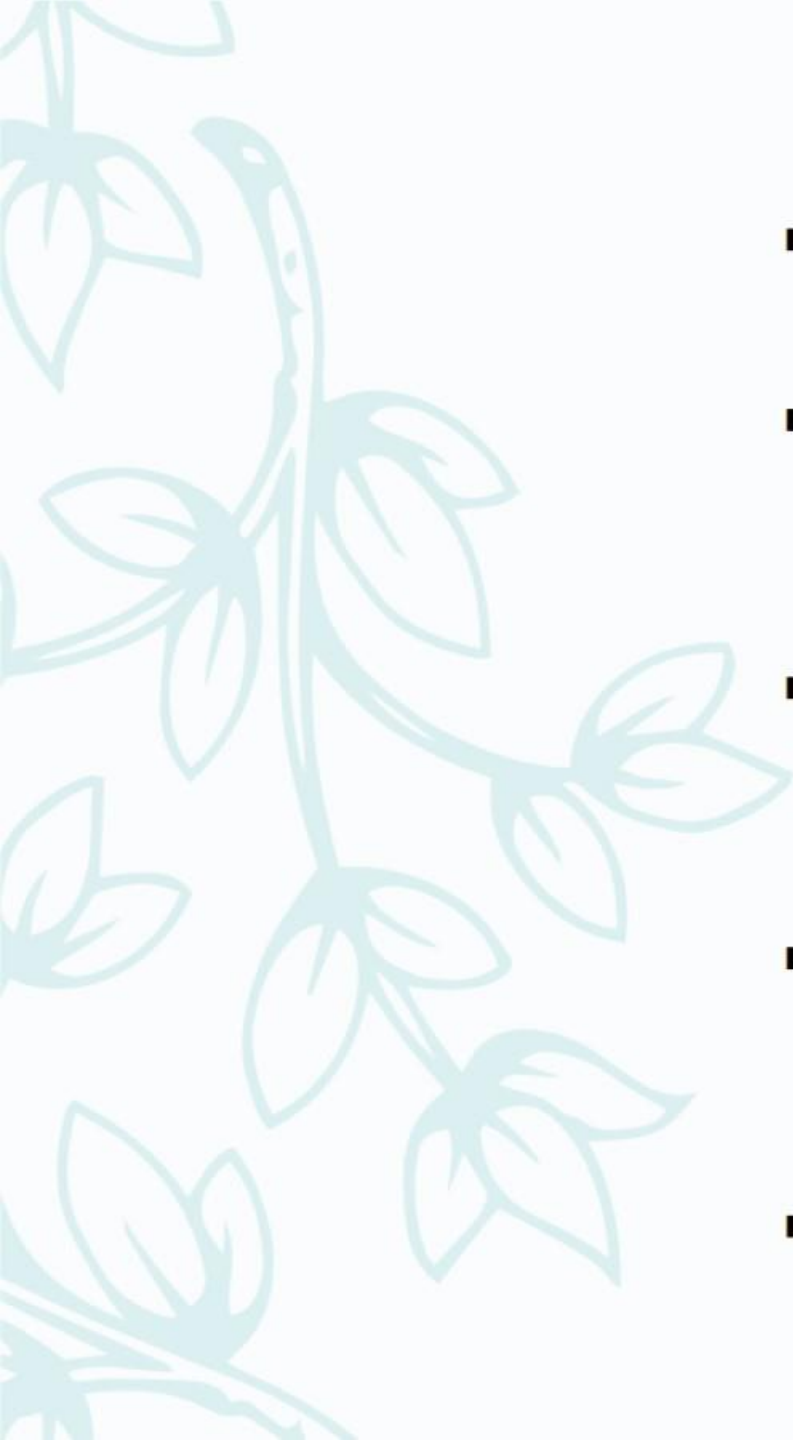
- ✓ At least one good parent-child relationship
- ✓ Affection
- ✓ Clear, firm consistent discipline
- ✓ Supportive long-term relationships
- ✓ Supportive network such as close friendships for counsel and support
- ✓ High morale school with positive policies for behaviour, attitudes and anti-bullying
- ✓ Schools with strong academic and non-academic opportunities





A reminder - children who may find this time of year harder than others...

- Children who were either residents of Grenfell tower or who live locally and witnessed the fire
- Children whose families are still in temporary accommodation
- Children who experienced a significant bereavement as a result of the fire
- Children who experienced the loss of a classmate as a result of the fire

- 
- Children who are looked after
 - Children who have experienced a recent bereavement or history of trauma
 - Children with significant social and emotional needs
 - Children whose parents have pre-existing mental health conditions
 - Children we need to be mindful of generally, for other reasons

Tips for supporting with *CYP* at times of stress:

- Answer questions as honestly and accurately as you can giving information that you know to be true and not conjecture
- Use language that is appropriate to the age and ability of the *CYP*
- Be honest about what has happened and try and help them keep the incident within perspective
- When talking to them take into account their background experience - what have they experienced before/ how did they cope? How has what they have experience likely to impact on their reaction to this event?



More 'do's when communicating with children:

- Let your genuine caring and support show
- Make time to talk to them and encourage them to share their worries and concerns
- Acknowledge with them that you are also saddened and upset by what happened
- Stay calm when talking to them: model self regulation
- Encourage them to restrict their exposure to the event on social media and general media

Care for yourself

- Recognise that the traumatic anniversary will be a difficult time for you and balance that with extra caring for yourself.
- Some people might try to ignore or avoid the anniversary date although this will be very difficult to do.
- Be aware that there will be lots of distressing imagery shown again.
- Allow yourself experiences of sadness and grief but build in times for recognising how you have grown around grief.
- Use relaxation strategies e.g. self-talk, finger breathing, tummy buddies.

Finger breathing



An illustration of a hand reaching up towards several balloons floating in a blue sky with white clouds. The balloons are labeled with negative emotions: ANXIETY (red), TENSION (pink), DEPRESSION (yellow), SORROW (orange), MISERY (cyan), and TROUBLE (purple). A green balloon labeled SADNESS is also present. The hand is positioned at the bottom center, with fingers spread, reaching towards the balloons.

5 Ways to Wellbeing

CONNECT
TAKE NOTICE
KEEP LEARNING
BE ACTIVE
GIVE

Ways to Well-Being: Connect



With the people around you.

With family, friends, teachers, neighbours, pets.

Participate, engage, contribute

Ways to Well-Being: Take Notice



Look around you. Be curious. Listen. Breathe.

Be aware of the world around you and what you are feeling.
Savour the moment, whether you are walking to school, eating lunch or talking to friends.

Ways to Well-Being: Keep Learning



Try something new. Learn a new skill.
Rediscover an old interest. Fix a bike.
Learn how to cook your favourite food.

Ways to Well-Being: Be Active



Walk. Run. Swim. Cycle. Yoga. Taekwondo. Dance
Discover an activity you enjoy to help you stay healthy.

Ways to Well-Being: Give



Do something nice for a friend, or a stranger. Thank someone.

Smile. Volunteer your time.

Look out, as well as in.

Practice random kindness and senseless acts of beauty

Appreciative Inquiry

- What have you done or been doing that has helped you to manage as well as you could over this past year? (How have you been 'growing around grief'?)
- What, of all the things you've tried, do you think has made the most difference (no matter how small) for either yourself or for your children?



What we've learned

- Holding on to watchful waiting and practical advice for headteachers
- Managing the offers of support
- Relative dearth of useful resources for teenagers after a terrible event
- Supporting students with autism
- Information about world religions beliefs and practices in relation to bereavement



Those who live through terrible times will often be able to help others....and some may go on to do something to make the world a better place.

Even terrible things can teach some good things – like understanding, caring, courage... and how to be okay during difficult times.

Marge Heegaard 'When something terrible happens'