

Further praise for *Children in Lockdown*

“This accessible and scholarly book invites new thinking about the COVID-19 pandemic’s effects on children. From vivid case studies and accounts of young people’s experiences to ideas about how practitioners can manage change to collaborate and work more effectively, it should have wide appeal for teachers, psychologists, social workers and parents or carers; in fact anyone who wants to support young people to flourish after the pandemic. Highly recommended.”

Dr Barley Birney, Head of Specialist Inclusion Service and Principal Educational Psychologist, Barnet Education and Learning Service

“Diverse voices from around the world are freed from lockdown in this hugely important book. There is perceptive information about past pandemics and present research on the effect on children and carers. There are emotional voices chronicling the deep personal impact on family or work. Crucially, there are the voices of children – for some, the recent pandemic strengthened their resilience and family bonds, while for others, it exacerbated their poverty, pain and confusion. There are multiple lessons to be learnt from this book as we adjust to the ‘new normal.’”

Dr Mark Fox, Educational Psychologist

“A book of its time, which readers will find not only informative and challenging but of enormous value as communities move hopefully towards a ‘post pandemic’ era. Following the valuable opening chapter that considers the context of pandemics within history, we are then provided with a rich diversity of perspectives offering insights into their impact on children and their families. Collectively, the different authors give a much-needed focus on a variety of factors including those of age and vulnerability, enabling consideration of the effects and challenges for specific subgroups. A ‘must read’ for all those who work with children and young people, but particularly for educational psychologists and those in training.”

Andrea Higgins, former Programme Director, Professional Doctorate Training in Educational Psychology, Cardiff University

“Nelson Mandela said children were the rock on which to build our nation. Hope is central to *Children in Lockdown* by Christopher Arnold and Brian Davis. Hope because COVID-19 centralised children’s needs, moving from education to educating, addressing mental health issues, and psychodynamics in leadership.”

David Wylde, Past President, International Confederation of Principals

Children in Lockdown

Learning the lessons of pandemic times

Edited by
**Christopher Arnold
and Brian Davis**



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Acknowledgements

We are indebted to many for the production of this book. Christina Wipf Perry for the original idea and the team at Karnac Books for their contributions. Ardenio Ottaviani, Anthea Robinson, Jonty Driver, Chris Khamis and Brenda Addison and the many partners who have suffered the absence of the contributors when working on the texts.

Also, we owe our gratitude to the tutors and the trainee educational psychologists of the Tavistock and Portman NHS Foundation Trust Educational Psychology Professional Training course for their involvement in different aspects of exploration and consideration of the changing context in which they were training themselves and delivering services for children and young people.

Richard Lewis and Emily Barrett would like to thank Dr Fiona Blyth for contributing to setting the scene of Chapter 7, 'Locked down with troubled children' and offer a special thank you to the mothers who shared their stories.

Preface

Dr Seán Cameron

The arrival of this book is timely in this surreal period of COVID-19 and its grim effects. After almost two years of this pandemic, scientists and medics have begun to understand the nature of this virus and its variations, how it spreads, how it can be curtailed and how to manage its previously extreme symptoms. As these big issues are becoming clearer, the content of this book is beginning to uncover the finer details of the impact on individual children, their families and the communities in which they live.

Of course, pandemics have been part of human history as discussed by Christopher Arnold in his introductory chapter, but in the 21st century people have high expectations in this new world of ever-increasing achievements of robotic surgery, genetic engineering and amazing insights from the neurosciences. Hence, these human beliefs and hopes that the virus could be stopped in its early tracks soon became disappointments and anxieties when it became clear that the world's most eminent medics and scientists were faced with steep learning curves towards knowledge, management and applied treatment. For people everywhere, there was the dawning realisation that the world is not as predictable as it was previously.

For children and young people, everyday life has been turned upside down. They have had to adjust to social isolation, restricted (or no) access to significant adults like grandparents and other close relations, as well as their peers, close relatives, neighbourhood pals and school friends. For considerable periods, the children of key workers who attended school have been restricted to small class bubbles, while the majority at home have had to adjust to remote e-lessons. As well as these academic constraints, the 'hidden school curriculum' –which promotes personal and social development, as well as the buzz of being with others – has been missing.

Like the tip of an iceberg, the above are obvious features resulting from the pandemic. All have resulted in major transitions for individuals, families and communities. William Bridge, US author, speaker and organisational consultant, declared that 'Change is situational. Transition, on the other hand, is psychological.'

However, as we all know, there is also a large chunk of the iceberg that is hidden, and in the chapters in this book some of the details of the more subtle features and outcomes resulting from the pandemic are identified and discussed. These include the mental health of individuals, families and the communities that we live in, the problems and possibilities that we are experiencing, the support that can be provided for us, and our likely adaptations to this continuing story of COVID-19.

Dr Seán Cameron
November, 2021

PART I

CONTEXT

CHAPTER 1

Introduction

Christopher Arnold

Whenever big changes occur, language adapts to the new order. For the COVID-19 pandemic, new words became widespread. For example, how many people had heard of the term ‘furlough’ before March 2020? The initials ‘PPE’ used to be associated with Philosophy, Politics and Economics, a popular course at Oxford University, but now they represent personal protective equipment. However, one word has been widely misused: *unprecedented*. If there is a single thing that is true about this pandemic, it is that there have been many such pandemics in our human history; therefore *unprecedented* it is not.

What constitutes a pandemic is not universally agreed. Kelly (2013) suggests that there have been just three in our written histories – Justinian, Black Death and the Spanish flu of the early 20th century – although he acknowledges the role of other plagues such as SARS and HIV. Others take a wider view that there have been many pandemics. Jarus (2020) documents 20 such examples going back to a prehistoric epidemic in around 3000 BC. For this work we will consider pandemics as diseases that kill, are transmitted between people and are found in widespread locations. In particular, we will consider the role that such diseases had in the lives of children and young people. Inevitably we will need to use accounts that carry some authority and recognise that the extent of the records available will be dependent on the interest that scholars have shown.

A brief survey of the literature reveals that pandemics have been recorded for two and a half millennia. Table 1.1 shows only a sample of these.

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Date	Disease	Original location	Deaths	Changes
3000 BC	Unknown	Hamin Mangha and Miaozigou, China	Unknown, but many graves	Habitation site was abandoned
430 BC	Unknown	Middle East, then Greece	Two-thirds of population	
AD 165	?Smallpox	Germans and Romans		
AD 250	Cyprian	Ethiopia, Africa, Rome		
541	Bubonic, Justinian	Palestine, Byzantium	Two-thirds of population	
11th century	Leprosy	Europe		
1347	Black Death	Sicily, then all Europe	50%	Social distancing, masks; quarantine; better conditions for poor; improved child protection measures
1492	Multiple	Americas	90%	
1629	Bubonic	Venice	40%	Gondolas painted black; church commissioned and music composed
1629	Bubonic	Milan	25%	
1665	Bubonic London	20%	Better water and sewage systems developed	

Date	Disease	Original location	Deaths	Changes
1817	Cholera	Russia, Europe, America		Green spaces in cities developed
1855	Bubonic	China, India, Hong Kong	15 million	
1875	Measles	Fiji	One-third	
1889	Influenza	Russia, Europe, world	360,000	
1918	Spanish flu	Europe, America, Asia	50 million (20 million in Europe)	Better patient care; development of vaccines
1957	Asian flu	Worldwide	1.1 million	Vaccine development increased
1981	AIDS/HIV	Worldwide	35 million	
2003	SARS	China	774	
2020	COVID-19	China, then worldwide	Ongoing	To be confirmed

Table 1.1 Some examples of epidemics over the last 2,500 years

This chapter will outline the impact that pandemics have had over the last 2,500 years. In particular, it will discuss: the development of child protection in the 14th century, the improvements in water supplies and sewage management in the 17th century, the development of open spaces in cities in the 19th century, the application of fresh air principles to schools as expressed in ‘bandstand schools’ in the early part of the 20th century (an initiative that led to the forest school movement found today). There are other echoes of pandemics, such as the Venetian practice of painting gondolas black in memory of those who died in the 1629–1630 pandemic.