



HM Government

## Wellbeing For Education Return Covid-19

### Mental health and wellbeing training Learning from the pandemic

This project is funded by the Department for Education, Department of Health and Social Care, in partnership with Health Education England, Public Health England, NHS England and NHS Improvement



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# Southwark's "Wellbeing for Education Training Team"-who's who?

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# Creating a safe place – our agreement

Everyone can speak freely with the knowledge that information shared will be kept confidential.

Everyone's opinion and viewpoint will be valued.

If you need some space, please feel free to switch off your camera and take 5 minutes, but please let us know you are okay.



# Looking after yourself

Just as you would on an aircraft, ensure that you put the oxygen mask on yourself, before trying to support everyone else. If you are not emotionally well and resilient, you cannot look after anyone else.





# Support

Remember to use all the resources you already have from working with a wide range of professionals, locally and nationally.

For now, for later, for the future – remember that these are here for you whenever. you need them.



# Southwark Context

## Data & Intelligence (pre-pandemic)

-JSNA: Mental H & WB of C&YP: <https://www.southwark.gov.uk/health-and-wellbeing/public-health/health-and-wellbeing-in-southwark-jsna/health-conditions-and-health-care?chapter=6>

-Joint Camhs Review: <https://www.southwarkccg.nhs.uk/get-involved/Shaping-services/Documents/Review%20of%20Emotional%20Wellbeing%20and%20CAMHS%20Services%20%20-%20Report%20-%202018.pdf>

-Healthy Schools Sheu H&WB Reports – LA- and locality-wide:

<https://www.schools.southwark.gov.uk/pshe-healthy-schools/healthy-schools-london-research-projects-?>

## With pandemic

-Southwark Stands Together (SST)

-London GLA: <https://data.london.gov.uk/dataset/coronavirus--covid-19--cases>



# There are many vulnerable groups of CYP with greater risk for developing poor mental health and wellbeing

<p><b>Looked-after children (LAC)</b></p> <ul style="list-style-type: none"> <li>• There are approximately 500 LAC in Southwark; they are among the most vulnerable in our society</li> <li>• Almost 50% of child protection plans in Southwark were due to neglect and most LAC entered care during adolescence</li> <li>• LAC account for about a third of young people</li> </ul>	<p><b>Young carers</b></p> <ul style="list-style-type: none"> <li>• Nearly 800 students in Southwark are estimated to be caring for someone at home; this is a risk factor for poor mental health that often goes unrecognised</li> <li>• Caring is stressful and carries stigma</li> <li>• Young carers are more likely to have a SEND and are more likely to be BAME</li> </ul>	<p><b>Black, Asian, and minority ethnic</b></p> <ul style="list-style-type: none"> <li>• Forty percent of Southwark adolescents of Black ethnicity</li> <li>• BAME young people are more likely to be exposed to other risk factors for poor mental wellbeing</li> <li>• BAME are less likely to engage with mainstream services</li> </ul>
<p><b>Teenage parents</b></p> <ul style="list-style-type: none"> <li>• The number of teenage mothers in Southwark has reduced significantly but they remain a vulnerable cohort</li> <li>• Teenage pregnancy exposes parent and child to risk factors for poor mental wellbeing</li> <li>• Teenage mothers have higher rates of postpartum depression, affecting their ability to form secure attachments</li> </ul>	<p><b>Special educational needs and disabilities (SEND)</b></p> <ul style="list-style-type: none"> <li>• Over 8000 children in Southwark have been identified as having SEND</li> <li>• Children and young people with SEND are more likely to have a mental health disorder than those without an intellectual disability</li> <li>• They are also more likely to be Black Caribbean and more deprived</li> </ul>	<p><b>LGBTQI+</b></p> <ul style="list-style-type: none"> <li>• Ten percent of secondary students in Southwark report identifying as LGBTQI+</li> <li>• Young LGBTQI+ are coming out an earlier age, which frequently coincides with adolescence – an intense developmental period</li> <li>• These young people are more likely to be bullied but few ever report their experience</li> </ul>
<p><b>Not in education, employment, or training (NEET)</b></p> <ul style="list-style-type: none"> <li>• The number of young people NEET in Southwark is similar to the England average</li> <li>• Young people NEET are more likely to suffer from depression and to engage in unhealthy behaviours such as substance misuse</li> <li>• One-in-five 16-18 year olds who are NEET is a teenage mother</li> </ul>	<p><b>Engaged with the youth offending service</b></p> <ul style="list-style-type: none"> <li>• Southwark has a higher than average rate of first-time entrants to the youth justice system</li> <li>• Young people exposed to violence live with heightened fear and anxiety, and may be suffering from PTSD</li> <li>• Young people involved in violence are at increased risk of exploitation and abuse</li> </ul>	<p><b>Insecure housing</b></p> <ul style="list-style-type: none"> <li>• Southwark has the sixth highest rate of family homelessness in London</li> <li>• Young people in care, of BAME ethnicity, and who identify as LGBTQI+ are more likely to be homeless</li> <li>• Poor mental health is one of the top three support needs reported by young people accessing homelessness services</li> </ul>

# Who Might Be Particularly Vulnerable To Decreased Wellbeing And Resilience - Applying these frameworks during the pandemic

Some groups for whom Covid-19 may increase or exacerbate mental health and wellbeing issues (PHE 2020, NHS 2020, Brooks et al 2020, Waite et al 2020, Wang 2020):

- Black and Ethnic Minorities (BAME) (NHS 2020): adults at higher risk of dying from Covid-19; sharp increases in anxiety and self-harm amongst BAME children and young people; exacerbated by widespread, structural inequalities and discrimination
- Those living in poverty, workless households, homeless or in poor housing
- Families with parental conflict, parental mental ill health, are alcohol or drug dependent
- Those experiencing domestic abuse, violence and neglect
- Child sexual abuse and exploitation and harmful sexual behaviours (including online)
- Children and young people involved in or affected by serious youth violence (including e.g. county lines)
- Looked after, fostered and adopted children and children subject to special guardianship orders or wider kinship placements
- LGBTQ+ people
- Those with pre-existing mental health needs
- Young carers
- Children and young people with special educational needs, learning disabilities and/or autism/neurodiversity
- Adults who live alone

Role of disadvantage:

- Emerging evidence that e.g. lack of private space, lack of devices, internet connection, as well as other risk factors such as loss of routine, sleep and loss of support networks may be more common among more economically disadvantaged children and young people, making them at greater risk of wellbeing and mental health impacts.

This list is not exhaustive and people may be in more than one category.



# Adverse childhood experiences are prevalent and have enduring effects on health

## RISK GROUPS: EARLY YEARS AND SCHOOL AGE

**ACEs are common and there is significant overlap between adverse experiences.<sup>1,2</sup>**

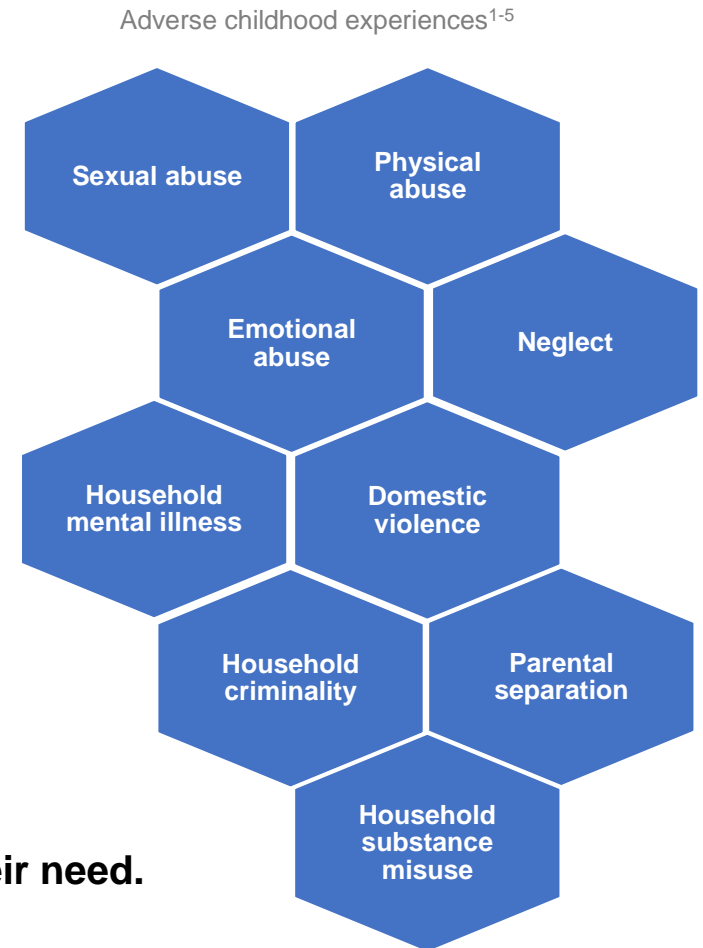
- Approximately half of all adults in England have experienced at least 1 ACE
- Nationally, about 1 in 10 CYP are estimated to have experienced 4 ACEs. This equates to about 9,500 people in Southwark under 25
- There is a dose-response relationship between ACE exposure and risk factors for poor health

**Compared to CYP with no ACEs, those with 4 ACEs are:<sup>1,2</sup>**

- 5x more likely to use illicit drugs
- 7x more likely to be involved in violence
- 4x more likely to have low levels of mental wellbeing
- 12x more likely to attempt suicide

**Many children with ACEs will not present with a clinical mental illness and will not be identified as needing support or services.<sup>1</sup>**

**It is therefore a challenge to identify these children locally and to quantify their need.**



1. Hughes K, Bellis MA, Hardcastle KA, *et al.* The effect of multiple adverse childhood experiences on health: a systematic review and meta-analysis. *Lancet* 2017;2(8):e356-e366. YoungMinds (2018) Addressing Adversity

2. Felitti VJ, Anda RF, Nordenberg D, *et al.* Relationship of childhood abuse and Household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. *Am J Prev Med* 1998;14(4):245-58

3. Public Health Wales. (2015). Welsh Adverse Childhood Experiences (ACE) Study

4. SAMHSA. Adverse childhood experiences. Available from: <https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences>

# Key Points

**Before we start:**

**Many people will retain their wellbeing and resilience.**

**Some will need more support to recover.**

**A Whole School/College approach which:**

- **Builds relationships, flexible coping and renews a sense of agency**
- **Values emotional wellbeing**
- **And re-affirm safety and routines**
- **Will maximise learning and growth**

**“**  
**Schools and Colleges truly can be... guiding lighthouses and safe havens in a sea of uncertainty**  
**”**



# Overview Of Wellbeing For Education Return

## Webinar 1 Training

### National Implementation of Wellbeing for Education Return Programme

Introductions, housekeeping & Context (LS - 10 mins, slides 1-10)



- 1) Overview, Objectives & Whole School/College Implementation (20 mins & **breakout (16)**, slides 11-19)
- 2) Neuroscience – Understanding Learning And Growth; Wellbeing, And Resilience (5 mins, slides 20-25)
- 3) Actions To Build Resilience And Wellbeing (15 mins slides, 26-36)
- 4) Implementation Of Actions Across The Whole Of School/College Life (15 mins & **breakout (40)**, slides 37-41)
- 5) Bringing It All Together - Vignettes/Case Studies – Resources & Next Steps (20 mins, slides 42-67)
- 6) Further Support, incl Children And Young People Specific Learning (5 mins, slides 68-105)

## Key Messages Apply To Adults As Well As Students

- Adults, children and young people alike will have suffered in this pandemic and the principles of support apply across all ages
- There may be particular challenges for staff returning to school for the first time
- Adults, children and young people bring a lot of different previous experiences, some traumatic e.g. sudden losses in the family, current or past illness, challenging economic or other circumstances. Current stress/trauma **can lead to past trauma resurfacing**
- **We have all had different experiences, thoughts, and feelings due to the pandemic**
- **Remember care and compassion for each other, and for yourself**





# Webinar 1 Key Learning Objectives : Whole School/College Wellbeing And Resilience

- **Help staff support wellbeing and resilience through easily understood psychological education. This can be explained to each other, children, young people, parents and carers**
- **To help your School/College use this psychological education to better manage the impacts of Covid-19**
- **To prioritise supportive robust and resilient relationships within the School/College community, enhancing wellbeing for all**
- **To help children and young people's minds stay open for learning and growth, and support education staff and families in the process**
- **Schools and colleges may need to offer support both directly and remotely (e.g. in the event of a further lockdown) – all the principles in these webinars apply in both contexts**



## Section 1:

Whole School/  
College Implementation



# Whole School/College Approach To Wellbeing And Mental Health

Our intention is to share context, principles and frameworks.

This can underpin, reinforce your Whole School or College approach – not replace it.



# How Do Pandemics Affect Learning In Schools/Colleges?

Discuss.....





# How Do Pandemics Affect Learning In Schools/Colleges?

## Observed Negatives:

- Fear, stress, death, other losses, low mood, confusion and anger
- Changes in children's behaviour, attention/concentration
- Further inequalities and disparities

## Causing:

- Impact on relationships, decrease the flexibility of thinking and coping
- Diminishing sense of agency and therefore level of resilience
- Closing doors to learning

## Observed Positives:

- Compassion
- Community mindedness
- Concern

## Creating:

- Opportunities to open doors to new learning
- New relationships
- Increases in flexible thinking and coping
- More agency (a sense that you can make changes happen)



# What Will Strengthened Wellbeing Look Like?



**Being Able to Make Change Happen**  
Imagine our mind feeling in 'flow'- feeling  
capable and strong



**Building Relationships**  
Imagine being open,  
collaborating, sharing, caring  
and compassionate

**Learning Habits of Resilience**  
Imagine our mind being creative,  
responding to challenges and  
feeling integrated, hearing others  
and seeing them well

*(Whole School SEND 2020)*

## What Supports Recovery When Wellbeing Is Challenged?

- Note that not everyone needs to recover emotionally, most children (*Co Space Study 2020*) and adults will be fine
- In general it is a smaller group (important to be aware of) but not the majority who need additional support
  - Some need support immediately, some later
  - Remember children in neglectful or abusive environments whose needs will have escalated\*
- The approaches described in this webinar are built around Whole School/College approaches
- In particular drawing on the National Association of Special Education Needs (2020) 5 Key Principles of Recovery (based on positive psychology). They are intended to support resilience, enhance wellbeing, and keep all alert to those who need more



## Section 2:

Neuroscience –  
Understanding Learning  
And Growth; Wellbeing,  
And Resilience





# What Can Neuroscience Tell Us That We Can Use Daily In Education Settings?



**Ctrl+Click this picture to play Prof. Dan Siegel's Integration of body-mind-social life for wellbeing video.**



# What Helps To Engage Our Thinking Brain?

## Learning Zone Model

### Learning Zone

The 'sweet spot' in learning  
Here the student is stretched  
and growing

### Panic zone

**Panic Zone**  
Over stressed, learning is  
blocked  
Arena for 'toxic stress' and  
'trauma'

### Learning zone

### Comfort zone

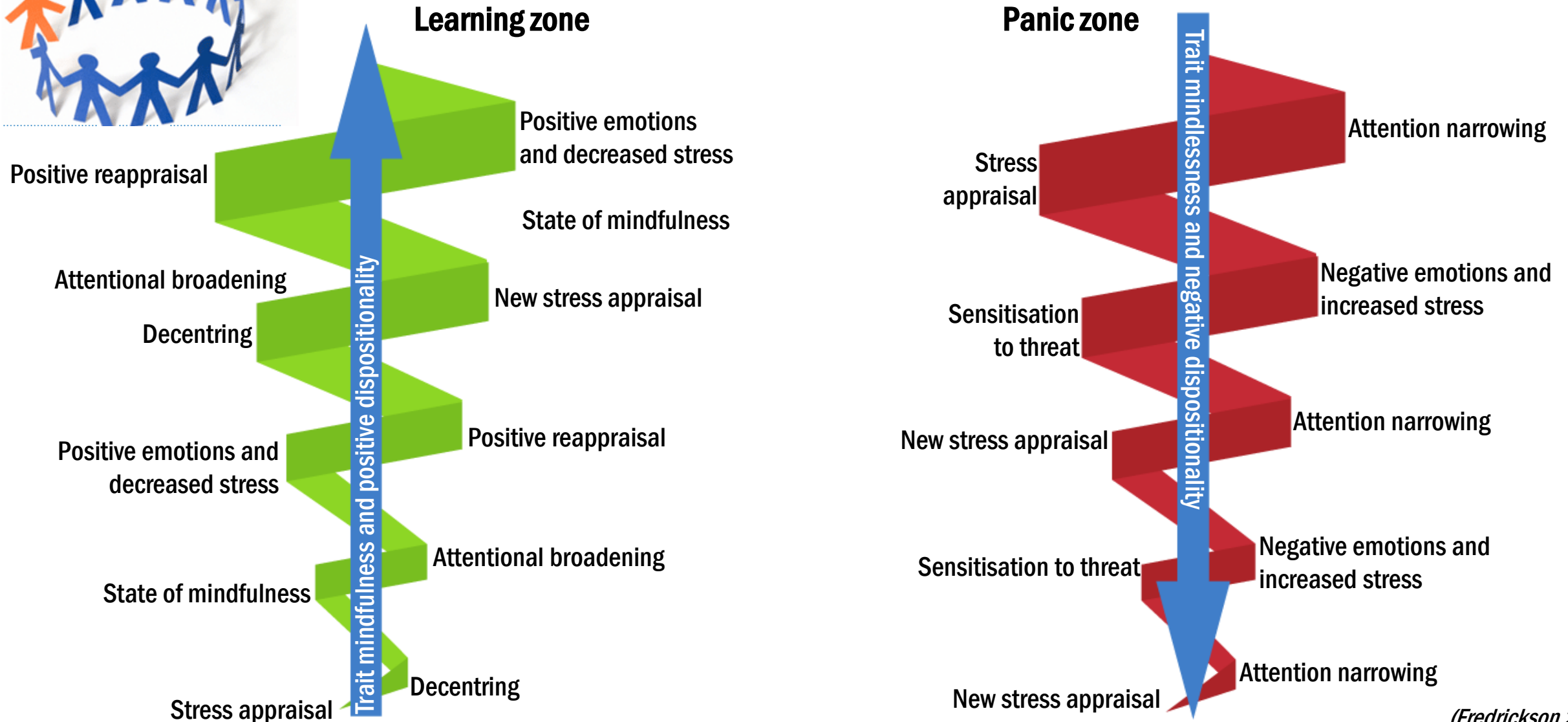
**Comfort Zone**  
Safe, boring, not challenged  
limited new learning



# What Helps To Engage Our Thinking Brain?



## The 'broaden and build' model



(Fredrickson 2004)

# What Helps To Engage Our Thinking Brain?

## Siegel model

Keeping your lid on

Flipping your lid

### Positive States of Mind

3 key:

- Feeling Safe
- Positive Motivation
- Feeling Positive and Calm

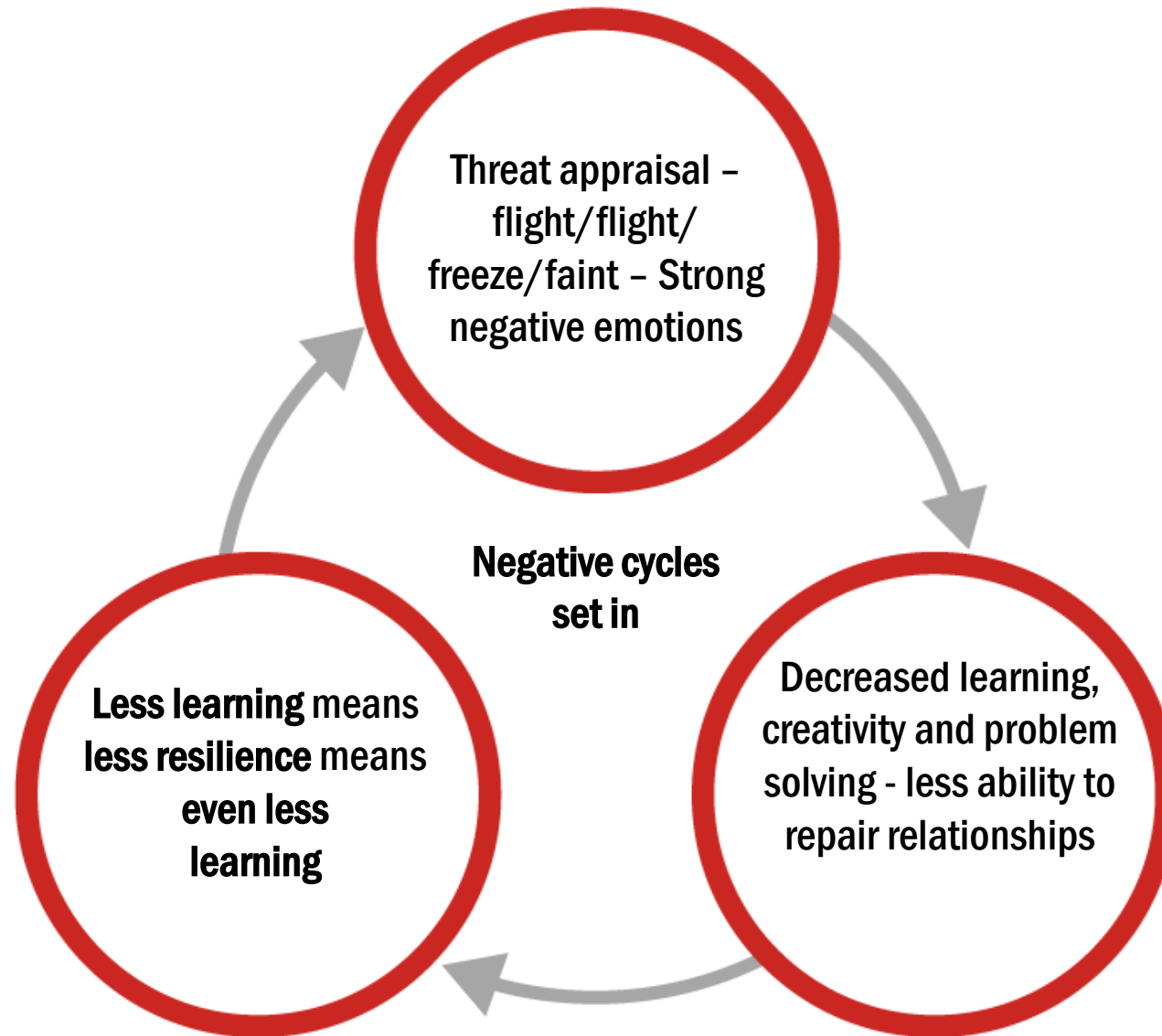


### Negative States of Mind and Effects

- Threat/fear/anxiety shifts to a negative balance
- Draws energy **away from the thinking brain**
- Diverts energy to the emotions brain

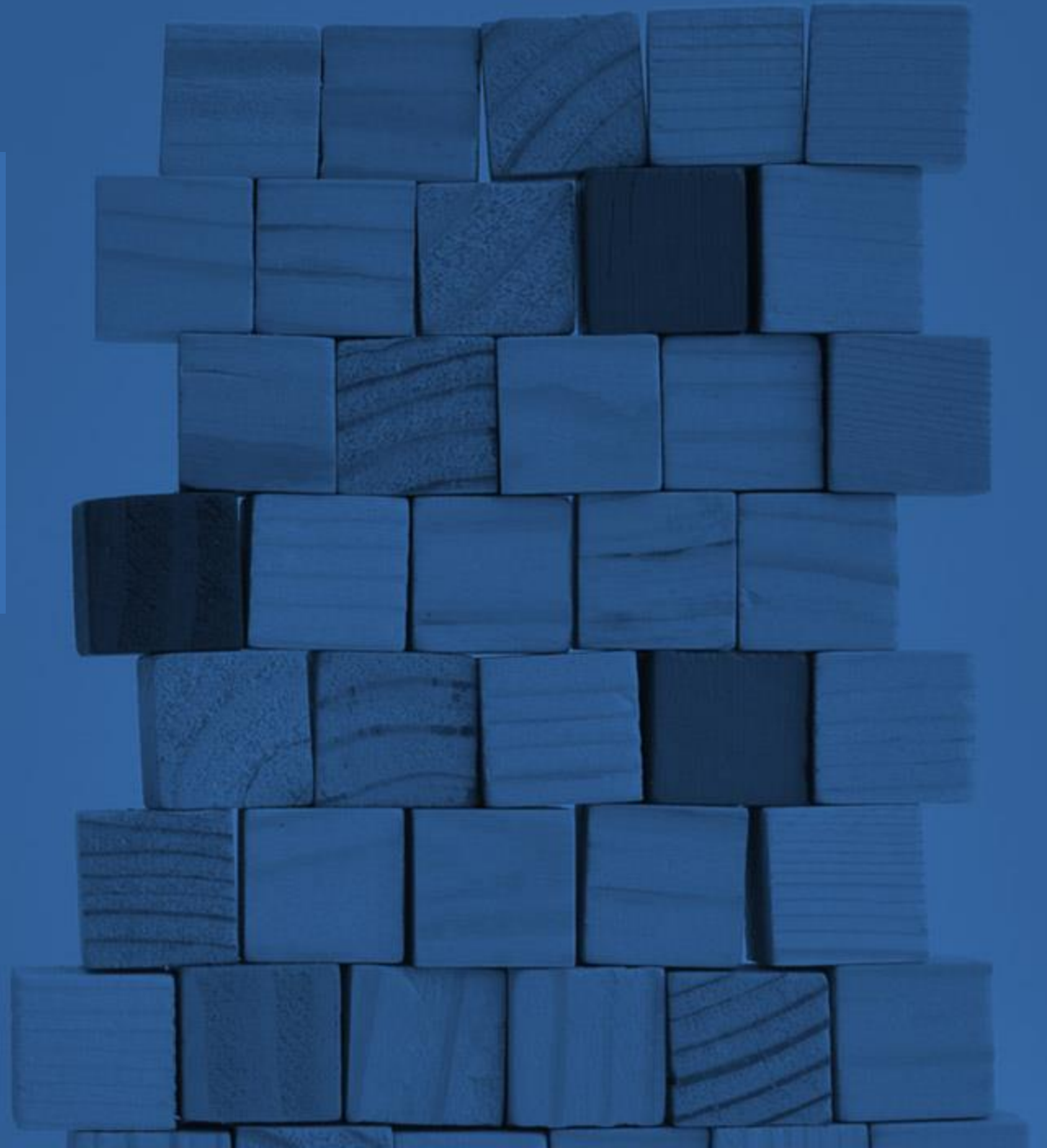


# What Does the 'Panic Zone' Look Like?



## Section 3:

Actions To Build Resilience  
And Wellbeing



# What Do We Mean By Wellbeing?

Wellbeing is, in broad terms, “**feeling good and functioning well**” (*DHSC, 2014*)

Wellbeing can be both:

- **Subjective or personal :**
  - Life satisfaction
  - Positive emotions
  - Sense of purpose and meaning
- **Objective:**
  - adequate food, physical health, safety, education and learning, finance, relationships

Contributors might include:

- **Physical health** and staying fit
  - **Social belonging** and inclusion
  - Feels that they function well **emotionally**
  - **Spiritual** that they have an integrated meaning to their life
  - **Intellectual** that they are open to learning and ideas, experiences and challenges
  - **Economic** that they are free of unduly stressful financial pressures
- 
- Students **learn** best
  - Education staff **teach** and relate best
  - Parents and carers **parent** best



**When they have a sense of wellbeing**



## Sam's Story (Year 11)

“

When I heard Angie speaking in assembly, I mean she was saying how she got down and stuff, and then how joining the team again in the youth centre, how much things changed for her.

I mean it doesn't sound like much, but she said she looked forward to the football and just the rap with her mates, and it... lifted her up like.

Made me feel more positive, all the negativity, it's like we all need stuff to look forward to; course it's all different with Covid-19 but she still kicks that ball around and messages her mates... and keeps fitter than she did, I realised how much friends and doing stuff matters.

”

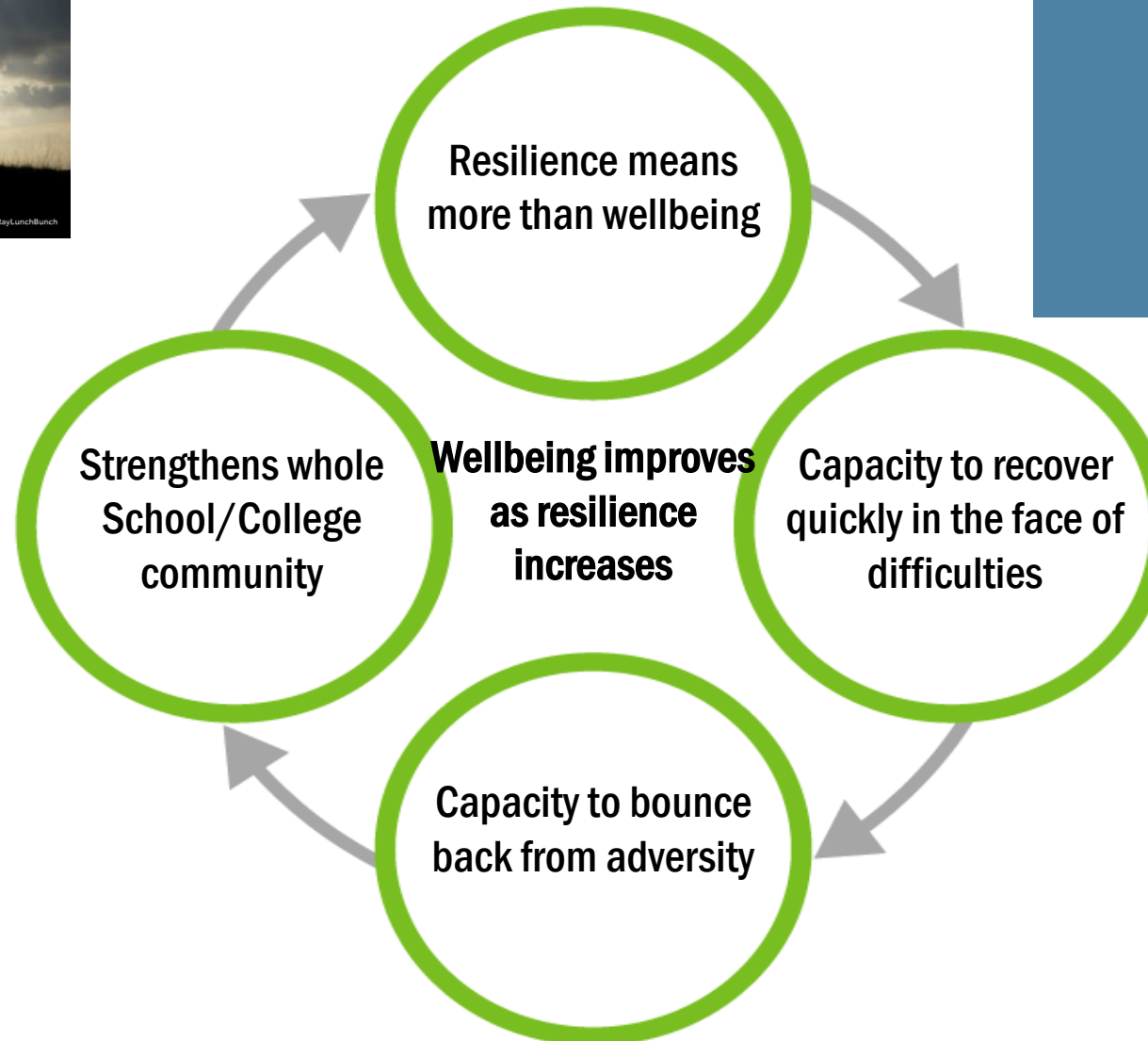
# What Do We Mean By Resilience? We think we know until we try to define it...



## resilience:

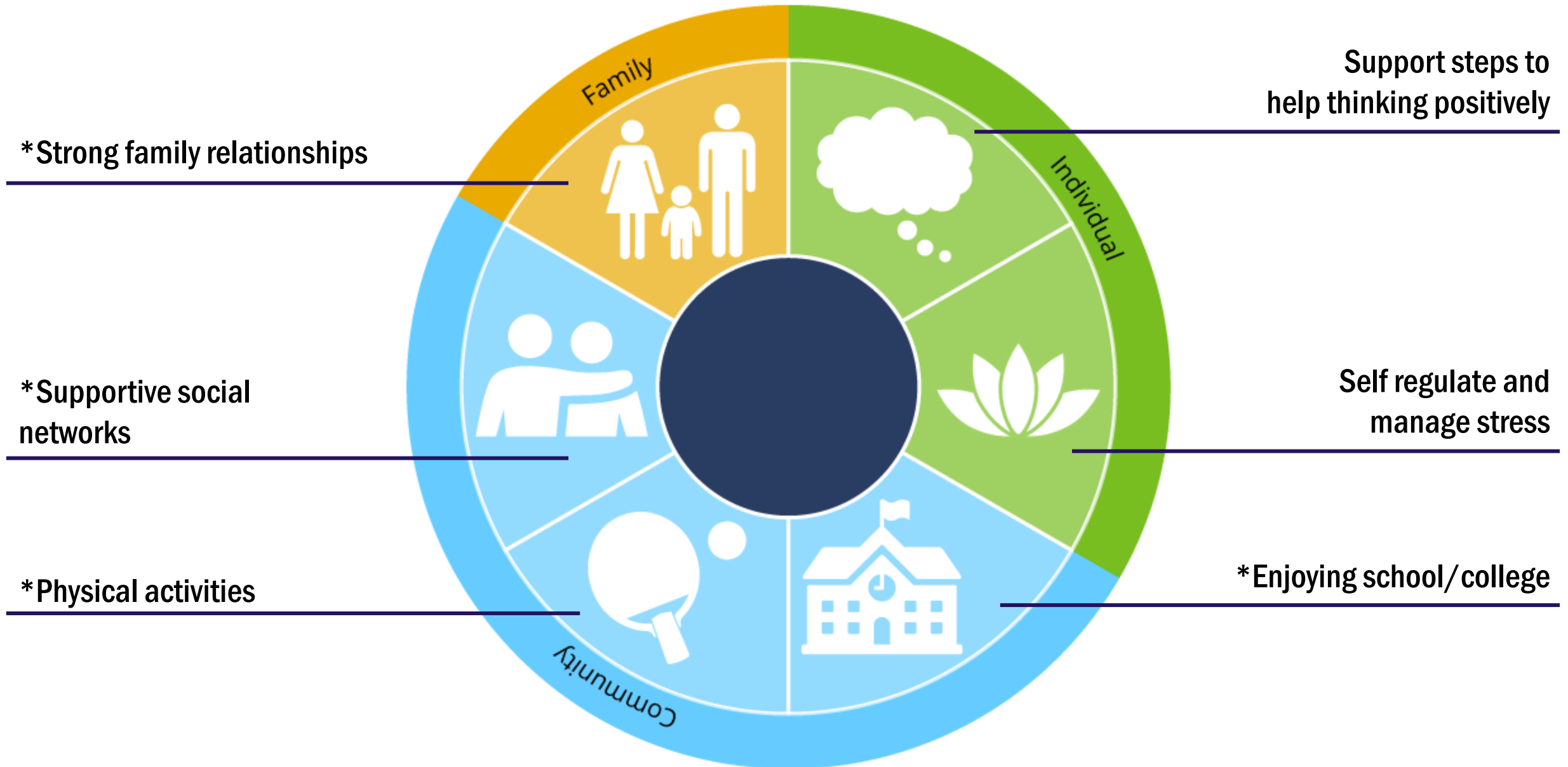
"an ability to recover from or adjust easily to misfortune or change."

—Merriam-Webster Dictionary





# How Can We Learn To Be More Resilient?

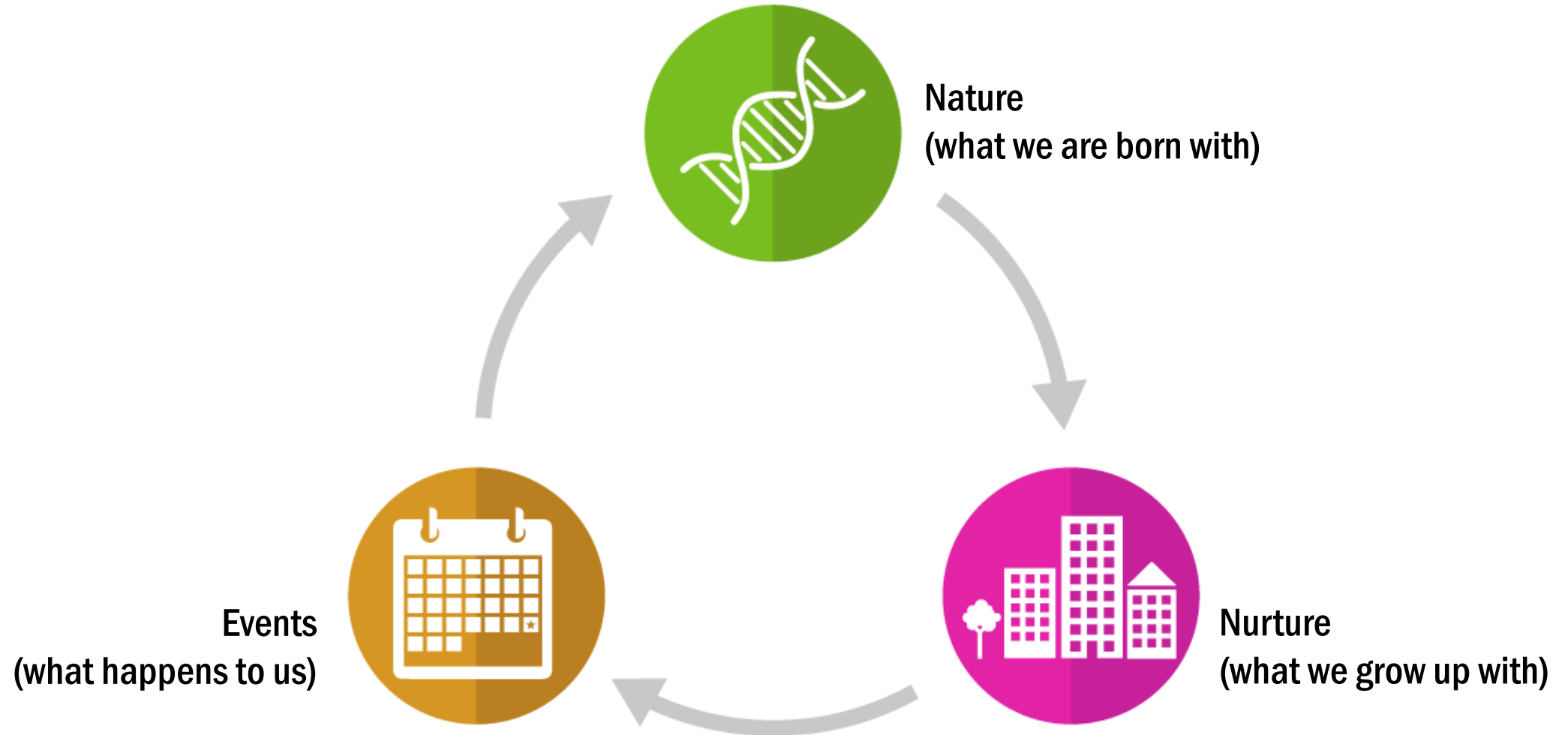


# How Education Staff Can Nurture Wellbeing And Resilience?

Actions available to staff	Effects psychologically speaking
Support for everyone's unique circumstances	<b>Validation</b> , for example of the unique, different experiences of and impacts on groups and individuals
Include pupils, parent/carers voices	<b>Empower</b> community action
Space for creative-physical activities, reflection, recognition	<b>Self-expression</b> and <b>self-confidence</b>
Small steps, building resilience	Rebuilding <b>trust, safety, relationships</b> and <b>resilience</b>
Finding new ways to play in Covid-19 times	Play/humour: <b>relieves stress, expresses feelings</b> , fosters <b>imagination</b> , sharing and <b>creativity</b>
Help focus on what children can do	Nurture <b>hope</b> and a <b>sense of control</b> and <b>success</b>

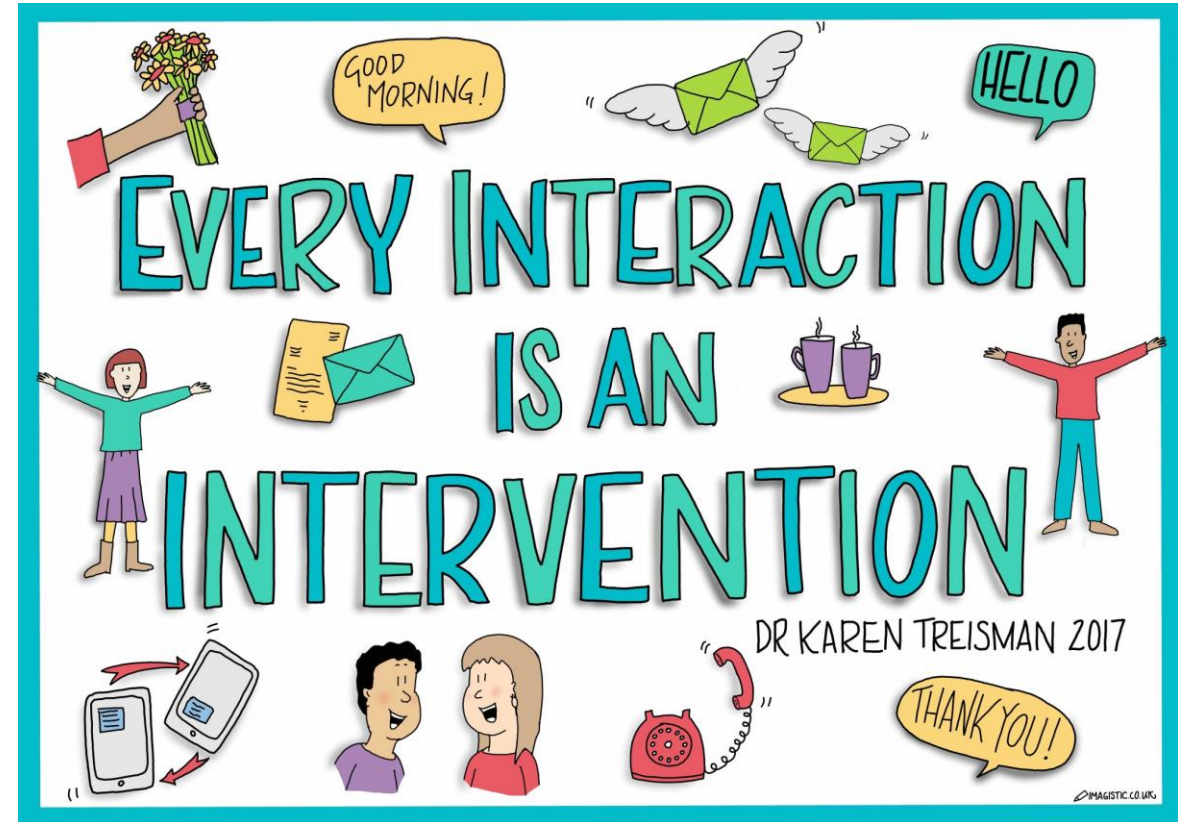
# What Predicts Resilience?

**Resilience (or lack of it) comes as a result of a complicated interaction between:**

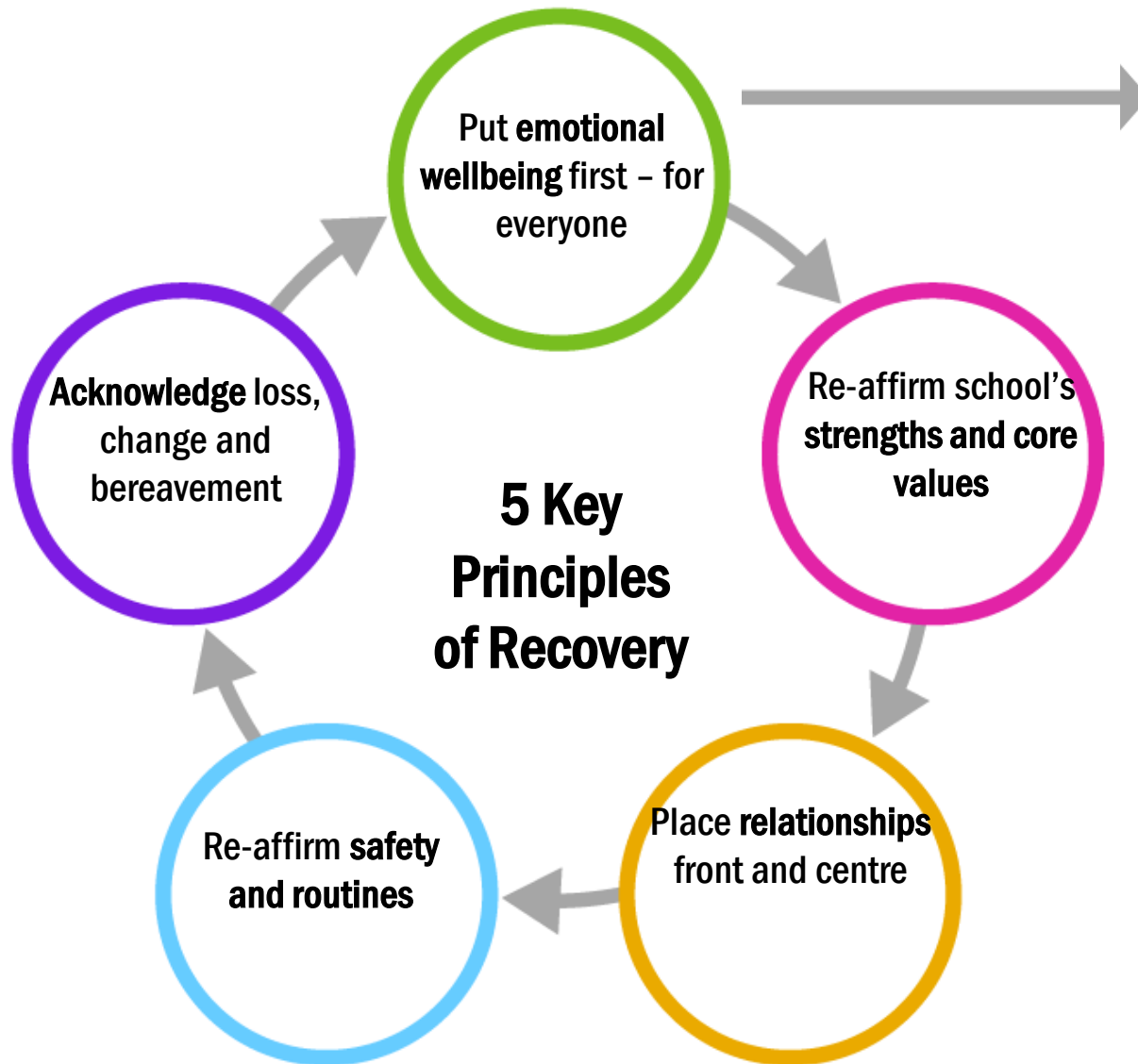


# Relationships Are Pivotal Every Interaction Is An Opportunity To Grow... Resilience

- We learn through interactions and relationships
- Repeated experiences become habits
- These become wired in our brains
- This cycle increases the chances of us repeating these habits
- These habits and wiring can improve and support resilience and wellbeing



# 5 Key Principles Of Whole School/College Approach To Recovery



Build the 3 pillars of recovery:

1. Take time to **connect** and build **relationships**
2. Be **flexible in mind** and make adjustments (coping strategies)
3. Give a **sense of support** and being in control (meaningful sense of agency)

The 3 pillars support:

1. Post trauma growth and recovery:
  - New learning from difficult times
2. Positive psychology:
  - Meaningful hopefulness predicts better outcomes
3. Social & emotional learning and attainment:
  - Minds 'open' for learning and growth



## Schools/Colleges

“

Are guiding lighthouses  
and offer safe harbours  
...havens in a sea of  
uncertainty

”

“

...are engines of  
growth in time of  
turmoil

”

“

Provide predictability,  
consistency, availability,  
shared identity and the  
promise of change

”



# Learning Growth And Development Needs Secure Foundations

**Foundations are created when pupils, students and staff:**

**Grow and develop through learning**

**Experience relationships built on trust with each other**

**Are emotionally open, curious and interested**

**Feel safe**

**Feel welcome**

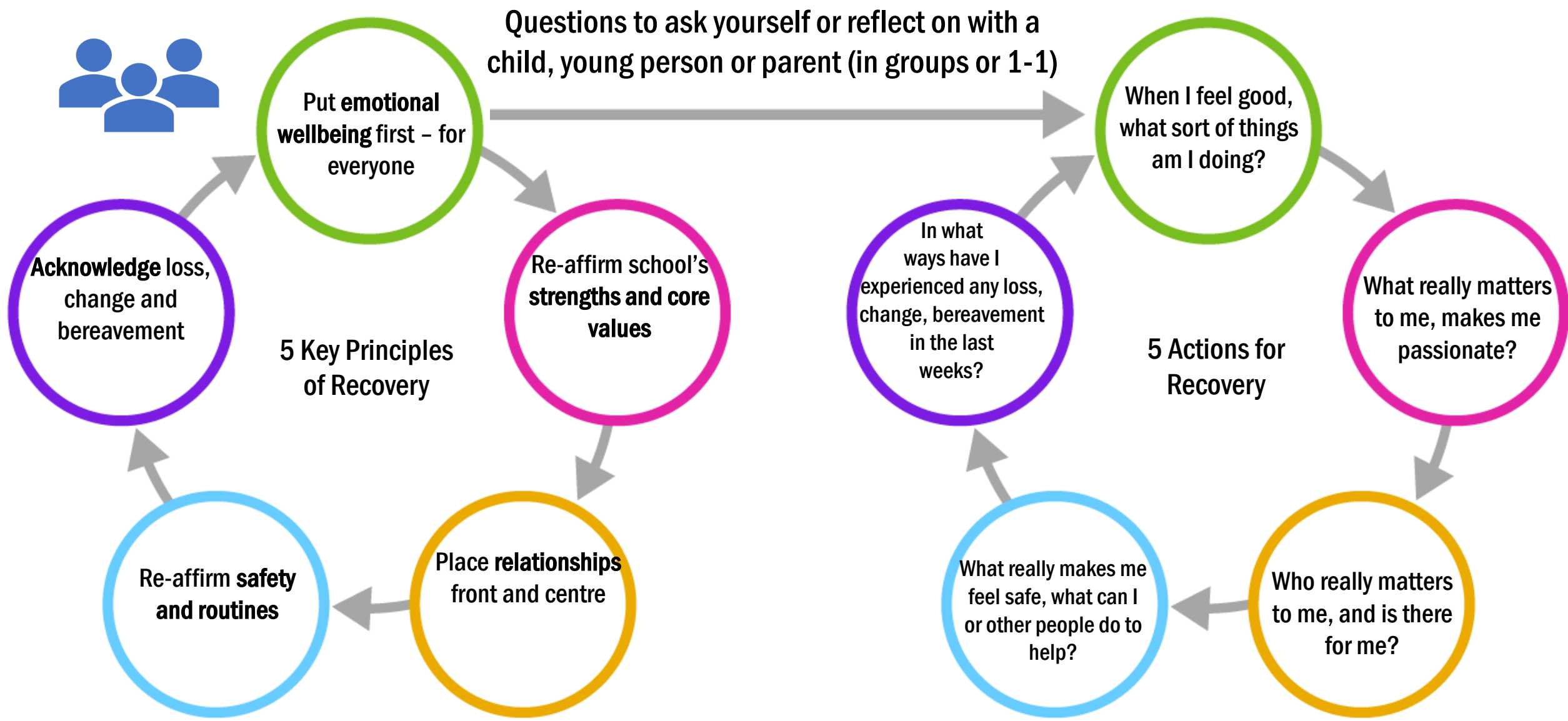


The background of the slide features a close-up, artistic photograph of several interlocking wooden gears. The gears are made of a light-colored wood and are arranged in a way that they mesh together. Several screws are visible, securing the gears to a surface. The lighting creates soft shadows, emphasizing the three-dimensional nature of the gears. The overall color palette is a range of blues, from light to dark, which is used as a background for the text.

## Section 4:

Implementation Of Actions Across The  
Whole Of School/College Life

# Supporting Wellbeing For Everyone



Staff Wellbeing - Exercise

Promote Wellbeing Awareness	Developing Positive Relationships	Meet Human Needs	Encourage Work Life Balance	Show Appreciation	Develop A Positive Ethos And Values



# Staff Wellbeing – Exercise

## Daily Actions For Whole School/College Wellbeing And Strengthened Resilience

We learn from what we see

We are role models and we emotionally impact each other across a School/College community

Monday

Tuesday

Wednesday

Thursday

Friday

**Looking after our own wellbeing is of vital importance when looking after the wellbeing of others**

**Schools and colleges can support the wellbeing of all by:**

- **Recognising threats to wellbeing**
- **Developing positive relationships and wellbeing**
- **Allowing time for reflection**
- **Promoting strategies of regulation**
- **Rebuilding resilience**

**What could be threats to wellbeing in your organisation?**

The background of the slide is a close-up photograph of numerous small, light-colored wooden blocks. Some blocks are stacked on top of each other, while others are scattered around. The lighting creates soft shadows, giving a sense of depth. The entire image has a blue color overlay.

## Section 5:

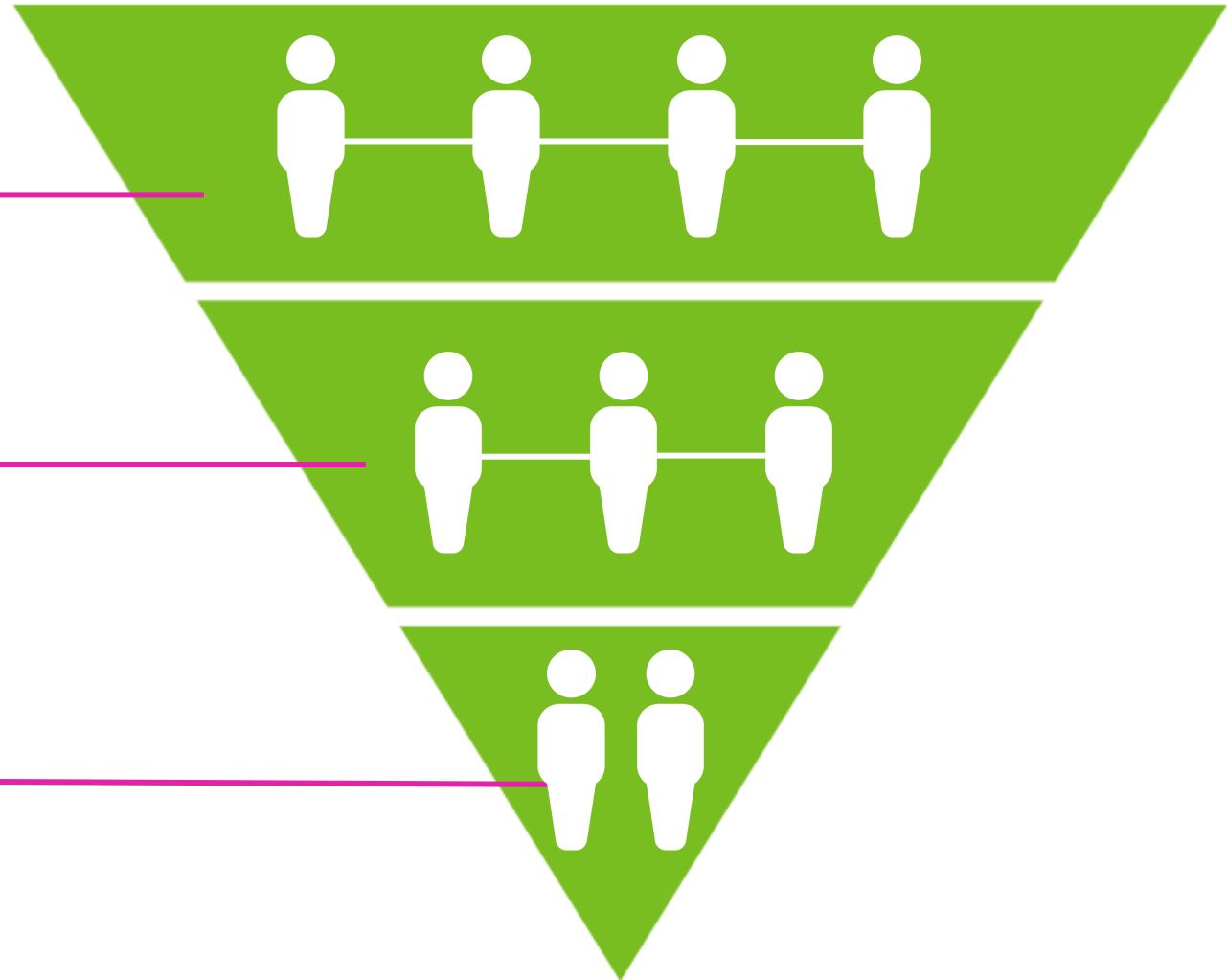
Bringing It All Together -  
Vignettes/Case Studies

# How Does This All Fit Together?

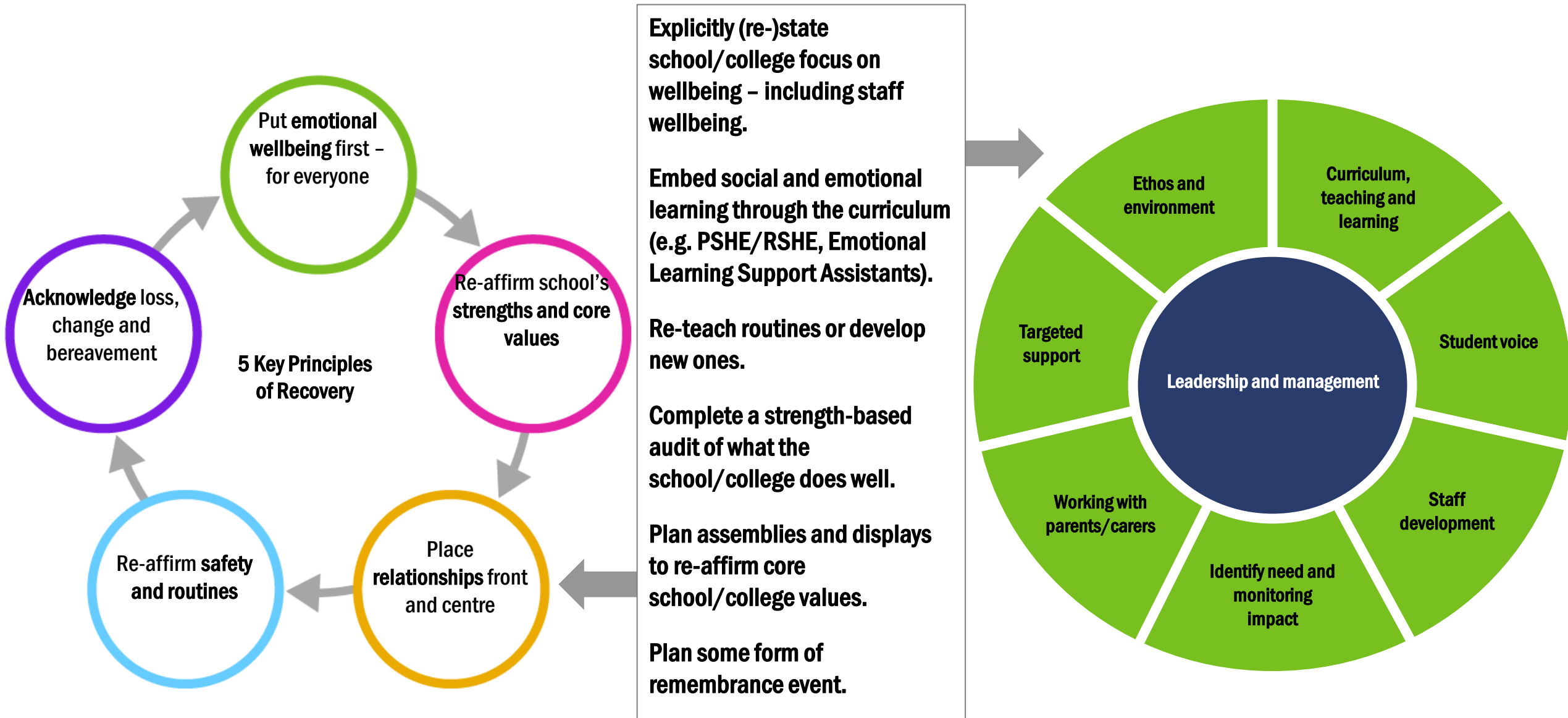
**5 Key Principles of Recovery** underpin, support and reinforce the **whole school/college approach**

**Psychological First Aid framework** for support

**5 Rs aide-memoire** for interactions



# How The 5 Principles Of Recovery Relate To And Reinforce The Whole School/College Approach





# 5 Rs For All Ages

**Relationships**  
Reaching out to  
others for help



**Recognition**  
Noticing signs of  
distress

**Reflection**  
Self-awareness  
and choices (agency)



**Regulation**  
What is in place to  
help from the school

**Resilience**  
To be able to recover  
quickly



# Introducing Jenni

Jenni is a 34 year old (Year 5) class teacher.

She lives with her partner and two young children (6 and 4 years old).

She is the only child and the main carer for her widowed mother (60) who lives nearby and whose health is vulnerable because of diabetes.

She has been supporting children remotely during the pandemic but now has to return to working at the primary school.



Jenni



Jenni's partner and  
children



Jenni's mother

# Jenni's Challenges

Jenni is a 34 year old (Year 5) class teacher.

She lives with her partner and two young children (6 and 4 years old).

She is the only child and the main carer for her widowed mother (60) who lives nearby and whose health is vulnerable because of diabetes.

She has been supporting children remotely during the pandemic but now has to return to working at the primary school.



- Jenni might be very anxious about coming back into school
- Will she be exposed to Covid-19 (colleagues, parents, children)?
- People may pass it on even though they do not show any signs – scary
- How can she continue to look after her mother?
- Jenni has been struggling to sleep (anxiety)
- How am I going to cope with a new class?
- It is going to be really hard teaching children that haven't been in school and its normal routines for 6 months, especially as routines have changed

# What Jenni Can Do To Help



## Recognition

Jenni might be very anxious about coming back into school, will she be exposed to Covid-19 (colleagues, parents, children)?

People may pass it on even though they do not show any signs – scary.

How can she continue to look after her mother?

Jenni has been struggling to sleep (anxiety).

How am I going to cope with a new class? It is going to be really hard teaching children that haven't been in school and its normal routines for 6 months, especially as routines have changed



## Reflection

- Jenni uses breathing exercises when she notices herself getting more stressed, and moments to reflect
- Has the courage to share her dilemmas with her deputy head, somebody she has found sympathetic in the past



## Relationships

- Shares her worry with her partner who offers to help with shopping for her mother
- Resolves to phone her best friend – she has somehow slipped out of talking regularly, with all the worries.
- Together with her partner they come up with ways to improve her sleep routine – another online resource?

# What The School Can Do To Help



## Reflection

Jenni uses breathing exercises regularly during the day.

Has the courage to share her dilemmas with her deputy head, somebody she has found sympathetic in the past.



## Relationships

Shares her worry with her partner who offers to help with shopping for her mother.

Resolves to phone her best friend – she has somehow slipped out of talking regularly, with all the worries.

Together with her partner they come up with ways to improve her sleep routine – another online resource?



## Regulation

- **Jenni's School:**
  - Encourages the use of exercise, yoga, good self-care techniques and self-compassion to support staff
  - Uses supervision to give staff an opportunity to problem solve and build capacity
  - Considers staff work-life balance when organising tasks within the school terms
  - Has diversity sensitive 'back to work review meetings' for any staff worried about returning to work
  - Can signpost to potential sources of support, e.g. counselling
  - Class handover meeting between teachers booked in to build up knowledge of students in class
  - Deputy Head has put in her diary to catch up with Jenni the first morning students are back in school and also pop in later in the day to give and show support and reassurance
  - The Education Support Partnership offer a free 24 hour confidential helpline

# What Do These Ideas Illustrate?



## Jenni:

- **Recognises** that she is worried
- Uses her **relationships** to get help and begins a process of **self help**
- **Reflects** on what ideas she has and starts to change what she does
- This helps to **regulate** Jenni's feelings.
- Successfully doing this will help rebuild Jenni's **resilience** and help her to move forwards

## School:

- Jenni's school **recognises** threats to wellbeing and acts straight away to offer diversity sensitive support through:
- Strategies to build positive **relationships**
  - Allowing time for **reflection**
  - Helping her to **regulate**
  - Successfully doing this will help rebuild Jenni's **resilience** and improve her wellbeing



# Psychologically Informed First Aid (PFA) For All Ages



## **Look**

For signs of distress



## **Listen**

Even a short time can be great  
Use good empathy  
Build understanding  
Be kind



## **Link**

Them to sources of support  
Remember community activities like  
clubs, faith groups, physical activities  
Charities and statutory agencies  
On-line resources



**When we are under stress or anxious, we can fall into traps. These include:**

- **Alcohol and other substances**
- **Gambling and other addictions**
- **Self-sabotage/relationships breakdowns**
- **Insufficient sleep**
- **Isolating oneself – physically or psychologically**

**Caring for yourself is part of the process of getting ready for help:**

- **Managing stress**
- **Rest and reflection**
- **Leisure activities**



**Active listening is essential to understand other people:**

- **Listen very carefully**
- **Summarise**
- **Reflect back what you think you heard**
- **Check you have it right**
- **Defer judgement**
- **Repeat with open questions e.g. “Is there anything else you want to talk about?”**
- **Respond appropriately – beware leaping into premature action, be open to working out a collaborative plan**



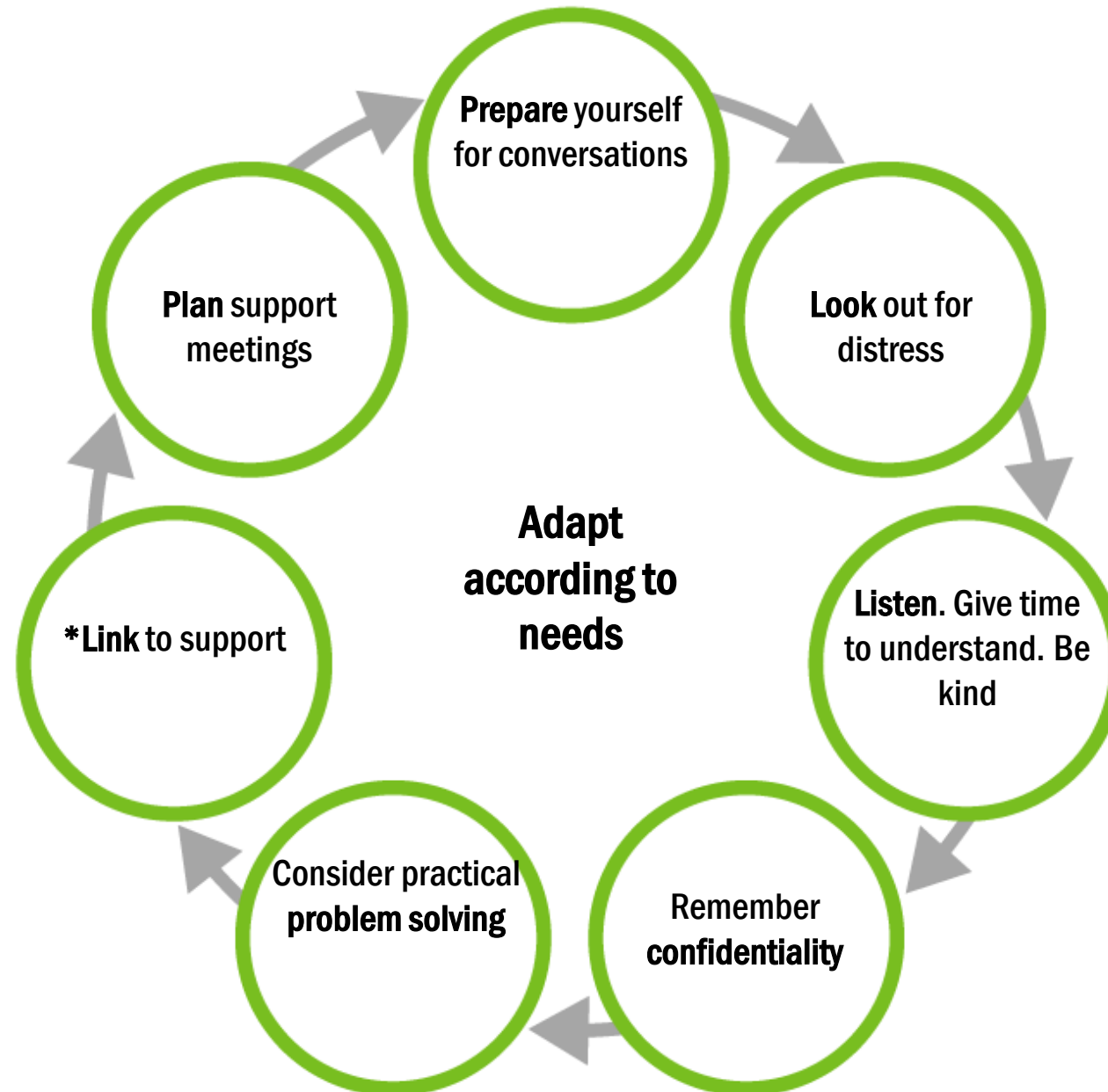
**Where links can be made to:**

- **Social supports within the organisation, e.g. School/Colleges to consider this within School/College and nearby**
- **Support the organisation, e.g. Supervision, Appraisal, Line management**
- **Support from other agencies, including those working in schools/colleges e.g. Educational psychology, Family Early Help, MHSTs, locality link teams, GP, CYPMHS, Adult mental health, Social services, Paediatrics**
- **Support in 3rd sector resources**

**Above list:**

- **Will vary according to local resources**
- **Is not exhaustive**
- **Needs to be adapted for the age**

# Psychologically Informed First Aid For All Ages



# School/College Community Of Wellbeing

What can the senior leadership and staff do to support staff wellbeing?

- Ensure that the working environment for staff is both welcoming and high quality - that staff feel valued and that the spaces where they work reflect this
- Notice strengths
- Acknowledgement of normal expected thoughts and feelings in a time like this (also known as **normalisation**)
- 5 Rs (remember the example of Jenni)
- Psychological First Aid (PFA) 'look, listen, link' (remember the example of Tony)
- All support the recovery of resilience in the whole school/community

The same principles apply all ages, pupils, staff and parents/carers.



# Key Points

## A repeat from the start:

Many people will retain their wellbeing and resilience.

Some will need more support to recover.

A Whole School/College approach which:

- Builds relationships, flexible coping and renews a sense of agency
- Values emotional wellbeing
- And re-affirm safety and routines
- Will maximise learning and growth

“  
Schools and Colleges  
truly can be... guiding  
lighthouses and safe  
havens in a sea of  
uncertainty  
”

Y

# Next steps and self-care

**Be kind to yourself**

**Take time to reflect**

**Share what you have learnt with others**

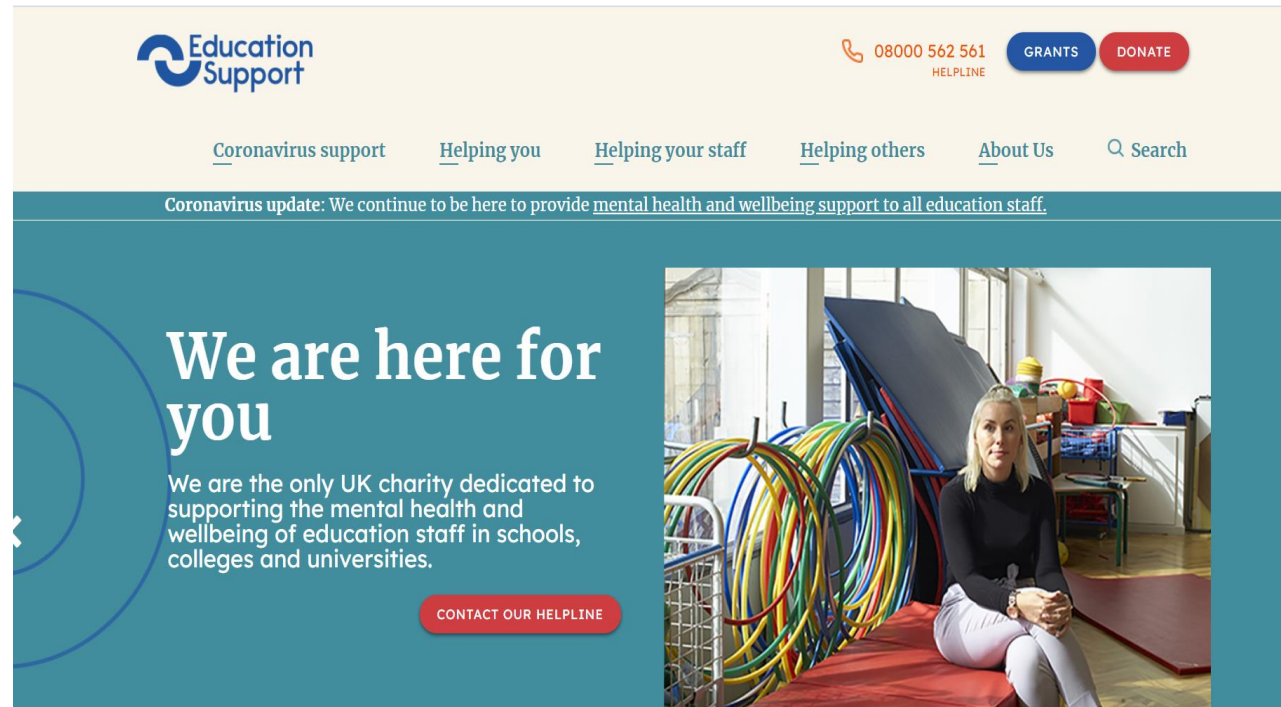
**Cascade to your staff**

**Contact us if you need to talk to someone**



# Support for staff

<https://www.educationsupport.org.uk>



The screenshot shows the homepage of the Education Support website. At the top, there is a navigation bar with the Education Support logo on the left, a helpline number '08000 562 561' in the center, and 'GRANTS' and 'DONATE' buttons on the right. Below the navigation bar, there are links for 'Coronavirus support', 'Helping you', 'Helping your staff', 'Helping others', 'About Us', and a search icon. A teal banner across the middle contains the text 'Coronavirus update: We continue to be here to provide mental health and wellbeing support to all education staff.' Below this, the main content area features a large teal background with the text 'We are here for you' and a subtext stating 'We are the only UK charity dedicated to supporting the mental health and wellbeing of education staff in schools, colleges and universities.' A red button labeled 'CONTACT OUR HELPLINE' is positioned below the subtext. To the right of the text is a photograph of a woman sitting on a red mat in a playroom, surrounded by colorful toys.

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# CPD & Training

**Become a Mental Health First Aider** -two days: 8<sup>th</sup>/9<sup>th</sup> Dec; 14<sup>th</sup>/15<sup>th</sup> Dec; 12<sup>th</sup>/13<sup>th</sup> Jan 2021; 19<sup>th</sup>/20<sup>th</sup> Jan 2021: 8:30am-4:30pm

**Domestic Abuse Awareness and its impact on children and young people** Tuesday 1<sup>st</sup> Dec 20, 10am - 12:30pm Dawn

Howley- Tender Education (part of MOPAC's Inclusive Schools programme)

**RE Coordinators Subject Network: EYFS, KS1, 2 and 3** Thurs 26<sup>th</sup> Nov, 4 :00pm - 5:30pm, Julia Diamond-Conway

**Rights Respecting Schools** Weds 2<sup>nd</sup> Dec , 3:45pm - 5:00pm Oriana Casey, HS & IMHARS Champion

**FGM – Safeguarding against FGM: Being effective in education, recorded session**, Kellie Ansell, DHT & IMHARS Champion

**Leading to meet the Equality Duty** Monday 7<sup>th</sup> December 2020, 10:00am -12:00pm, Lee Souter

**The new RSE, Health Education (HE), PSHE and Wellbeing curriculum into practice** - Mon 18<sup>th</sup> Jan 10:00am-3:00pm Glyn Hawke Deputy Headteacher ,Rye Oak Primary School

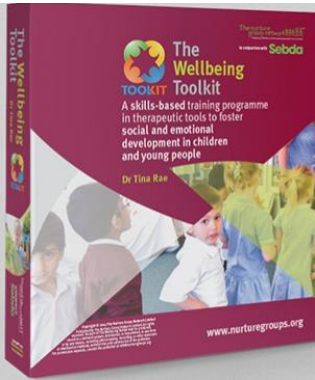
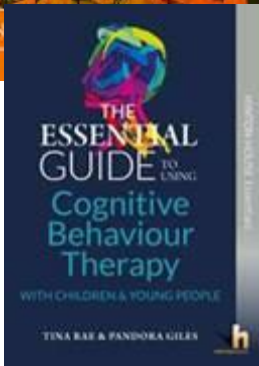
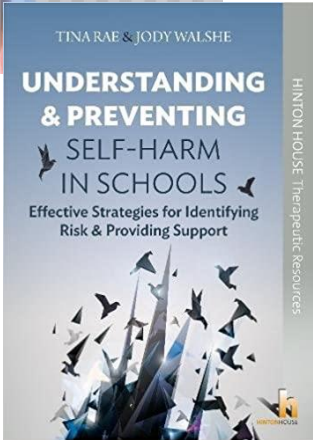
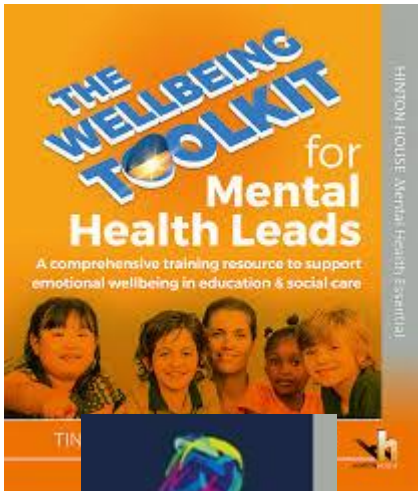
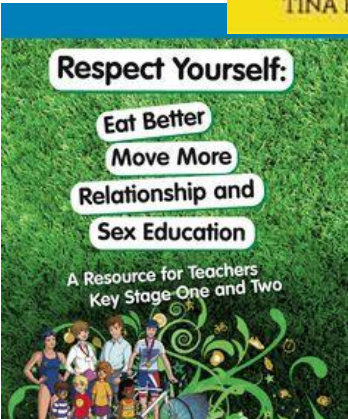
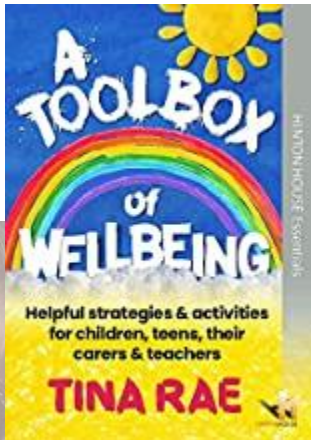
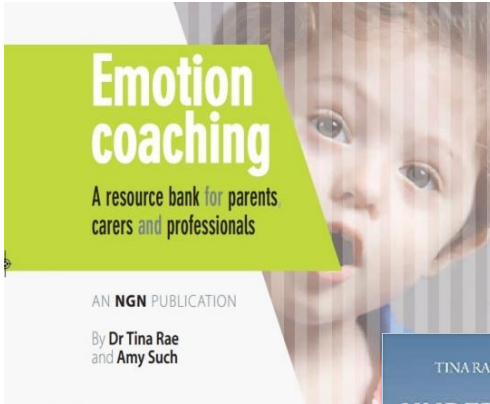
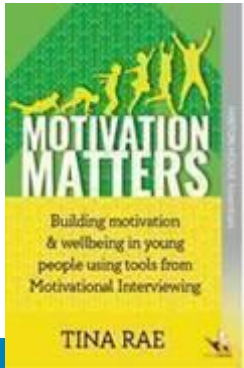
**Philosophy for Children Level 1** Weds, 24th Feb, 3 and 10 March, 2021 1:00pm to 5:00pm, SAPARE

**To book your place:** <https://schools.southwark.gov.uk/professional-development/pshe-and-healthy-schools>





# Resources



# Resources

Electronic version is free to every child in the country, suitable for primary school and special educational needs.

<https://booksbeyondwords.co.uk/lenny-and-lily-childrens-stories>



Transition documents produced by the EPS (June 2020). There are links to video clips within the document, which covers a range of topics including staff anxiety:

<https://schools.southwark.gov.uk/assets/attach/6036/transition-document-1-back-to-school-primary-v.2-.pdf>



# Recovery Curriculum

The Recovery Curriculum has been written by Professor Barry Carpenter CBE,OBE,PhD and Matthew Carpenter Principal, Baxter College, Kidderminster.

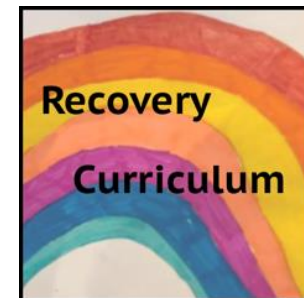
The Recovery Curriculum focuses on an analysis of the loss children have suffered during this time, and the potential anxiety and trauma it may cause, with significant impact on their ability to learn effectively. As a result they have built the construct of a Recovery Curriculum, enabling schools to consider the processes they will need to put in place to successfully transition children back to school. As the word 'construct' suggests, this is a process of building, of co -constructing, a curriculum that is responsive to the needs of children, that harvests their experience and makes sense of it emotionally as well as cognitively.

Further support on the implications of a Recovery Curriculum schools (Primary, Secondary, and Special), in particular the pedagogy, resources and also the mental health of the children, will be considered. This podcast series will be available on:

[www.recoverycurriculum.org](http://www.recoverycurriculum.org)

<https://www.evidenceforlearning.net/recoverycurriculum>

<https://barrycarpentereducation.com/2020/04/23/the-recovery-curriculum/>



# Recovery Curriculum

## Executive Function

1 Skills for Student Success



Strategies & Techniques for  
Mental Health & Wellbeing

Relaxed for Learning  
Relaxed for Life

What survival looks like...

## IN SCHOOL



© Helen Townsend 2017 www.recoverycurriculum.co.uk



## The engagement model

Draft guidance for maintained schools,  
academies (including free schools) and  
local authorities

January 2020

## METACOGNITION AND SELF-REGULATED LEARNING

Guidance Report



Anna Freud  
National Centre for  
Children and Families

Sharing good  
practice and  
looking to the  
future

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# Webinar Two – 24<sup>th</sup> Nov, 3.45-5.15pm

- Will focus on those who may need additional support, including signposting for people across the Whole School/College community with one or more of;
- Loss, Bereavement, Grief;
- Anxiety, Low Mood;
- Stress & Trauma in the context of Covid-19;
- Vignettes & examples -refer to children and young people but the principles of support also apply across all ages;
- Further support and resources



## For Webinar Two.....please consider:

1. how you are going to use the training content & slides to plan your school's training
2. completing the review of your "PSHE & Wellbeing" curriculum (which stage?)
3. possible launch of a "staff wellbeing survey", and which one?
4. participating in the Sheu H&WB survey, focus on MH & EWB incl. resilience (years 4 & 6 and years 8 & 10)
5. evaluation Qs – "how will this event impact on your work?"
6. for further information:

<https://www.schools.southwark.gov.uk/pshe-healthy-schools/mental-health-wellbeing>



# Southwark's "Wellbeing for Education Training Team"-who's who?

## **Lee Souter: LA Lead & Advisor**

Southwark PSHE, Wellbeing and Healthy Schools  
Advisor, School Improvement Advisory Team

[lee.souter@southwark.gov.uk](mailto:lee.souter@southwark.gov.uk)



**Sarah Murray Thompson:** Healthy Schools & IMHARS Champion, Health Hut  
Manager, Harris Girls Academy East Dulwich

[S.MurrayThompson@harrisdulwichgirls.org.uk](mailto:S.MurrayThompson@harrisdulwichgirls.org.uk)

**Fiona Foreman:** Secondary RE Adviser & Wellbeing, Mental Health and Character  
Education Adviser

[Fiona.Foreman@southwark.anglican.org](mailto:Fiona.Foreman@southwark.anglican.org)

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HM Government

## Wellbeing For Education Return Covid-19

### Section 6 – Further support

C&YP Specific Learning

Further Reading

Practical Resources

MindEd Session Links

Links

Vignettes

Glossary

References

Acknowledgements

This project is funded by the Department for Education,  
Department of Health and Social Care, in partnership with Health  
Education England, Public Health England, NHS England and NHS  
Improvement



07218528





## Children And Young People Specific Learning

# What Does Decreased Wellbeing Look Like In Children And Young People?

It may be hidden and difficult to see - MindEd and other resources including trauma informed practice learning provide much further important training

A child or young person may change in the way they feel, speak, look or behave e.g.:

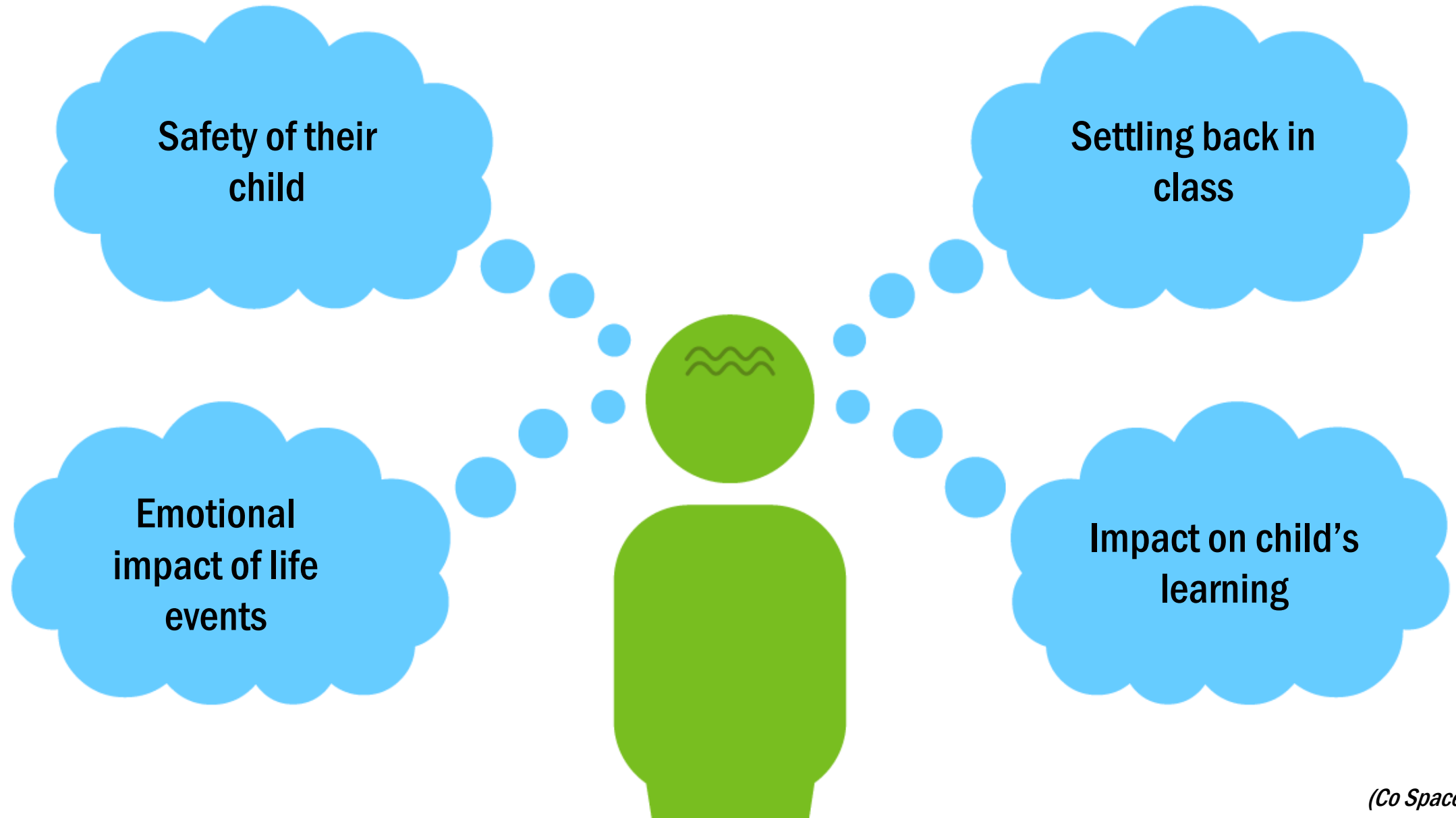
- The Worried Child [View session](#)
- Anxiety Disorders [View session](#)
- Sad, Bored or Isolated [View session](#)
- Poor Concentration and Overactivity 1 [View session](#)
- Poor Concentration and Overactivity 2 [View session](#)
- The Aggressive Difficult Child [View session](#)
- Depression [View session](#)
- Tics and twitches [View session](#)

Some may have found being off school/college easier and dreading a return, e.g. the socially anxious and/or bullied child. Some with existing mental health conditions may have had less support than usual.

They may show new or more intense behaviours

- Obsessive compulsive disorder [View session](#)

# Parent/Carer's Worries In Covid-19



# What are your experiences of the worried parent?



# Wellness-Distress-Poor Mental Health

**Think about patterns and pathways from wellness to poor mental health?**

# Wellness-Distress-Poor Mental Health

**Think about patterns and pathways from wellness to poor mental health?**

**Poor mental health** is characterised by:

- **Persisting issues**
  - Depression when sadness lasts days and weeks
- **Causing day-to-day difficulty**
  - When worries stop children trying things or even attending classes
- **Issue that keeps causing concerns**
  - When children keep losing tempers or show challenging behaviours
- **Uncharacteristic thoughts or feelings or behaviours**
  - Starting to check things over and over
  - Hearing voices

**Distress** is multi-formed includes:

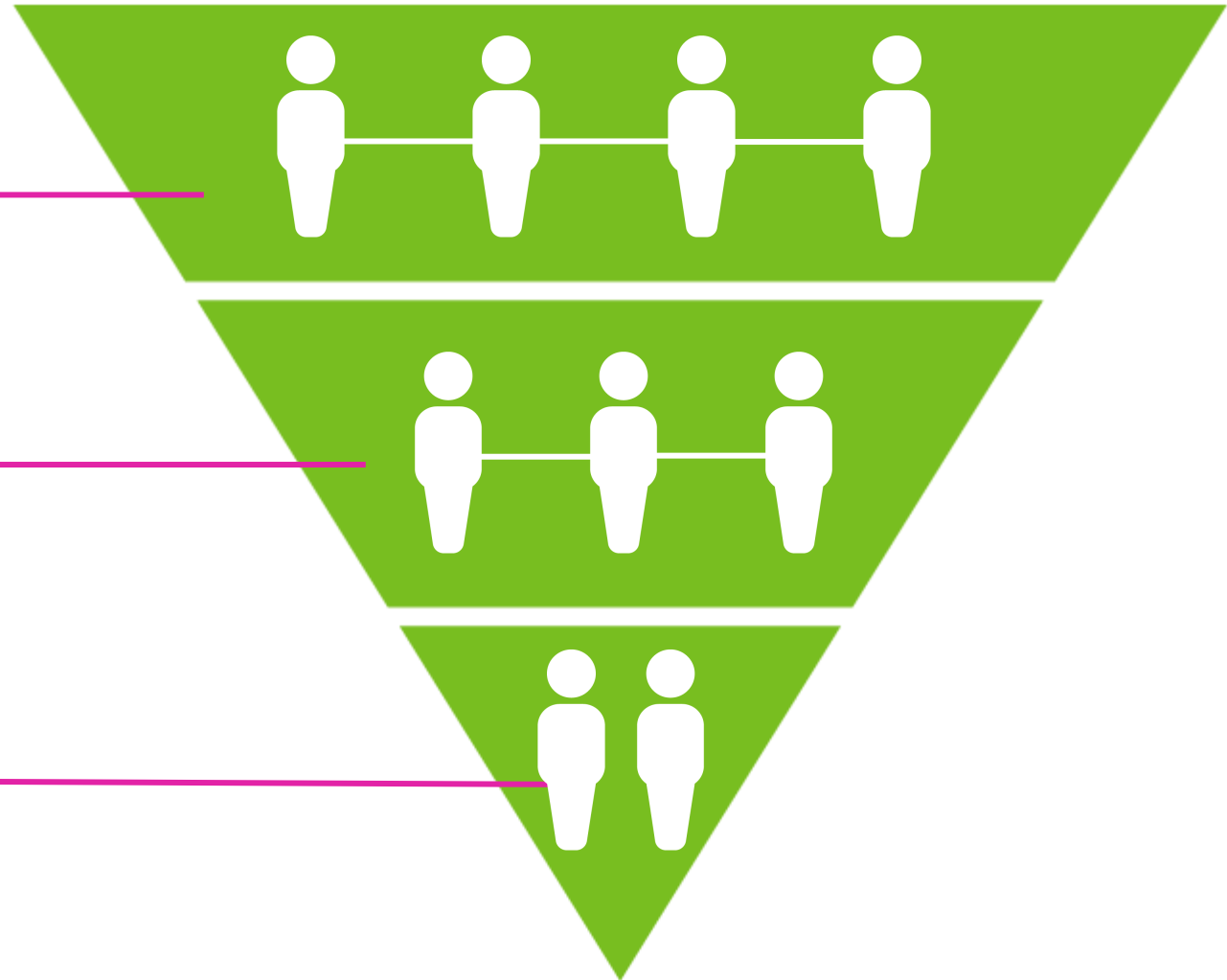
- Sadness, tears
- Worries, fears
- Habits, ruminating
- Anger, lashing out
- Disorganisation, overactivity

# How Does This All Fit Together?

**5 Key Principles of Recovery** underpin, support and reinforce the **whole school/college approach**

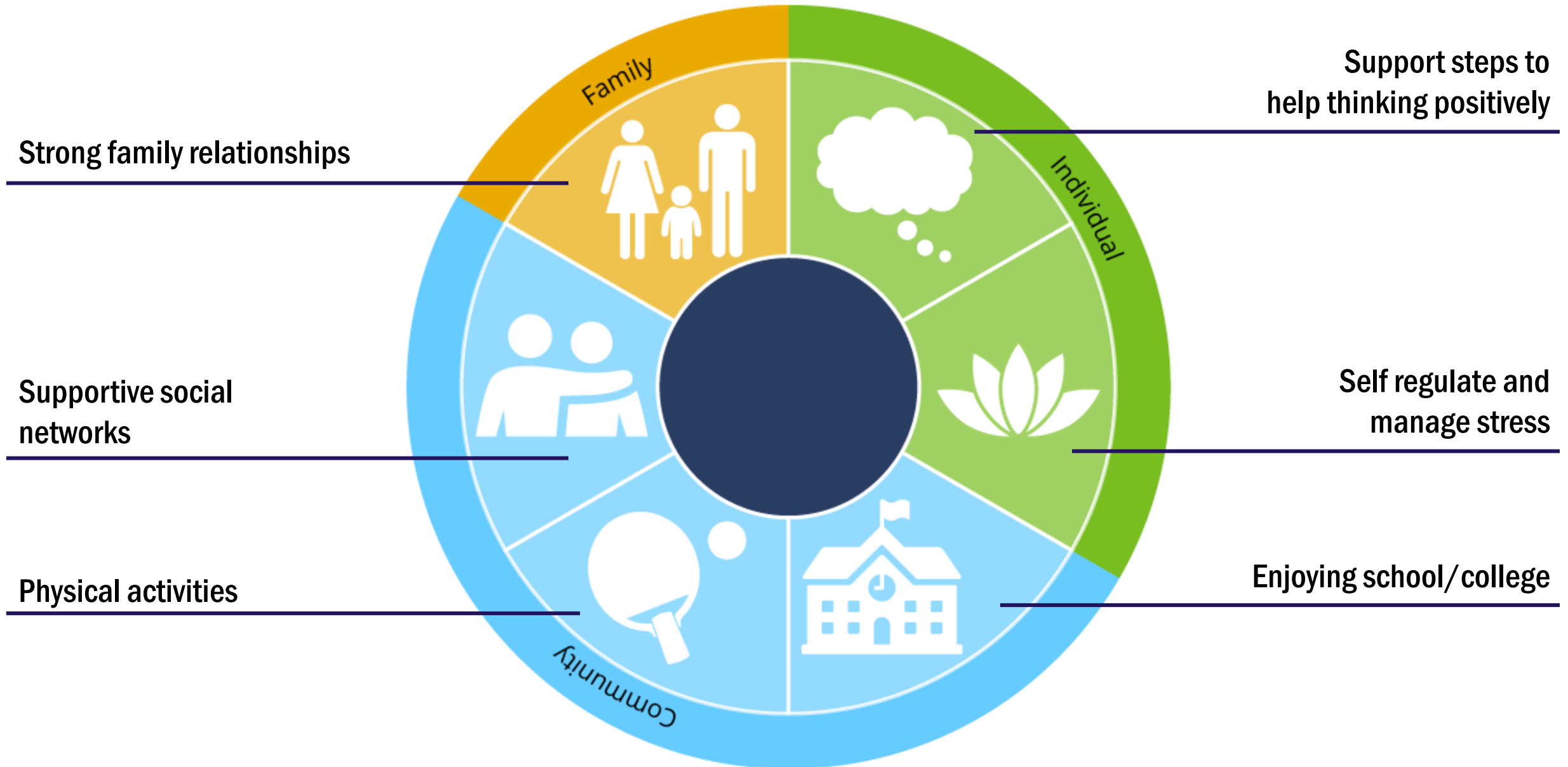
**Psychological First Aid framework** for support

**5 Rs aide-memoire** for interactions

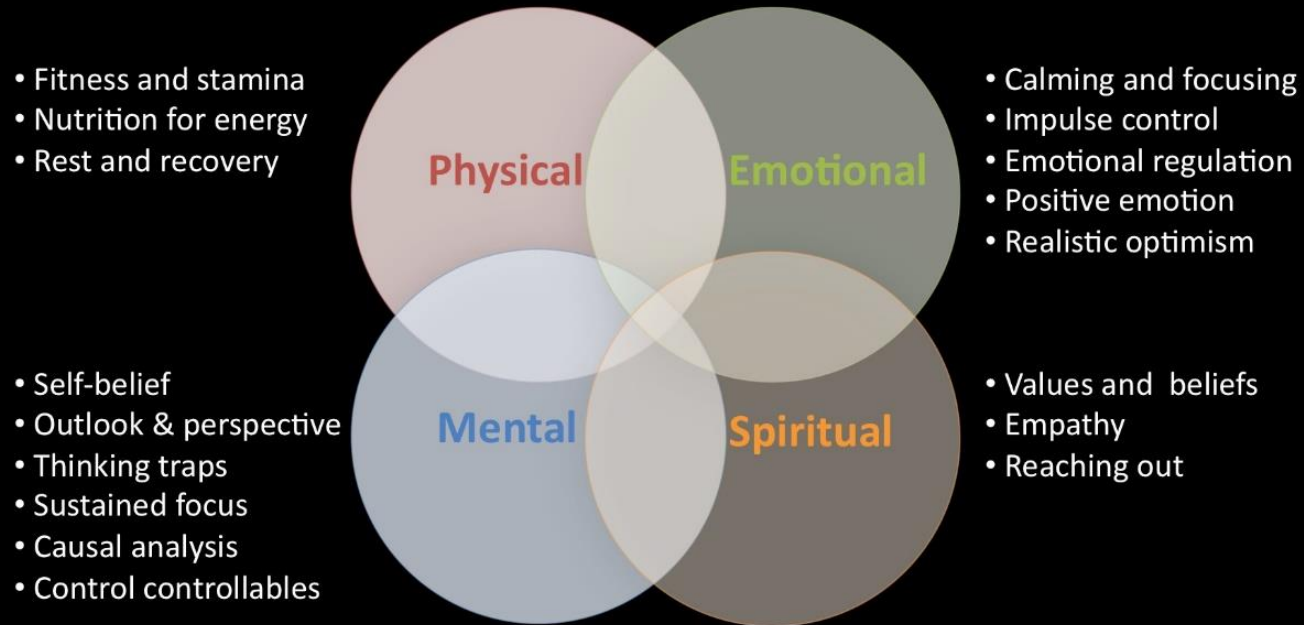




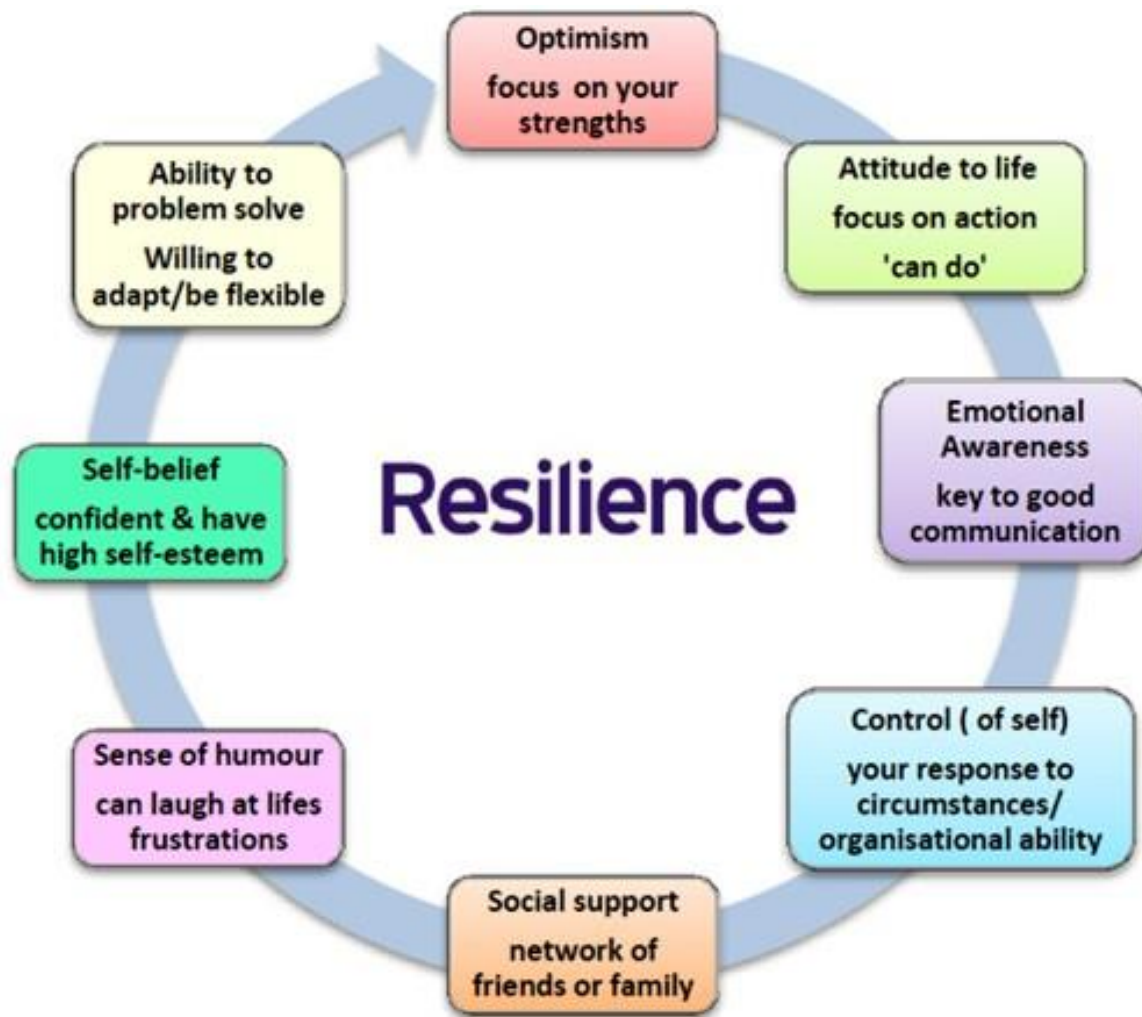
# How Can We Learn To Be More Resilient?



# Dimensions of Resilience



"Dimensions of Resilience" by Elizabeth Edwards #resilience



J. O'Loughlin and B. Custodio

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Building resilience in students #PsychologicalGifts

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# More Tips To Aid Recovery of Wellbeing And Strengthening Of Resilience

## All Age Ranges:

- Emotion coaching – To give words to feelings
- Emotion check in with vulnerable (through circumstances or observation)
- Other opportunity for emotional expression through creative and physical activities
- Encourage compliments, kindness and sensitivity between each other in stressful times

Use Mindfulness in your life [View session](#)



## Further Reading (DRAFT)

**These are in draft form and will be revised:**

- AFNCCF (Anna Freud National Centre for Children and Families) [View website](#)
- Charlie Waller Trust [View website](#)
- Children's Society – 5 Ways to Wellbeing postcards [View pdf](#)
- DfE (Department for Education) [View website](#)
- Emerging Minds podcasts: [View website](#)
- Every Mind Matters [View website](#)
- Mentally Healthy Schools [View website](#)
- MindEd Educational Hub [View website](#)      **Register on MindEd:** [portal.e-lfh.org.uk/Register](https://portal.e-lfh.org.uk/Register)
- NASEN (National Association for Special Education Needs) [View website](#)
- P2B (Place2Be) [View website](#)
- PHE (Public Health England) [View website](#)
- PSHE Association (free registration for schools/colleges in Southwark): [www.pshe-association.org.uk/southwark](https://www.pshe-association.org.uk/southwark)
- RSHE (Relationships and Sex Health Education) [View website](#)
- Rise Above for Schools [View website](#)
- SEAL Community (free registration for schools/colleges in Southwark): [www.sealcommunity.org](https://www.sealcommunity.org)
- Young Minds [View website](#)
- WHO. PFA-Psychological first aid in emergencies training for frontline staff and volunteers: [Press Release Gov.UK](#) Future learn [e-learning resource](#)

## Practical Resources (DRAFT)

**These are in draft form and will be revised:**

- **Charlie Waller Trust** – Mental Health Training in Schools [View website](#)
- **P2B (Place2Be)** – Resilience and Wellbeing Lesson Plan (Primary School) [View website](#)
- **Mentally Healthy Schools** - Mentally Healthy Schools features over 500 quality-assured, curriculum-linked resources for primary schools, as well as those on staff wellbeing. You can sign up for curated monthly toolkits [View website](#)
- **NASEN** (National Association for Special Education Needs). Recovery, Re-introduction and Renewal: Safe And Successful Returns To School. A Handbook For Schools And Education Settings Following Critical Incidents. Whole School SEND. (Accessed August 2020) [View website](#)
- **PSHE Association** (free registration for schools/colleges in Southwark): [www.pshe-association.org.uk/southwark](http://www.pshe-association.org.uk/southwark)
- **SEAL Community** (free registration for schools/colleges in Southwark): [www.sealcommunity.org](http://www.sealcommunity.org)



## Links (DRAFT)

### These are in draft form and will be revised:

- AYPH. A Public Health Approach to Promoting Young People's Resilience. Association for Young People's Health. 2020 [View pdf](#)
- Flemming C. Positive Behaviour Management and Support: Roots and Fruits. Priory Education and Children's Services 2018 [View pdf](#)
- Islington New River College. Stress on the Brain (Accessed 2020) [View video](#)
- Khunti K, Singh AK, Pareek M et al. Is Ethnicity Linked to Incidence or Outcomes of Covid-19? BMJ 2020;369: m1548 [View website](#)
- NHS. The New Guidelines on Vitamin D (Accessed 2020) [View website](#)
- Sadler K Vizard T Ford T et al. Mental health of children and young people in England, 2017. ONS survey findings 2017 [View article](#)
- The National Child Traumatic Stress Network (NCTSN). Addressing Race and Trauma in the Classroom: A Resource for Educators. Los Angeles, CA, and Durham 2017 [View pdf](#)

### DfE:

- [Whole SEND Gateway Events Page](#)
- [Behaviour and attendance checklist](#)
- [Behaviour and discipline resources and signposting, mental health and behaviour guidance](#)
- Guidance for full opening [Schools](#) / [Further Education](#)
- [Recover, re-introduction and renewal handbook and supporting resources](#)
- [RSHE training videos and snippets](#)
- [Rise above lesson plans](#)

# MindEd Session Links

- Anxiety Disorders [View session](#)
- Depression [View session](#)
- Mindfulness [View session](#)
- Obsessive compulsive disorder [View session](#)
- Poor Concentration and Overactivity 1 [View session](#)
- Poor Concentration and Overactivity 2 [View session](#)
- Sad, Bored or Isolated [View session](#)
- The Aggressive Difficult Child [View session](#)
- The Worried Child [View session](#)
- Tics and twitches [View session](#)

- Register on MindEd: [portal.e-lfh.org.uk/Register](https://portal.e-lfh.org.uk/Register)

Within the MindEd [ACEs programme](#) you will find:

- NEW: [Multi-agency working](#) - *Children that have suffered from Adverse Childhood Experiences (ACEs) can have a number of agencies working around them, to ensure they are supported. Each of these agencies may use different professional frameworks in the way they understand the child. This may lead to difference of opinion and difficulties in communication between professionals. In this session, we would like to share the perspective of a mental health service who works using an evidence-base model, as well developing the skills to contribute effectively to these issues in multi-agency meetings. You will be prompted to think about some techniques that work in meetings, and how to manage disagreement.*
- NEW: Anxiety and Distress in the Classroom: Internalising Difficulties -anxiety, depression etc (case study) - *In this session we think about how to help children in the classroom who have ACEs (Adverse Childhood Experiences) and are struggling with anxiety and distress. You will meet Billy who is 10 years old and Kayleigh who is 16 years old.*
- NEW: Behavioural Issues in the Classroom: Externalising Difficulties - oppositionality, ADHD etc. (case study) - *This session will be based around a child who has not completed their homework. This child's mother is experiencing severe depression, alcoholism and frequent suicidal ideation. This child take primary caring responsibility for his 5 year old brother and manages all household tasks. He is depressed and lacking in self-esteem. He has no friends and is often hungry and tired*

# Resources

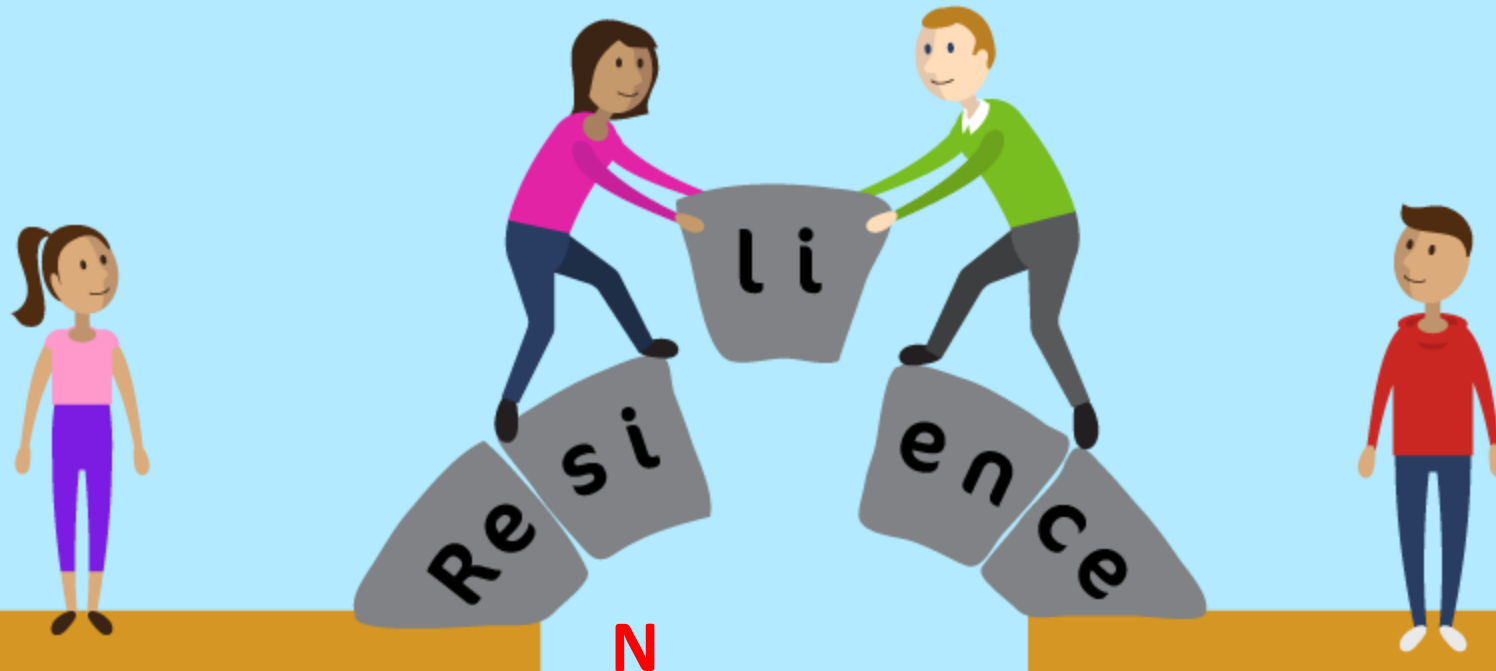
Please use the vignettes and resources to support your staff training and discussions



# The Challenge For Education Organisations

**How can this learning be incorporated into each school/college vision and ways of working?**

**Example: Build a Mental Health and Wellbeing team with Senior Leadership Team, Key Staff, Pupil/Student Voice, Parent/Carer Voice (remember all Staff, SENCOs, pastoral and senior mental health leads, heads of year, Teaching Assistants, Sports Coaches, lunchtime assistants, external support e.g. MHSTs, counsellors, educational psychologists, school nurses).**



## Small Things Make Big Differences: Jadon's Story (Year 10)

“

When my teacher noticed something was wrong, when he listened to me... it made all the difference... I was beginning to feel desperate.

I felt low, sometimes even tearful, have been missing my friends in lockdown, and sport.

He suggested I get more involved in the drama group - I used to love drama - and help get the props set up with my mate.

I just felt things lighten up... I felt like I was back and it all seemed different, better again...

”

# Who Might Be Particularly Vulnerable To Decreased Wellbeing And Resilience Applying these frameworks during the pandemic

Some groups for whom Covid-19 may increase or exacerbate mental health and wellbeing issues (PHE 2020, NHS 2020, Brooks et al 2020, Waite et al 2020, Wang 2020):

- Black and Ethnic Minorities (BAME) (NHS 2020): adults at higher risk of dying from Covid-19; sharp increases in anxiety and self-harm amongst BAME children and young people; exacerbated by widespread, structural inequalities and discrimination
- Those living in poverty, workless households, homeless or in poor housing
- Families with parental conflict, parental mental ill health, are alcohol or drug dependent
- Those experiencing domestic abuse, violence and neglect
- Child sexual abuse and exploitation and harmful sexual behaviours (including online)
- Children and young people involved in or affected by serious youth violence (including e.g. county lines)
- Looked after, fostered and adopted children and children subject to special guardianship orders or wider kinship placements
- LGBTQ+ people
- Those with pre-existing mental health needs
- Young carers
- Children and young people with special educational needs, learning disabilities and/or autism/neurodiversity
- Adults who live alone

Role of disadvantage:

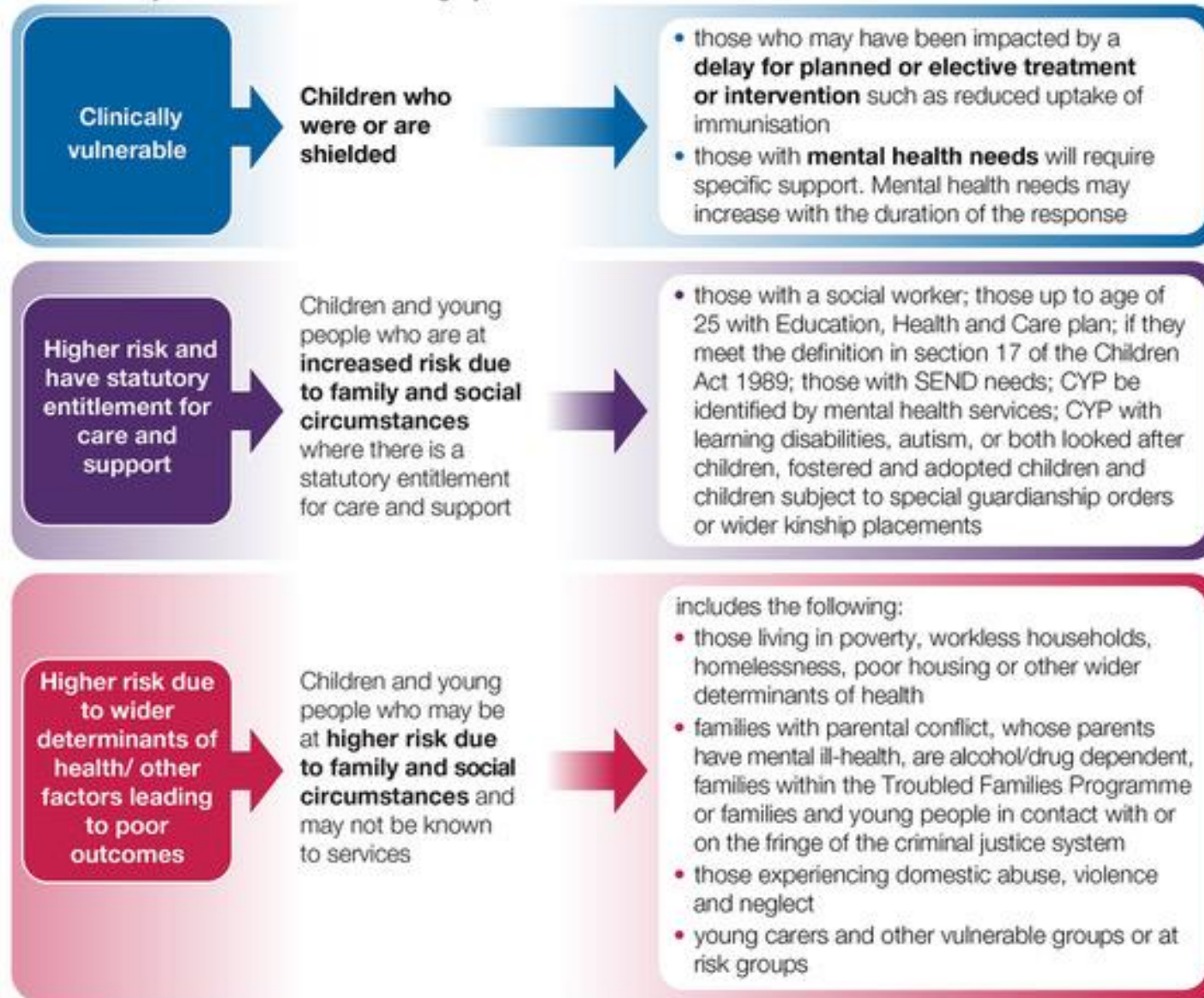
- Emerging evidence that e.g. lack of private space, lack of devices, internet connection, as well as other risk factors such as loss of routine, sleep and loss of support networks may be more common among more economically disadvantaged children and young people, making them at greater risk of wellbeing and mental health impacts.

This list is not exhaustive and people may be in more than one category.



# Public Health England Vulnerability Framework For Children And Young People During Covid-19

Children may be in more than one category



# Vignettes Introduction

Please use the two vignettes, Jenni and Tony, as models for action, **for all ages**, for staff, for pupils, for parents:

- Introducing **the 5 Rs** as an aide memoir to support any interaction in the whole of the School/College education community
- Introducing **PFA (Psychological First Aid)** as an additional level of support for any individual, built on the 5 Rs but then reaching outwards as required to further supports and links

To support and nurture each others wellbeing and resilience.

It is intended that local experts liaise with schools and colleges on adapting these vignettes for specific groups, ages and/or contexts.

We will introduce further vignettes on children and young people, covering a range of themes, in webinar 2.

# Introducing Tony

Tony (40 year old) is an assistant headteacher at a secondary school/college.

Tony sees that Peter (55 year old), his head of English isn't quite managing as efficiently as usual. His appearance has changed and is a bit unkempt.

Tony is worried and seeks to speak to Angela, his headteacher, wondering how he can do something helpful.



Tony



Peter

# What Can Tony and Angela Do?

Tony (40 year old) is an assistant headteacher at a secondary School/College.

Tony sees that Peter (55 year old), his head of English isn't quite managing as efficiently as usual. His appearance has changed and is a bit unkempt.

Tony is worried and seeks to speak to Angela, his headteacher, wondering how he can do something helpful.

She has found Psychological First Aid (PFA) and suggests that Tony reads about it and then has a further chat with her.

He finds the summary is "Look, Listen, Link". What does this mean and could Tony and the other teachers also use this for the children or parents?



**Look** - Ensure that Peter's line manager is aware of the situation and is supporting Peter carefully at work.



**Listen** - Arrange a meeting with Peter (use active listening skills).



**Link** - To other support networks e.g. Education Support Partnership offer a free 24-hour confidential helpline.

# Applying These Frameworks During The Pandemic

An approach based on understanding every behaviour as a communication:

- For example, behaviour policies which recognize and take close account of underlying Covid-19 related stresses and difficulties
- And highlighting how these stresses might be impacting behaviour such as attendance or in school behaviour
- Thereby avoiding what might be counterproductive sanctions

Taking a measured approach to covering missed learning as a result of Covid-19 (age and experience sensitive):

- For example, sending carefully thought through messages about exams, the impact of missed school and missed opportunities on future prospects
- Carefully working through steps to regain confidence – particularly around transitions and vulnerable groups

Promoting and maintaining safe appropriate opportunities for all to:

- Socialise
- Current circumstances may affect the wellbeing and mental health of everyone in a way which also affects behaviour
- Before they reopen, schools should update their behaviour policy to reflect the new protective measures and new rules and routines
- The disciplinary powers that schools currently have, including exclusion, remain in place [Checklist for School Leaders to Support Full Opening: Behaviour and Attendance](#)
- Exercise and take part in other extra-curricular activities

DfE's guidance on behaviour and discipline says:

- That schools should consider whether continuing disruptive behaviour may be the result of a special educational or other need, where a multi-agency referral may be necessary. The [Mental Health and Behaviour Guidance](#) provides information and signposting on this, and how you should adapt relevant policies and make reasonable adjustments to support these pupils.

**N**

Acknowledgement that some social and environmental factors out of our control – increase pressures.

# Who Might Be Particularly Vulnerable To Decreased Wellbeing And Resilience Applying these frameworks during the pandemic

Some groups for whom Covid-19 may increase or exacerbate mental health and wellbeing issues (PHE 2020, NHS 2020, Brooks et al 2020, Waite et al 2020, Wang 2020):

- Black and Ethnic Minorities (BAME) (NHS 2020): adults at higher risk of dying from Covid-19; sharp increases in anxiety and self-harm amongst BAME children and young people; exacerbated by widespread, structural inequalities and discrimination
- Those living in poverty, workless households, homeless or in poor housing
- Families with parental conflict, parental mental ill health, are alcohol or drug dependent
- Those experiencing domestic abuse, violence and neglect
- Child sexual abuse and exploitation and harmful sexual behaviours (including online)
- Children and young people involved in or affected by serious youth violence (including e.g. county lines)
- Looked after, fostered and adopted children and children subject to special guardianship orders or wider kinship placements
- LGBTQ+ people
- Those with pre-existing mental health needs
- Young carers
- Children and young people with special educational needs, learning disabilities and/or autism/neurodiversity
- Adults who live alone

Role of disadvantage:

- Emerging evidence that e.g. lack of private space, lack of devices, internet connection, as well as other risk factors such as loss of routine, sleep and loss of support networks may be more common among more economically disadvantaged children and young people, making them at greater risk of wellbeing and mental health impacts.

This list is not exhaustive and people may be in more than one category.



# Glossary

**Emotion coaching:** Some children, young people and sometimes their parents, do not have a clear language for the feelings, including strong feelings of anger and rage, that they feel. This can make it more difficult for them to process feelings and learn strategies to help them with strong feelings. This not their fault. The good news is that for many children and for adults it can be helped, for children by coaching, often in a full classroom setting.

**Neuroscience:** This is mainly about the science of how the brain functions. It also includes the rest of the nervous system through the body.

**Normalisation:** In brief, this means that under unusual, stressful conditions we can react with thoughts and behaviours that may be atypical for us under ordinary circumstances. These thoughts, feelings and behaviours may scare us because they are not typical to us but they are normal for the situation. This does not mean that we are unusual; many people get them. For everyone, they may be different in content, tone or quality. Neither are they an indicator that we should “get on with it and manage”. Neither does the term mean that the experience is trivial; it is not and can be very uncomfortable. Some will recover their equilibrium quite naturally with time. Others may need some support from within their school or college. Some may need some support from outside agencies.

**Psychoeducation (psychological education):** This is the process of learning about a mental health condition and how to manage help yourself and get support from those around you. It can be very helpful for children, their parents/carers and adults in enabling them to be manage psychological stress or the mental health condition they may have.

## Glossary (Cont)

**Psychosocial recovery:** This builds on the ideas of using one's own resources with support and with the support of the network of important people around you (family, school, activities, workplace for adults etc) to rediscover your strengths and use these as one element to help overcome psychological challenges, for example, those that may occur because of the Covid-19 pandemic and the associated stresses.

**Resilience:** Resilience is more than wellbeing - it can mean a feeling of being insulated from stress, a capacity to recover quickly, to bounce back, in the face of difficulties, coping well. This provides the person, child, adult, whole community, with a sense that they are emotionally stronger when faced by other stresses. It contributes to improved wellbeing.

**Social scaffolding:** Is a new term used to describe how we support each other through our relationships. This applies to every one of us, all ages, children, education staff, parents/carers, everyone. In organisations like schools and colleges this means relationships horizontally from peer to peer, including staff and pupils, parents/carers and vertically, meaning up and down the organization (*Maughan 2019*).

**Wellbeing:** Wellbeing is, in broad terms, "feeling good and functioning well". Contributors might include: Physical health and staying fit; Social belonging and inclusion; feeling that they function well emotionally; spiritual connection - that they have an integrated meaning to their life and intellect - that they are open to new ideas, experiences and challenges - that they are free of unduly stressful financial pressures.

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# The Anna Freud National Centre for Children and Families

The Centre has been pioneering better mental health care and support for children, young people and their families for over 60 years.

We are the only children and young people's mental health charity to combine research and innovation, clinical practice, and training and dissemination.



Find out more at: <http://www.annafreud.org>



# The Anna Freud National Centre for Children and Families - Mental Health & Wellbeing in Schools

We are experts in evidence-based mental health resources and interactive training for schools and colleges to support the mental health and wellbeing of the whole school community.

## Resources & school training

Quality-assured, specialist resources & training developed with our clinical and research partners at the Anna Freud Centre

## Schools in mind

Our [free network](#) for education staff and allied professionals which shares expertise on wellbeing & mental health issues

**Research:**  
evidence-base

**Clinical:** psychological concepts

**Schools & colleges:**  
quality-assured resources & specialist training for schools

## Research & Practice

The Link Programme Education for Wellbeing  
Schools Outreach Therapy Programme

**MENTALLY  
HEALTHY  
SCHOOLS**

 **Anna Freud**  
National Centre for  
Children and Families

Our website for primary schools, providing quality-assured, practical resources & guidance  
<http://www.mentallyhealthyschools.co.uk>

# The Anna Freud National Centre for Children and Families - DfE Mental Health Services and Schools and Colleges Link Programme

- The Link Programme plays a key role in meeting the aims of **Transforming Children and Young People's Mental Health Provision: a Green Paper and next steps** It aims to improve joint working between education and mental health colleagues
- Piloted from 2015 with national roll out from 2019 to reach every state funded primary and secondary school and college in the country
- Funded by DfE and offered free of charge
- The programme delivers two full-day workshops which bring together education and mental health professionals from across the CCG area



# National Implementation Of Wellbeing For Education Return

## Programme Aims And Method

We aim to provide tools to enable education staff to protect and strengthen their Whole School/College's resilience to the wellbeing and mental health impacts of Covid-19.

Education staff have a key role to play in supporting children and young people's wellbeing and mental health. By helping children and young people acknowledge, understand and process how they feel, education staff can help prevent normal emotions from developing into more entrenched mental health issues. Through identifying warning signs early, they can also help ensure children and young people get the right support.

To deliver this nationwide using two linked webinars, cascading rapidly through a training the trainers model, to nominated education staff who will further cascade within their settings.

**Webinar 1: Whole School/College approaches**, wellbeing and support of resilience building in the context of Covid-19. Vignette examples refer to education staff/adults but the principles apply across all ages.

**Webinar 2: Will focus on those who may need additional support, including signposting** for people across the Whole School/College community with one or more of; Loss, Bereavement, Grief, Anxiety, Low Mood, Stress, Trauma in the context of Covid-19. Vignettes examples refer to children and young people but the principles of support also apply across all ages.

# Wellbeing For Education Return And The Wider Context

## Wellbeing for Education Return:

- **Developed** specifically to respond to the short- to medium-term wellbeing and mental health impacts of Covid-19
- **Designed** to complement and enable local experts, schools and colleges to build upon existing local activity, partnerships and practice to support children and young people's wellbeing and mental health
- **Offers** straightforward, evidence-based tools and resources for education professionals to use within the scope of their existing roles – and guidance on how and when to signpost/refer to other services
- **Links to** Public Health England's new [Every Mind Matters](#) mental health campaign to support children and young people and their parents and carers
- **Complements** Government's long-term plans to implement Children and Young People's Mental Health Green Paper commitments – including Mental Health Support Teams; training for senior mental health leads in schools and colleges; testing approaches to faster access to NHS specialist support, and roll out of the Schools and Colleges Link Programme
- **Government remains committed to improving evidence-based, outcomes-focused, children and young people's mental health support**, including through joint agency planning as a result of Future in Mind and the NHS Long Term Plan

# Implementation Cascade

