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

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.

Southwark Education Learning and Achievement

Southwark Council
southwark.gov.uk

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.

The greatest metaphor of all time.

Southwark Education Learning and Achievement

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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

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Example: Sheu H&WB surveys – 2016/17

Locally, findings from the 2016/17 Schools Health Education Unit (SHEU) Survey revealed a high prevalence of poor mental wellbeing.

In Southwark this showed that:

-31% of primary school students (ages 8-11) scored medium-low on the self-esteem questions and 25% said they were being bullied because of the way they look.

-28% of Year 6 pupils (ages 10-11) responded they felt stressed in the two weeks before the survey.

-fewer secondary students aged 12-15 in Southwark reported high self-esteem compared to the wider sample (37% vs. 42%); among primary students, the difference was even greater (24% in Southwark vs. 37% in the wider sample).

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

Looked-after children (LAC)

- There are approximately 500 LAC in Southwark; they are among the most vulnerable in our society
- Almost 50% of child protection plans in Southwark were due to neglect and most LAC entered care during adolescence
- LAC account for about a third of young people

Young carers

- 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
- Caring is stressful and carries stigma
- Young carers are more likely to have a SEND and are more likely to be BAME

Black, Asian, and minority ethnic

- Forty percent of Southwark adolescents of Black ethnicity
- BAME young people are more likely to be exposed to other risk factors for poor mental wellbeing
- BAME are less likely to engage with mainstream services

Teenage parents

- The number of teenage mothers in Southwark has reduced significantly but they remain a vulnerable cohort
- Teenage pregnancy exposes parent and child to risk factors for poor mental wellbeing
- Teenage mothers have higher rates of postpartum depression, affecting their ability to form secure attachments

Special educational needs and disabilities (SEND)

- Over 8000 children in Southwark have been identified as having SEND
- Children and young people with SEND are more likely to have a mental health disorder than those without an intellectual disability
- They are also more likely to be Black Caribbean and more deprived

LGBTQI+

- Ten percent of secondary students in Southwark report identifying as LGBTQI+
- Young LGBTQI+ are coming out an earlier age, which frequently coincides with adolescence – an intense developmental period
- These young people are more likely to be bullied but few ever report their experience

Not in education, employment, or training (NEET)

- The number of young people NEET in Southwark is similar to the England average
- Young people NEET are more likely to suffer from depression and to engage in unhealthy behaviours such as substance misuse
- One-in-five 16-18 year olds who are NEET is a teenage mother

Engaged with the youth offending service

- Southwark has a higher than average rate of first-time entrants to the youth justice system
- Young people exposed to violence live with heightened fear and anxiety, and may be suffering from PTSD
- Young people involved in violence are at increased risk of exploitation and abuse

Insecure housing

- Southwark has the sixth highest rate of family homelessness in London
- Young people in care, of BAME ethnicity, and who identify as LGBTQI+ are more likely to be homeless
- Poor mental health is one of the top three support needs reported by young people accessing homelessness services

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.[1,2]
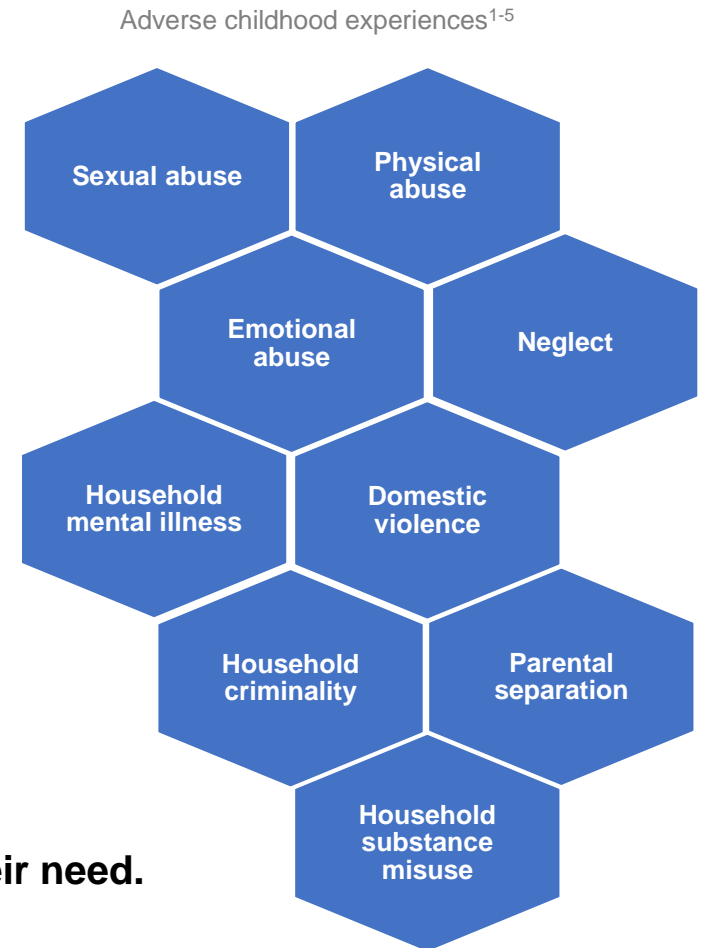- Approximately half of all adults in England have experienced at least 1 ACE
- Nationally, about 1 in 10 CYP are estimated to have experienced 4 ACEs. This equates to about 9,500 people in Southwark under 25
- There is a dose-response relationship between ACE exposure and risk factors for poor health

Compared to CYP with no ACEs, those with 4 ACEs are:[1,2]
- 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.[1]

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

Adverse childhood experiences[1-5]

Sexual abuse

Physical abuse

Emotional abuse

Neglect

Household mental illness

Domestic violence

Household criminality

Parental separation

Household substance misuse

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.* Relatioshio 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

"

Photo by Théophile Péron on Unsplash

(Whole School SEND 2020)

National Implementation of Wellbeing for Education Return Programme

Introductions, housekeeping & Context (LS - 10 mins, slides 1-11)

1) Overview, Objectives & Whole School/College Implementation (20 mins & **breakout (16)**, slides 12-20)

2) Neuroscience – Understanding Learning And Growth; Wellbeing, And Resilience (5 mins, slides 21-26)

3) Actions To Build Resilience And Wellbeing (15 mins slides, 27-37)

4) Implementation Of Actions Across The Whole Of School/College Life (15 mins & **breakout (40),** slides 38-42)

5) Bringing It All Together - Vignettes/Case Studies – Resources & Next Steps (20 mins, slides 43-68)

6) Further Support, incl Children And Young People Specific Learning (5 mins, slides 69-106)

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.

Curriculum, teaching and learning to promote resilience and support social and emotional learning

Enabling **student voice** to influence decisions

Staff development to support their own wellbeing and that of students

Identify need and monitoring impact of interventions

Working with parents/carers

Targeted support and Appropriate referral

An **ethos and environment** that Promotes respect And values diversity

Leadership and management that supports and champions efforts to promote emotional health and wellbeing

(Source Public Health England and Children and Young Peoples Mental Health Coalition, 2015)

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)

(Co Space Study 2020) (Huremovic 2019)
(Creswell et al 2020) (ONS 2020)

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

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

(Siegel 2000)

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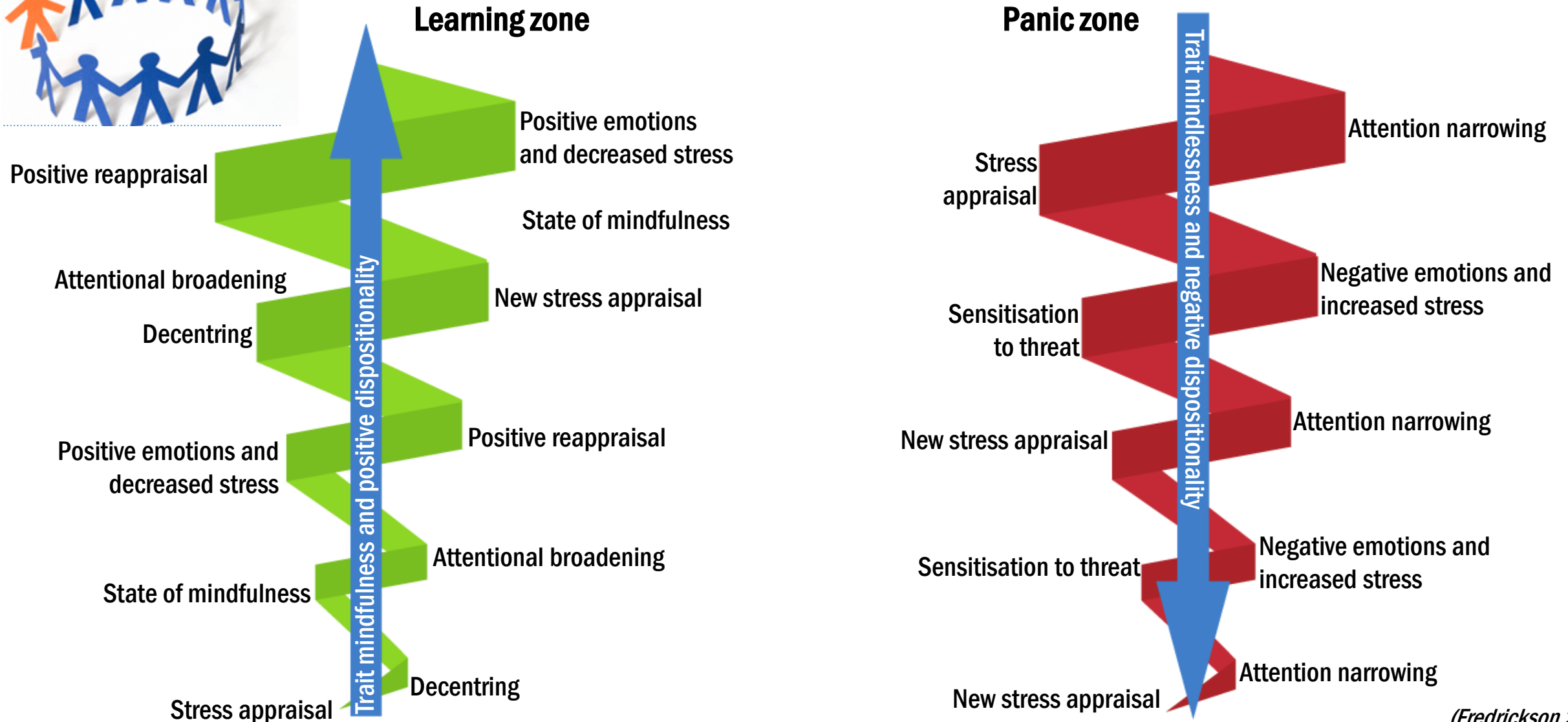blocked
Arena for 'toxic stress' and
'trauma'

Comfort Zone
Safe, boring, not challenged
limited new learning

Panic zone

Learning zone

Comfort zone

(Vygotsky 1978) (Senninger 2000)

What Helps To Engage Our Thinking Brain?

The 'broaden and build' model

Learning zone

Positive emotions and decreased stress

Positive reappraisal

State of mindfulness

Attentional broadening

New stress appraisal

Decentring

Positive reappraisal

Positive emotions and decreased stress

Attentional broadening

State of mindfulness

Decentring

Stress appraisal

Trait mindfulness and positive dispositionality

Panic zone

Attention narrowing

Stress appraisal

Negative emotions and increased stress

Sensitisation to threat

Attention narrowing

New stress appraisal

Negative emotions and increased stress

Sensitisation to threat

Attention narrowing

New stress appraisal

Trait mindlessness and negative dispositionality

(Fredrickson 2004)

What Helps To Engage Our Thinking Brain?

Siegel model

Keeping your lid on

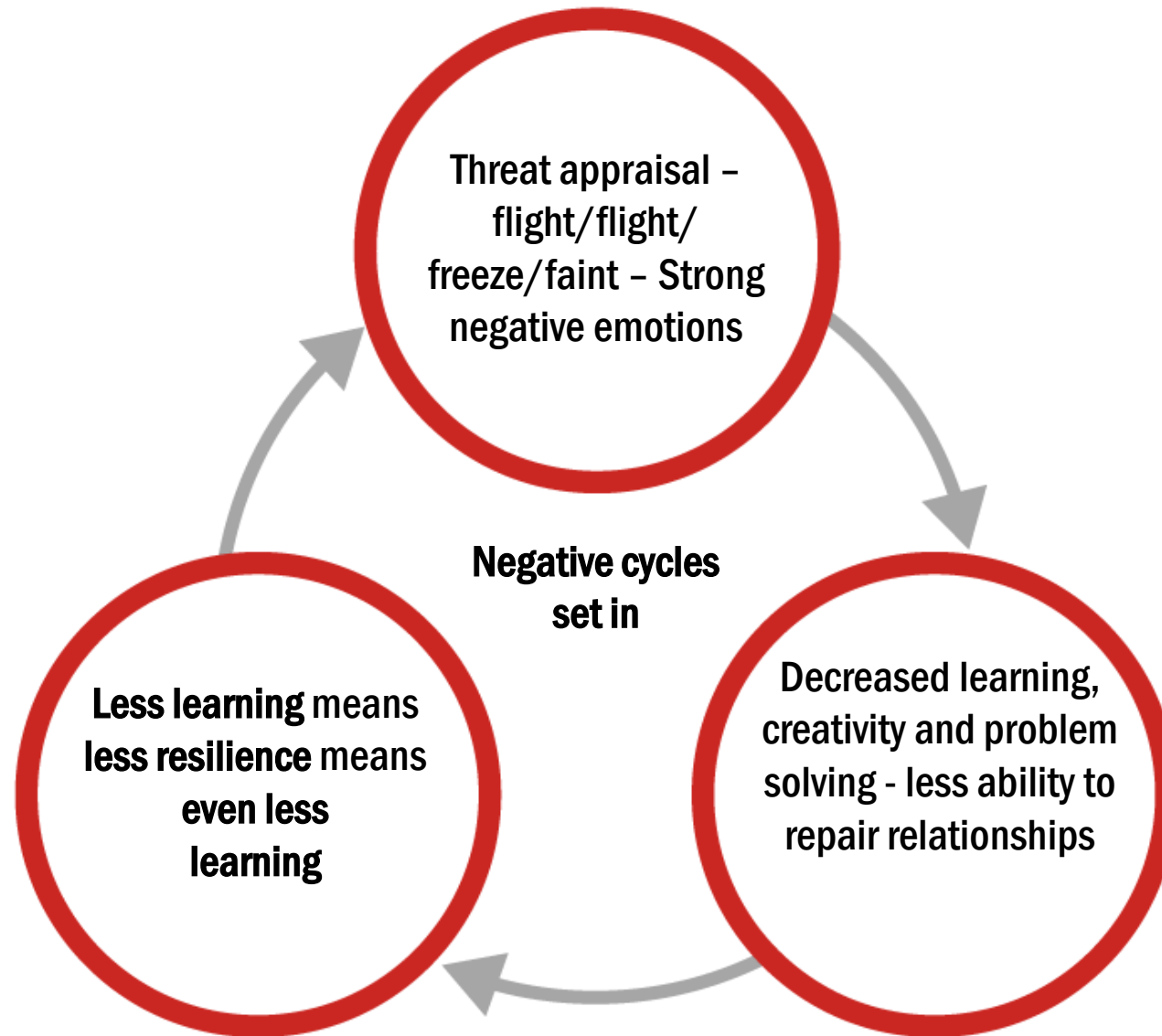**Flipping your lid**

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

(Gilbert 2010)

What Does the 'Panic Zone' Look Like?

Threat appraisal – flight/flight/freeze/faint – Strong negative emotions

Negative cycles set in

Decreased learning, creativity and problem solving - less ability to repair relationships

Less learning means **less resilience** means **even less learning**

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.

"

Do You Bend or Break?
RESILIENCE
rayhiltz.com #RayLunchBunch

resilience:
"an ability to recover from or adjust easily to misfortune or change."
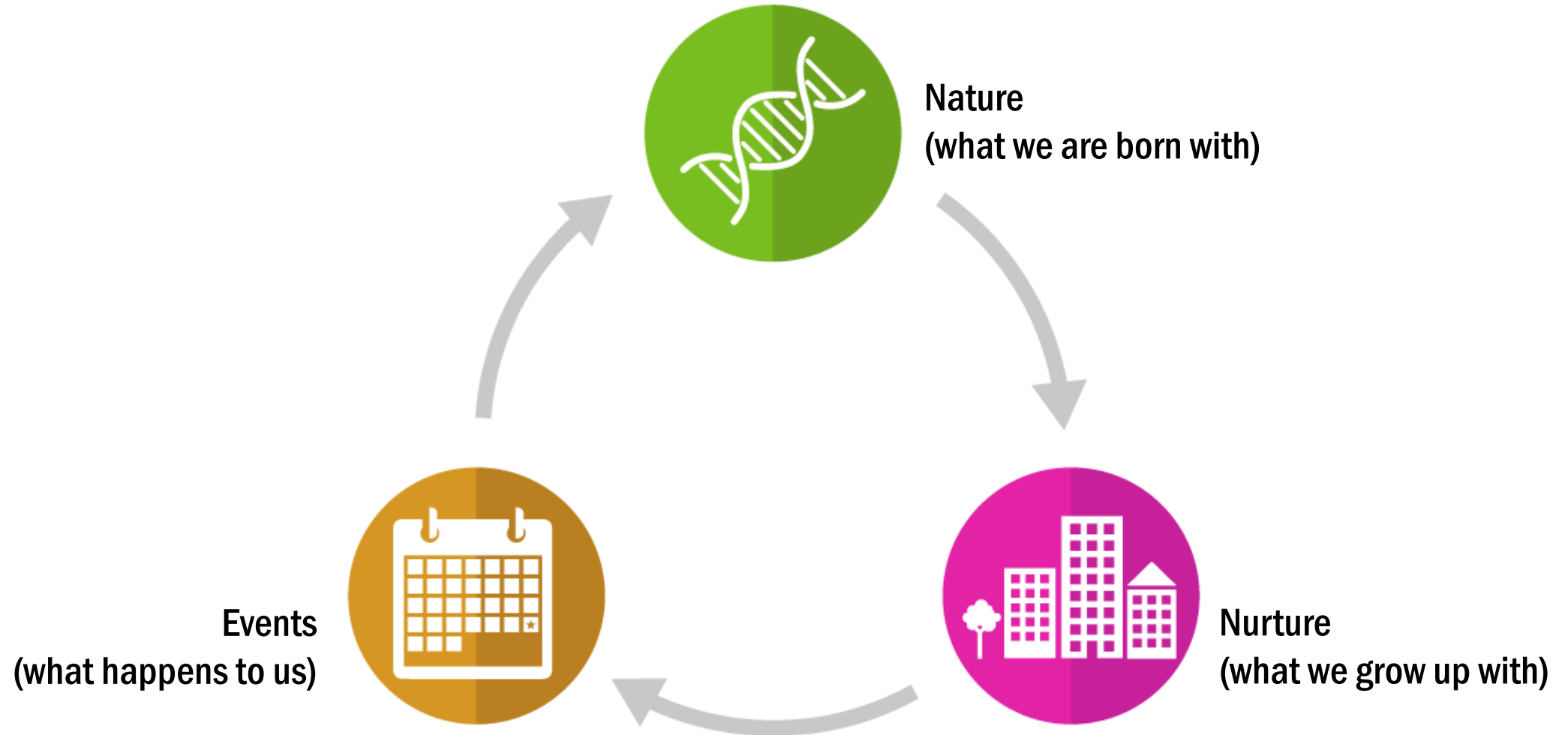
—Merriam-Webster Dictionary

Resilience means more than wellbeing

Strengthens whole School/College community

Wellbeing improves as resilience increases

Capacity to recover quickly in the face of difficulties

Capacity to bounce back from adversity

(PHE 2020)

How Can We Learn To Be More Resilient?

Family

Individual

Community

*Strong family relationships

Support steps to
help thinking positively

*Supportive social
networks

Self regulate and
manage stress

*Physical activities

*Enjoying school/college

(Masten 2014)

How Education Staff Can Nurture Wellbeing And Resilience?

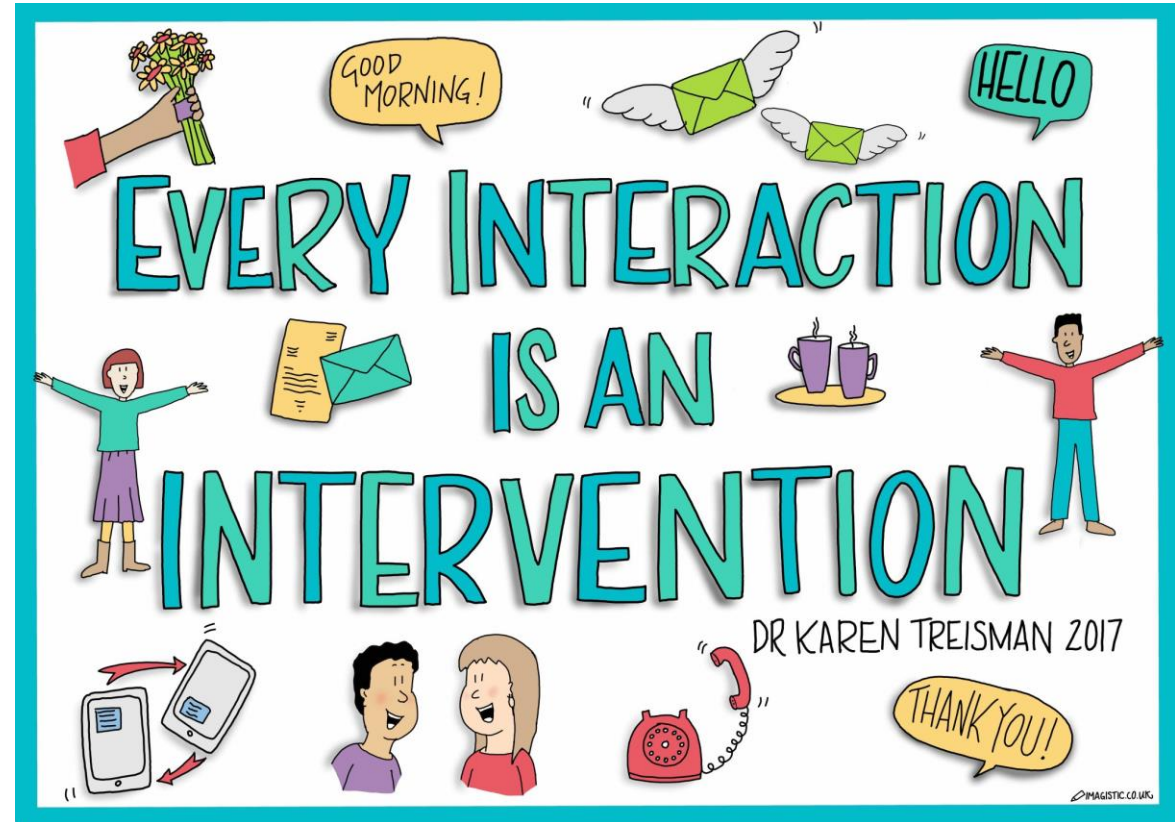| Actions available to staff	Effects psychologically speaking
Support for everyone's unique circumstances	**Validation,** for example of the unique, different experiences of and impacts on groups and individuals
Include pupils, parent/carer voices	**Empower** community action
Space for creative-physical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

What Predicts Resilience?

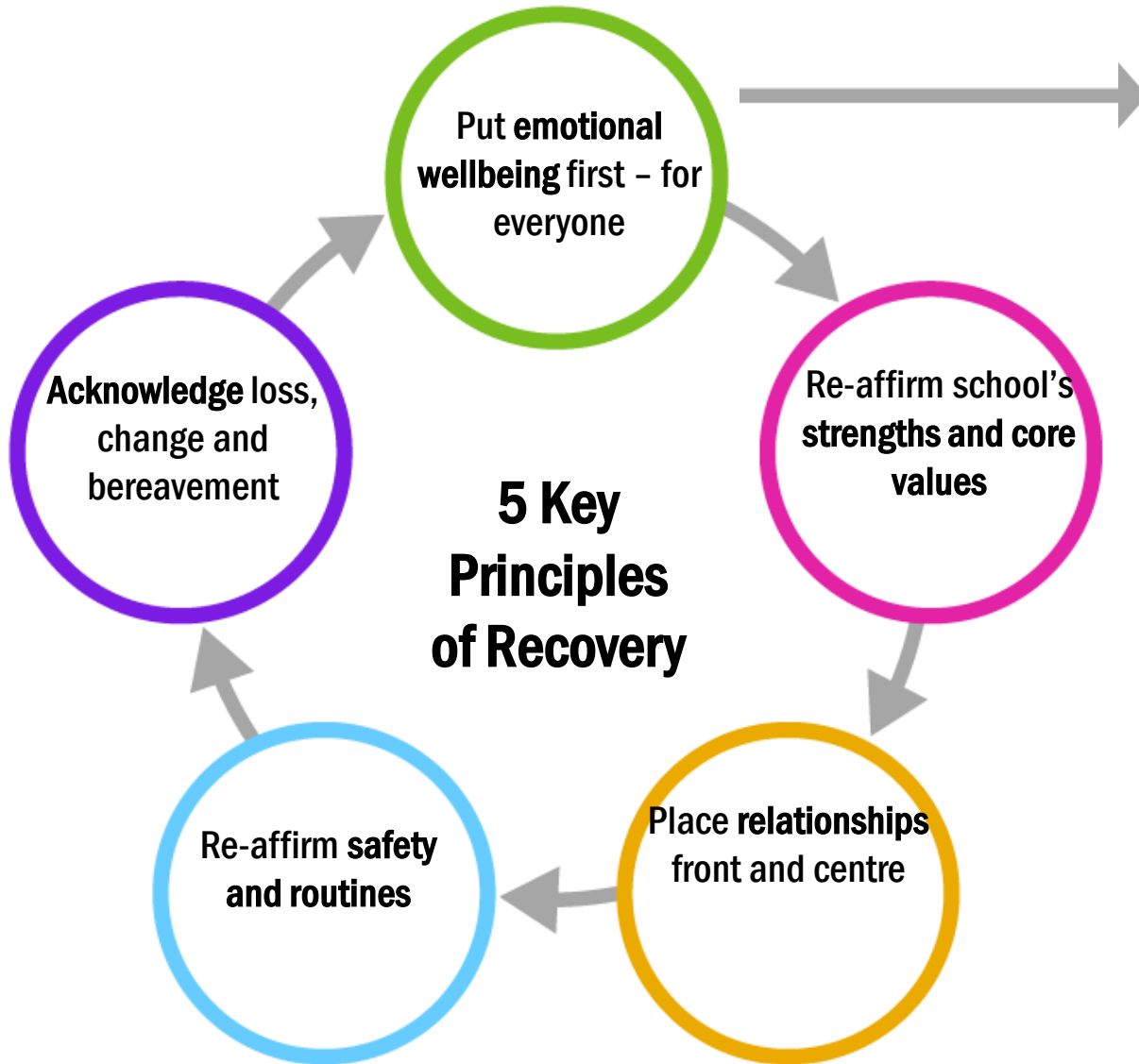Resilience (or lack of it) comes as a result of a complicated interaction between:

Nature
(what we are born with)

Nurture
(what we grow up with)

Events
(what happens to us)

(Shonkoff 2017)

- 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

(Hebb 1949) (Whole School SEND 2020)

5 Key Principles Of Whole School/College Approach To Recovery

5 Key Principles of Recovery

- Put **emotional wellbeing** first – for everyone
- Re-affirm school's **strengths and core values**
- Place **relationships** front and centre
- Re-affirm **safety and routines**
- **Acknowledge** loss, change and bereavement

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

(Whole School SEND 2020)

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

Section 4:

Implementation Of Actions Across The Whole Of School/College Life

Supporting Wellbeing For Everyone

Questions to ask yourself or reflect on with a child, young person or parent (in groups or 1-1)

Put **emotional wellbeing** first – for everyone

Acknowledge loss, change and bereavement

5 Key Principles of Recovery

Re-affirm school's **strengths and core values**

Re-affirm **safety and routines**

Place **relationships** front and centre

In what ways have I experienced any loss, change, bereavement in the last weeks?

When I feel good, what sort of things am I doing?

5 Actions for Recovery

What really matters to me, makes me passionate?

What really makes me feel safe, what can I or other people do to help?

Who really matters to me, and is there for me?

(Whole School SEND 2020)

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?

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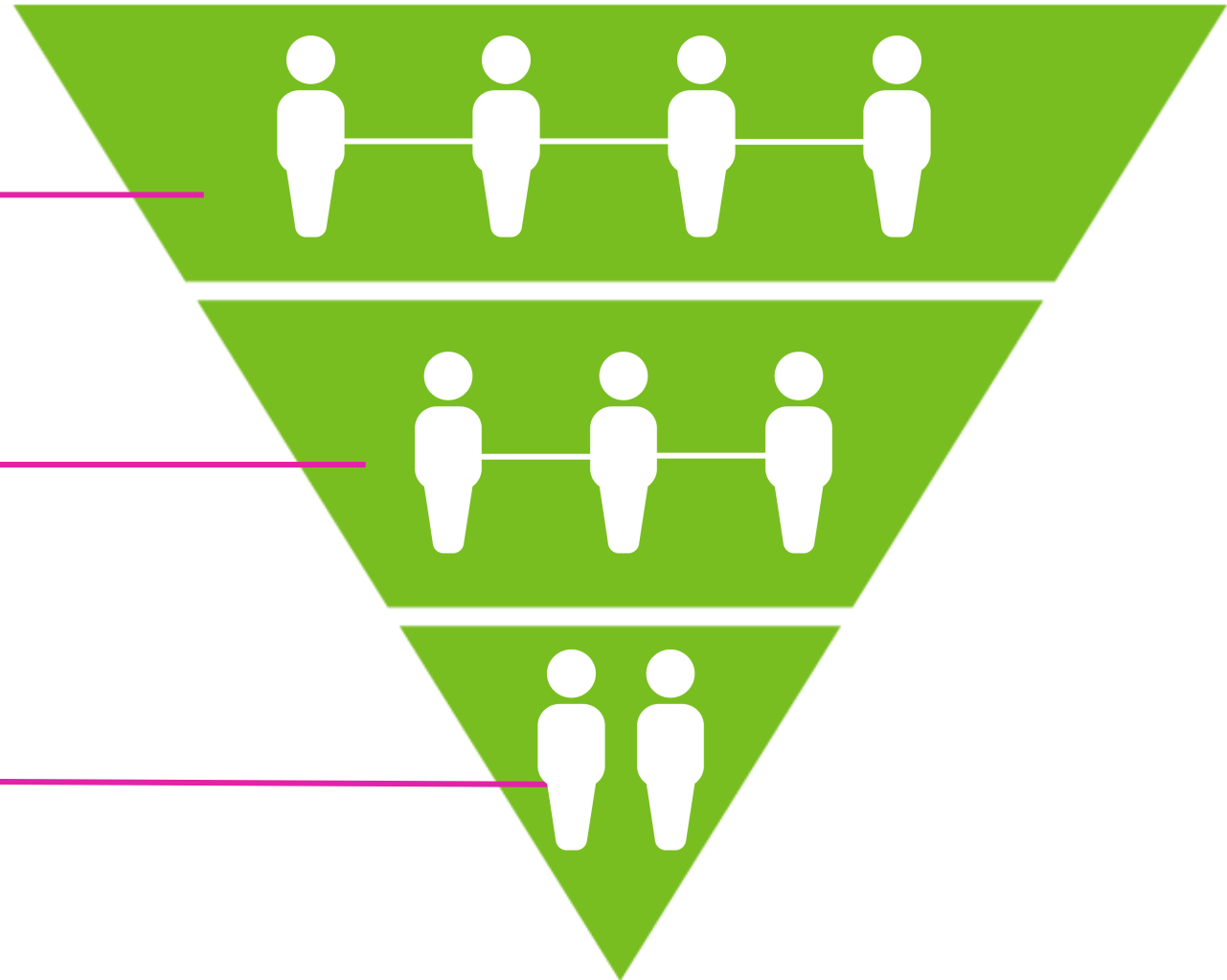
How The 5 Principles Of Recovery Relate To And Reinforce The Whole School/College Approach

Put **emotional wellbeing** first – for everyone

Re-affirm school's **strengths and core values**

Acknowledge **loss, change and bereavement**

5 Key Principles of Recovery

Place **relationships** front and centre

Re-affirm **safety and routines**

Explicitly (re-)state school/college focus on wellbeing – including staff wellbeing.

Embed social and emotional learning through the curriculum (e.g. PSHE/RSHE, Emotional Learning Support Assistants).

Re-teach routines or develop new ones.

Complete a strength-based audit of what the school/college does well.

Plan assemblies and displays to re-affirm core school/college values.

Plan some form of remembrance event.

Ethos and environment

Curriculum, teaching and learning

Targeted support

Student voice

Leadership and management

Working with parents/carers

Staff development

Identify need and monitoring impact

(Sources Public Health England and Children and Young Peoples Mental Health Coalition, 2015; Whole School SEND, 2020)

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's mother

Jenni's partner and children

Jenni

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.

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

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?

Resilience

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

(WHO 2020)

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

(WHO 2020)
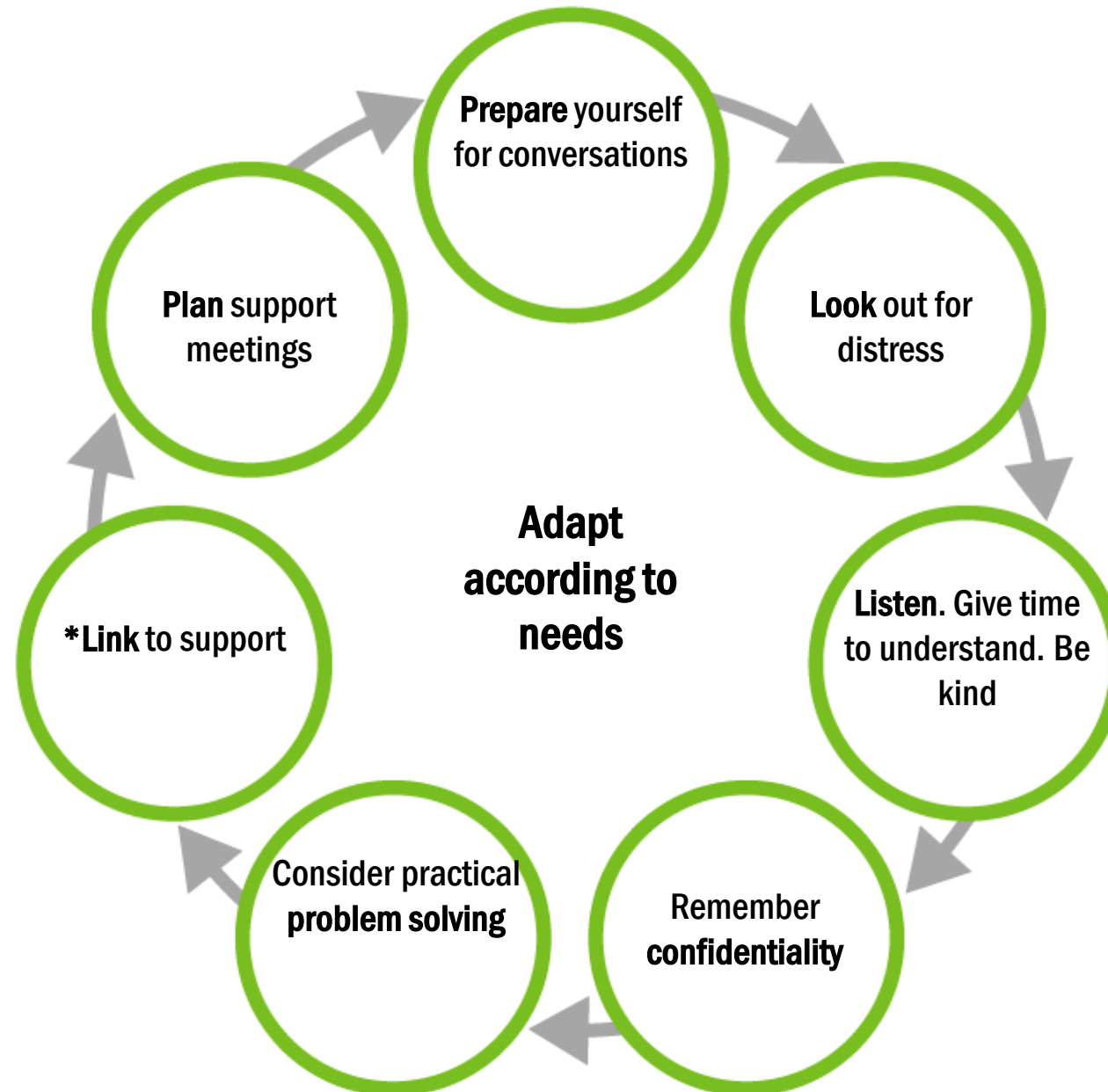
School/College Community Of Wellbeing

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"

(Whole School SEND 2020)

Next steps and self-care

Be kind to yourself

Take time to reflect

Share what you have learnt with others

Cascade to your staff
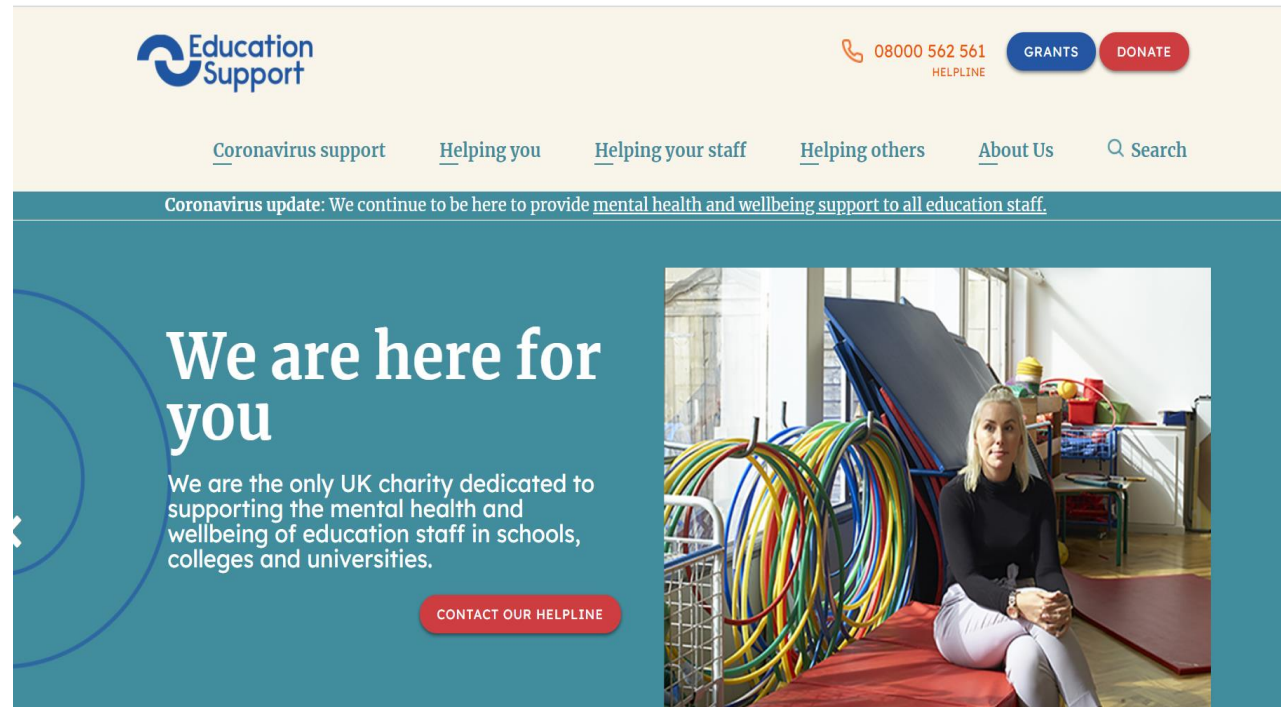
Contact us if you need to talk to someone

Southwark
Education
Learning and
Achievement

Southwark
Council
southwark.gov.uk

Support for staff

https://www.educationsupport.org.uk

CPD & Training

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

Domestic Abuse Awareness and its impact on children and young people Tuesday 1st 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 26th Nov, 4 :00pm - 5:30pm, Julia Diamond-Conway

Neuroscience – Understanding Learning and Growth; Wellbeing & Resilience, Weds 2nd Dec , 3:45pm – 4.45pm, Kellie Ansell, 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 7th December 2020, 10:00am -12:00pm, Lee Souter

The new RSE, Health Education (HE), PSHE and Wellbeing curriculum into practice - Mon 18th 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

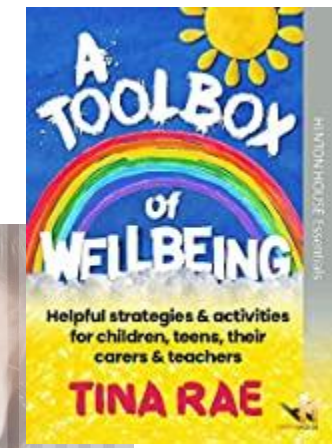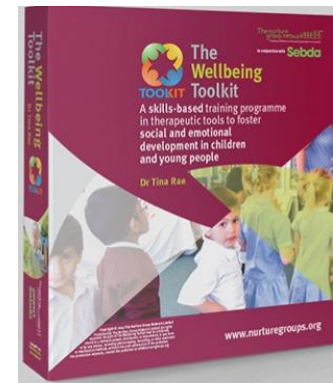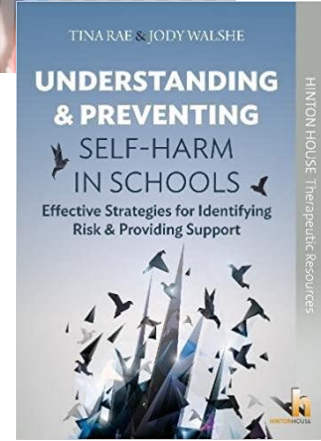*To book your place:* ***https://schools.southwark.gov.uk/professional-development/pshe-and-healthy-schools***
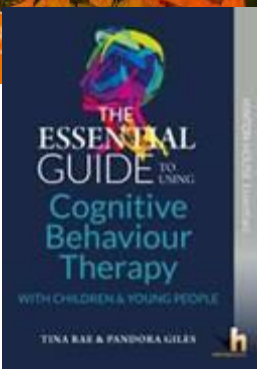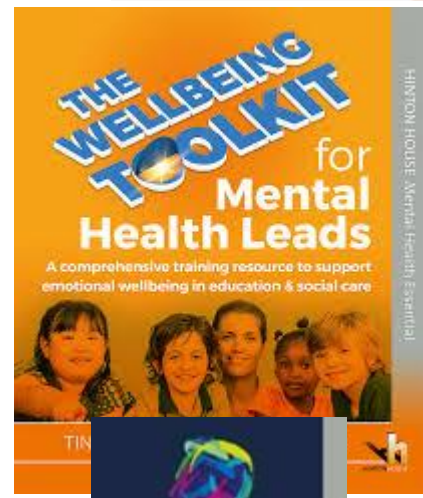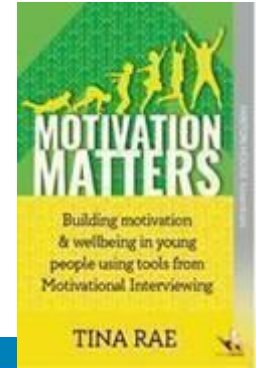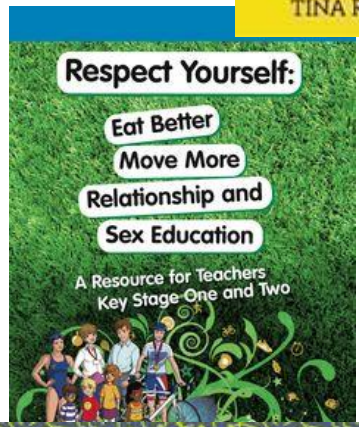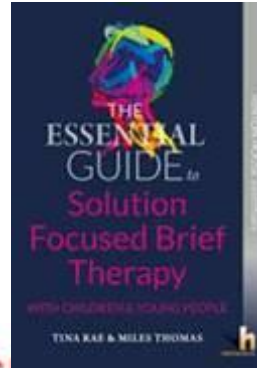
Resources

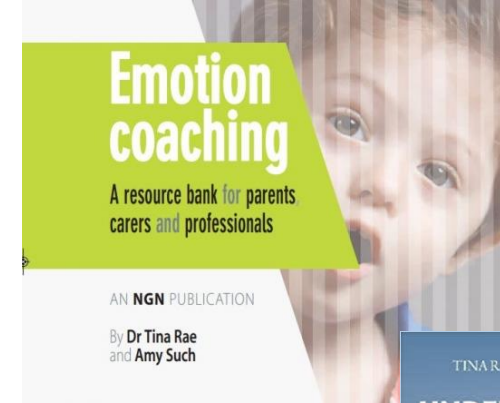# Resources

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

Southwark Education Learning and Achievement

Southwark Council
southwark.gov.uk

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

https://www.evidenceforlearning.net/recoverycurriculum

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

Recovery Curriculum

Webinar Two – 1ˢᵗ Dec, 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

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Southwark Council southwark.gov.uk

Local support – Southwark Council & CCG

What's available at the moment (Nov 20):

https://localoffer.southwark.gov.uk/wellbeing/mental-and-emotional-health-services

https://www.together-uk.org/southwark-wellbeing-hub/the-directory/

Southwark Community Resources pdf (held on Wellbeing Hub):
https://www.schools.southwark.gov.uk/pshe-healthy-schools/mental-health-wellbeing

https://schools.southwark.gov.uk/essential-information/coronavirus-covid-19

https://www.southwark.gov.uk/health-and-wellbeing/public-health/for-the-public/taking-care-of-your-mind?chapter=5

For YP: www.thenestsouthwark.org.uk

Southwark Education Learning and Achievement

Southwark Council southwark.gov.uk

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

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

(Co Space Study 2020)

Parent/Carer's Worries In Covid-19

Safety of their child

Settling back in class

Emotional impact of life events

Impact on child's learning

(Co Space Study 2020)
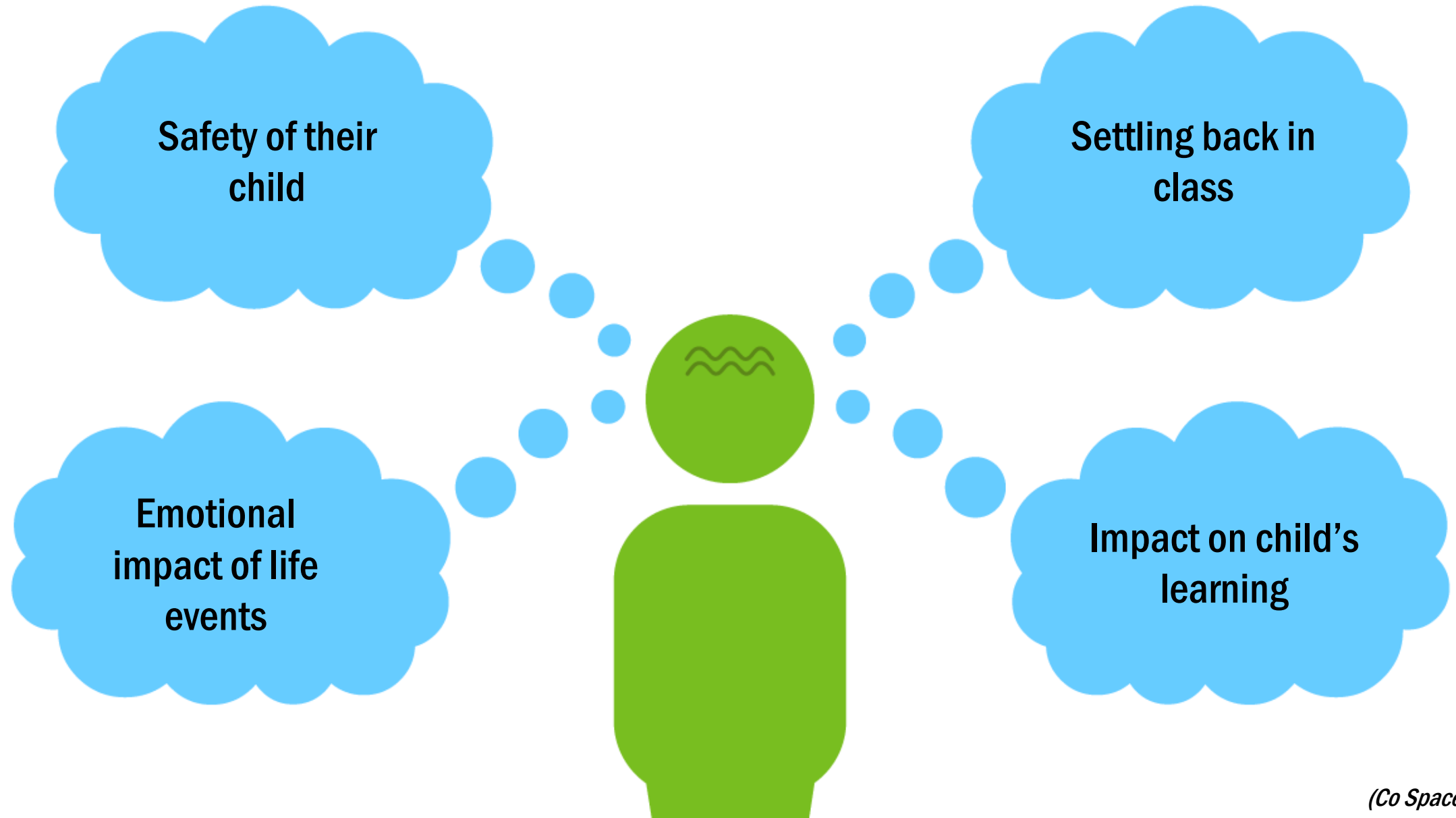
What are your experiences of the worried parent?

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?

(Masten 2014)

Dimensions of Resilience

Physical
- Fitness and stamina
- Nutrition for energy
- Rest and recovery

Emotional
- Calming and focusing
- Impulse control
- Emotional regulation
- Positive emotion
- Realistic optimism

Mental
- Self-belief
- Outlook & perspective
- Thinking traps
- Sustained focus
- Causal analysis
- Control controllables

Spiritual
- Values and beliefs
- Empathy
- Reaching out
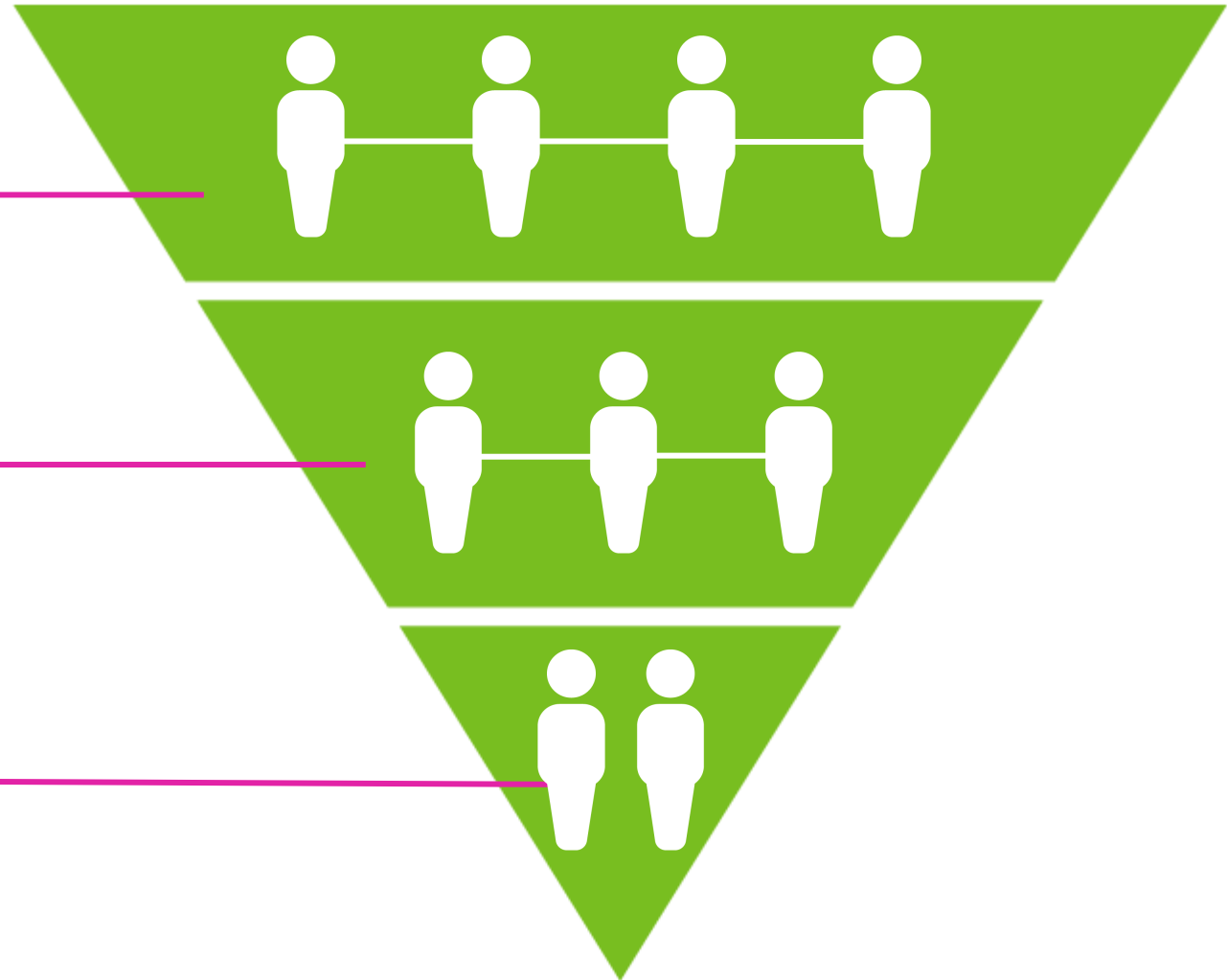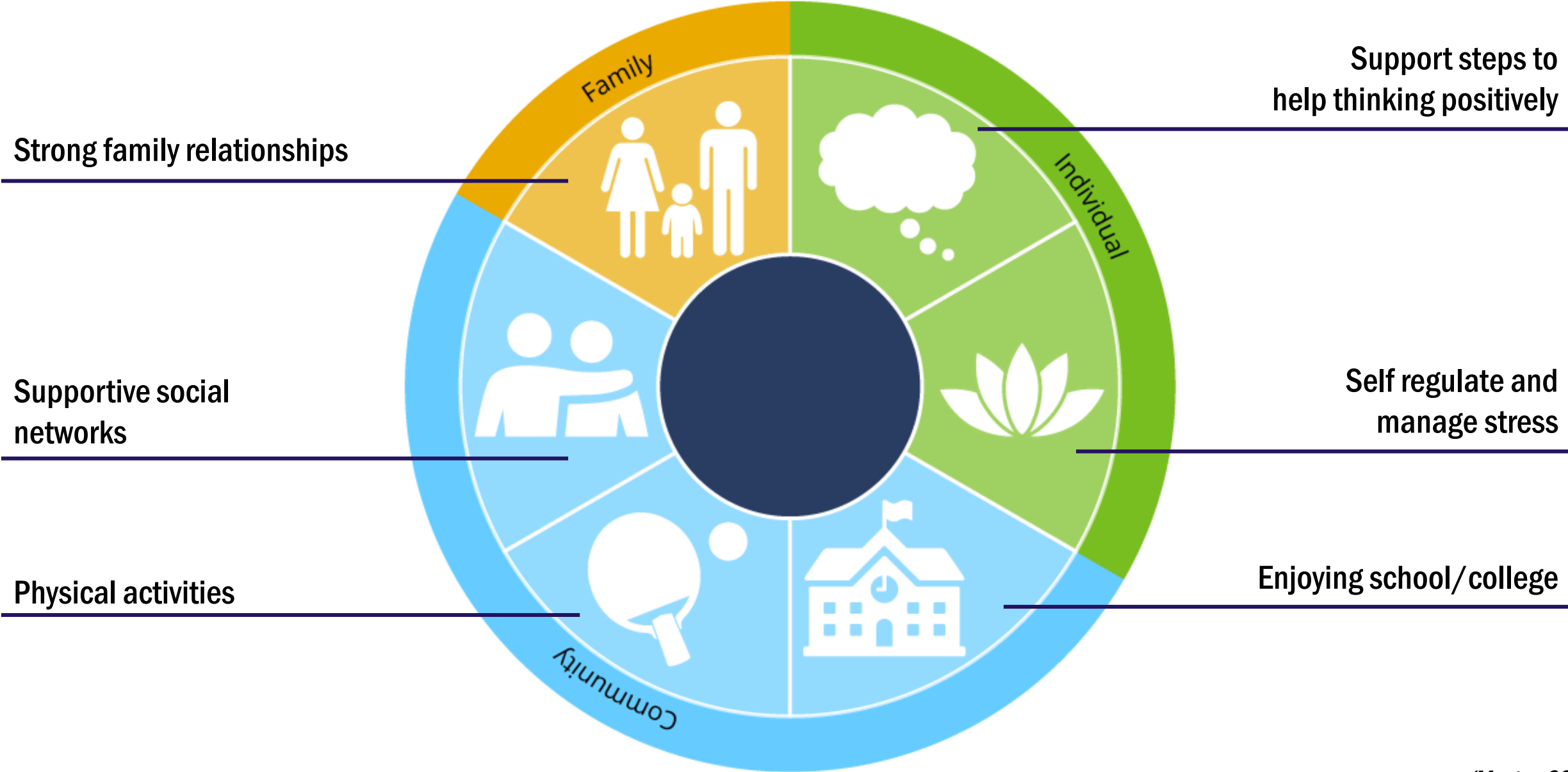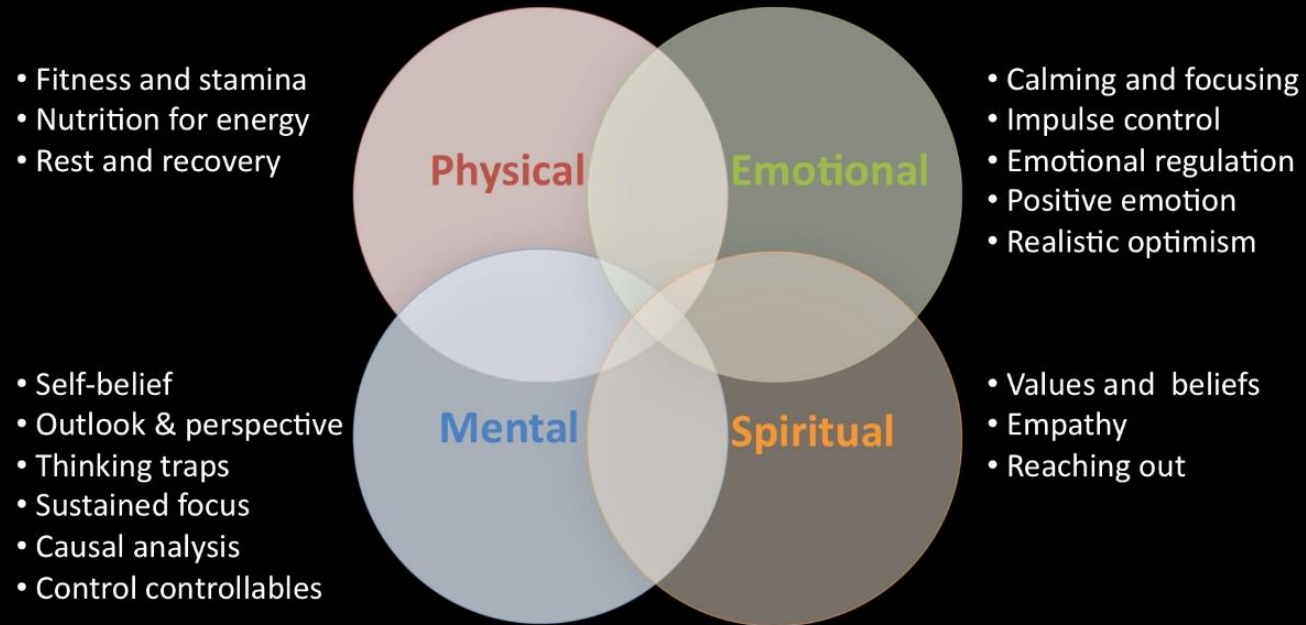
"Dimensions of Resilience" by Elizabeth Edwards #resilience

Resilience

- Optimism — focus on your strengths
- Attitude to life — focus on action 'can do'
- Emotional Awareness — key to good communication
- Control (of self) — your response to circumstances/ organisational ability
- Social support — network of friends or family
- Sense of humour — can laugh at lifes frustrations
- Self-belief — confident & have high self-esteem
- Ability to problem solve / Willing to adapt/be flexible

J. O'Loughlin and B. Custodio

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Building resilience in students #PsychologicalGifts

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](#)
- 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](#)
- 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](#)
- 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 Associaltion 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
- **SEAL Community** (free registration for schools/colleges in Southwark): 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](#)   **Within theMindEd [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

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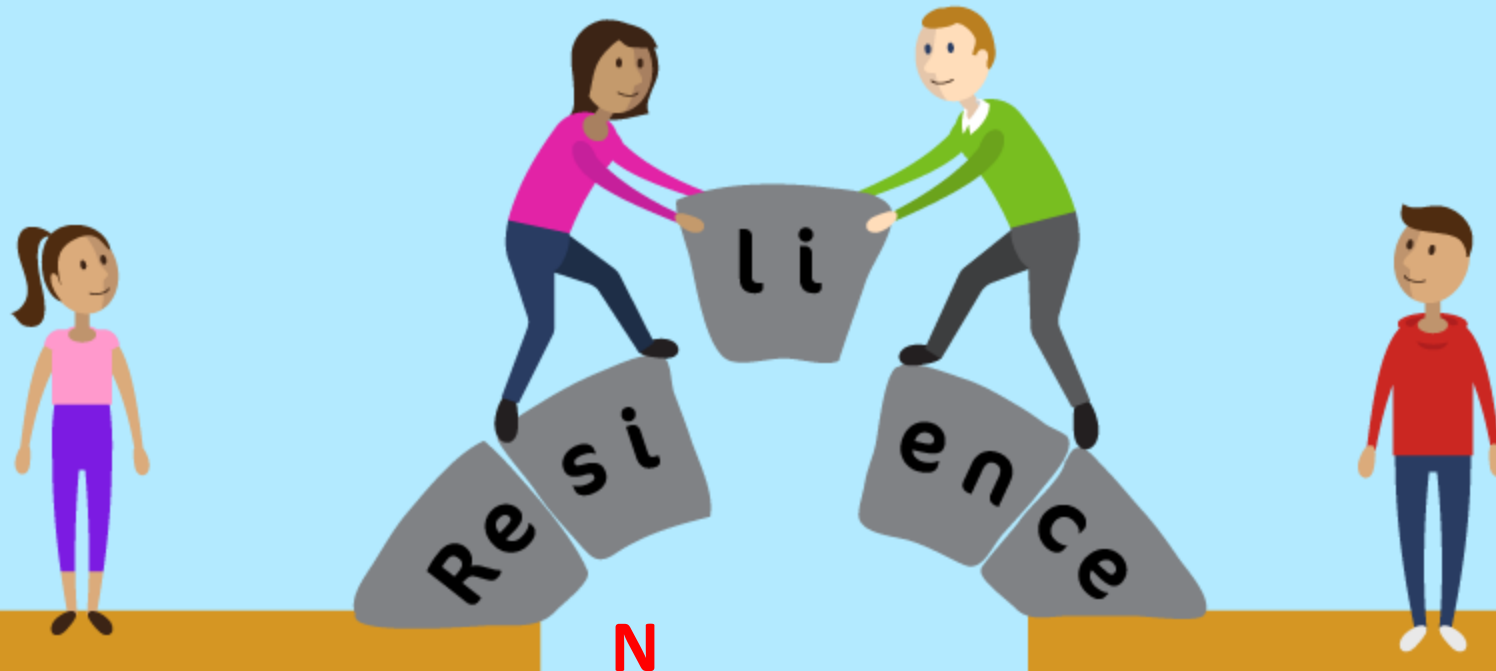
" When my teacher noticed something was wrong, when he listened to me... it made all the difference... I was beginning to feel desperate.

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...

"

N

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.

N

Children may be in more than one category

Clinically vulnerable → **Children who were or are shielded**

- those who may have been impacted by a **delay for planned or elective treatment or intervention** such as reduced uptake of immunisation
- those with **mental health needs** will require specific support. Mental health needs may increase with the duration of the response

Higher risk and have statutory entitlement for care and support → Children and young people who are at **increased risk due to family and social circumstances** where there is a statutory entitlement for care and support

- those with a social worker; those up to age of 25 with Education, Health and Care plan; if they meet the definition in section 17 of the Children Act 1989; those with SEND needs; CYP be identified by mental health services; CYP with learning disabilities, autism, or both looked after children, fostered and adopted children and children subject to special guardianship orders or wider kinship placements

Higher risk due to wider determinants of health/ other factors leading to poor outcomes → Children and young people who may be at **higher risk due to family and social circumstances** and may not be known to services

includes the following:
- those living in poverty, workless households, homelessness, poor housing or other wider determinants of health
- families with parental conflict, whose parents have mental ill-health, are alcohol/drug dependent, families within the Troubled Families Programme or families and young people in contact with or on the fringe of the criminal justice system
- those experiencing domestic abuse, violence and neglect
- young carers and other vulnerable groups or at risk groups

N

(PHE 2020)

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.

N

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.

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.

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

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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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Acknowledgements

Webinar Content and Design: Created by MindEd

Training the Trainers Programme: Delivered by Anna Freud National Centre for Children and Families Training the Trainers Team.

With Special Thanks To: The Wellbeing for Education Return Expert Advisory Group and wider Consultees.

Wellbeing for Education Return Programme is funded by Department for Education and Department of Health and Social Care, in partnership with NHS Health Education England, NHS Public Health England, NHS England and NHS Improvement (including the equalities and diversities adviser).
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In Southwark, special thanks to our colleagues from across educational settings - including Healthy Schools and IMHARS Champions, HTs and SLTs, Schools' Mental Health Leads, SENCOs, Governors and support & teaching staff - as well as wider teams at Southwark Council – including EPS, Family Early Help, Commissioning & Public Health- and its partners across Education, Health & Social Care, including Southwark Diocesan Board of Education and CCG.

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.

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Support for schools and colleges

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

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Resources & school training

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

Research & Practice

The Link Programme Education for Wellbeing Schools Outreach Therapy Programme

Schools in mind

Our free network for education staff and allied professionals which shares expertise on wellbeing & mental health issues

MENTALLY HEALTHY SCHOOLS **Anna Freud** National Centre for Children and Families

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http://www.mentallyhealthyschools.co.uk

Research: evidence-base

Clinical: psychological concepts

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

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Find out more at: http://www.annafreud.org/schools-and-colleges/
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- 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

DESIGNATED SENIOR LEADS
ALL STAFF
CHAMPION MENTAL HEALTH
SUPPORTING CHILDREN AND YOUNG PEOPLE
WORKING TOGETHER
MENTAL HEALTH SUPPORT TEAMS

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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.

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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

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Implementation Cascade

Government and ALBs, expert advisory group, and training resource provider → Local Authority → School/College Senior/Mental Health Leadership Team → Whole School/College implementation

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