



HM Government

Wellbeing For Education Return Covid-19

Mental health and wellbeing training Learning from the pandemic

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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.



From webinar one, your next steps.....

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 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>



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

<p>Looked-after children (LAC)</p> <ul style="list-style-type: none"> • 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 	<p>Young carers</p> <ul style="list-style-type: none"> • 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 	<p>Black, Asian, and minority ethnic</p> <ul style="list-style-type: none"> • 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
<p>Teenage parents</p> <ul style="list-style-type: none"> • 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 	<p>Special educational needs and disabilities (SEND)</p> <ul style="list-style-type: none"> • 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 	<p>LGBTQI+</p> <ul style="list-style-type: none"> • 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
<p>Not In education, employment, or training (NEET)</p> <ul style="list-style-type: none"> • 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 	<p>Engaged with the youth offending service</p> <ul style="list-style-type: none"> • 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 	<p>Insecure housing</p> <ul style="list-style-type: none"> • 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

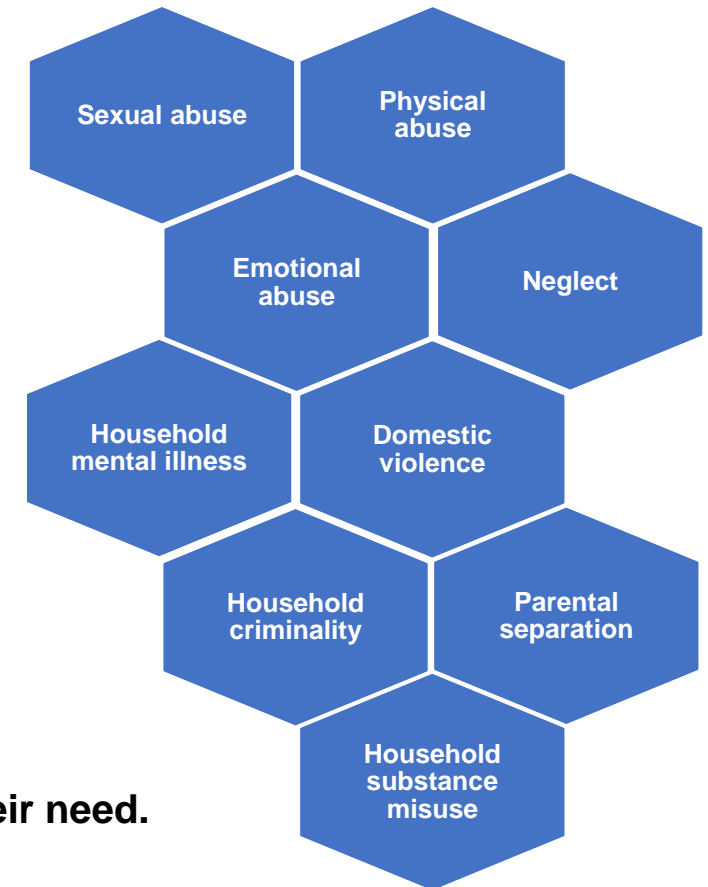
Compared to CYP with no ACEs, those with 4 ACEs are:^{1,2}

- 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 experiences¹⁻⁵



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 2 Training

National Implementation of Wellbeing for Education Return Programme

- 1) Whole School/College Social Scaffolding and Bereavement vignette
- 2) Bereavement And Loss
- 3) Understanding Anxiety, Low Mood,
- 4) Supporting Recovery from Anxiety and Low Mood
- 5) Stress And Trauma: Supporting Recovery
- 6) Resources



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 2 Key Learning Objectives: Supporting Recovery

Bereavement, Other Losses, Anxieties, Low Mood, Stress-Trauma:

- Help staff to support children and young people who have experienced stressful events or find returning to school or college stressful
- To do so through easily understood psychological education
- To use this psychological education to support the Whole School/College community, highlighting the central role of 'social scaffolding'
- To know when and how to signpost or refer those who may need more specialised support
- 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



(PHE and CYPMHC 2015)

Section 1:

Whole School/College *Social
Scaffolding



5 Rs For All Ages



Relationships
Reaching out to
others for help



Reflection
Self-awareness
and choices (agency)



Resilience
To be able to recover
quickly



Recognition
Noticing signs of
distress



Regulation
What is in place to
help from the
school?



Have you had a chance to consider the 5Rs



 @lb_southwark

 facebook.com/southwarkcouncil



What Will Whole School/College 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



TIP
Build on existing Whole
School/College approaches: RSHE curriculum and 12
Steps to Wellbeing

Resilience Through Learning – Attribution Theory

Attribution theory looks at how children explain successes and failure to themselves

	Internal	External
Stable	Ability	Task difficulty
Unstable	Effort	Luck Covid-19 is external, unstable and uncontrollable, so it is disempowering

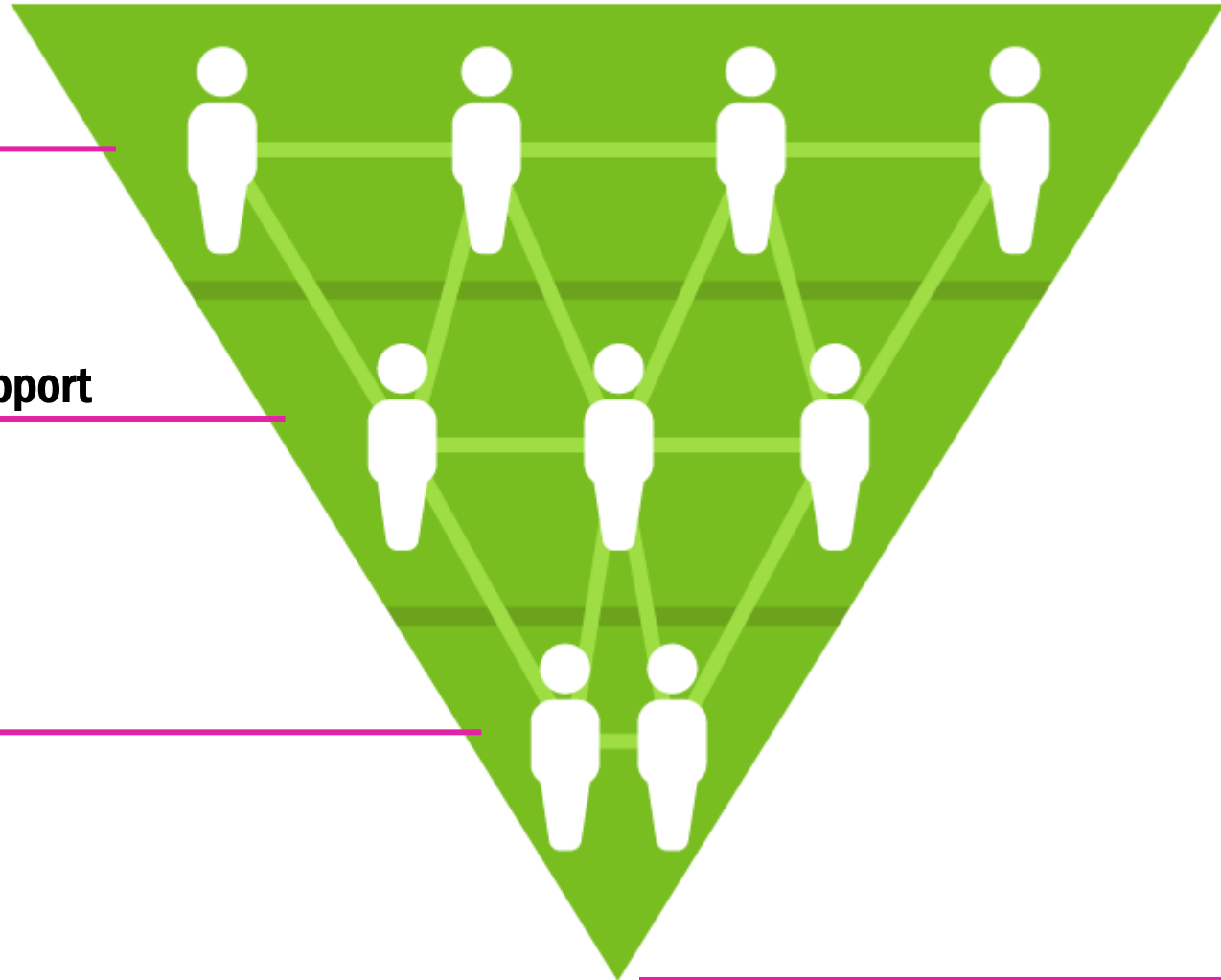
- Teachers help pupils feel in control and better about themselves by managing the **task difficulty** and supporting **ability**
- Pupils experience their **ability** through their **own efforts** and **successes at the task**: it's not a matter of luck
- **Good teaching can reduce feelings of powerlessness and remind that 'I can still do...'**

How Does This All Fit Together?

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

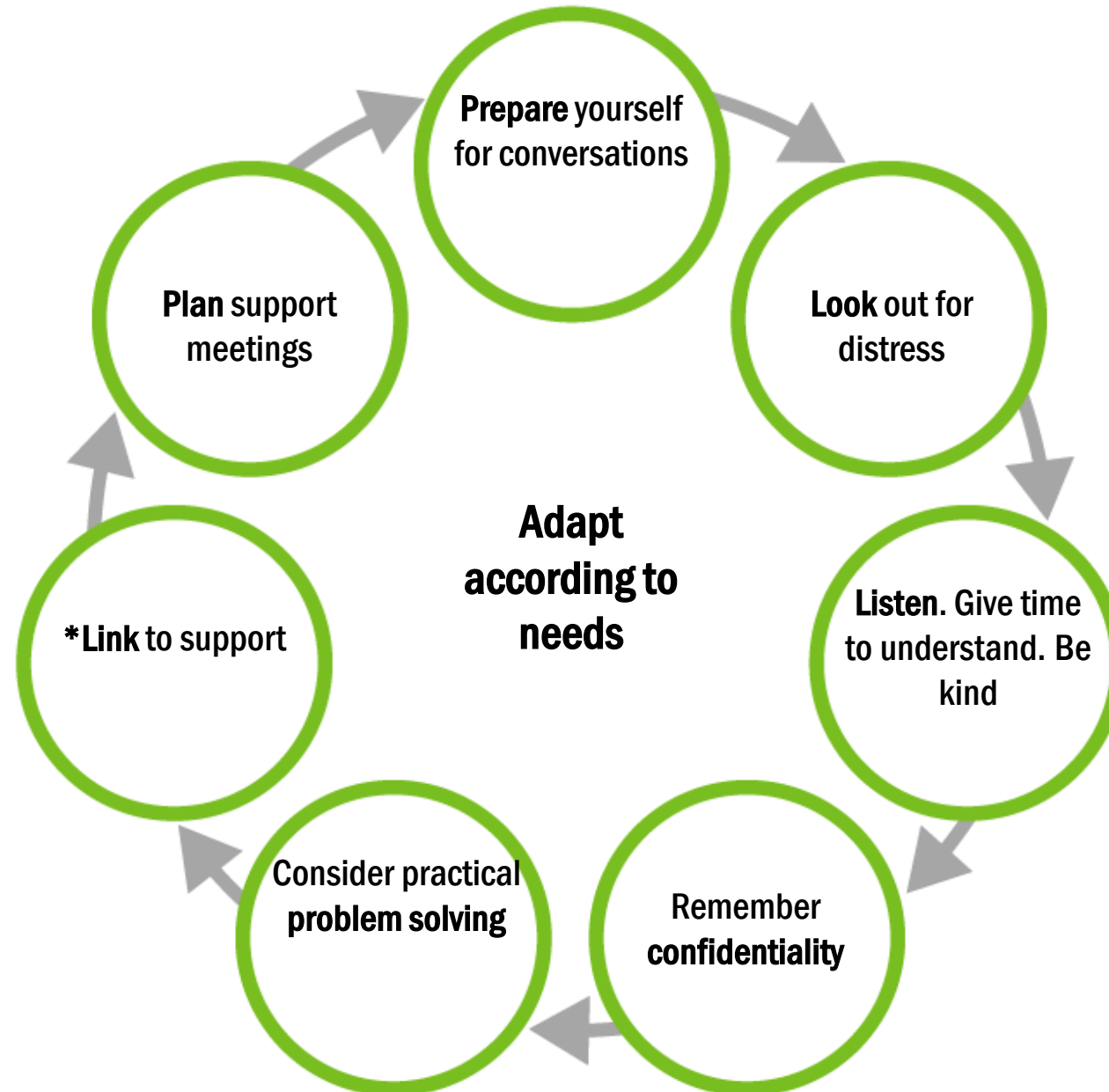
Psychological First Aid framework for support

5 Rs aide-mémoire for interactions



**Social
Scaffolding**

Psychologically Informed First Aid For All Ages



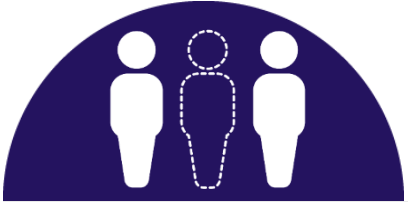
Section 2:

Bereavement And Other Loss



Bereavement: What Do We Mean And What Can We Do?

Loss and bereavement are common but very difficult events in life.
They have become complicated by the Covid-19 pandemic.



Bereavement

Some young people have been unable to say goodbye and grieve in the usual way. This has been amplified by the loss of access to routines and parts of their support network.
There are many different circumstances.



Action:

- Ask families to alert your school/college as to whether they have had a bereavement and the circumstances*
- Be open and alert to hearing and responding flexibly to different circumstances
- Implement the 5 Key Principles for Whole School/College recovery
- Build on the 5 Rs and PFA

Other Losses: What Do We Mean And What Can We Do?



Other losses:

Children and young people can suffer other losses due to Covid-19, including:

- School life
- Transitions
- Social opportunities/loss of family contacts/worries about relatives-missing hugs from family
- Sporting activities
- Friendships
- Trust in adults
- Economic/loss of employment

(Lee 2020)



Action:

- Be sensitive to more vulnerable groups who may be more exposed
 - For example autistic CYP, including ASD, for whom change in routines is extra challenging
- Implement the 5 Key Principles for Whole School/College recovery
- Build on the 5 Rs and PFA

Key Psychology Of Bereavement And Loss

- Accepting the pain of loss when someone dies is hard
- It takes time for life to grow around grief
- Language is important for children. Follow the child's lead, use simple, age-appropriate words
- Find ways of remembering the good things
- We have to find a place in mind for the person who has died; that's part of the bereavement process:
 - We may have grown in some way as a result
 - If the relationship had positive elements that can be **the best memorial**
- In some relationships there has been a lot of unhappiness, e.g. in abusive relationships, here bereavement is more complex
 - Finding a place for understanding oneself in relation to the other person's behaviours, is not simple. It requires further support/counselling to work through

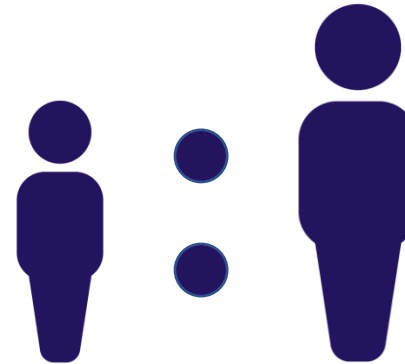
Actions



Action:

- Routines and relationships in school are important
- For younger children, 1:1 pretend play may help them. Follow their play, don't lead it
- Older children may welcome a regular chat and check-in: creative activities also help
- Being clear on plans and what is happening
- Remember children with other vulnerabilities; a bereavement is likely to compound difficulties such as:
 - **Previous traumatic loss**
 - Young carers
 - Looked after children
 - Ongoing family psychiatric disorder
 - Physical vulnerabilities
 - Hidden disabilities (e.g. autism)

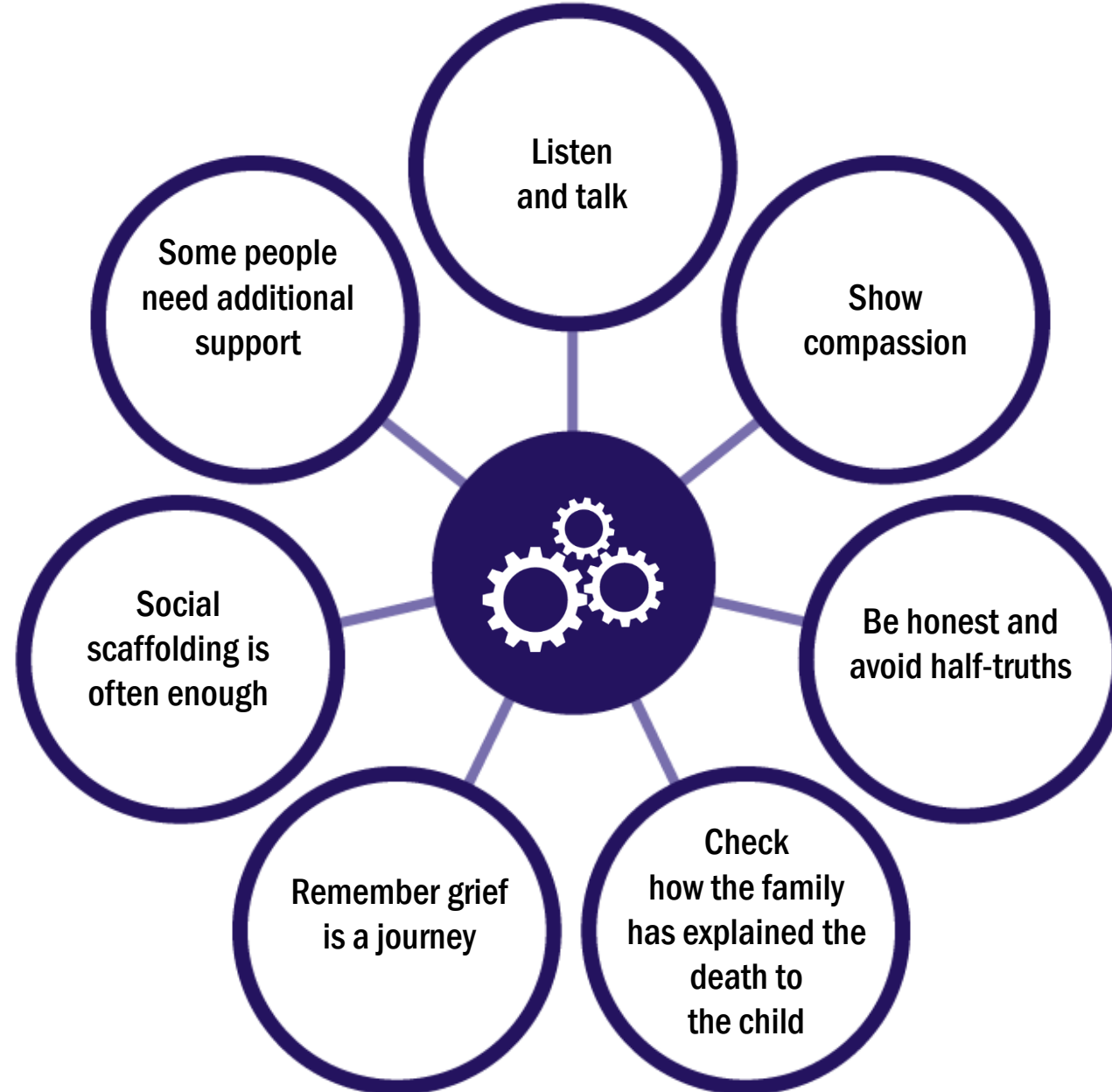
1:1 pretend play



Regular chat and
check in



Things You Can Do That Help



Memory Making Is Important For The Bereaved

There are many different ways of doing this.

Consider faith and cultural practices which may help the grief process.



Allow children/adults to
talk about what has
happened

Teenagers have an
adult concept of death -
they may challenge other people's
beliefs and explanations

Children 5-7 years
gradually develop
understanding that
death is permanent

Do not press a child/adult
to say any more than they
want



Checklist Of Key Actions From The Individuals Perspective: Bereavement

- Please talk to me about how to let the rest of the class and staff know what has happened
- Ask how I am feeling. It may not be obvious
- Check in with me once a week by email or message so that I know you are still supporting me from a distance
- Arrange for me to get extra help with my work
- Talk to me about what has happened. I may need more information, advice and education about loss
- Understand what I will not 'get over it' or 'put it behind me' but with time I will learn to cope with all the changes
- Help me to find new dreams of the future and make plans
- Realise that I have a lot on my plate. I will keep up as best I can
- Let me know about groups for children and young people who are also coping with loss and change
- Give me extra encouragement for all the things I am managing to do and keep me in mind



Remember To Use Community Resources If Available: Social Scaffolding



- Key community resources, peer networks and mentoring, groups, clubs
- Prevent onset of becoming more passive and isolated, lonely, inward looking
- Aim for activities that build/repair relationships:
 - Support friendships or networks
 - Kind words can make a big difference
- Offer opportunities for talking
- Encourage physical and or creative activity that:
 - Support outlets for feelings
 - Help with emotional regulation
 - Support self-esteem and sense of agency



Introducing Anthony

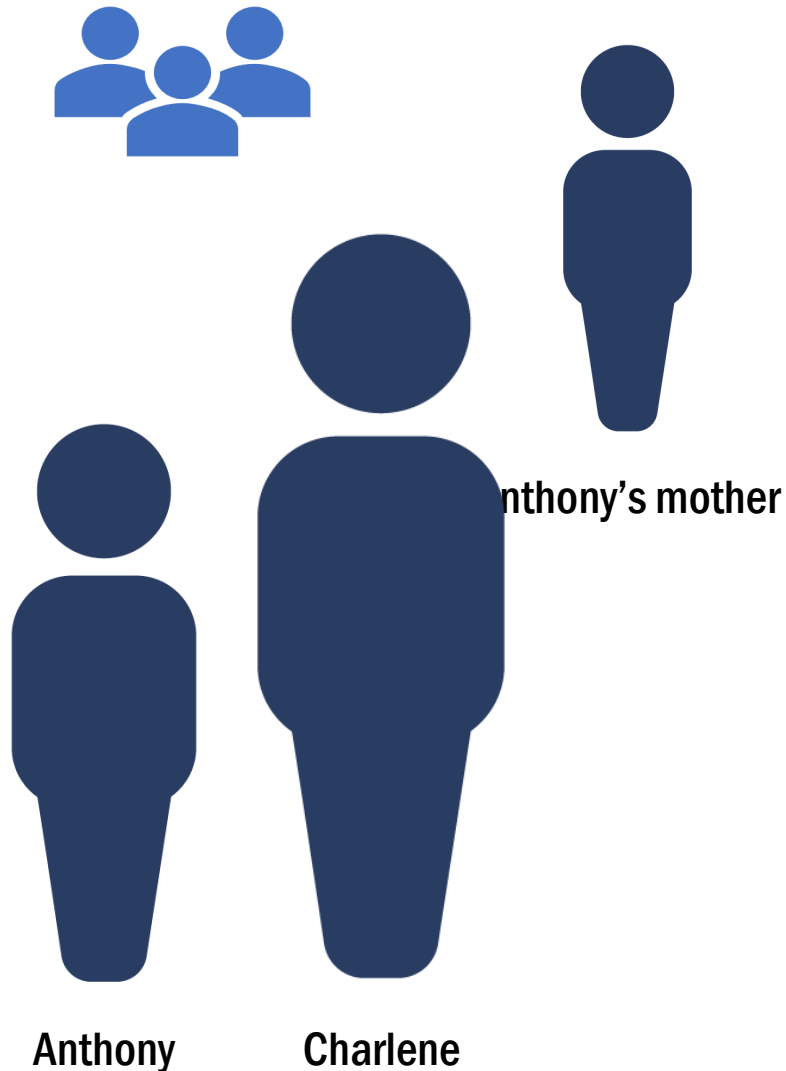
Anthony's head of year, Charlene, had an email from his mother. His grandmother died in hospital of Covid-19, suddenly. No visitors. Out of the blue. His mother was surprised how Anthony was, not that he showed it, until someone triggered him... angry, then tears, then sullen.

Charlene did not avoid the subject with Anthony at school.

Anthony's head of year, Charlene, had an email from his mother. His grandmother died in hospital. Listening carefully she is aware that his faith is important and reflects that his friends and his faith are always there for him...Anthony says, "Miss just sharing it with you... I mean... Nan was so strong all her life... Miss, she brought up 4 children on her own... and we laughed so much when she baked me them funny little cakes. When I feel she's with me... it feels better... that way".

Charlene suggested ways to remember his nan and her cakes... a poem as Anthony is good at this.

She also offered to meet with Anthony again and speak with his parents/carers. "Thanks Miss" tears welling for them both, but Charlene felt he was calmer, and Anthony showed that in class... settling better.



Anthony: What Helped?

Anthony's head of year, Charlene, had an email from his mother. His grandmother died in hospital of Covid-19, suddenly. No visitors. Out of the blue.

His mother was surprised how Anthony was, not that he showed it, until someone triggered him...angry, then tears, then sullen.

Charlene did not avoid the subject with Anthony at school.



Recognition

Charlene recognised the problem and registered it in school systems.



Reflection



Relationships

Anthony's mother alerted the teacher to a change in his pattern of behaviour.



Relationships

Charlene spoke honestly with Anthony which supported their relationship; she did not avoid the subject.

Anthony: What Helped?

Anthony's head of year, Charlene, had an email from his mother. His grandmother died in hospital.

Listening carefully she is aware that his faith is important and reflects that his friends and his faith are always there for him...Anthony says, "Miss just sharing it with you,...I mean....Nan was so strong all her life.. Miss, she brought up 4 children on her own....and we laughed so much when she baked me them funny little cakes'.

Wellbeing
&
Resilience



Reflection



Relationships

She listens carefully (reflecting and listening).

She reflects with him that his faith and friends (social networks) are always there for him.



Relationships

Anthony responds by offering more personal information about his relationship with his nan.

Anthony: What Helped?

“When I feel she’s with me...it feels better...that way”.

Charlene suggested ways to remember his nan and her cakes, ...a poem as Anthony is good at this.

She also offered to meet with Anthony again and speak with his parents/carers.

“Thanks Miss” tears welling for them both, but Charlene felt he was calmer, and Anthony showed that in class...settling better.

Wellbeing
&
Resilience



Resilience



Regulation

Charlene helps Anthony build his resilience through regulating his emotions by (use of creativity) writing a poem.



Relationships



Recognition

She reaches out to Anthony, building their relationship and recognising that this is a process of help, not an event; she uses social scaffolding by offering to liaise with his parents.

There is mutual recognition of relationship in their joint reactions and an acceptance of the pain of bereavement (normalisation in action) which allows Anthony to settle better in class.

How Can We Learn To Be More Resilient?



Whole School/College Social Scaffolding: Building Resilience



5 Rs and PFA approach



Behaviours That Might Indicate Need For More Support Following Bereavement Or Loss

Persistently withdrawn

Regularly tearful, angry or over anxious

Regress to the behaviour of a younger child



Challenging behaviours, or being extra good, making pain/grief less visible

Repeated poor sleep and nightmares



Becoming disorganised

Self-harming or suicidal

Beware of anyone showing too many problems, for too long.



If school/college experiences death of a pupil or staff member, seek specialist help.

Section 3:

Understanding Anxiety And Low Mood



Excessive Persistent Distress Can Be The Forerunner For Later Problems



Stress is a response to current challenges. It is normal to have some especially in extraordinary times like a pandemic.

Anxieties are fears and worries that can occur without any objective threat.

Some stress and some anxiety/worry is normal.

When there is too much stress, anxiety and worry for too long, symptoms or disorders may emerge:

- Anxiety (symptoms/disorder)
- Low mood, depression (symptoms/disorder)
- Stress symptoms, trauma



Key Psychology Of Anxiety And Low Mood



Anxiety usually has fear and avoidance of the feared thing at its core



Low mood usually has loss, demotivation, rumination at its core



So What? How Does Knowing About These Patterns Of Psychology Help?



Knowing about these core patterns helps set a direction for how to support the person - remember social scaffolding, as described earlier with community wide options for engagement, resources, signposting, on-line offline in person or virtually.



The aide-memoire of the 5 Rs apply. Also, knowing the core patterns helps to orientate within this framework.



Anxiety – What Should You Look Out For?

Avoid things linked to the fears

Not interacting in class, always worrying, perfectionist

Suffer temper outbursts or 'freeze' if demands placed on them

Have difficulty sleeping, suffer stomach-headaches, health anxieties

Spend time alone (e.g. always go to library at break time in school)

Look physically anxious (e.g. tense, on edge, or shaky)

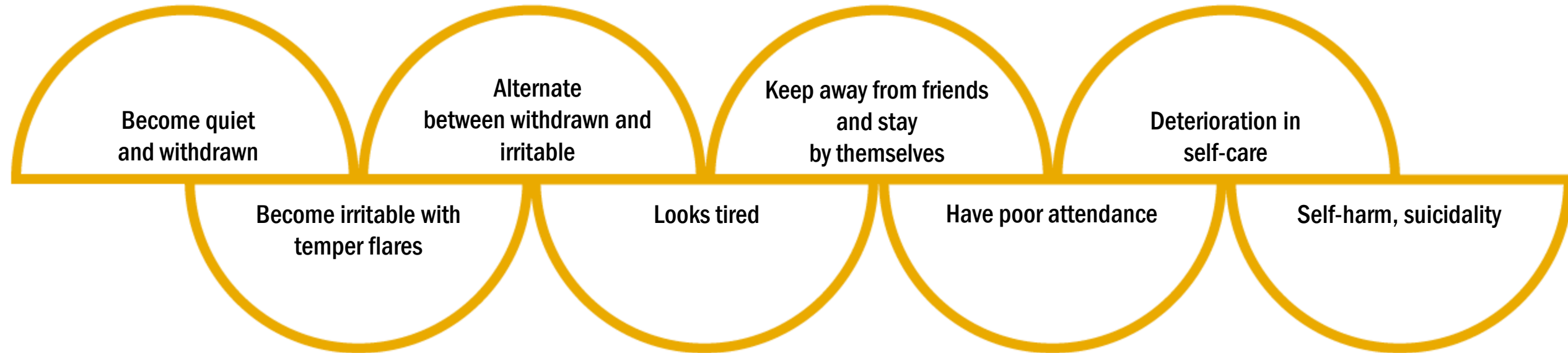
Have difficulty concentrating

Cling to parents or episodes of school refusal in older pupils

Be aware of anyone (children, staff, parents/carers) showing too many problems, for too long, with too wide an impact.



Low Mood, Depression – What Should You Look Out For?



Be aware of anyone (children, staff, parents/carers) showing too many problems, for too long, with too wide an impact.

Seeking Additional Or Specialist Help

Remember do the **simple things first**:

Implement the Whole School/College approach:

- Includes speaking with parents/carers to ensure everyone works together*
- Remember safeguarding

If concerns persist: liaise with Wellbeing for Education Return local expert(s), Educational Psychologists, (where available), CYPMHS, School/College Mental Health Support Teams (where available), school nurses and/or school/college counselling services (if available). Also applies where EHCPs in place

Further support for Children and Young People:

- The NHS has provided advice for parents and teachers [here](#), alongside [advice on what to do if you are a young person](#) and [advice for parents, guardians and carers](#)
- Parents/carers should contact their GP or NHS 111 immediately if they notice physical injuries on a child, such as deep cuts or burns.
- Barnardo's [See, Hear, Respond](#) partnership to support vulnerable CYP not currently in receipt of statutory support – includes advice for staff, parents/carers and CYP (Covid-19 specific – available until November 2020)
- Local experts should adapt this slide to include their local mental health and wider, relevant services' contact details (statutory and voluntary). NHS mental health urgent access support lines (for all ages) can be checked [here](#)

In addition further support for adults includes:

- IAPT (Improving access to Psychological Therapies)
- Adult mental health services

Local support – Southwark Council & CCG

What's available at the moment (Mar 21), online resources:

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

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

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

<https://www.southwark.gov.uk/health-and-wellbeing/health-advice-and-support/taking-care-of-your-mind?chapter=6>

<https://www.together-uk.org/southwark-wellbeing-hub/the-directory/hub-category/children-young-people-mental-health/>

For YP (11-25 yrs): www.thenestsouthwark.org.uk

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Videos to support this section

Short 1 minute clip "Childhood Trauma: What Every Teacher Needs to Know":

<https://youtu.be/VXfsoQMglyY>

Or this Anna Freud one; "Childhood Trauma and the Brain" which is longer (5 mins):

<https://youtu.be/xYBUY1kZpf8>





Section 4:

Supporting Recovery From
Anxiety And Low Mood

Introducing Paul

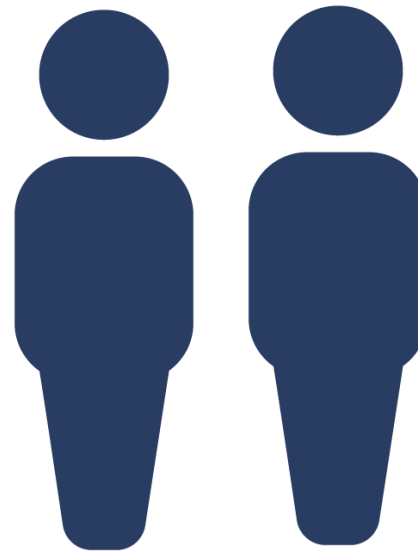
Paul has transitioned into Year 8 at Secondary School.

He has a diagnosis of ASD and ADHD and is awaiting a decision about an Education Health Care Plan (EHCP).

Paul has not attended school during lockdown as family were shielding due to his dad having a medical condition.

Parents are very anxious about Paul's SEND needs being met on his return to school following lock down.

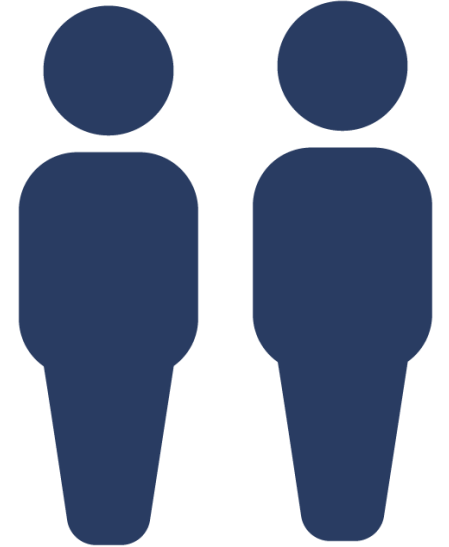
They are very reluctant to allow him to attend school due to the risks of him bringing the infection into the home.



Paul's School



Paul



Paul's Parents

Paul's Challenges

Paul has transitioned into Year 8 at Secondary School.

He has a diagnosis of ASD and ADHD and is awaiting a decision about an Education Health Care Plan (EHCP).

Paul has not attended school during lockdown as family were shielding due to his dad having a medical condition.

Parents are very anxious about Paul's SEND needs being met on his return to school following lock down.

They are very reluctant to allow him to attend school due to the risks of him bringing the infection into the home.

Paul was very anxious about returning to school and is still reluctant to leave parents at home.

Paul is worried that he is going to struggle with the work in Year 8 as he has found the home learning very difficult.

Paul also feels quite socially isolated as he has not seen any of his friends out of school.

He is also worried he may pass Covid-19 onto his dad.

How Can We Help Paul To Help Himself?

Paul was very anxious about returning to school and is still reluctant to leave parents at home.

Paul is worried that he is going to struggle with the work in Year 8 as he has found the home learning very difficult.

Paul also feels quite socially isolated as he has not seen any of his friends out of school.

He is also worried he may pass Covid-19 onto his dad.



Recognition



Relationships



Resilience

Paul has spoken to his parents about his concerns. **They have reassured him that it is understandable to be worried.**

He is going to make a conscious effort to **talk to some of his friends** on his Xbox and meet a friend outside, socially distanced, who is in his class.

Paul is going to **speak** with his **Form Tutor and SENDCO** about his concerns.



Reflection



Resilience

Paul is going to **think about attending** a SEND lunch club to help him meet and socialise with others in school.

What The School Can Do To Help Paul?

Paul has spoken to his parents about his concerns. They have reassured him that it is understandable to be worried.

He is going to make a conscious effort to talk to some of his friends on his Xbox and meet a friend outside, socially distanced who is in his class.

Paul is going to speak with his Form Tutor and SENDCO about his concerns.

Paul is going to think about attending a SEND lunch club to help him meet and socialise with others in school.



Form Tutor and SENDCO met with Paul to **discuss his feelings and concerns**.

Key information from the meeting about Paul has been provided to **all staff** as a **student profile** so that all are aware of his circumstances and know how best to support him in school.

Paul will be invited to a **SEND lunch club** and supported to attend.

Form Tutor, Year Manager and SENDCO will **monitor Paul closely** and arrange **regular catch-ups** with Paul.

Follow-up meeting arranged with **parents** and Paul to review progress and EHCP decision later in term.

Refer to **school/college Wellbeing Worker** for further support with anxiety if required.

What Do These Ideas Illustrate?



Paul:

- Paul **recognises** he is worried and uses his **relationships** to discuss his concerns
- He **reflects** on the future and starts to make **changes** based on a new plan
- These steps help to **regulate** Paul's feelings and emotions
- Doing this will help Paul build his **resilience** and **coping** skills to successfully complete Year 8

School:

- School **recognise** concerns about wellbeing
- School uses strategies to build positive **relationships** with Paul and parents who are also anxious
- School adopt strategies to allow time for **reflection** and help Paul **regulate** his feelings and emotions
- Doing this will help Paul build his **resilience** and **coping** skills to successfully complete Year 8

Anxiety – What Else Can You Do to Help in School?



- Link with parents/carers and aim to work together on any strategies
- Use the 5 Rs aide-memoire and PFA frameworks to remember steps to take
- Listen carefully and praise them for sharing
- Everyone gets anxious sometimes, especially in stressful times
- Simple things to do:
 - Suggest they try to focus on what is going on around them and to let go of the panicky thoughts
 - Address or test negative expectations
 - Address uncertainty where you can
 - Promote sense of control
 - Support manageable steps to overcome fears
 - Support young people to get active 'have a go' and put fears to the test - rather than overthinking
- Check in again on their anxiety levels (useful to self rate 0 to 10) and use these to help them reflect on what has made a difference

Section 5:

Stress And Trauma: Supporting Recovery



Trauma In The Context Of Covid-19

When stress is too much, too sudden, then trauma occurs:

- Loss of control, threat to life, or the individual's perception of these
- Witnessing a relative seriously unwell or dying in traumatic circumstances from Covid-19

Current trauma can reactivate previous trauma.



Impacts of Covid-19 highlight chronic stress or repeated trauma:

- Racism, homophobia, transphobia and other forms of discrimination, intolerance and abuse (e.g. cumulative, widespread impact of police brutality against BAME communities in the US and reverberations in the UK)
- Domestic abuse (escalating concerns)
- Child abuse or neglect (escalating concerns)
- Young carers (supporting a parent/carer who is shielding)
- Economic impacts (losing jobs)
- Online bullying during lockdown

Most people recover, with everyday support through social scaffolding and only a minority need specialised support.

Key Psychology Of Stress And Trauma

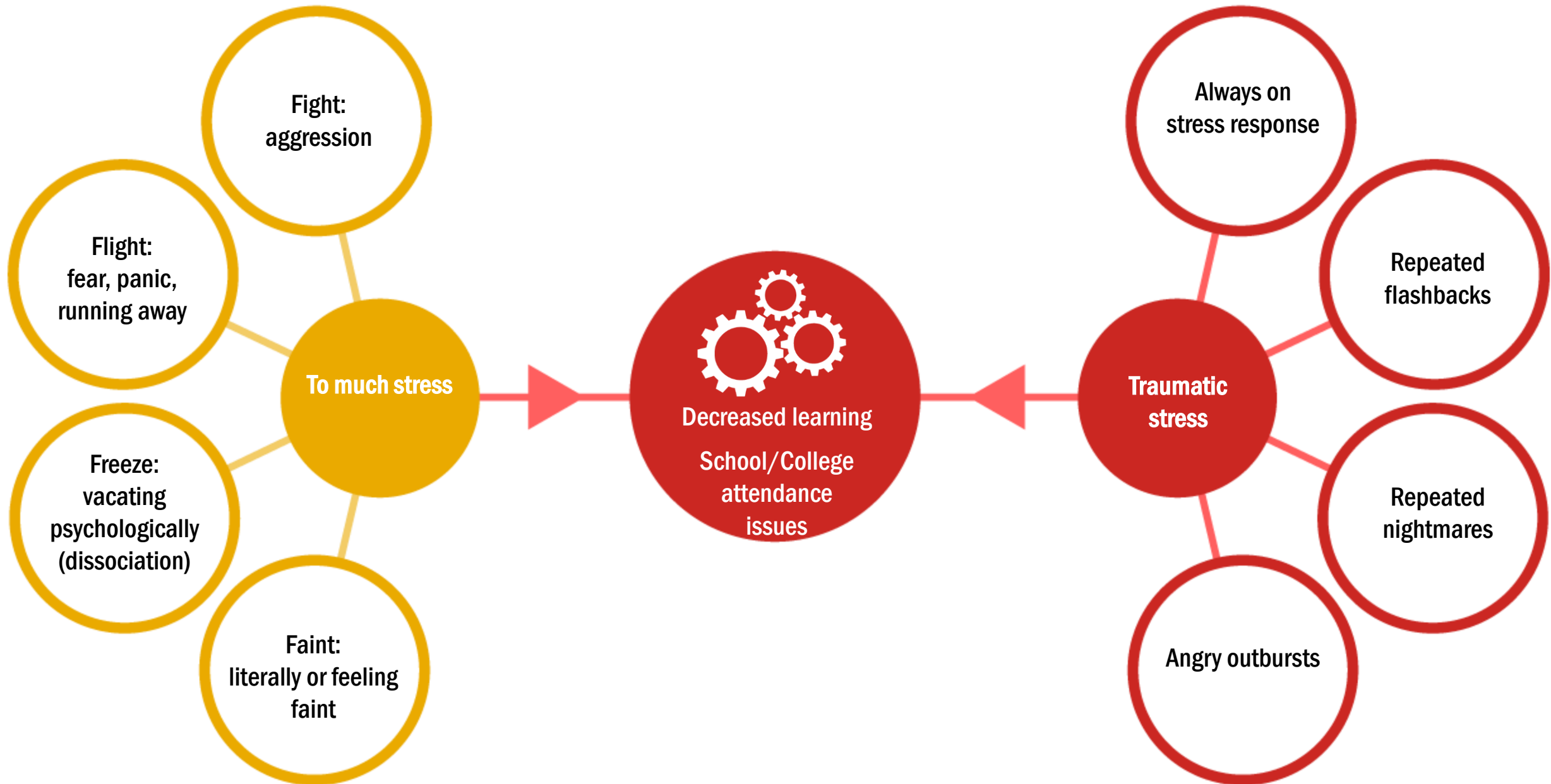


Heightened stress can be seen as fight, flight, fear or freeze

Trauma has an overwhelming stress at its core, which has left its mark and is easily triggered and re-lived through flashbacks



Stress And Trauma: What Does It Look Like?



Trauma Can Impact In Numerous Ways, Yet There Are Messages Of Hope

Build relationships:

- Be sensitive to different cultural contexts e.g. impact of racial trauma like killing of George Floyd

Ensure safety and protection from harm.

Support calming of mind and body.

Re-establish learning confidence in small steps.

Build on coping strategies.

Respond to Adverse Childhood Experiences (ACEs) including:

- Recent trauma, historical traumas, racial traumas (e.g. intergenerational, post-slavery), chronic complex trauma
- Much more learning is available and advisable including [MindEd ACEs sessions](#)

How can you build on these messages in your Whole School/College for the future?

Strong Whole School/College Relationships Are Protective

“

Strengthened social relationships are key... they protect... against the likelihood of Post Traumatic Stress Disorder...

”

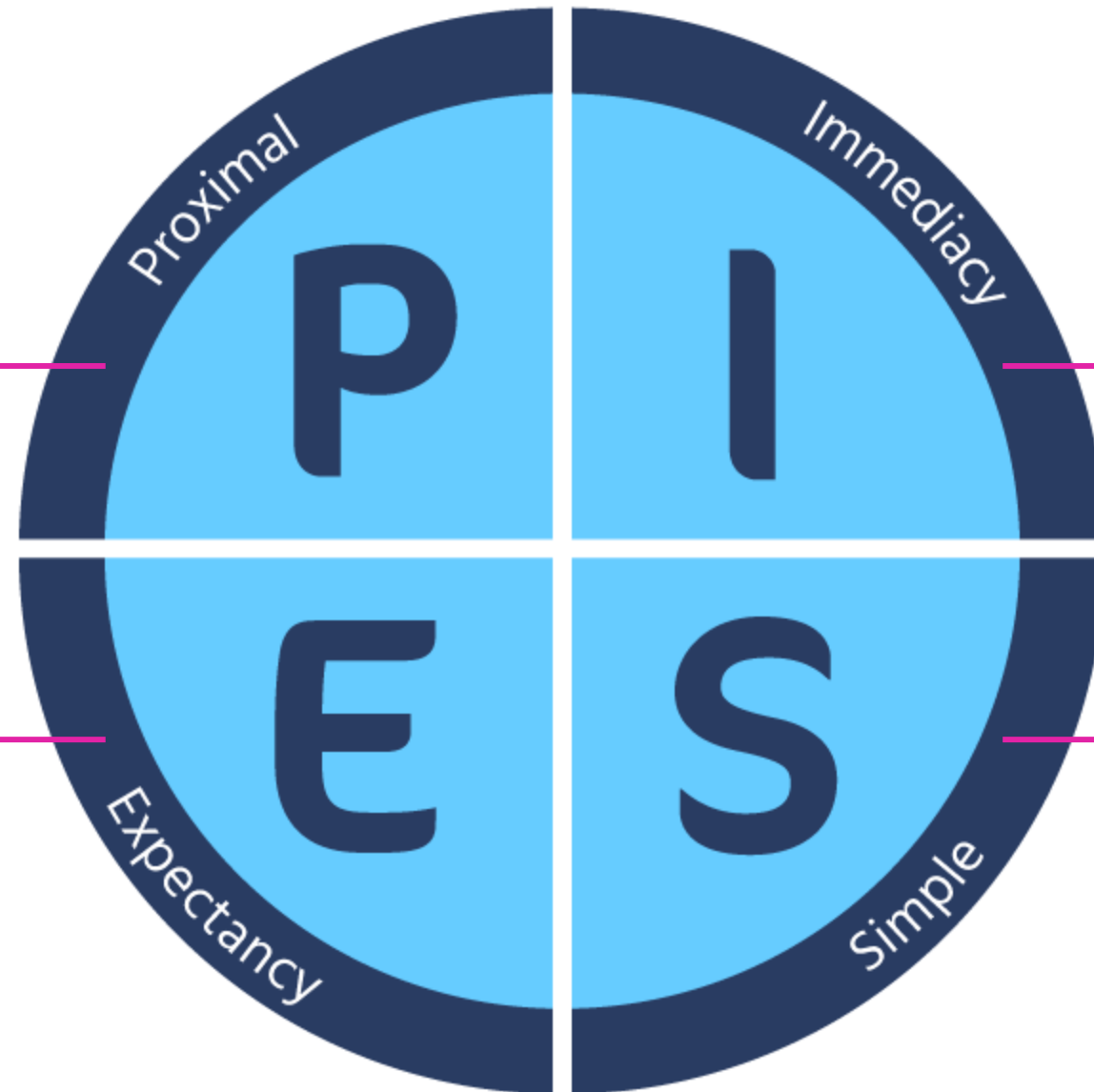
How can you build on relationships in your Whole School/College?

Helping Those With Trauma



Put support in as close as possible to where people are

Most people recover with ordinary social scaffolding supports, so expect that the child or young person will recover (get help if they don't)



Provide ordinary caring support early.
Do not push a person to retell the trauma, it can do harm!

Do the simple things first e.g. kindness, calmness, listening, support and hope

What Will Strengthened Wellbeing Look Like?

Now we can see the Whole School/College model coming together

Being Able to Make Change Happen



Building Relationships

Learning Habits of Resilience

**5 Key Principles
PFA / 5 Rs / PIES**

Seeking Additional Or Specialist Help

Remember do the **simple things first**:

Implement the Whole School/College approach:

- Includes speaking with parents/carers to ensure everyone works together*
- Remember safeguarding

If concerns persist: liaise with Wellbeing for Education Return local expert(s), Educational Psychologists, (where available), CYPMHS, School/College Mental Health Support Teams (where available), school nurses and/or school/college counselling services (if available). Also applies where EHCPs in place

Further support for Children and Young People:

- The NHS has provided advice for parents and teachers [here](#), alongside [advice on what to do if you are a young person](#) and [advice for parents, guardians and carers](#)
- Parents/carers should contact their GP or NHS 111 immediately if they notice physical injuries on a child, such as deep cuts or burns.
- Barnardo's [See, Hear, Respond](#) partnership to support vulnerable CYP not currently in receipt of statutory support – includes advice for staff, parents/carers and CYP (Covid-19 specific – available until November 2020)
- Local experts should adapt this slide to include their local mental health and wider, relevant services' contact details (statutory and voluntary). NHS mental health urgent access support lines (for all ages) can be checked [here](#)

In addition further support for adults includes:

- IAPT (Improving access to Psychological Therapies)
- Adult mental health services

Local support – Southwark Council & CCG

What's available at the moment (Mar 21), online resources:

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

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

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

<https://www.southwark.gov.uk/health-and-wellbeing/health-advice-and-support/taking-care-of-your-mind?chapter=6>

<https://www.together-uk.org/southwark-wellbeing-hub/the-directory/hub-category/children-young-people-mental-health/>

For YP (11-25 yrs): www.thenestsouthwark.org.uk

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Signposting



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

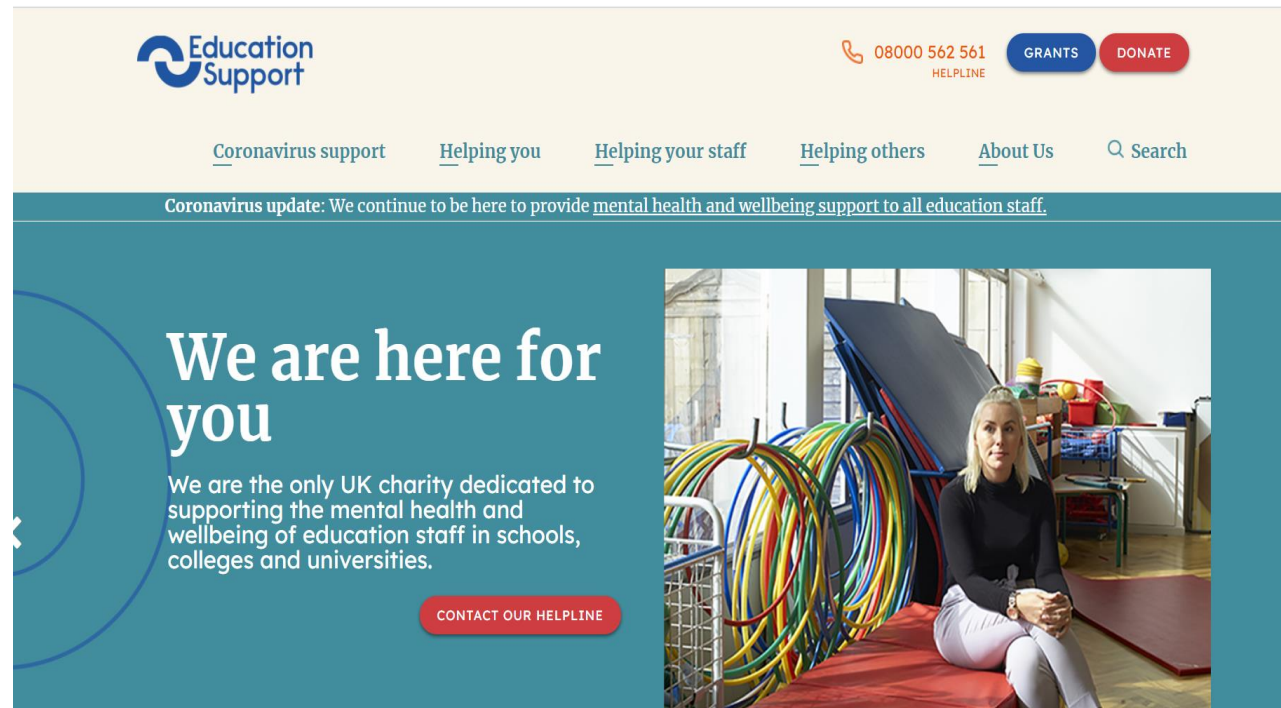
Cascade to your staff

Contact us if you need to talk to someone



Support for staff

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



The screenshot shows the Education Support website homepage. At the top, the Education Support logo is on the left, and the helpline number 08000 562 561 is in the center. To the right of the helpline are two buttons: 'GRANTS' and 'DONATE'. Below the header is a navigation menu with links: '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 is a large teal section with the heading 'We are here for you' and the text: '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 at the bottom right of this section. To the right of the text is a photograph of a woman sitting on a red mat in a room with colorful jump ropes and toys.

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CPD & Training

-Neuroscience – Understanding Learning And Growth; Wellbeing, And Resilience, online, Kellie Ansell, Education Consultant

-Your Wellbeing - introduction to Self-Care and Guided Relaxation practice, 24th March 2021, 3:45pm -5:00pm, IMHARS & HS Champions [Book Here](#)

-Become a Mental Health First Aider – Mental Health First Aid England -two days on-line: 22nd & 23rd April and 29th & 30th April, 9:00am - 4:00pm [Book Here](#)

To book other free CPD & training, search and book on <https://schools.southwark.gov.uk/professional-development/wellbeing-mental-health-pshe-and-healthy-schools>

PE CPD for KS1-4 and Inclusion/SEND, for more information go to: www.lpessn.org.uk and www.afpe.org.uk

For website and bookings queries, please email CPDEnquiry@southwark.gov.uk



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/essential-information/coronavirus-covid-19>

Recovery Curriculum

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

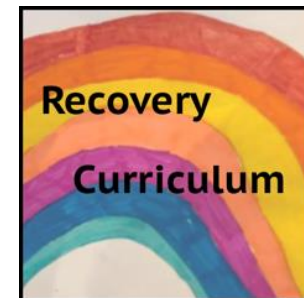
The Recovery Curriculum focuses on an analysis of the loss children have suffered during this time, and the potential anxiety and trauma it may cause, with significant impact on their ability to learn effectively. As a result they have built the construct of a Recovery Curriculum, enabling schools to 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

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

thinkVinja AND THE VIRUS



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School/College Offer to support implementation

- ✓ Training & CPD, resources & guidance – autumn onwards
- ✓ **Draft:** further support for schools/colleges – spring onwards:
 - Workforce development - further CPD/training; “next stop pathways” to bridge themes;
 - Networks – locality and borough-level incl surgeries, discussion groups
 - Research & innovation
 - Consult with you MH & WB Leads/SLT/H&WB Teams, e.g. as part of current supervision arrangements
 - Enhanced Healthy Schools – local accreditation (Action Plan template)
 - Celebration – summer term onwards



Baselining, Monitoring & Evaluation approaches

Universal & Targeted:

- your school's CPD/training evaluation forms
- PSHE & WB Curriculum Review tools and next steps
- Surveys:

Toolkit - <https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf>

Pupil WB Measures - <https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/understanding-need/measure-pupil-wellbeing/>

WB Framework - <https://www.annafreud.org/schools-and-colleges/resources/wellbeing-measurement-framework-for-schools/>

Baselining, Monitoring & Evaluation approaches

Universal & Targeted:

- Sheu H&WB survey for years 4, 6 (Stirling Qs), 8 & 10 (Short Warwick Edinburgh Wellbeing Qs);
- Example Staff Wellbeing survey (Short Warwick Edinburgh Wellbeing Qs):
<https://www.surveymonkey.co.uk/r/9Z68HYP>
- Ten Steps to Staff WB: <https://www.annafreud.org/media/8506/school-staff-wellbeing-report-final-corrected-512.pdf>
- LA indicators examples:
- All children & young people receive the support with their emotional & mental wellbeing when they need it, through appropriate referrals
- Improve pupil engagement so exclusions reduce & attendance improves overtime



Additional support ...

-Bitesize sessions (45 mins max.) online:

-“Neuroscience – Understanding Learning And Growth; Wellbeing, And Resilience”, Kellie Ansell

-“Bereavement and Loss” presentation slides with voice recordings: <https://www.schools.southwark.gov.uk/pshe-healthy-schools/mental-health-wellbeing>

-“Stress & Trauma”, Educational Psychology Service

-further resources and support on webpage above

Your next steps.....

1. **how you are going to use the training content & slides to plan your school's training?**
2. what are your next steps in strengthening your school's "PSHE & Wellbeing" curriculum?
3. how would you describe "staff wellbeing", how has it changed over time?
4. participating in the free Sheu H&WB survey, focus on MH & EWB incl. resilience (years 4 & 6 and years 8 & 10), email angela.balding@sheu.org.uk
5. **evaluation Qs – “how will this event impact on your work?”**
6. **for “Action Plan template” and further information -**
<https://www.schools.southwark.gov.uk/pshe-healthy-schools/mental-health-wellbeing>





HM Government

Wellbeing For Education Return Covid-19

Section 6

[Further Reading](#)

[Practical Resources](#)

[MindEd Session Links](#)

[Links](#)

[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



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Local support – Southwark Council & CCG

What's available at the moment (Mar 21), online resources:

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

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

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

<https://www.southwark.gov.uk/health-and-wellbeing/health-advice-and-support/taking-care-of-your-mind?chapter=6>

<https://www.together-uk.org/southwark-wellbeing-hub/the-directory/hub-category/children-young-people-mental-health/>

For YP (11-25 yrs): www.thenestsouthwark.org.uk

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Resources

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



Introducing Ameera: Loss

Ameera found studying for GCSEs quite challenging and didn't achieve as well as she hoped but was keen to continue her studies.

She had to change her original study plans and moved to a different school/college.

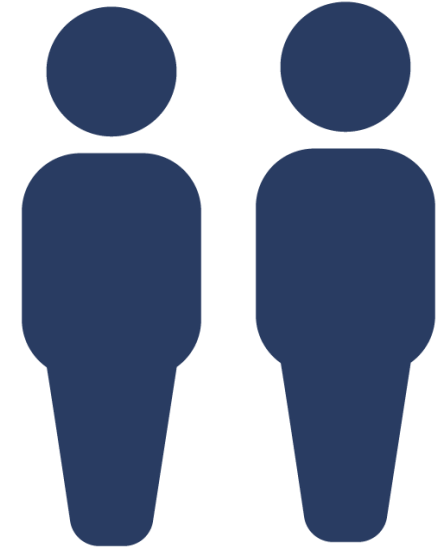
She still feels very disappointed and angry.

She is struggling to make new friends.

Parents blame her teachers and the school.



Ameera



Ameera's Parents

Ameera's Challenges

Ameera found studying for GCSEs quite challenging and didn't achieve as well as she hoped but was keen to continue her studies.

She had to change her original study plans and moved to a different school/college.

She still feels very disappointed and angry.

She is struggling to make new friends.

Parents blame her teachers and the school.

Ameera is still very disappointed with her grades.

She has found moving educational establishments difficult.

She feels distanced from old friends and is struggling to make new friends.

All this is impacting on her self esteem which is at an all time low.

Ameera's attendance has dropped and she is thinking of quitting school/college.

Her parents are very angry and blame her teachers and school.

How Can We Help Ameerah To Help Herself?

Ameerah is still very disappointed with her grades.

She has found moving educational establishments difficult.

She feels distanced from old friends and is struggling to make new friends.

All this is impacting on her self esteem which is at an all time low.

Ameerah's attendance has dropped and she is thinking of quitting School/College.

Her parents are very angry and blame her teachers and school.



Ameerah has **spoken to her parents** about her challenges and worries. She wants to find out what her options are.



She has **arranged to meet a friend** and go for a walk where she plans to share her dilemma.

Ameerah has **contacted School/College** to discuss her options.

Ameerah is **willing to accept** any support offered.

What School/College Can Do To Help Ameera?

Ameera has spoken to her parents about her challenges and worries. She wants to find out what her options are.

She has arranged to meet a friend and go for a walk where she plans to share her dilemma.

Ameera has contacted School/College to discuss her options.

Ameera is willing to accept any support offered.



Recognition



Relationships

School/College have arranged **a meeting to discuss** Ameera's progress, attendance, and options with **her and parents**.

Discussion focuses on supporting her to settle into the new environment and studies whilst further **exploring her options**.

Key information about Ameera has been provided to **all staff** as a student profile, so all are aware of her circumstances and needs to best **support her**.

What School/College Can Do To Help Ameera?

Ameera has spoken to her parents about her challenges and worries. She wants to find out what her options are.

She has arranged to meet a friend and go for a walk where she plans to share her dilemma.

Ameera has contacted School/College to discuss her options.

Ameera is willing to accept any support offered.



Additional **pastoral support** in school/college has been put in place.

A referral has also been made to a **school/college wellbeing worker** (or 3rd party support).

A referral has been made to a **careers advisor** to offer guidance to Ameera at this crucial point.

What Do These Ideas Illustrate?



Ameera:

- Ameera **recognises** her challenges and uses her **relationships** to discuss her concerns
- She **reflects** on the future to start to make plans
- These steps help to **regulate** Ameera's feelings and emotions
- Doing this will help Ameera build her **resilience and coping skills**

School:

- School/College **acknowledge** Ameera's and parents disappointment and **actively listen** to discuss support and future options
- School/College uses strategies to build positive **relationships** with Ameera and parents
- School adopt strategies to allow time for **reflection** and help Ameera **regulate** her feelings and emotions
- Doing this will help Ameera build her **resilience and coping skills**

Introducing Anita

Anita is in Year 9 at Secondary School. She was always a bubbly girl prior to the lockdown with Covid-19.

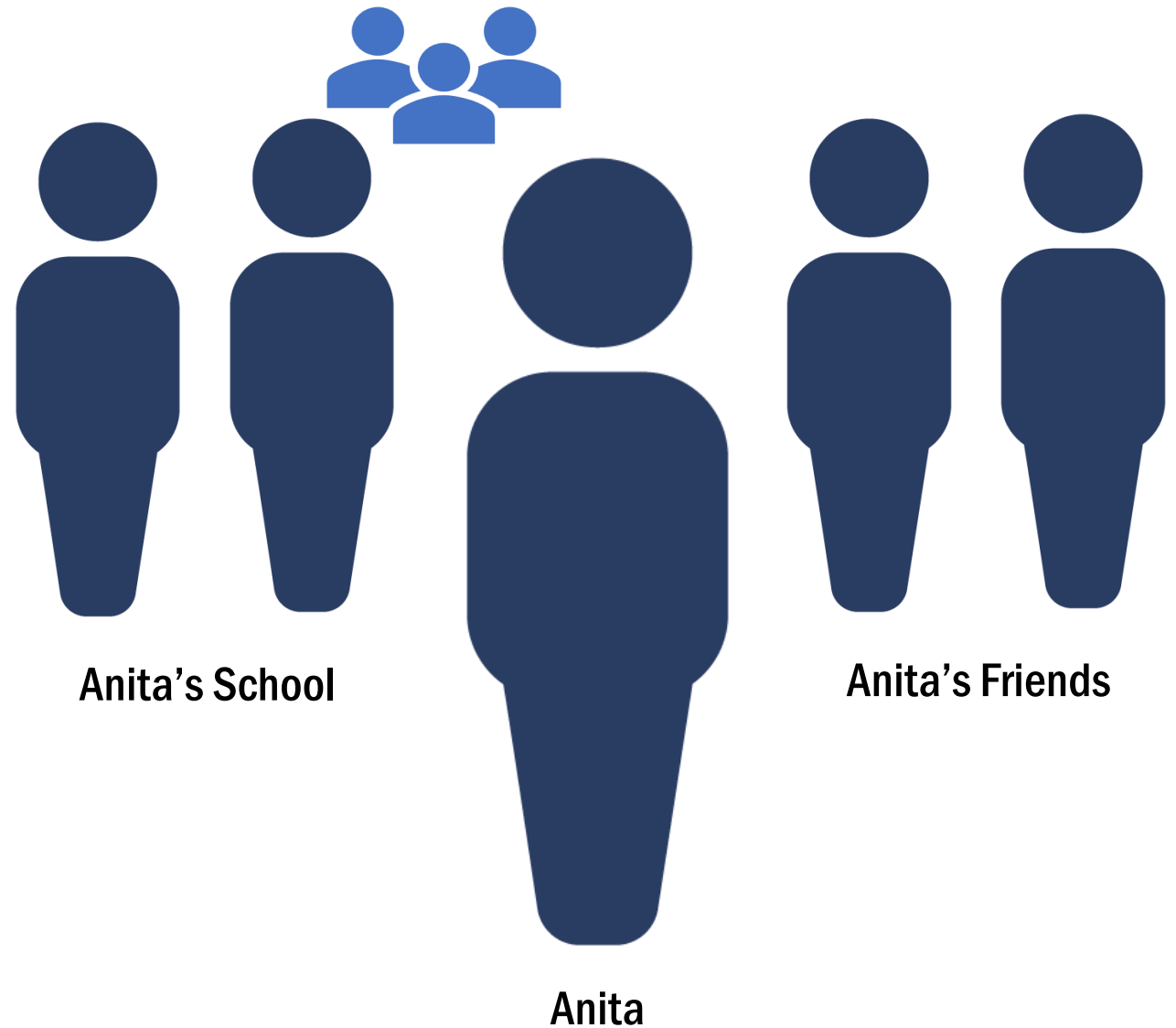
Anita was at home during the lockdown and did not use the online education offer from school.

On her return in September you notice that she seems low, and not her usual self, maybe lost some weight, not looking well.

She seems to be avoiding her friends and her mind seems to wander in class – a change.

She can't seem to get her thoughts together.

3 weeks later things seem to be getting worse, not better.



What Can School Do To Help Anita?

Anita is in Year 9 at Secondary School. She was always a bubbly girl prior to the lockdown with Covid-19.

Anita was at home during the lockdown and did not use the online education offer from school.

On her return in September you notice that she seems low, and not her usual self, maybe lost some weight, not looking well.

She seems to be avoiding her friends and her mind seems to wander in class – a change.

She can't seem to get her thoughts together.

3 weeks later things seem to be getting worse, not better.



Recognition



Relationships

See Anita and offer her **support, encourage** her to engage.

Use **active listening**. What has changed for Anita? Be curious about her experiences.



Relationships



Reflection



Resilience

If possible with child's agreement, speak to **parents**.

Help her to **choose an activity**, perhaps one she has enjoyed previously and encourage her to re-engage.

Perhaps a **physical activity or creative** outlet.

What Can School Do To Help Anita?

Anita is in Year 9 at Secondary School. She was always a bubbly girl prior to the lockdown with Covid-19.

Anita was at home during the lockdown and did not use the online education offer from school.

On her return in September you notice that she seems low, and not her usual self, maybe lost some weight, not looking well.

She seems to be avoiding her friends and her mind seems to wander in class – a change.

She can't seem to get her thoughts together.

3 weeks later things seem to be getting worse, not better.



Relationships



Recognition



Resilience

Consider how **peers** might help, for example being paired up with a friend to help in class, drama or sport.

Help to re-establish her **confidence in small steps** in class and overcome fears she had from lockdown.

Let her know she is supported and you are looking out for her.



Recognition



Regulation

Alert other teachers with Anita's permission.

If Anita's **mood** does not improve consider further supports, such as school counsellor if available.

What Can Anita's Parents/ Carers Can Do To Help?

Anita is in Year 9 at Secondary School. She was always a bubbly girl prior to the lockdown with Covid-19.

Anita was at home during the lockdown and did not use the online education offer from school.

On her return in September you notice that she seems low, and not her usual self, maybe lost some weight, not looking well.

She seems to be avoiding her friends and her mind seems to wander in class – a change.

She can't seem to get her thoughts together.

3 weeks later things seem to be getting worse, not better.



Recognition



Relationships



Resilience

Make **time to be together**, don't push it but be ready to hear and listen.

Be sensitive that she may prefer to talk to someone else. That's OK, support her.

Encourage her to get more active, because low mood feeds off inactivity.

Help her to choose anything that she used to like doing. Consider doing it together, a walk, a game, a favourite TV show.

What Can Anita's Parents/ Carers Can Do To Help?

Anita is in Year 9 at Secondary School. She was always a bubbly girl prior to the lockdown with Covid-19.

Anita was at home during the lockdown and did not use the online education offer from school.

On her return in September you notice that she seems low, and not her usual self, maybe lost some weight, not looking well.

She seems to be avoiding her friends and her mind seems to wander in class – a change.

She can't seem to get her thoughts together.

3 weeks later things seem to be getting worse, not better.



Recognition



Relationships



Resilience

Small simple things done **together** in a calm warm way can make all the difference, even washing up together or cooking together.

There may be **community networks/peers** to reconnect Anita with.

If **faith** is important, there may be linked networks.

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 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
- **SEAL Community** (free registration for schools/colleges in Southwark): www.sealcommunity.org

Links (DRAFT)

This is in draft form and will be further revised:

- Barnardos - See, Hear, Respond [View website](#)
- British Psychological Society – Back to School [View website](#)
- Child Bereavement UK – School Projects for Remembering [View website](#) How Children Grieve [View website](#) Childrens Understanding of Death [View website](#)
- Childhood Bereavement Network [View website](#) Key Statistics [View website](#) Help Around a Death [View website](#) Growing in Grief Awareness [View website](#)
- Children's Society – 5 Ways to Wellbeing postcards [View pdf](#)
- Co Space Study: Supporting Parents, Adolescents and Children during Epidemics [View website](#)
- DfE Mental Health and Wellbeing in Schools [View website](#)
- DfE Statutory Guidance: Keeping children safe in education [View website](#)
- Grief Encounter [View website](#)
- Hope Again from Cruse Bereavement Care [View website](#)
- Healios - Think Ninja [View website](#)
- Kooth [View website](#)
- Local NHS Mental Health Crisis Support Lines [View website](#)
- NHS - Advice for parents, guardians and carers on how to help and support a child or young person with mental ill health, suicidal thoughts or self-harming behaviours [View website](#)
- NHS - Mental health urgent access support lines [View website](#)
- NHS – Top NHS doctor issues advice for children going back to school [View website](#)
- NHS - What to do if you're a young person and it's all getting too much [View website](#)

Links (Cont) (DRAFT)

- NSPCC report: Isolated and Struggling [View website](#)
- Taking Part [View website](#)
- Trauma Informed Schools [View website](#)
- The Nest <https://www.thenestsouthwark.org.uk/>
- Winstons Wish [View website](#)
- Recovery and Renewal handbook [View website](#)
- RSHE training videos and snippets [View website](#)
- Whole School/College SEND [View website](#)

MindEd Session Links

- MindEd Adverse Childhood Experiences [View course](#)
- Anxiety Disorders [View session](#)
- Building Confidence and Resilience [View session](#)
- Death and Loss (Including Pets) [View session](#)
- Depression [View session](#)
- Domestic Abuse [View session](#)
- Loss and Grief [View session](#)
- Sad Bored or Isolated (Low Mood and Depression) [View session](#)
- The Worried Child [View session](#)
- Victims Including Domestic Abuse [View session](#)

- Register on MindEd: 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*

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 “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 press.

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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.

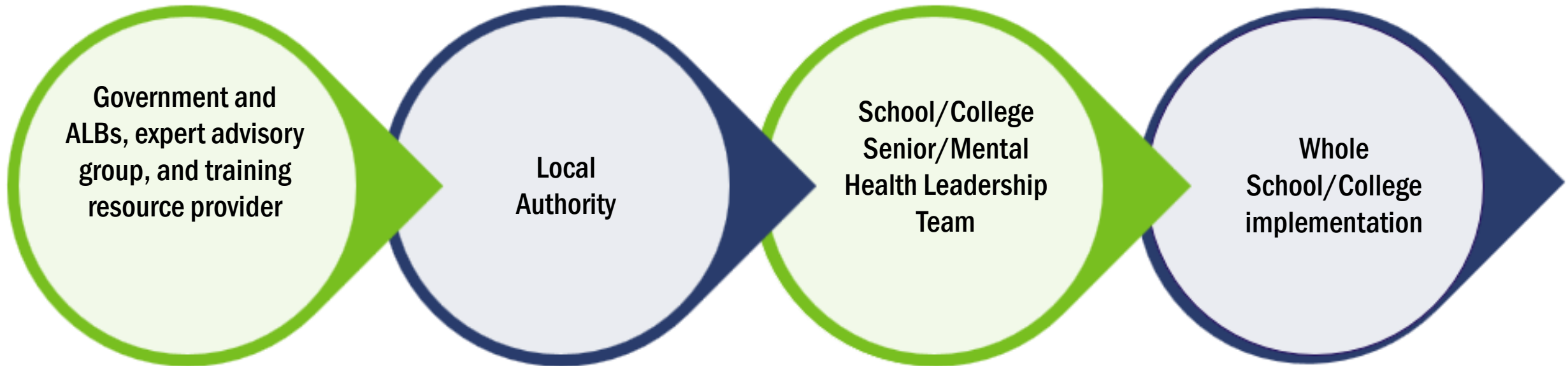
Webinar 2: Will focus on those who may need additional support, including signposting for people across the Whole School/College community with one or more of; Loss, Bereavement, Anxiety, Low Mood, Stress, Trauma in the context of Covid-19. Vignettes examples refer to children and young people but the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



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