



HM Government

## Wellbeing For Education Return Covid-19

Mental health and wellbeing training  
Learning from the pandemic

*Delivered by Salford, Tameside and Bury  
Educational Psychology Service*

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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# Group Agreement

- Pre-measure
- Health warning
- Use of personal material/views – share with care (including the chat)
- Confidentiality – you can take the learning out of the session but don't take or record any personal-identifying information out of the session
- In order for this to be a safe space for us all to share our thoughts, opinions and experiences, it is important for us to respect and value difference and diversity in all of its forms

# National Implementation Of Wellbeing For Education Return Programme

## Overarching messages:

- The Whole School/College approach is key.
- This Covid-19 Crisis is an opportunity to bolster Whole School/College systems to support wellbeing and build resilience in Whole School/College communities.
- This builds on, and complements, existing initiatives such as the Green Paper on mental health and wellbeing in education.

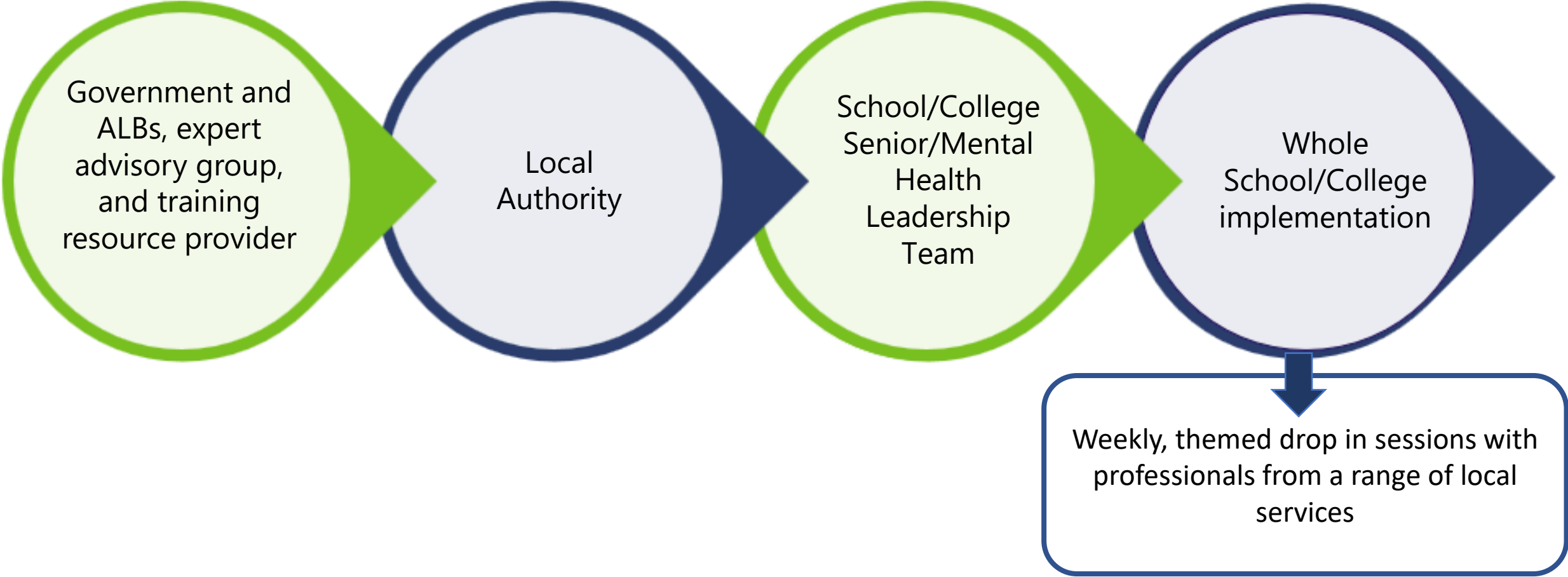
## Overview of the sessions:

**Webinar 1: Whole School/College approaches:** Covers whole school and college approaches to wellbeing and recovery. This is an evidence based session to ensure settings have the building blocks in place to support recovery and build resilience across the school or college community.

**Webinar 2: Will focus on those who may need additional support, including signposting:** Covers issues that are likely to be prevalent in schools and colleges among staff and pupils, including bereavement, anxiety, low mood and trauma. It helps staff to understand what they can be doing within school to support staff and young people and what support might be available locally.

**Rolling programme of weekly drop in sessions:** Bookable themed, smaller group sessions, facilitated by local professionals.

# Implementation Cascade



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

- To further your understanding of how to support wellbeing and resilience through easily understood psychological education and use this to better manage the impacts of Covid-19
- To be able to prioritise supportive robust and resilient relationships within the School/College community, enhancing wellbeing for all
- To further your understanding of how to help children and young people's minds stay open for learning and growth, and support education staff and families in the process

## Section 1:

Whole School/  
College Implementation



## 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**

# How Do Pandemics Affect Learning In Schools/Colleges?

## **Observed Negatives:**

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

## **Causing:**

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

## **Observed Positives:**

- Compassion
- Community mindedness
- Concern

## **Creating:**

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





# What Do We Mean By Wellbeing?

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

**World Health Organisation** definition: “A state of well-being in which the individual **realises his or her own abilities**, can **cope** with the normal stresses of life, can **work productively** and fruitfully, and is able to make a **contribution** to his or her community.”

- Students **learn** best
- Education staff **teach** and relate best
- Parents and carers **parent** best



When they have a sense of wellbeing

Contributing factors to wellbeing might include:

- **Physical health** and staying fit
- **Social belonging** and inclusion
- Feeling you can function well **emotionally**
- **Spiritual** - having an integrated meaning to life
- **Intellectual** and being open to learning and ideas, experiences and challenges
- **Economic** - free of unduly stressful financial pressures

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

“

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

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

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

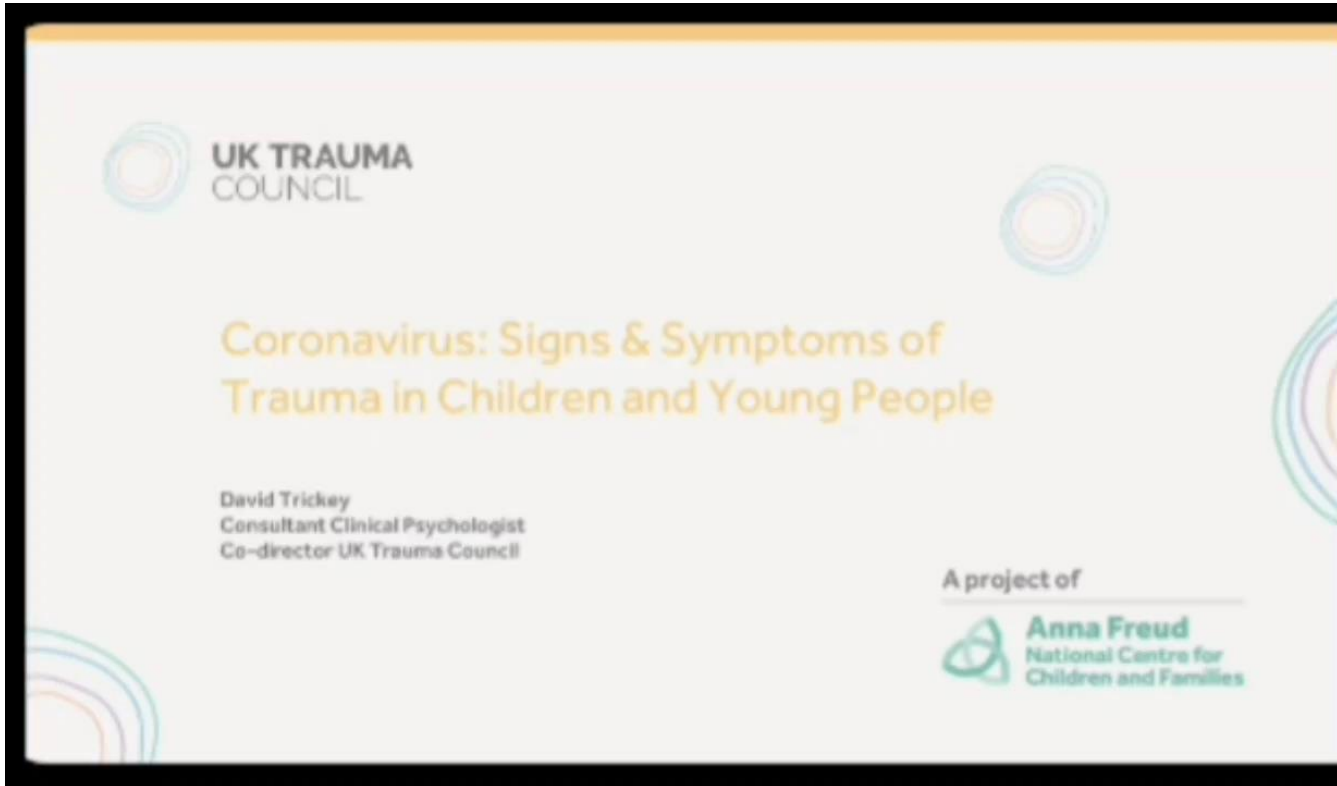
I just felt things lighten up... I felt like I was back and it all seemed different, better again...

”

# What Supports Recovery When Wellbeing Is Challenged?

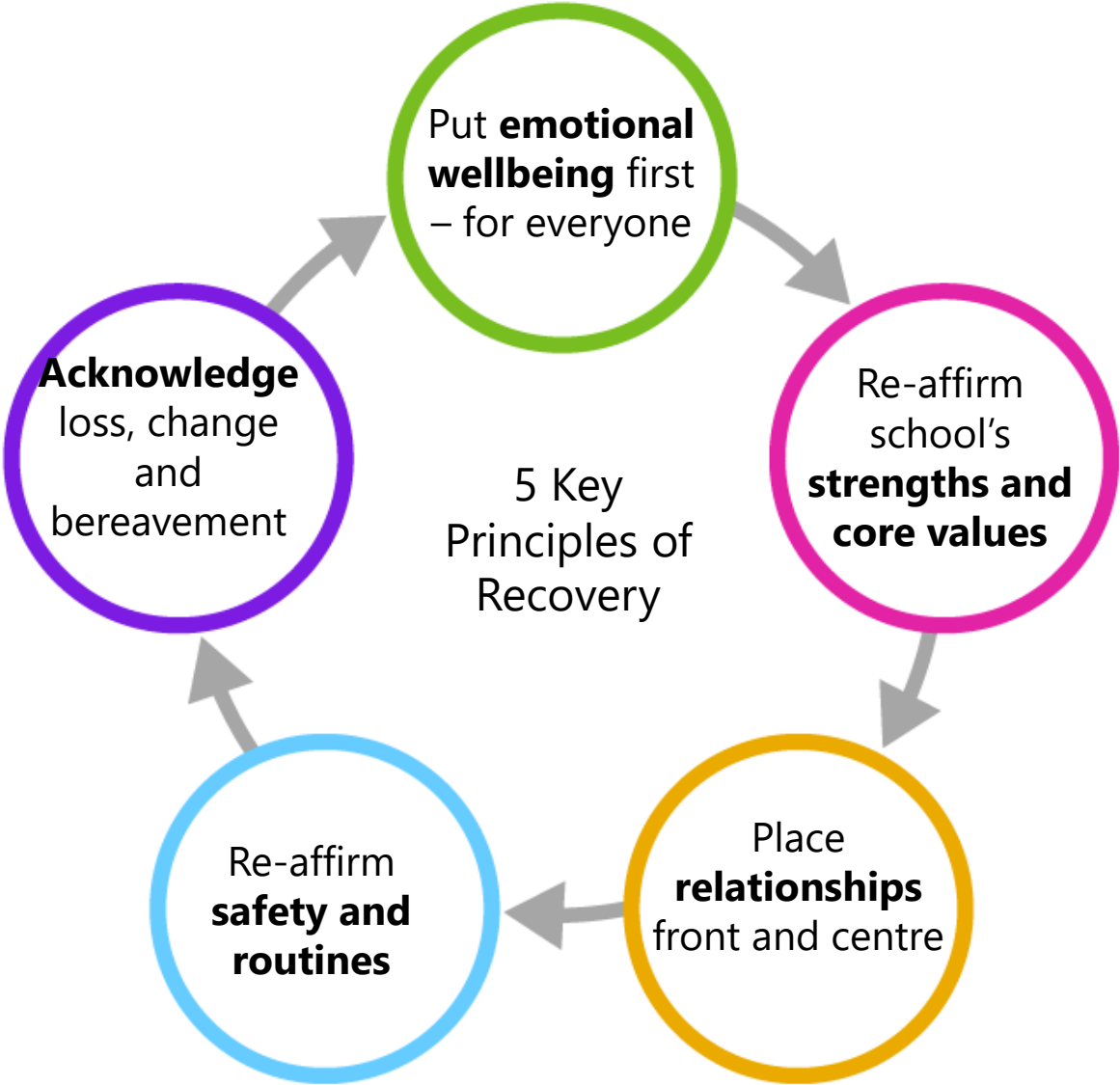
- Note that not everyone needs to recover emotionally; most children (*Co Space Study 2020*) and adults will be fine
- In general it is a smaller group (important to be aware of) but not the majority who need additional support
  - Some need support immediately, some later
  - Remember children in neglectful 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

# Typical Responses To The Coronavirus Pandemic



The link to the short video clip by David Trickey (Consultant Clinical Psychologist) included within the presentation can be found here: <https://www.facebook.com/AFNCCF/videos/2032748690188746> In it he explains the impact of the pandemic on young people and what may be considered a typical response, alongside what may signal a need for more specialist support.

# Supporting Wellbeing For Everyone



# The Psychology of the 5 Key Principles of Recovery

The 5 principles are based on the following psychological theories and approaches:

**1. Post trauma growth and recovery:**

- New learning from difficult times

**2. Positive psychology:**

- Meaningful hopefulness predicts better outcomes

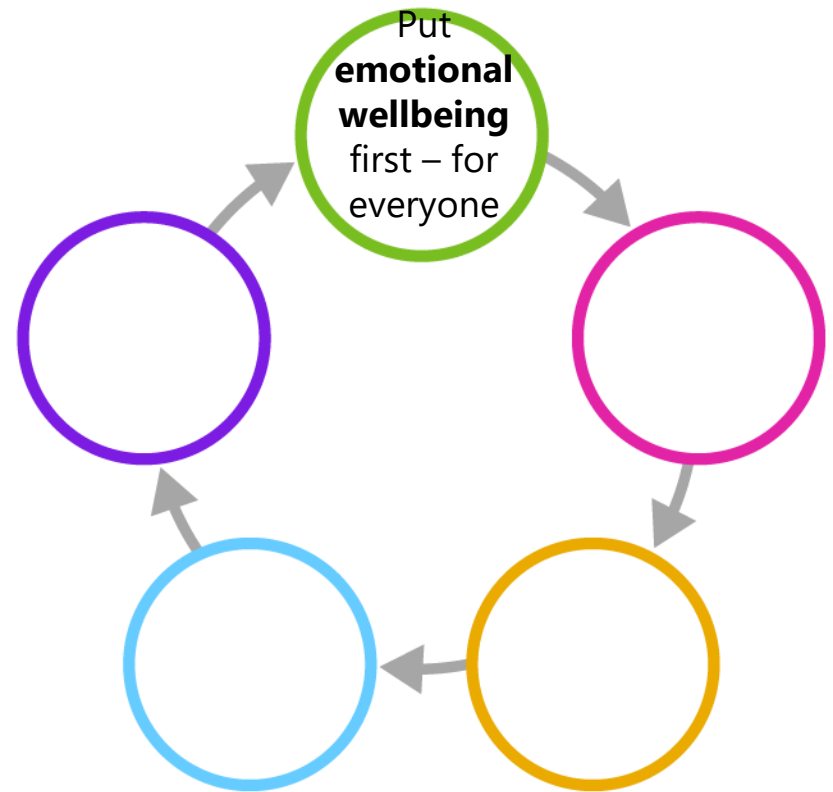
**3. Social emotional learning and attainment:**

- Minds 'open' for learning and growth

# Five Key Principles of Recovery- Emotional Wellbeing

Put **emotional wellbeing** first – for everyone

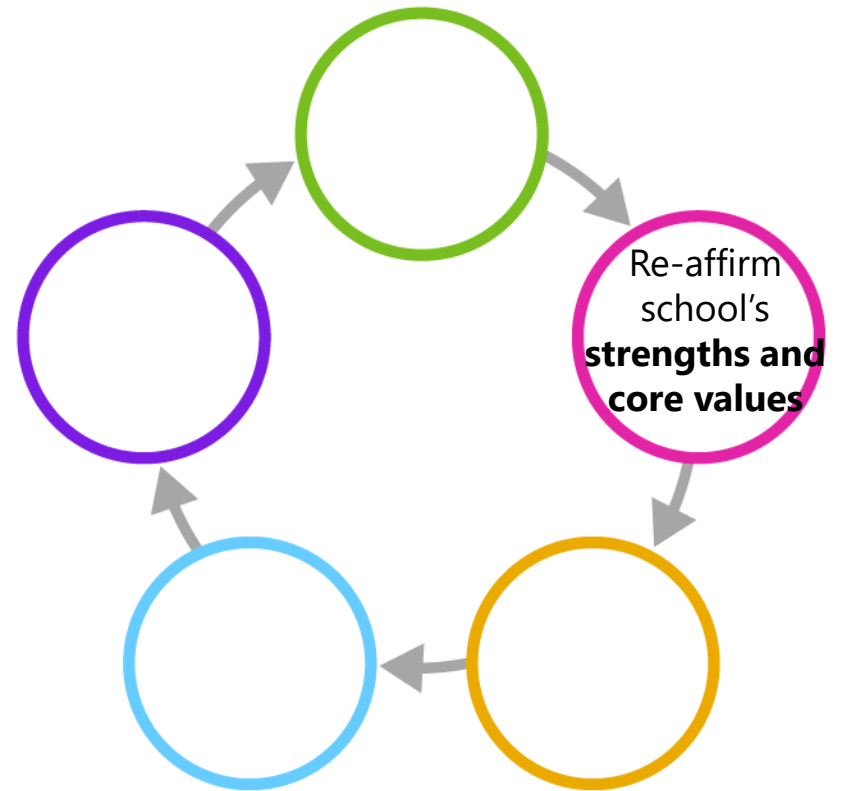
- Explicitly (re-)state school/college focus on wellbeing – including staff wellbeing.
- Embed social and emotional learning through the curriculum (e.g. RSHE, Emotional Learning Support Assistants).
- Use emotion coaching – to give words to feelings.
- Provide adjustments and support where required (as determined 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](#).



# Five Key Principles of Recovery – Strengths and Core Values

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

- Complete a strength-based audit of what the school/ college does well, drawing on the views of the school/ college community.
- Use the audits to update the school/college's mission statement/ core values and share this with the community.
- Plan assemblies and displays to re-affirm core school/college values.

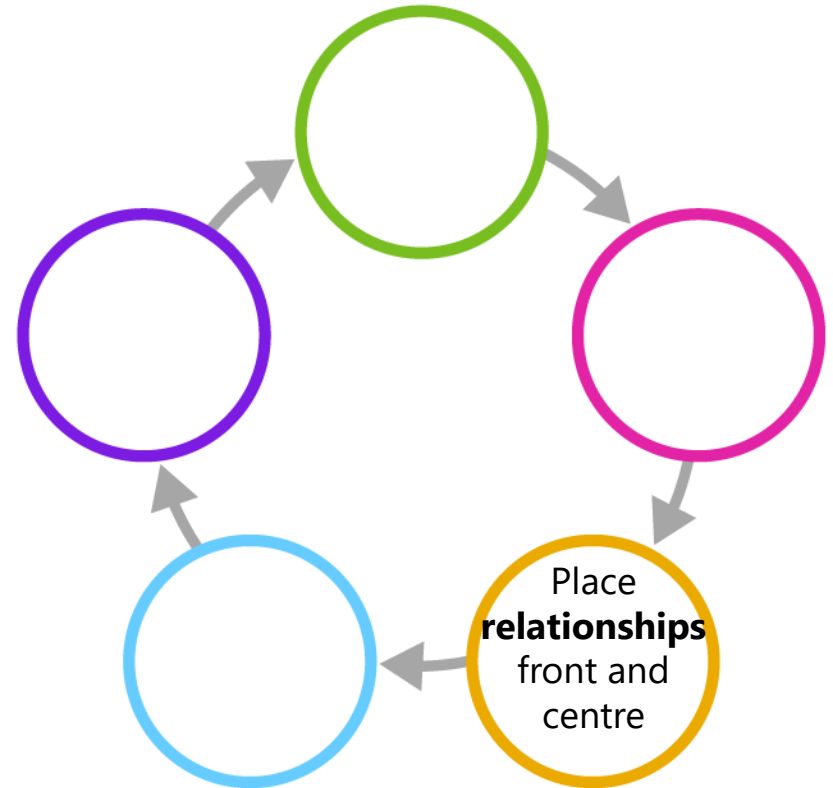




# Five Key Principles of Recovery - Relationships

Place **relationships** front and centre

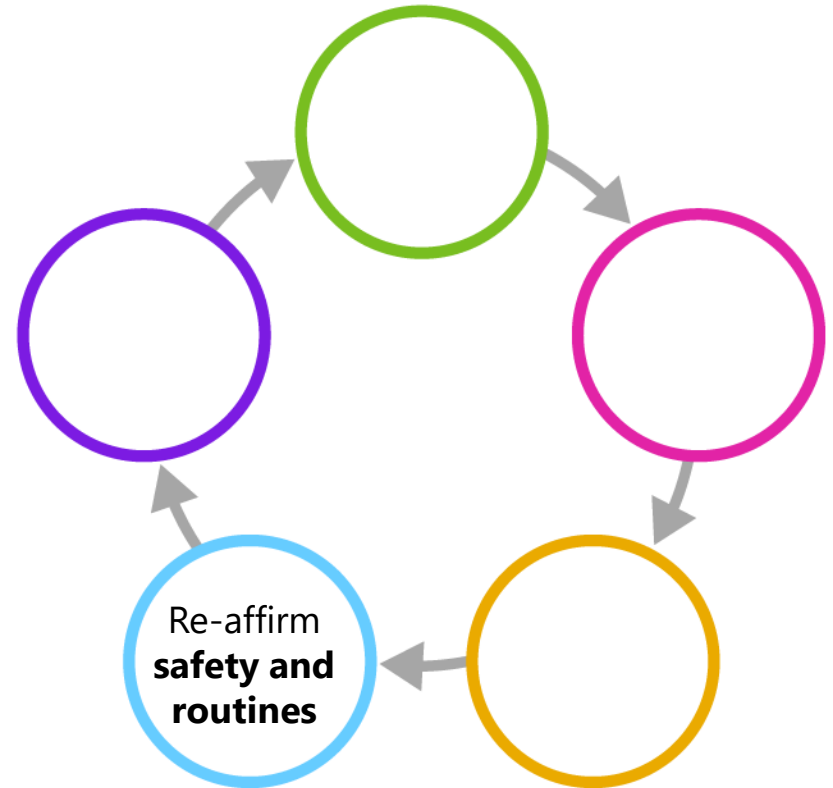
- Important to make time to connect as a staff team and with pupils – key for recovery.
- Check in with pupils regularly, especially those deemed to be more vulnerable.
- Prioritise the development of new relationships, e.g. those coming into school for the first time



# Five Key Principles of Recovery – Safety and Routines

## Re-affirm **safety and routines**

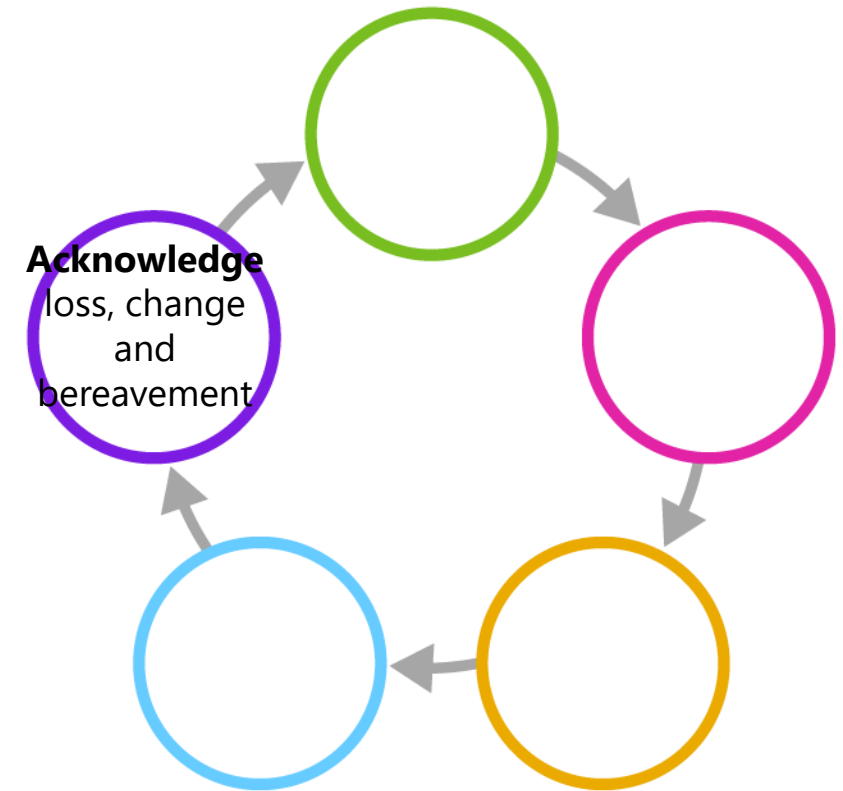
- Re-teach routines or develop new ones.
- Reaffirm key messages of safety regularly, with clear examples of what is in place to help keep young people safe within school.
- Strike a balance between routine/ familiarity and opportunities to take time out where needed.
- Allow a sense of control and agency where possible, as this can help us to feel safe.



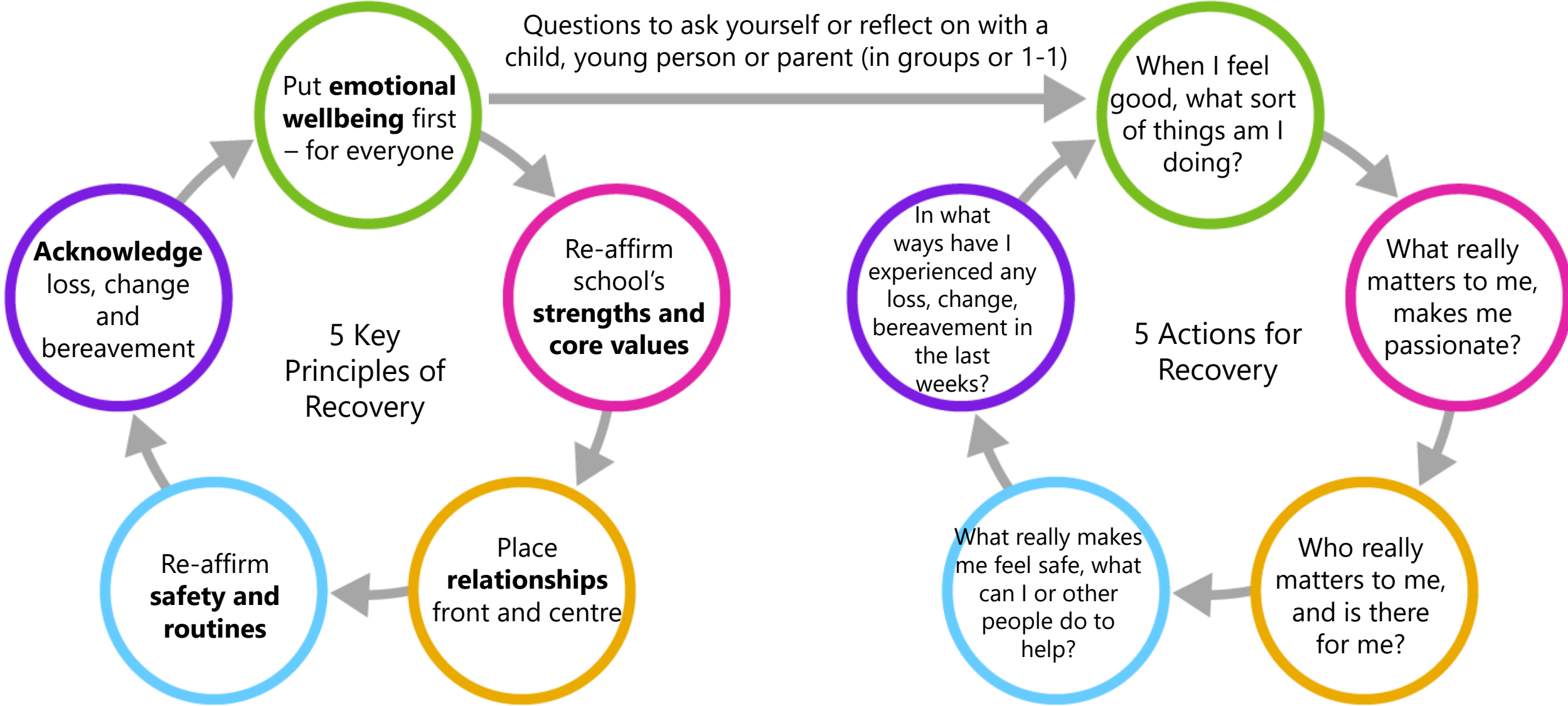
# Five Key Principles of Recovery - Acknowledge

## **Acknowledge** loss, change and bereavement

- Acknowledge the significant and ongoing changes in school and the wider world, and how difficult some may have found this.
- Plan some form of remembrance event.



# Supporting Wellbeing For Everyone



## Section 2:

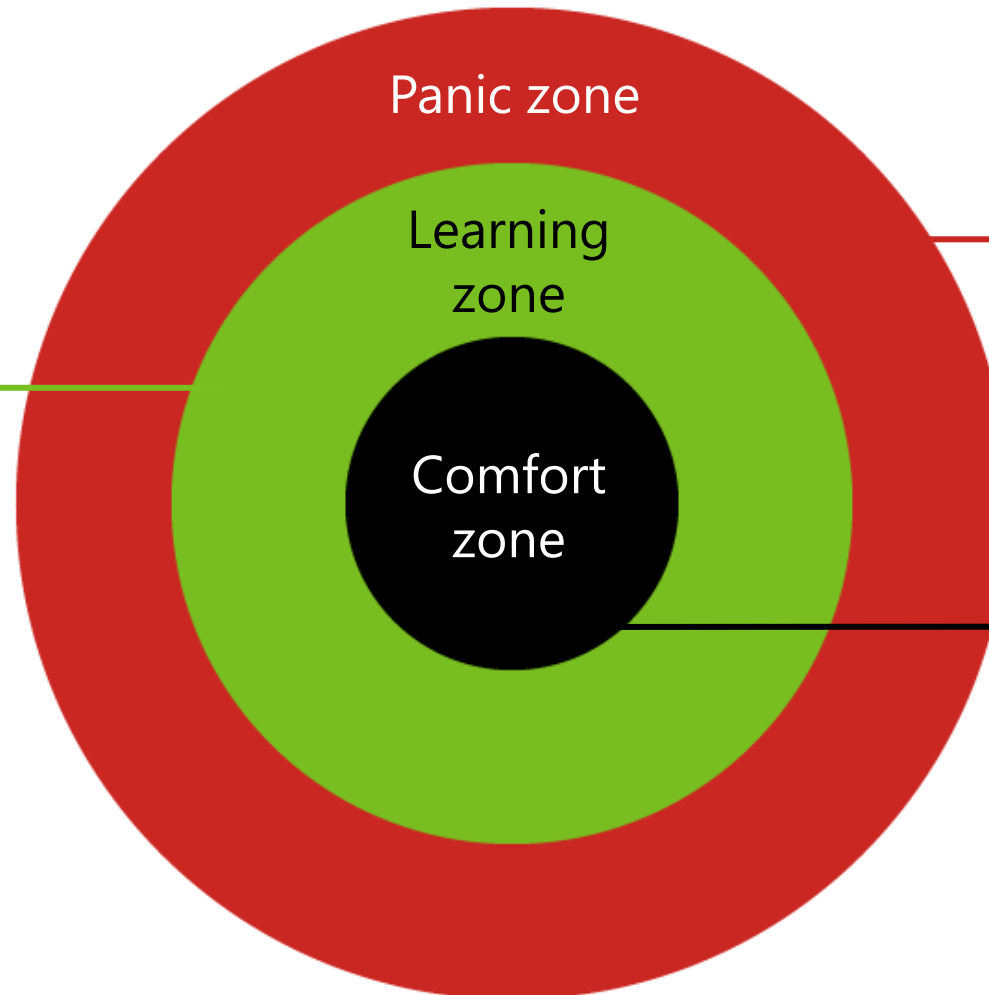
Neuroscience –  
Understanding Learning  
And Growth; Wellbeing,  
And Resilience



# What Helps To Engage Our Thinking Brain?

## Learning Zone Model

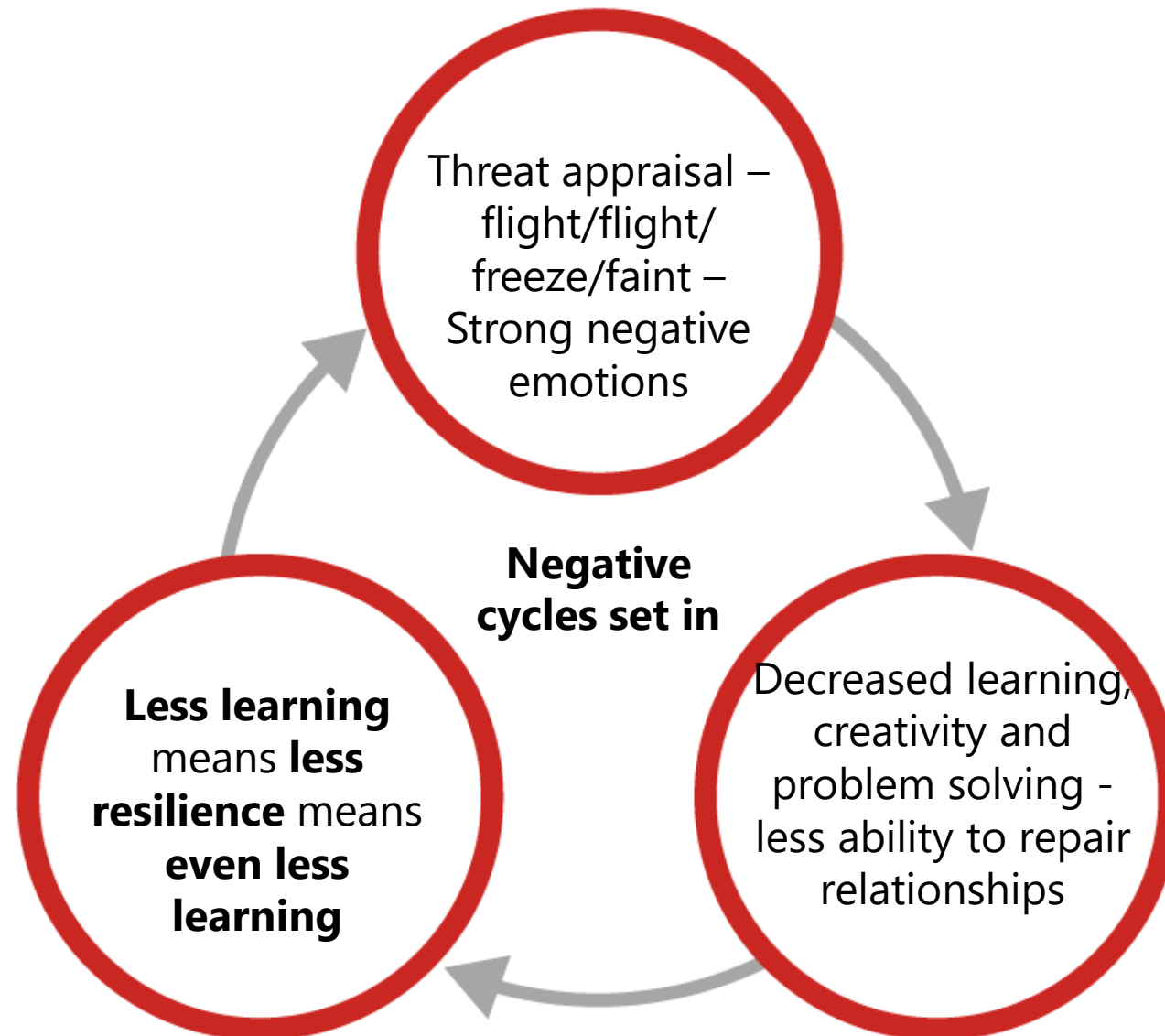
**Learning Zone**  
The 'sweet spot' in learning  
Here the student is stretched and growing



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

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

# What Does the 'Panic Zone' Look Like?



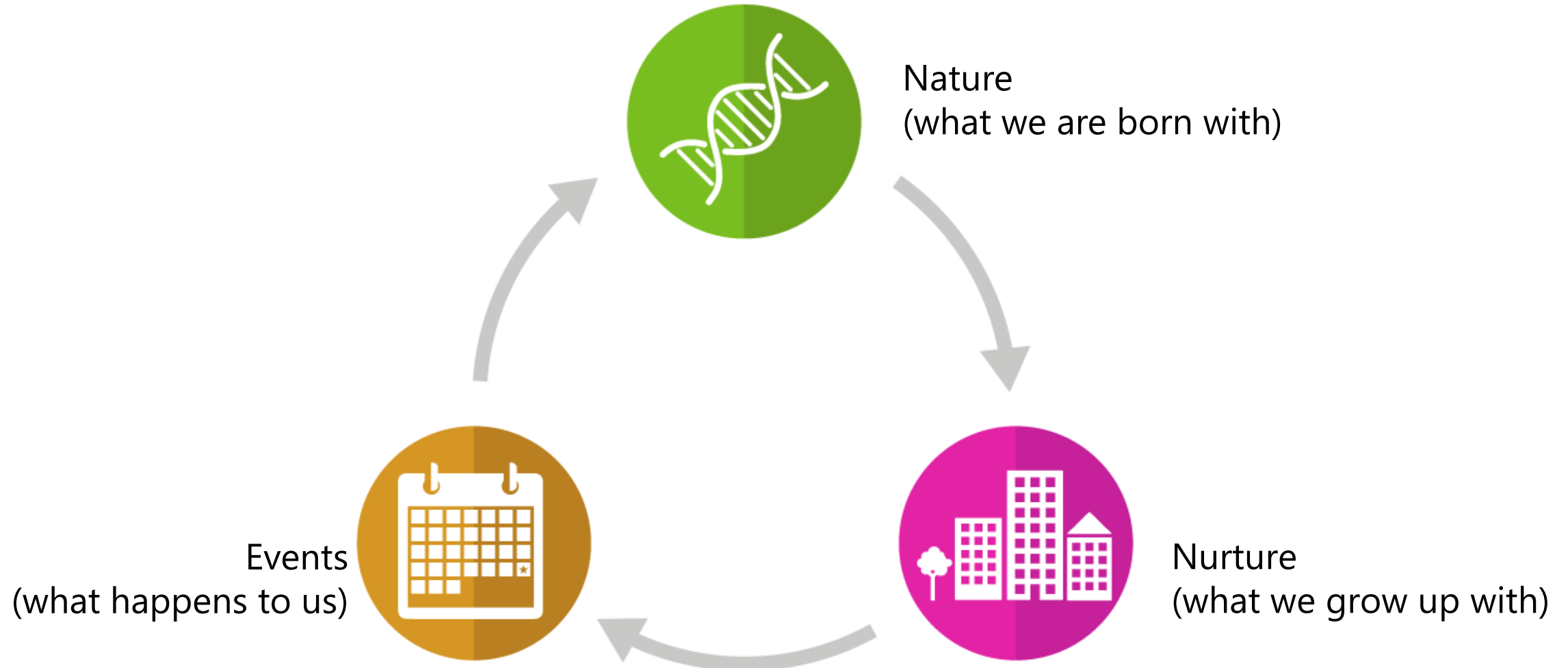
# What Do We Mean By Resilience?



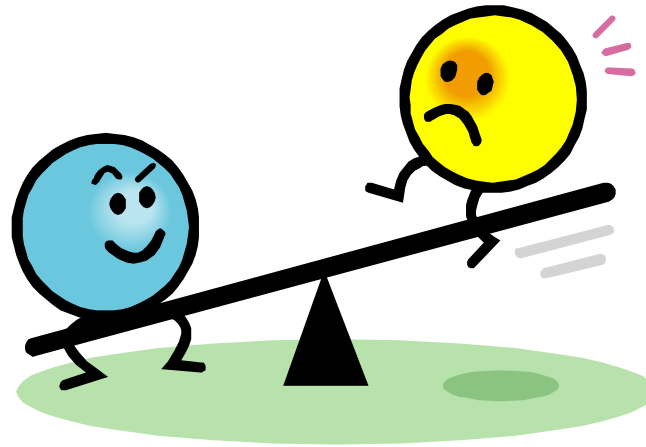


# What Predicts Resilience?

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



# Resilience: School as a Protective Factor



# How Education Staff Can Nurture Wellbeing And Resilience?

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

- 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



# Supporting Wellbeing For Everyone

## 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

The background of the slide features a close-up, artistic photograph of several interlocking gears. The gears are dark in color, possibly black or dark grey, and are set against a light blue background. The lighting creates soft shadows, giving the gears a three-dimensional appearance. Several screws are visible, some of which are partially obscured by the gear teeth. The overall aesthetic is clean, professional, and industrial.

## Section 3: Staff wellbeing

## **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
- Allowing time for reflection
- Promoting strategies of regulation
- Rebuilding resilience

How are you supporting your own and your staff's wellbeing?

# Staff Wellbeing Ideas to Support Each Other

School Leaders	Individual Staff
<ul style="list-style-type: none"><li>• Look after your own wellbeing<ul style="list-style-type: none"><li>• Staff wellbeing is a priority</li></ul></li><li>• Develop a Staff Wellbeing Policy</li><li>• Promote school connectedness and belonging (positive atmosphere, shared values)<ul style="list-style-type: none"><li>• Encourage a sense of cohesion</li></ul></li><li>• Help staff to feel valued and supported<ul style="list-style-type: none"><li>• Focus on strengths</li></ul></li><li>• Provide a comfortable environment<ul style="list-style-type: none"><li>• Supervision and peer support<ul style="list-style-type: none"><li>• Managing workload</li></ul></li></ul></li><li>• Monitor and measure staff wellbeing</li></ul>	<ul style="list-style-type: none"><li>• Proactive strategies to reduce emotional labour and develop feelings of resilience</li><li>• Reflecting on positives and sharing good news<ul style="list-style-type: none"><li>• Gratitude activities</li><li>• Physical activity</li></ul></li><li>• Being creative and thinking about what we enjoy<ul style="list-style-type: none"><li>• Helping others<ul style="list-style-type: none"><li>• Taking notice and being mindful</li></ul></li></ul></li><li>• Awareness of what support is available</li></ul>



## Next Steps

- **Cascade the learning from today** – how are you going to cascade the learning from today/ further embed current approaches – to your SLT or to the whole staff?
- **Weekly drop ins** – what are the themes coming up in your setting that you would like to see covered?

# Thank you for listening and participating

- Please see the following slides for links to further reading and information



HM Government

## Wellbeing For Education Return Covid-19

### Section 4

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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## Further Reading

- 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](#)
- NASEN (National Association for Special Education Needs) [View website](#)
- P2B (Place2Be) [View website](#)
- PHE (Public Health England) [View website](#)
- RSHE (Relationships and Sex Health Education) [View website](#)
- Rise Above for Schools [View website](#)
- 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

- **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](#)

# Links

- AYPH. A Public Health Approach to Promoting Young People's Resilience. Association for Young People's Health. 2020 [View pdf](#)
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- 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](#)

# 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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- Waite P, Creswell C et al. Report 01: Findings from the First 1500 Participants on Parent/Carer Stress and Child Activity. Department of Experimental Psychology, University of Oxford 2020
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- WHO. PFA-Psychological first aid in emergencies training for frontline staff and volunteers: [Press Release Gov.UK](#)  
Future learn [e-learning resource](#)

# Acknowledgements

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