HM Government

Wellbeing For Education Return
Covid-19

Mental health and wellbeing training
Learning from the pandemic

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

MindEd e-learning to support healthy minds

Anna Freud National Centre for Children and Families

Group Agreement

- Health warning
- Current context of working in schools
- Virtual working

- 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

Please type in the chat:

- Anything you have done since Webinar 1 e.g. cascading learning to SLT or to whole staff team
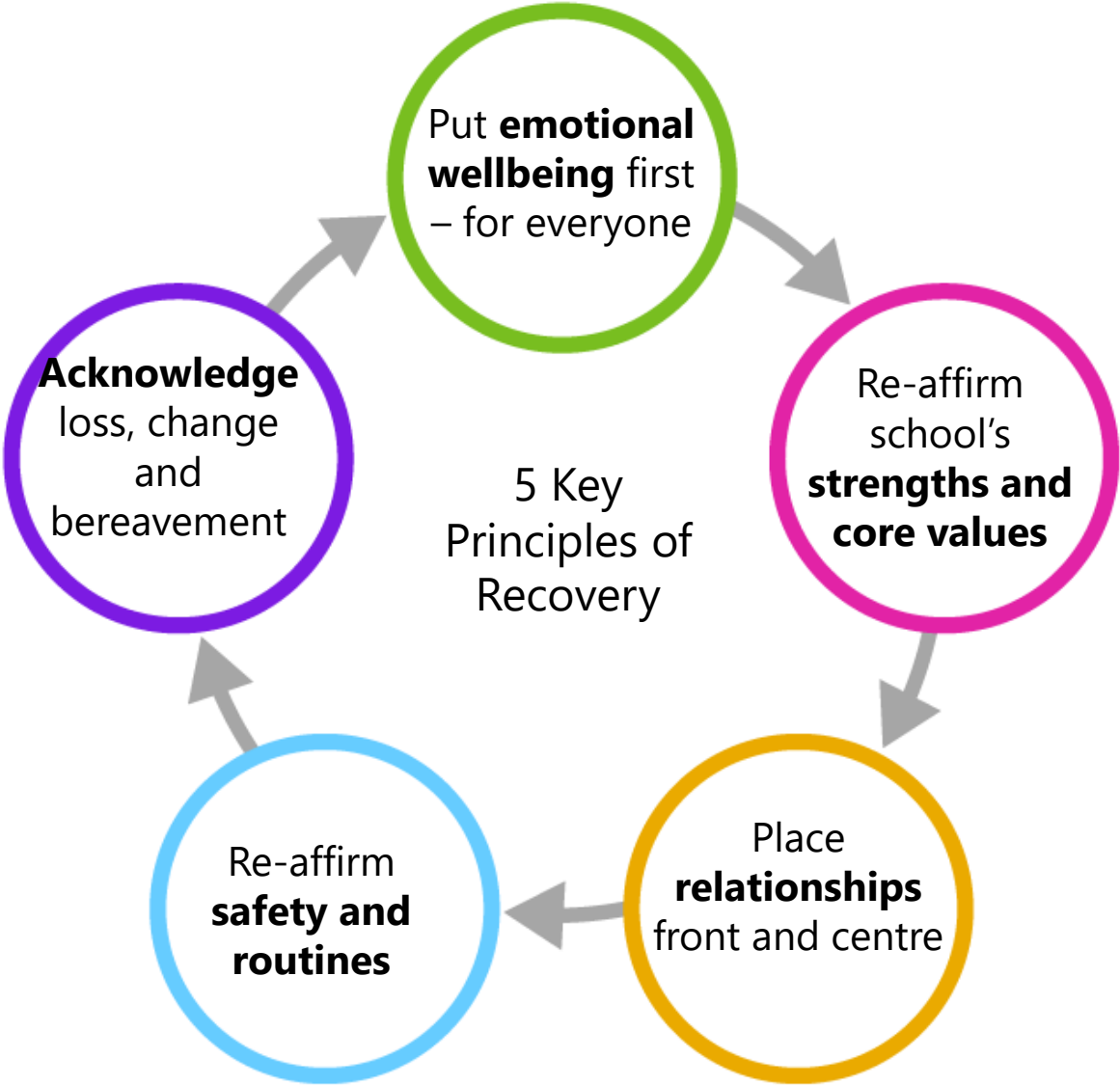
- Any reflections from webinar 1

1) Recap Whole School/College approaches (5 key principles of recovery and 5 Rs)

2) Bereavement And Loss

3) Understanding and Supporting Recovery from Anxiety and Low Mood,

4) Stress And Trauma: Supporting Recovery

5) Resources

Section 1:

Recap of webinar 1

Supporting Wellbeing For Everyone

(Whole School SEND 2020)

5 Rs For All Ages

Relationships
Reaching out to others for help

Recognition
Noticing signs of distress

Reflection
Self-awareness and choices (agency)

Regulation
What is in place to help from the school?

Resilience
To be able to recover quickly

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.
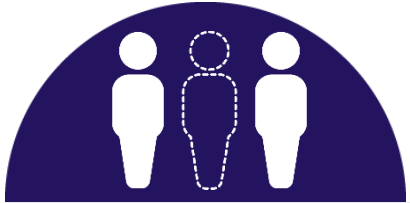
Bereavement
Unable to say goodbye and grieve in the usual way. Amplified by loss of access to routines and parts of support network.
Other losses:
- Normal school life
- Transitions
- Social opportunities/loss of family contacts/worries about relatives-missing hugs from family
- Sporting activities
- Friendships
- Trust in adults
- Economic/loss of employment

Action:
- Follow EPS Bereavement Guidance, including asking 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
- Be sensitive to needs of groups who may be more exposed to loss
- Implement the 5 Key Principles for Whole School/College recovery
- Build on the 5 Rs

Key Messages for Bereavement And Loss

- Communicate with openness and honesty, at the developmental level of the child
- Everyone's way of grieving is unique to them; all feelings are valid.
- Grief is a normal part of life and children are best supported by those they know and trust, in their home and school community.
- Children experiencing loss need to be listened to and to have their feelings normalised
- They need reassurance that they are not to blame and that they will not be abandoned
- Accepting the pain of loss when someone dies is hard. You can't take away the child's pain, but you can be alongside them while they experience it
- It takes time for life to grow around grief
- Help them find ways of remembering the good things; e.g. memory boxes, poetry, drawings, gardens
- Work collaboratively with the family and be guided by their beliefs and wishes
- In most cases a child who has been bereaved will not need counselling. In some relationships there has been a lot of unhappiness, or if the death itself was in traumatic circumstances, bereavement is more complex and further support or counselling may be helpful

5 Rs & Bereavement and Loss

- **Relationships – reaching out**
  - School reaching out to family. Make use of existing relationships in school
  - Reaching out to other people in the community, eg church
  - Draw on your relationship with your EP for advice

- **Recognition – noticing signs of distress**
  - Poor concentration, lack of academic progress
  - Crying, low mood
  - Tantrums, regression in behaviours
  - Separation anxiety, worrying about health of surviving parent
  - Anger, risky behaviours

- **Reflection – self-awareness & agency**
  - Importance of self-awareness of school staff – reflect on whether you are the right person for the job; have you been recently bereaved yourself?
  - Self-care – fit your own "oxygen mask" first
  - Follow the lead of the child/family that's been bereaved
  - Encourage self-efficacy – child/family taking agency in their own lives

5 Rs & Bereavement and Loss

- **Regulation – what's in place at school**
  - Each school will have its own ways of regulating in place – what do you use?
  - What's different in covid times?
  - Key Adults at school and home – providing co-regulation
  - Quiet reflection area
  - Prayer, worship
  - Calming activities, mindfulness
  - Home school links, learning mentor/ community-based personnel, eg faith leaders, youth workers, extended family, sports leaders

- **Resilience – ability to recover**
  - Maintain balance between giving expression for thoughts/feelings and maintaining usual routines – gives both acknowledgement and containment/sense of normality
  - Healthy grieving process shuttles between focusing on loss and focusing on restoration (Dual Process Model, Stroebe and Shut 1999)
  - Encourage self- and collective- efficacy (Hobfoll et al 2007)
  - Draw on connectedness; instil hope
  - Notice acts of kindness

Things You Can Do That 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.

Some stress and some anxiety/worry is normal and even helpful as they keep you safe

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

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

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

Anxiety – What Should You Look Out For?

Avoid things linked to the fears

Becoming more withdrawn (change in presentation)

Not interacting in class, always worrying, perfectionist

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

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

Have difficulty concentrating

Have difficulty sleeping, suffer stomach- headaches, health anxieties

Cling to parents or episodes of school avoidance in older pupils

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

Anxiety – Things you can do in school or college?

Support the child/ YP to plan appropriately challenge/ autonomy

Make things as predictable as possible; timetables/ plan changes

Encouraging a culture of being open about feelings

Making sure physical needs are met such a physical activity, good diet, sleep hygiene and music

Explore the concept of calm and allow opportunities to evoke it

Notice difficulties with concentration and find ways to make adjustments for these needs

Have good links with the family

Put in support networks such a keyworker or peer buddy

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

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

Become quiet and withdrawn

Become irritable with temper flares

Alternate between withdrawn and irritable

Looks tired

Keep away from friends and stay by themselves

Have poor attendance

Deterioration in self-care

Self-harm, suicidality

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

Low Mood, Depression – What Can You Do in School/College?

Emotionally literate culture	Use of emotion coaching	Encourage activities they enjoy even in small doses	Practice gratitude
Draw attention to strengths and hope	Encourage support from key adults and peers	Get the child YP involved in planning to manage their difficulties	Make sure no topics are off limits. Self-harm, suicidality- without glorifying suicide

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

Section 4:

Stress And Trauma:
Supporting Recovery

Trauma In The Context Of Covid-19

When stress is too much, too sudden, then trauma can occur:
- 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
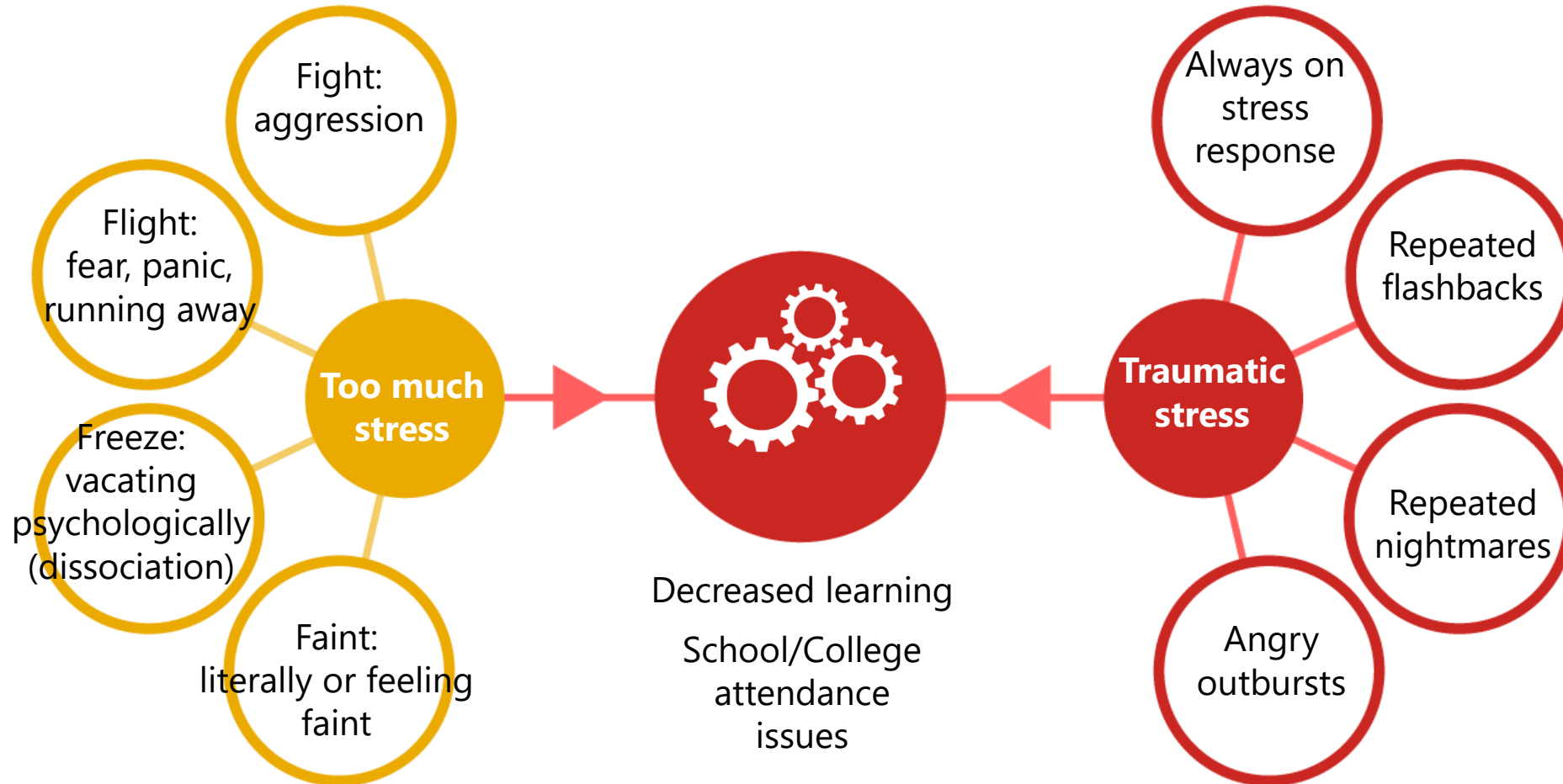
Current trauma can reactivate previous trauma.

Impacts of Covid-19 highlight chronic stress or repeated trauma:
- Domestic abuse (escalating concerns)
- Child abuse or neglect (escalating concerns)
- Young carers (supporting a parent/carer who is shielding)
- Economic impacts (losing jobs)

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

Stress And Trauma: What Does It Look Like?

Fight: aggression

Flight: fear, panic, running away

Freeze: vacating psychologically (dissociation)

Faint: literally or feeling faint

Too much stress

Decreased learning
School/College attendance issues

Traumatic stress

Always on stress response

Repeated flashbacks

Repeated nightmares

Angry outbursts

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

Relationships
Reaching out to others for help

Recognition
Noticing signs of distress

Reflection
Self-awareness and choices (agency)

Regulation
What is in place to help from the school

Resilience
To be able to recover quickly

(Bomber 2020)

Section 5:

Signposting to support

GETTING ADVICE

Local Offer

Emotional Health & Wellbeing Directory

Emotionally Friendly Settings

Integrated Youth Support Services

Early Help, including school co-ordinators

Mental Health First Aid

Salford Sports Partnership

Salford Community Leisure

Rio Ferdinand Foundation

Online support, including Kooth and The Mix

Services (e.g. CAMHS/ Emerge, 42nd St, Educational Psychology, Virtual School) can be accessed for signposting, information and advice
Schools' own support (employed and bought in)

Salford Information Advice and Support Services

GETTING RISK SUPPORT

CAMHS School Link, Single Point of Contact, CAMHS YOS and CAMHS specialist case management
Links to specialist services including Forensic CAMHS, Care Education & Treatment Review, Route 29, STARLAC, in-patient teams and Royal Manchester Children's Hospital
Bridge Partnership
GM Crisis Care Pathway/rapid response team, PANDA Unit/A&E and All Age Mental health Liaison team at Salford Royal

GETTING HELP

Low intensity assess-plan-do-review with involvement of services, such as:

Early Help

CAMHS/ Emerge

42nd St

Place2Be

Primary Inclusion Team

Learning Support Service

Educational Psychology Service

Virtual School Team

Gaddum bereavement services

Kooth

GETTING MORE HELP

Higher intensity support from services, which may include:
- Counselling
- Psychosocial support
- Integrated community response
- CBT
- Psychotherapy
- Risk management
- Neuro developmental assessment, treatment and management for CYP as well as parent and family support via post diagnostic groups
- Individual Parent Child Game
- Family therapy

Those who need advice and signposting

Those who need focused goals-based input

Getting Advice

Getting Help

Thriving
Those whose current need is support to maintain mental wellbeing through effective prevention and promotion strategies

Getting Risk Support

Getting More Help

Those who have not benefitted from or are unable to use help, but are of such a risk that they are still in contact with services

Those who need more extensive and specialised goals-based help

THRIVING

- Emotionally Friendly Settings, to include a focus on staff as well as pupil wellbeing
- Parenting support

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

- Think about how you might cascade the learning from today/ further embed current approaches – to your SLT or to the whole staff

- **Add your ideas to the chat**

Thank you for listening and participating

What to expect next?

- **Please complete the evaluation form** ☺
- We look forward to seeing you at the weekly drop ins January – March 2021. Please keep an eye out on your emails for further information.
- Any themes you'd like us to cover in the drop ins, please let us know!
- Extra delivery of sessions 1 and 2 in January – to be discussed at the SENCO networks, but let us know your preferences

Wellbeing For Education Return Covid-19

Section 7
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

Further Reading

- AFNCCF (Anna Freud National Centre for Children and Families) [View website](#) Covid-19 Tool Kit [View pdf](#)
- Charlie Waller Trust [View website](#)
- Emerging Minds podcasts [View website](#)
- Every Mind Matters [View website](#)
- Emotionally Friendly Schools [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](#)
- RSHE (Relationships and Sex Health Education) [View website](#)
- Rise Above for Schools [View website](#)
- Young Minds [View website](#)

Practical Resources

- **Bereavement guidance** [View website](#)
- **Emotionally Friendly Settings manuals** [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

- 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)

- NSPCC report: Isolated and Struggling [View website](#)
- Taking Part [View website](#)
- Trauma Informed Schools [View website](#)
- 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

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.

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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Acknowledgements