



HM Government

## Wellbeing For Education Return Covid-19 Interactive Session

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Mental health and wellbeing training  
Learning from the pandemic

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# GRATITUDE EXERCISE

- Take 3 minutes to think quietly about three things in your life that you are grateful for.
- These could be anything from the smell of your morning coffee to the sound of the laugh of someone you love.
- Write these down on a piece of paper

# KEY MESSAGES FROM LAST TIME

- Adults, children and young people alike will have suffered in this pandemic and the principles of support apply across all ages
- 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**

# AIMS FOR THIS SESSION

- Consider what you have shared/what you intend to share with your staff from the last session (which models resonated with you?)
- How have you shared/how will you share?
- With whom have you shared/will you share?
- How will you know if there has been an impact?
- Consider what support you might like in the future.

And also, self – care as the golden thread throughout



# PSYCHOLOGICALLY INFORMED FIRST AID



## **Look**

For signs of distress



## **Listen**

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



## **Link**

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

# WHAT DO WE MEAN BY ACTIVELY LISTENING?

- About respect and valuing the other
- About being open to the other
- Being with the other and letting the other know you are with them
- Attending to the emotional aspects of someone's telling as well as the descriptive
- Understanding and responding that improves mutual understanding
- Not a mechanical skill – being authentic (Carl Rodgers)

# SPECIFIC INTERVENTIONS WHICH DISPLAY ACTIVE LISTENING

- Naming what the other has said: restating: “I think what I heard was...”
- Offering minimal encouragers: “u huh...ok...yes...nodding...mm...mm”
- Labelling emotions: “I sense you are feeling anxious/worried/angry”
- Validation: “thank you for sharing this difficult thing with me”
- Pause: making space to stop and think will demonstrate you are taking what is said seriously...silence can help slow down the conversation
- Summarising: “to me it sounds that what you are saying is...Have I got that right?” Give the authority back to the other.

# REFLECTION

- When are there times in your contexts (personal or professional) when looking, listening and linking have seemed meaningful/helpful?
- What are the potential barriers to looking, listening and linking in your contexts?
- How can you build this into your practice in schools at the moment?



## 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

# RELATIONSHIPS: REFLECTION

- Some relationships might have been disrupted through the pandemic
- Lack of closure/endings in relationships
- Children not seeing friends
- Impact of isolation and bubbles on relationships?
- Lack of physical contact/social distancing

# REFLECTION

- What things have you been doing/do you do to promote positive relationships in your contexts?

at the level of:

- children
- staff
- parents

# RECOGNITION OF DISTRESS

- Distress can look different for individuals (remember psychological first aid)
- Individuals' coping mechanisms vary.
- How do children and staff share how they are feeling?
- What else do you do in your contexts to notice, understand and respond to individuals' distress?

# REGULATION

- We all use different strategies to help us to feel regulated.
- How do you regulate your own thoughts, feelings and behaviours?
- How do you support others to regulate their thoughts, feelings and behaviours?
- How do you support staff to be flexible to others' coping mechanisms?

# RESILIENCE

- How do you define resilience?

# What Do We Mean By Resilience?



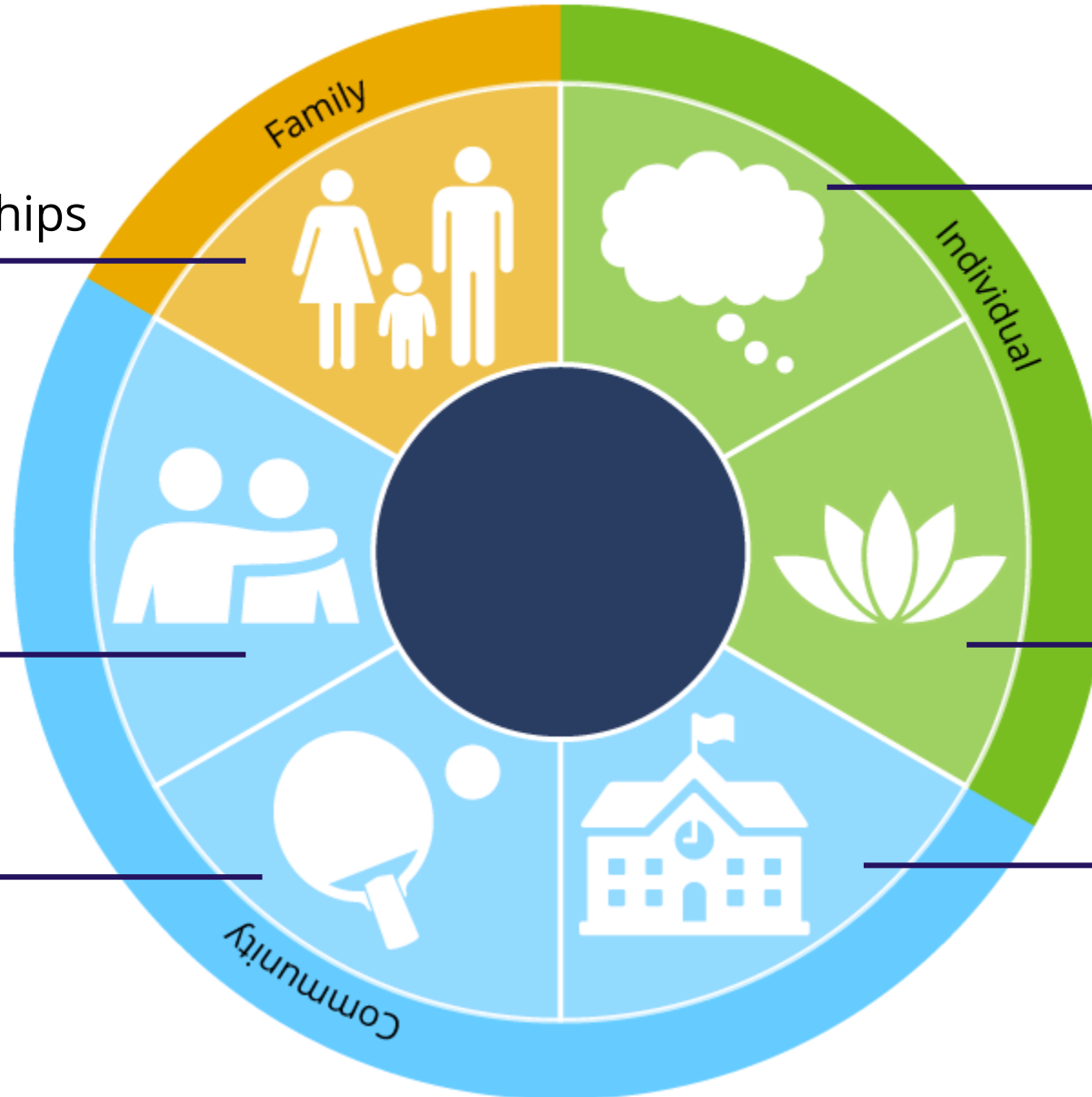
# How Can We Learn To Be More Resilient?



\*Strong family relationships

\*Supportive social networks

\*Physical activities



Support steps to help thinking positively

Self regulate and manage stress

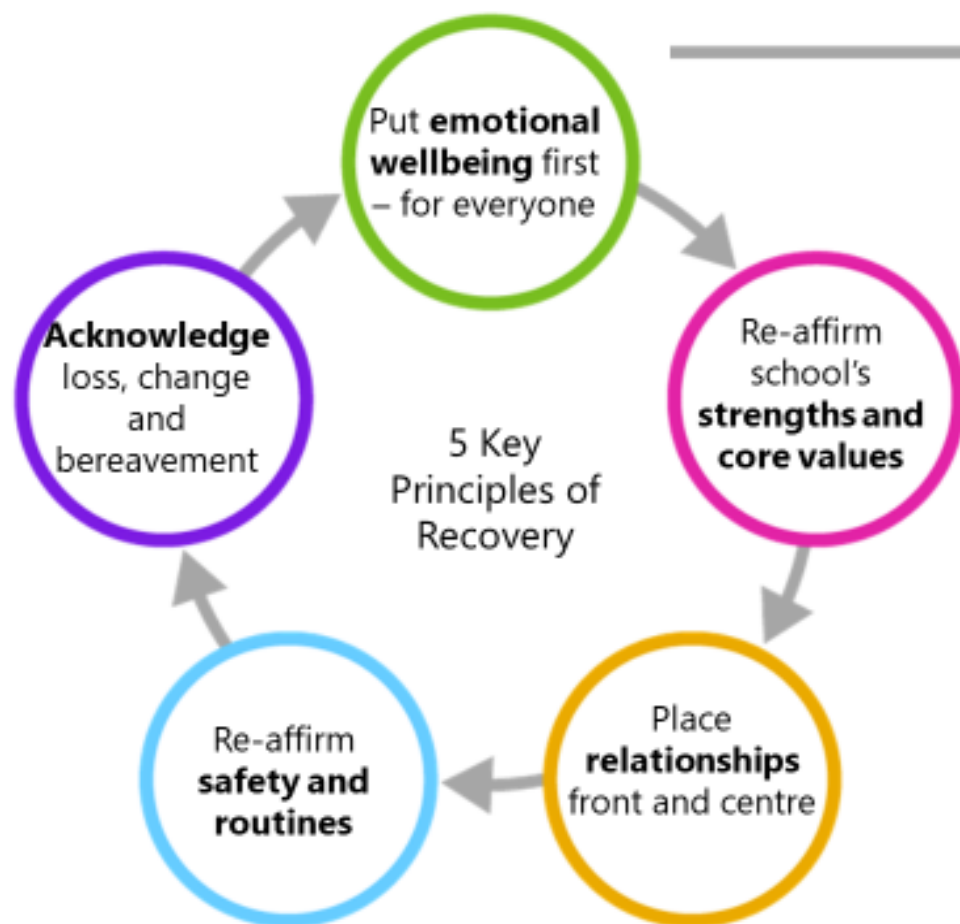
\*Enjoying school/college



# REFLECTION

- How do you promote resilience/talk about resilience in your contexts?

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



Build the 3 pillars of recovery:

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

The 3 pillars support:

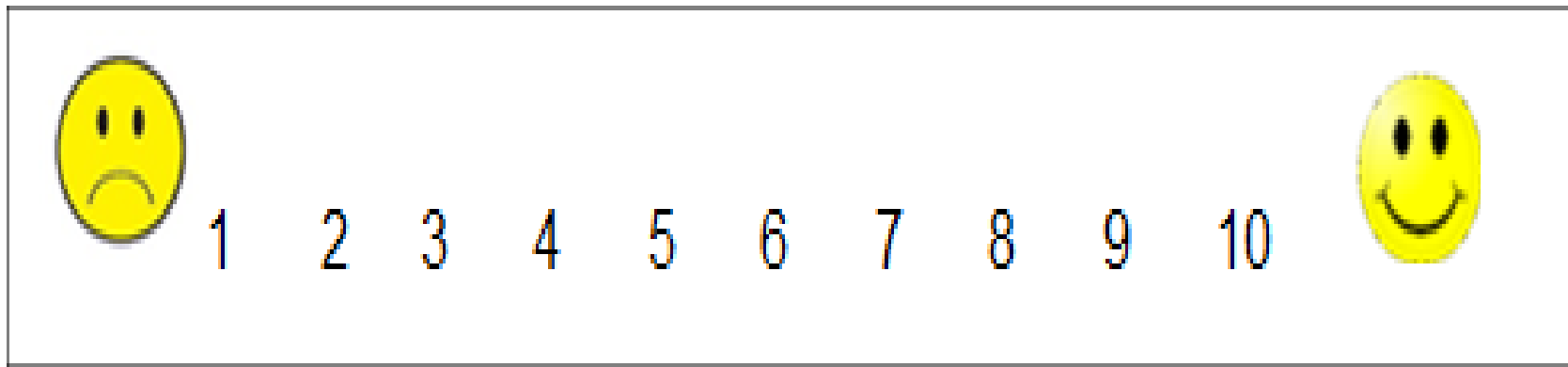
1. Post trauma growth and recovery:
  - New learning from difficult times
2. Positive psychology:
  - Meaningful hopefulness predicts better outcomes
3. Social emotional learning and attainment:
  - Minds 'open' for learning and growth

# REVIEW QUESTIONS

- How have things changed for you through participating in these sessions?
- What has resonated with you?
- What do you hope to take forward?
- What has not changed?
- What has been confirmed?
- What has been ignored?

# PERSONAL EVALUATION: WHERE ARE YOU NOW?

1. Prioritising your own self care through the pandemic
2. Supporting your staff, students and families...





**THANK YOU FOR YOUR COLLABORATION ON THIS**