HM Government

Wellbeing For Education Return Covid-19

Mental health and wellbeing training
Learning from the pandemic
First presented on 30th November, 2020

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MindEd
e-learning to support healthy minds

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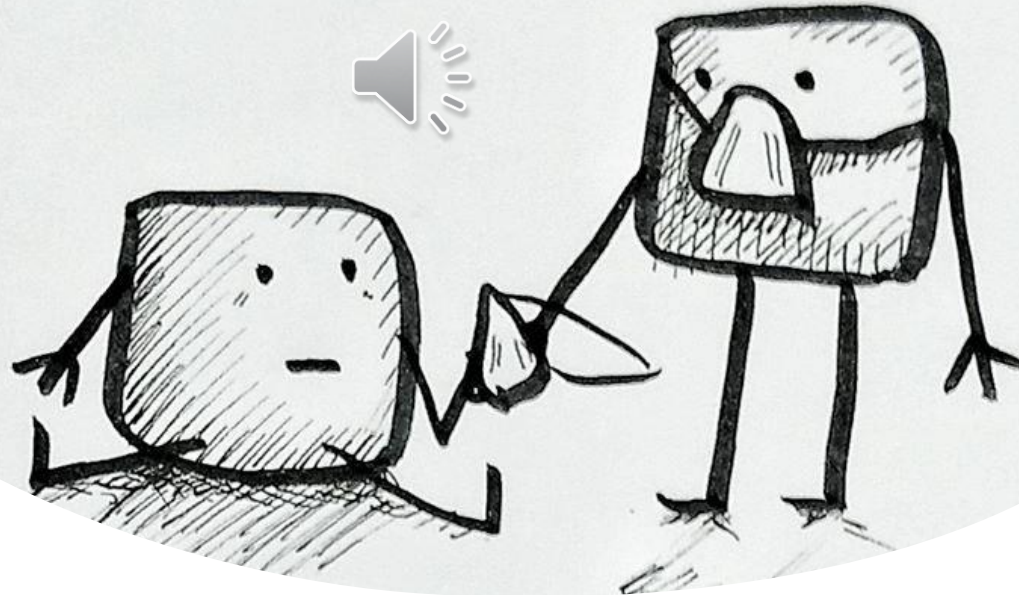
Welcome

- Who are we?
- Hopes and overview of the project
- Introductions

Our Ethos

How confident do you feel…

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

1 2 3 4 5 6 7 8 9 10

Aims of the session

- Consider the importance of self care
- Consider how you might implement or adapt a whole school or college approach to positive wellbeing/mental health *(section 1)*
- Consider how to notice signs that you or others might be vulnerable and needing targeted support *(section 2)*

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

- 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**

Section 1:

Whole School/ College Implementation

How do pandemics affect learning in schools/colleges?

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

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

Observed Positives:
- Compassion
- Community mindedness
- Concern

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

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

"

Are guiding lighthouses and offer safe harbours ...havens in a sea of uncertainty

"

"

...are engines of growth in time of turmoil

"

"

Provide predictability, consistency, availability, shared identity and the promise of change

"

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

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

Targeted support and Appropriate referral

Enabling **student voice** to influence decisions

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

Working with parents/carers

Staff development to support their own wellbeing and that of students

Identify need and monitoring impact of interventions

Supporting Wellbeing For Everyone

Put **emotional wellbeing** first – for everyone

Acknowledge loss, change and bereavement

5 Key Principles of Recovery

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

Re-affirm **safety and routines**

Place **relationships** front and centre

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

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

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

5 Actions for Recovery

What really matters to me, makes me passionate?

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

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

(Whole School SEND 2020)

Section 2:

Supporting those Particularly Vulnerable

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 Children and adopted children
- 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.

Resources to watch to further understand impact of trauma – stress on thinking

- Prof Dan Siegel Integration of body-mind-social life for wellbeing
  https://youtu.be/gm9CIJ74Oxw (2.31 minutes).

- **Stress on the Brain – Islington New River College**,
  https://www.youtube.com/watch?v=fhI9KLwfpbM 4 mins (produced June
  2020, New River College is a group of four Pupil Referral Units)

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.

- 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.

- We might also be referring to other types of loss, e.g. birthday parties, end of year 6/11 celebrations…

Bereavement and care

- 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

Wider action?

- Ask families to share whether they have had a bereavement and the circumstances with a key person at school/college

- Be open and alert to hearing and responding flexibly to different circumstances

- Implement the 5 Key Principles for Whole School/College recovery

- Build on Psychologically informed First Aid (next slide)

Psychologically informed first aid

Look
For signs of distress

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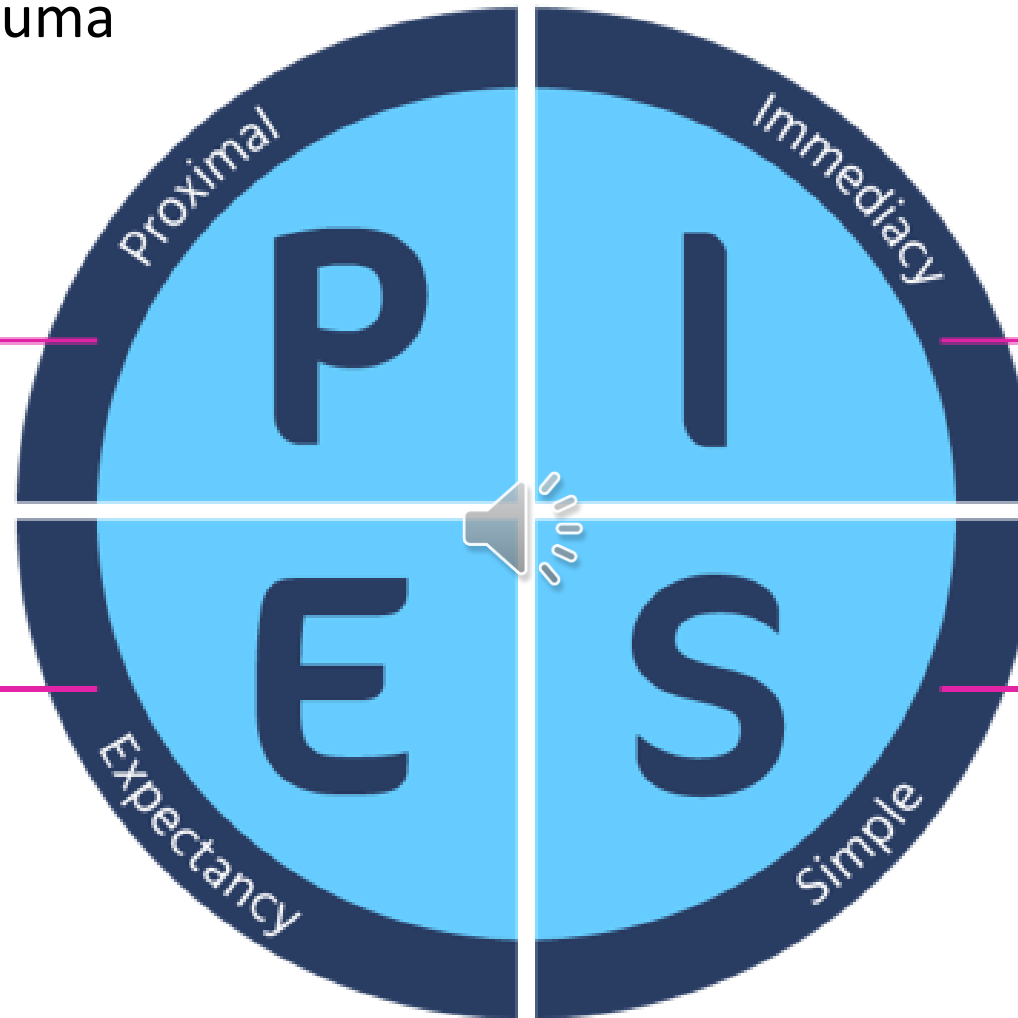Even a short time can be great
Use good empathy
Build understanding
Be kind

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

(WHO 2020)

Helping those with trauma

Proximal — Put support in as close as possible to where people are

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

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

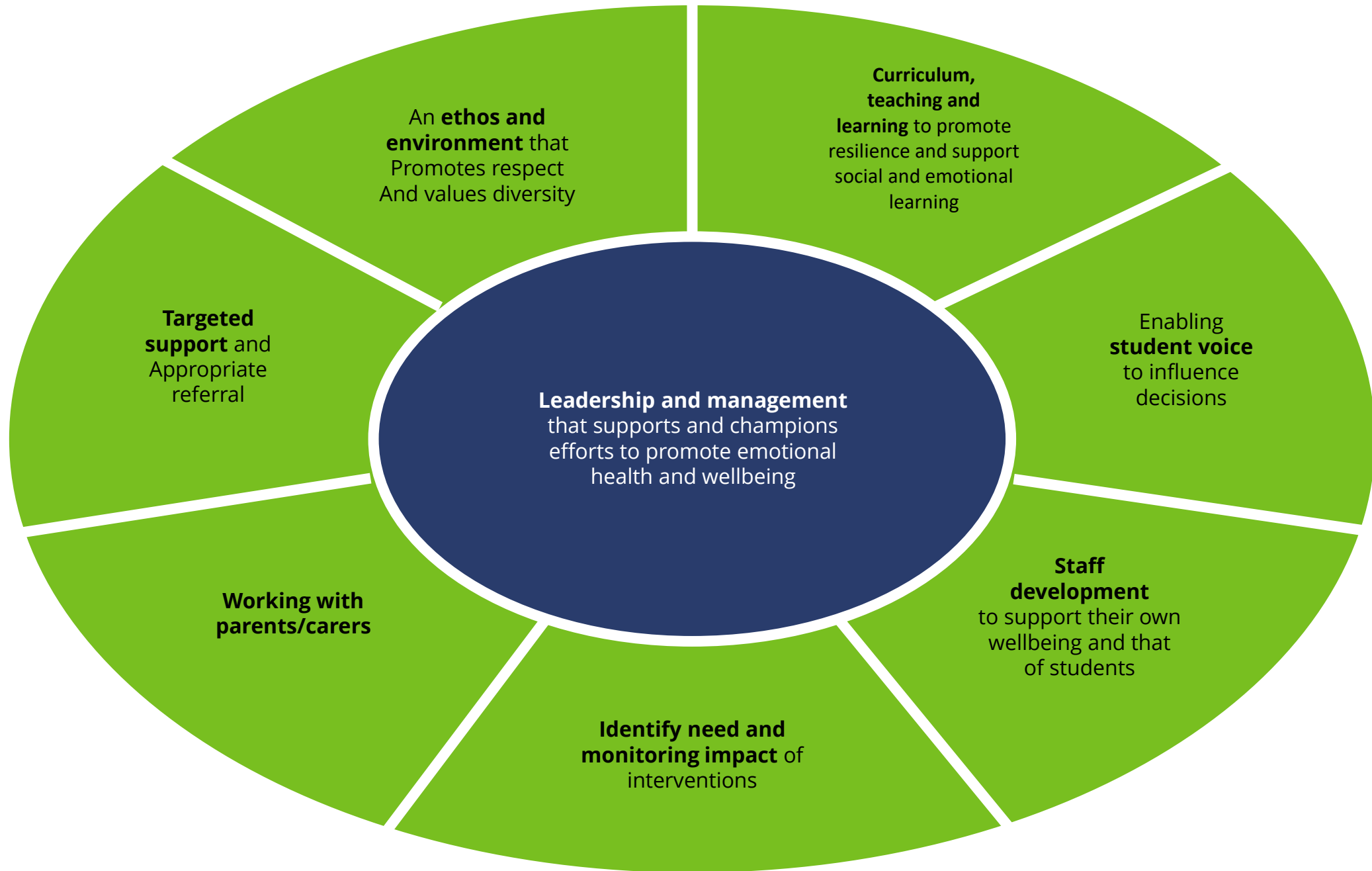**Simple** — Do the simple things first e.g. kindness, calmness, listening, support and hope

Section 3:

What Have we Learnt and What Now?

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

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

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

Enabling **student voice** to influence decisions

Staff development to support their own wellbeing and that of students

Identify need and monitoring impact of interventions

Working with parents/carers

Targeted support and Appropriate referral

What next?

- Take time to consider what has resonated with you from today.

- What do you think is most important for you to share with your staff, children and families? How might you do this best?

- We have seen today as being theory and ethos based on the whole.

- We hope that you can participate in an interactive live session during which we hope to share how support that is working together, as well as problem solve.

- Please email janine.heslop@nhs.net with further ideas about what might be helpful for consider in the next session/what resources you need

How confident do you feel…

1. Prioritising your own self care through the pandemic

2. Supporting your staff, students and families…

1   2   3   4   5   6   7   8   9   10

Newcastle based services to signpost to (for children and adults?)

- Single point of access at CYPS
- Charity Sector (e.g. Mind, Barnardo's, Samaritans, Children North East)
- Educational Psychology
- School Nurses
- Adult services – GP
- Newcastle City Council Occupational Health
- Each other!

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