HM Government

Wellbeing For Education Return Covid-19
Relationships

Mental health and wellbeing training
Learning from the pandemic
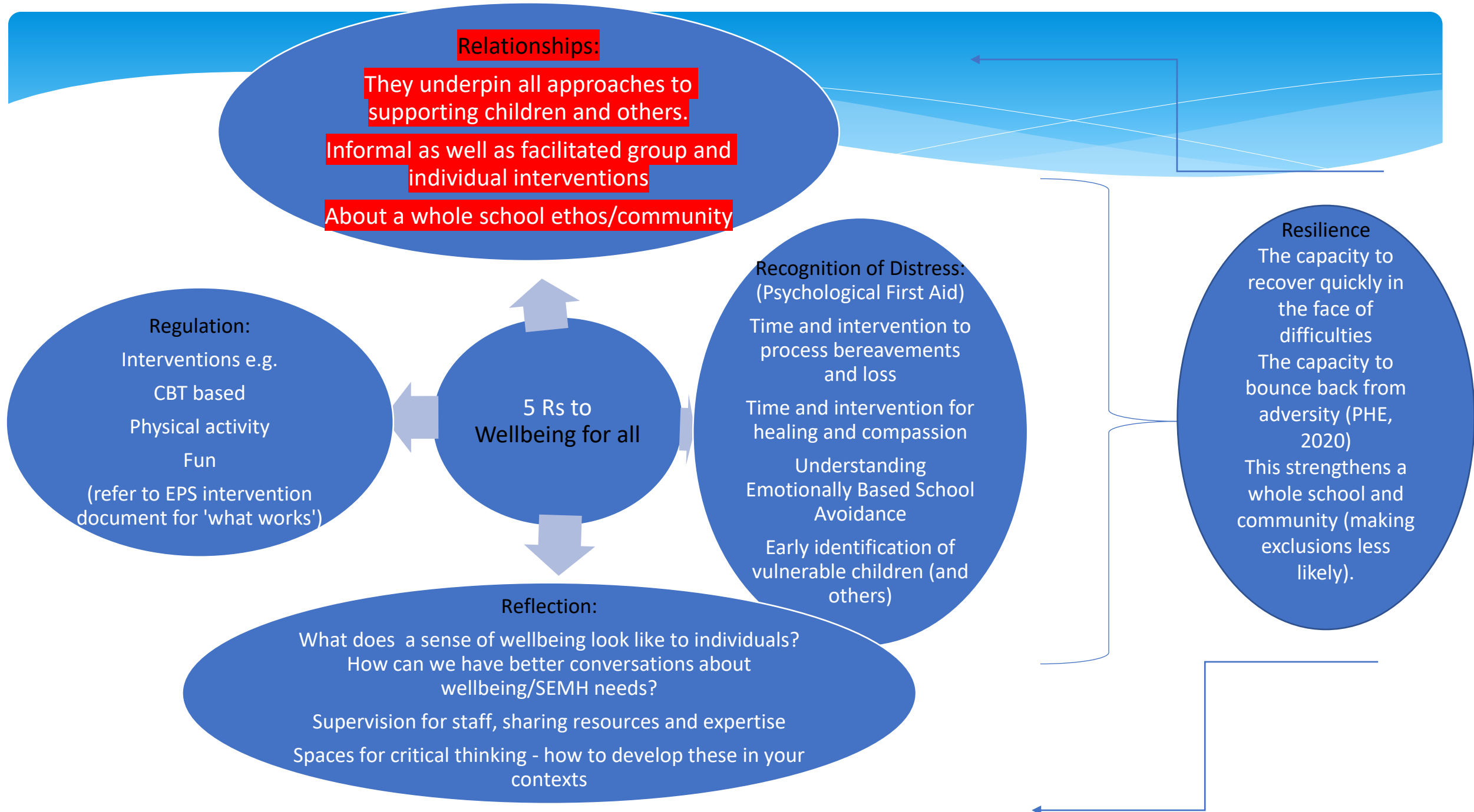
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MindEd
e-learning to support healthy minds

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Key messages from previous sessions

- 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**

Relationships:

They underpin all approaches to supporting children and others.

Informal as well as facilitated group and individual interventions

About a whole school ethos/community

5 Rs to Wellbeing for all

Regulation:

Interventions e.g.

CBT based

Physical activity

Fun

(refer to EPS intervention document for 'what works')

Recognition of Distress: (Psychological First Aid)

Time and intervention to process bereavements and loss

Time and intervention for healing and compassion

Understanding Emotionally Based School Avoidance

Early identification of vulnerable children (and others)

Resilience

The capacity to recover quickly in the face of difficulties

The capacity to bounce back from adversity (PHE, 2020)

This strengthens a whole school and community (making exclusions less likely).

Reflection:

What does a sense of wellbeing look like to individuals?

How can we have better conversations about wellbeing/SEMH needs?

Supervision for staff, sharing resources and expertise

Spaces for critical thinking - how to develop these in your contexts

Aims of today's session

- Consider how having supportive, trusting relationships can build resilience and wellbeing.

- Share ideas about how to build and sustain supportive, robust and resilient relationships within the School/College community, enhancing wellbeing for all.

- Consider how to promote relationships at times of transition.

Complete the following sentences for yourself...

* Positive relationships to me are...

* When I'm experiencing a positive relationship, I feel...

* During the pandemic, positive relationships for me...

Relationships and wellbeing

* As humans, there is robust evidence that positive relationships with others are a basic human need (see Deci & Ryan's (2000) self – determination theory, for example).

* As colleagues, having good peer support networks can support us to feel needed, purposeful, less isolated and mentally well. If we feel connected to others, we can support others to feel the same (see Roffey, 2012).

Impact of rejection/isolation

- Regular rejection/chronic social isolation negative impact on:
- Learning and engagement at school
- Overall adjustment
- Sense of wellbeing
- Links to depression, unemployment, criminality, drug use, anxiety disorders and and poor relationship success (McGrath and Noble, 2010)

And for adults? Burnout and stress

Now that you are back in school full time, with most children in…

- How have you met/how do you hope to meet your own need for positive relationships?
- How have you supported colleagues' relationships?

Moving onto thinking about your support of children and families…

Level of:

- Pupil – pupil

Pupil-pupil relationships and wellbeing

Positive peer relationships at school are related to:

- Positive mental health
- Positive physical health
- Academic outcomes
- Higher school attendance
- Positive engagement with learning
- Positive adult relationships (McGrath and Noble, 2010)
- Wellbeing at times of transition (Coffey, 2013)

What do we know about relationships that work?

Within these 'secure' relationships people are supported to cope with stress and develop a sense of themselves as:

Lovable, belonging, important, safe

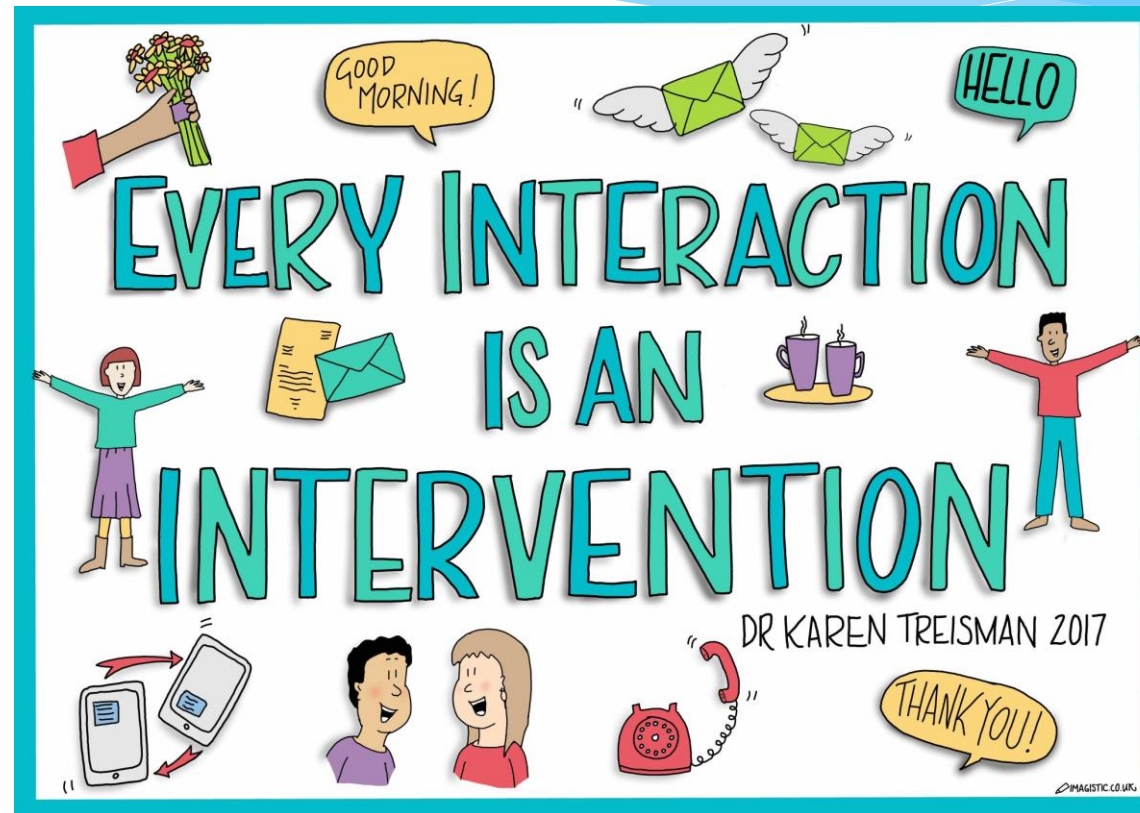# Teacher support and pupil wellbeing

Discuss:

- What do you do to promote children's relationships/friendships with each other?

- How might you do this during transitions?

Shifting focus: A whole school approach

- Belonging
- Connectedness
- Community

Final Message?

Review Questions

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

How else can we support you?

- Please put your ideas on the chat or send us an email.

References

* Ashton, R. "Improving the Transfer to Secondary School: How Every Child's Voice Can Matter." *Support for Learning.* 23.4 (2008): 176-82. Web.

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* Coffey, A. "Relationships: The Key to Successful Transition from Primary to Secondary School?" Improving Schools. 16.3 (2013): 261-71. Web.

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* McGrath,H.,& Nobel, T.(2010). Supporting positive pupil relationships: research to practice.*Educational and Child Psychology, 21(*1), 79-90.

* Roffey, S. (2012). Pupil wellbeing - teacher wellbeing: two sides of the same coin. Educational and Child Psychology, 29(4), 8 - 17.

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    What's in it for schools? London: Routledge.

* Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55, 68-78.