HM Government

Wellbeing For Education Return Covid-19
Recognition of Distress

Mental health and wellbeing training
Learning from the pandemic
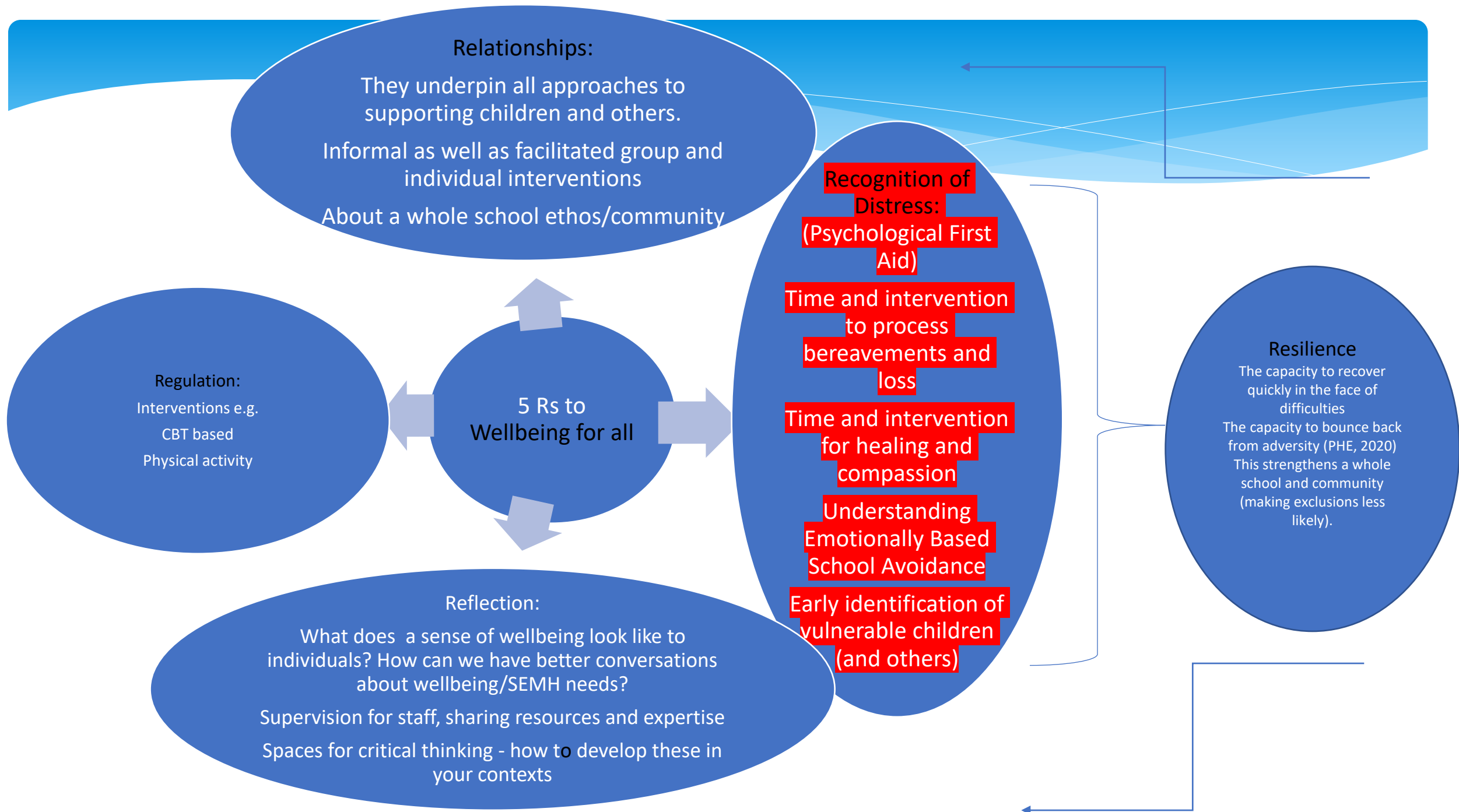
Helen Bilcliffe (Public Health School Nurse)
Rebecca Wright (Educational Psychologist)

MindEd
e-learning to support healthy minds

Anna Freud
National Centre for Children and Families

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

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).

Regulation:
Interventions e.g.
CBT based
Physical activity

5 Rs to Wellbeing for all

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
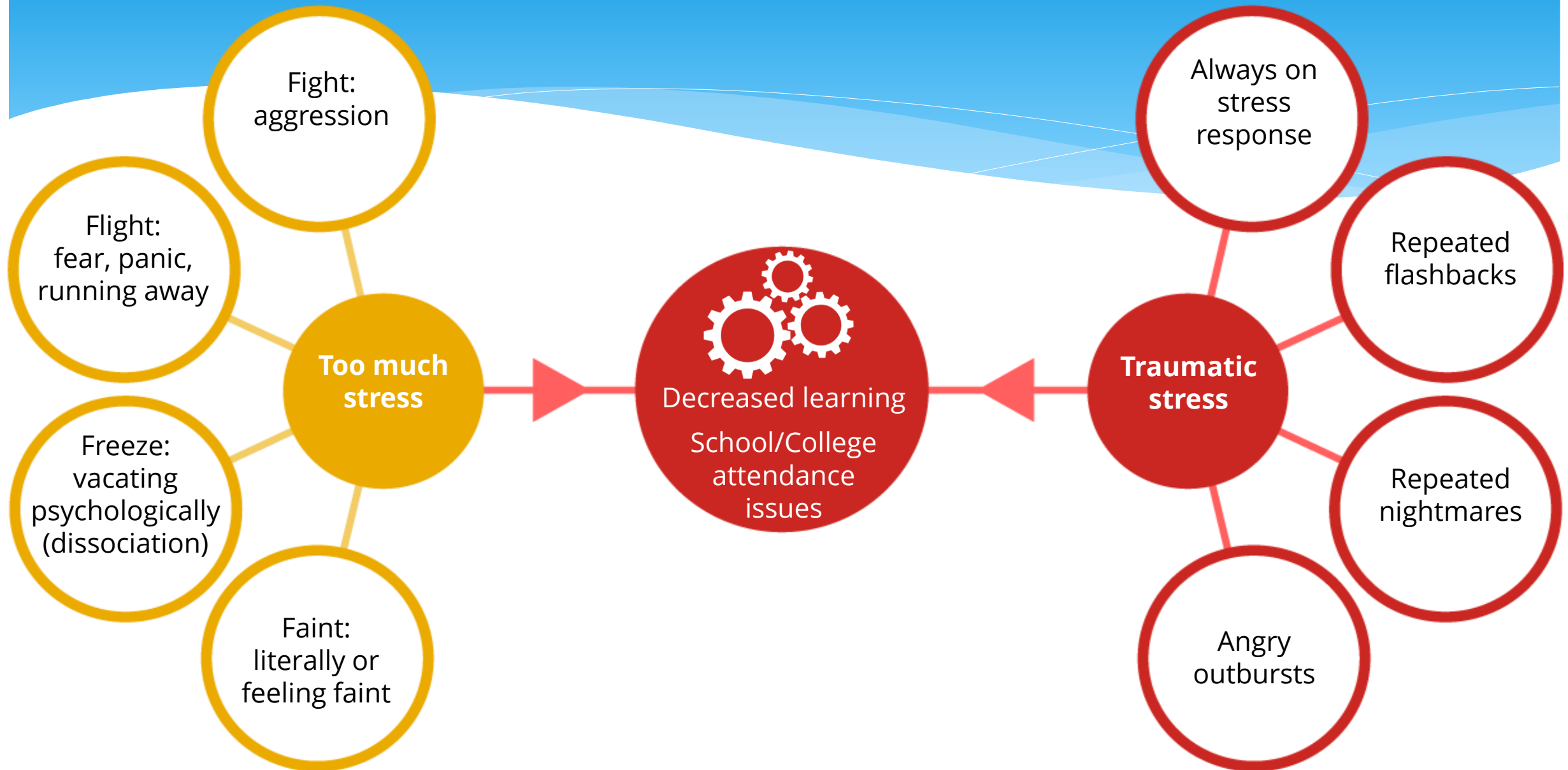
Recognition

Aims of session

* Develop an understanding of the stress response.
* Identify the importance of early recognition in ourselves, pupils, staff and families.
* Share ideas on recognising distress – in self and in others.

Sounding the alarm

Our stress response starts in the brain
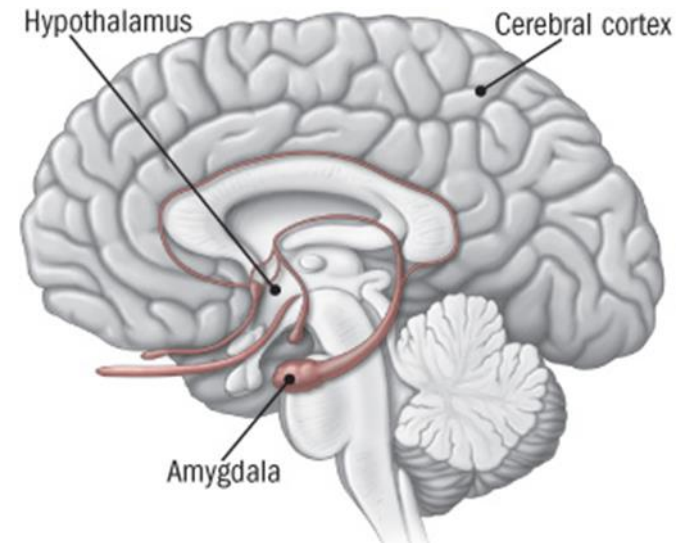
Importance of recognition of distress

* Distress can present itself through a wide range of physical, psychological and behavioural symptoms.

* Children and young people often find it difficult to recognise or identify how they may feel.

* First step of recognition is being prepared – how …. Looking and listening

   * Remember Psychological First Aid

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)

Low mood and depression – what should we look 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

Worries In Covid-19

(Co Space Study 2020)

Recognising distress in children: group 1

* Over to you

* What do you do?

Shared from other sessions:

* Regular check ins
* Wellbeing sessions/days
* Active listening
* Monitoring behaviours

Recognising distress in families/parents/carers: group 2

* Over to you

* What do you do?

* Regular check ins via telephone or text
* Active listening

Recognising distress in staff and colleagues: group 3

* Over to you

* What do you do?

* Supervision
* Team meetings
* 'triad'
* Peer mentor system
* Active listening

Recognising distress in Yourself

* Over to you

* What do you do?

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.