

#### Wellbeing For Education Return Covid-19 Regulation

Mental health and wellbeing training Learning from the pandemic

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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







# 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

Regulation: Interventions e.g. CBT based Physical activity

Feelings are normal

5 Rs to Wellbeing for all 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

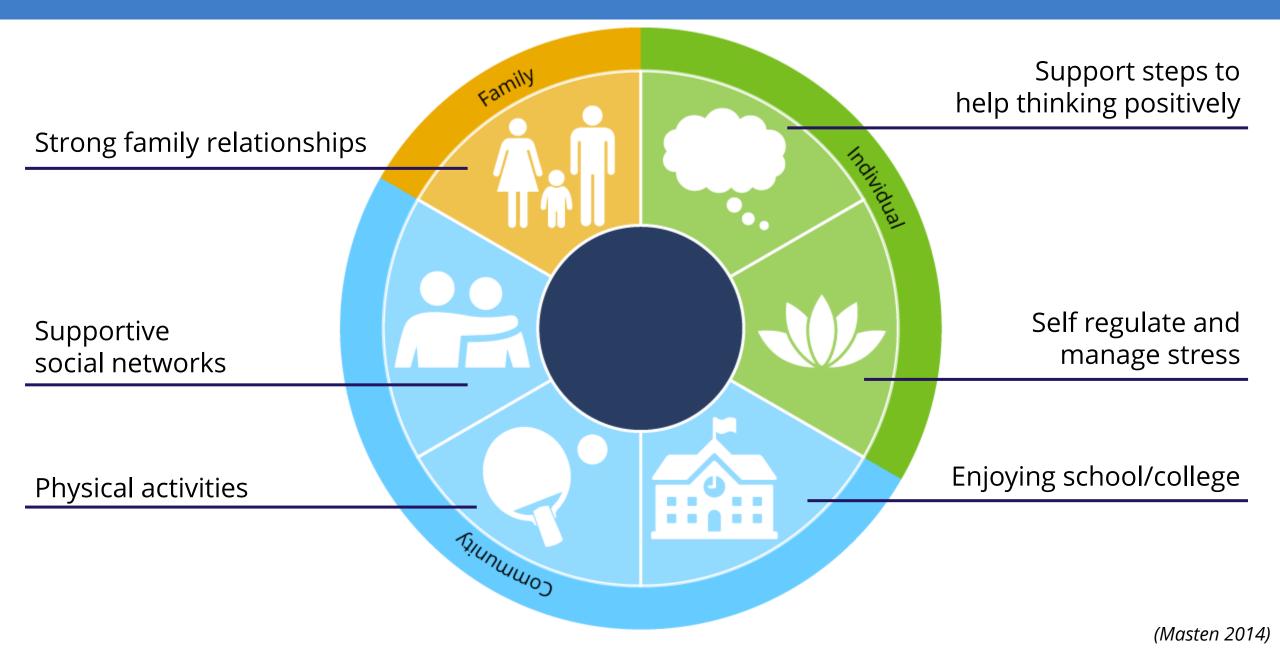
# Aims of the session

- \* Develop an understanding of regulation
- \* Understand the importance of regulation
- \* Share ideas of how you support children, staff and families to regulate

# What is regulation?

- \* What is self-regulation?
- \* Self-regulation is a cognitive behaviour approach to thinking about and reacting to how we feel.
- \* Self-regulation refers to the ability to:
- \* recognise and control our own emotions
- \* manage our impulses and sensory needs
- \* develop skills, like problem solving, when faced with challenges or conflicts

#### How Can We Learn To Be More Resilient?



# Supporting regulation in children and young people

### \* Over to you

## \*What do you do?

Shared from other sessions

- \* Physical activity
- \* Emotion coaching
- \* Thrive approach
- \* Role playing activities

# Supporting regulation in parents and carers

### \* Over to you

## \*What do you do?

Shared from other sessions
\* Virtual catch ups
\* Regular check ins/ safe and well calls

\* Escalating concerns

# Supporting regulation in staff and colleagues

### \* Over to you

Shared from other sessions\* Physical activities\* 'appreciation station'

\*What do you do?

# Supporting our own regulation

#### \* Over to you

Shared from other sessions
\* Mindfulness
\* Physical activity

\*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.