



HM Government

## Wellbeing For Education Return Covid-19 Reflection

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Mental health and wellbeing training  
Learning from the pandemic

Helen Bilcliffe (Public Health School Nurse)  
Rebecca Wright (Educational Psychologist)

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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

## Regulation:

Interventions e.g.

CBT based

Physical activity

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?

Supervision for staff, sharing resources and expertise

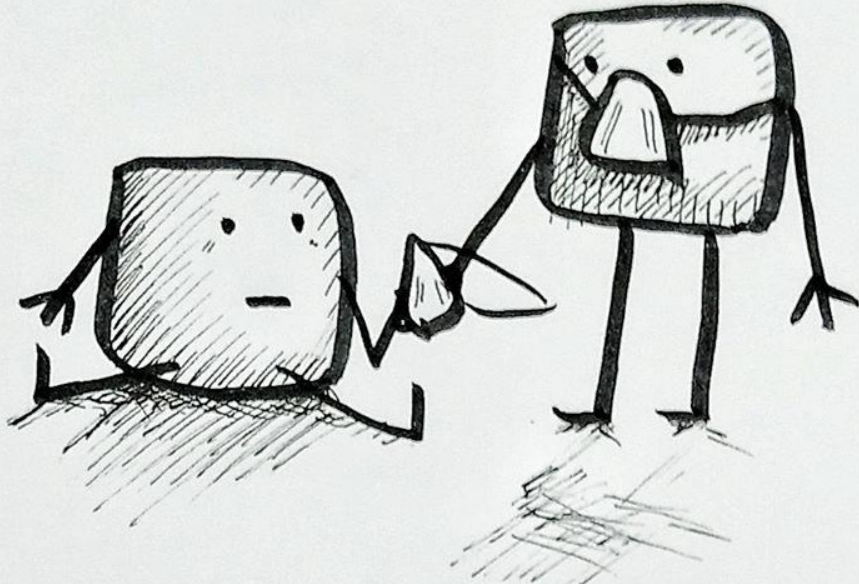
Spaces for critical thinking - how to develop these in your contexts

# Aims of today's session

- Consider what positive wellbeing looks and feels like to you
- Reflect on how we can have better, meaningful conversations about wellbeing.
- Consider how to prioritise your own time and space for reflection, individually, and with others.



put your own  
oxygen mask  
on first





- How do you construct wellbeing?
- How do you know if you have/are experiencing positive wellbeing?



# Reflecting on wellbeing, theoretically...

## Wellbeing

- Wellbeing research is vast and can often describe the components of wellbeing rather than defining per se.
- Subjective wellbeing (an individual's evaluation of their existence, life satisfaction) and psychological wellbeing (an individual's perception of their own engagement with existential challenges of life and human growth and development) (Ryan & Deci, 2001) are the 'overarching phrases most frequently used' in studies investigating wellbeing (Keyes et al., 2002, p. 1007)

# Reflecting on wellbeing, theoretically...

## Wellbeing

- Also, can be used in literature/day to day life interchangeably with 'mental health', 'happiness', 'wellness' flourishing' (depending on semantics and/or lens looked through?)
- Wellbeing can often be described in deficit terms (absence or presence of stress)

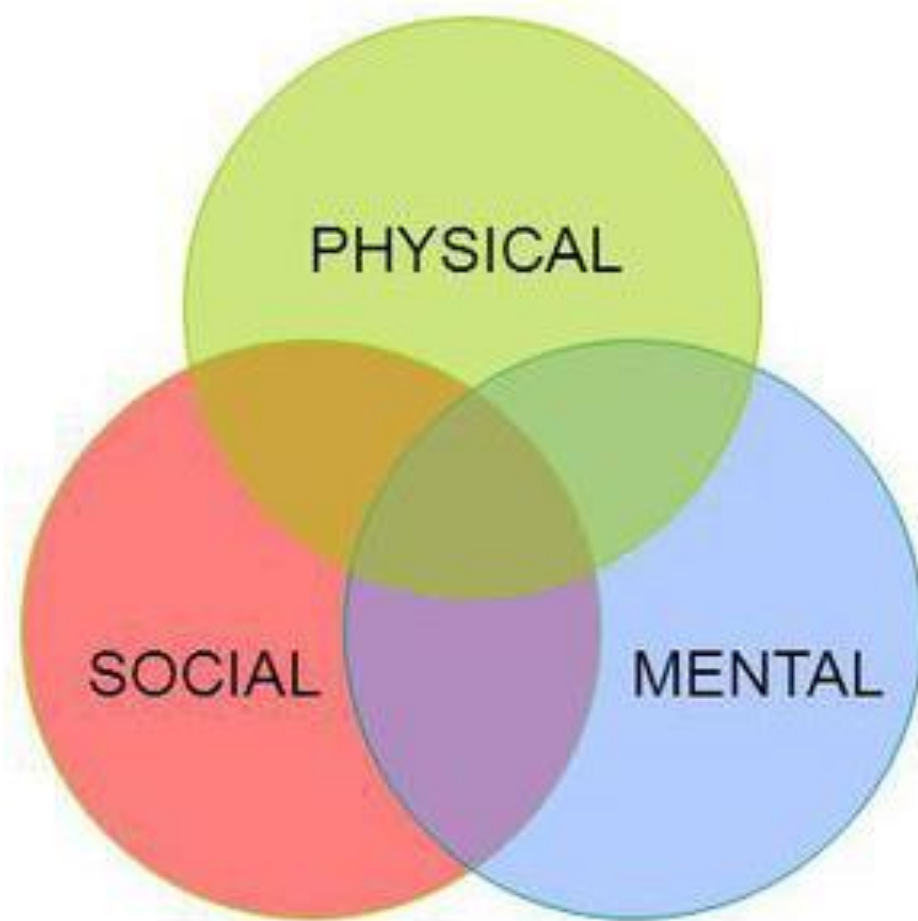


# WHO DEFINITION OF HEALTH

Health is a state of complete **physical**, **mental** and **social** well-being, and not merely the absence of disease or infirmity.

Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948.

**The Definition has not been amended since 1948.**



# Conversations about wellbeing

- What are you doing to actively have conversations with others about their own wellbeing in your school communities?



Start the wellbeing  
conversation...

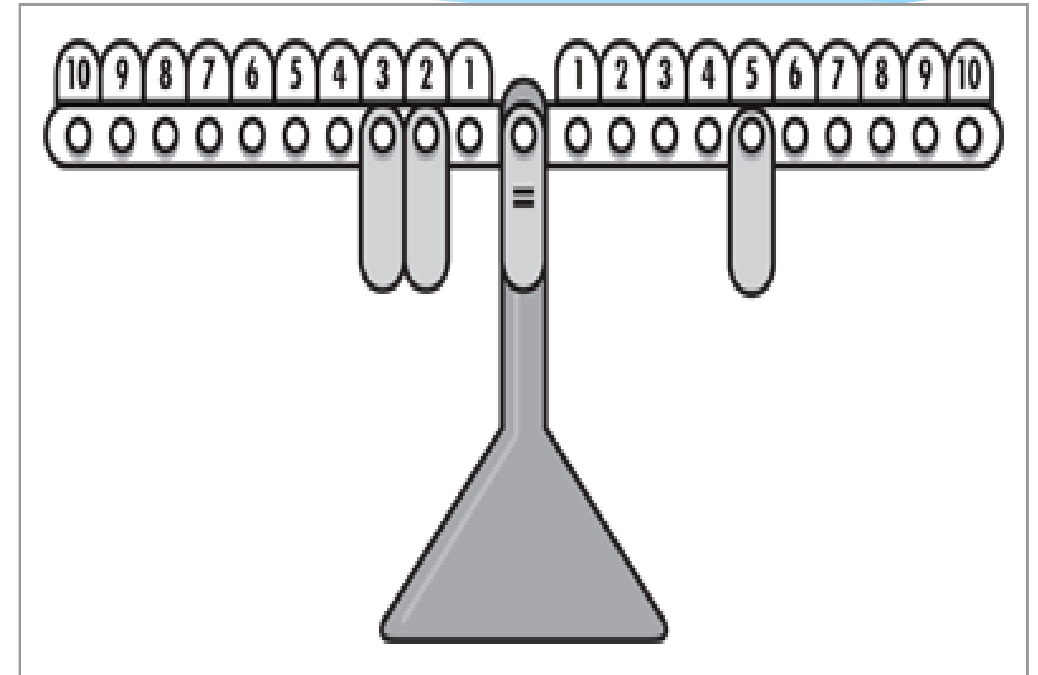
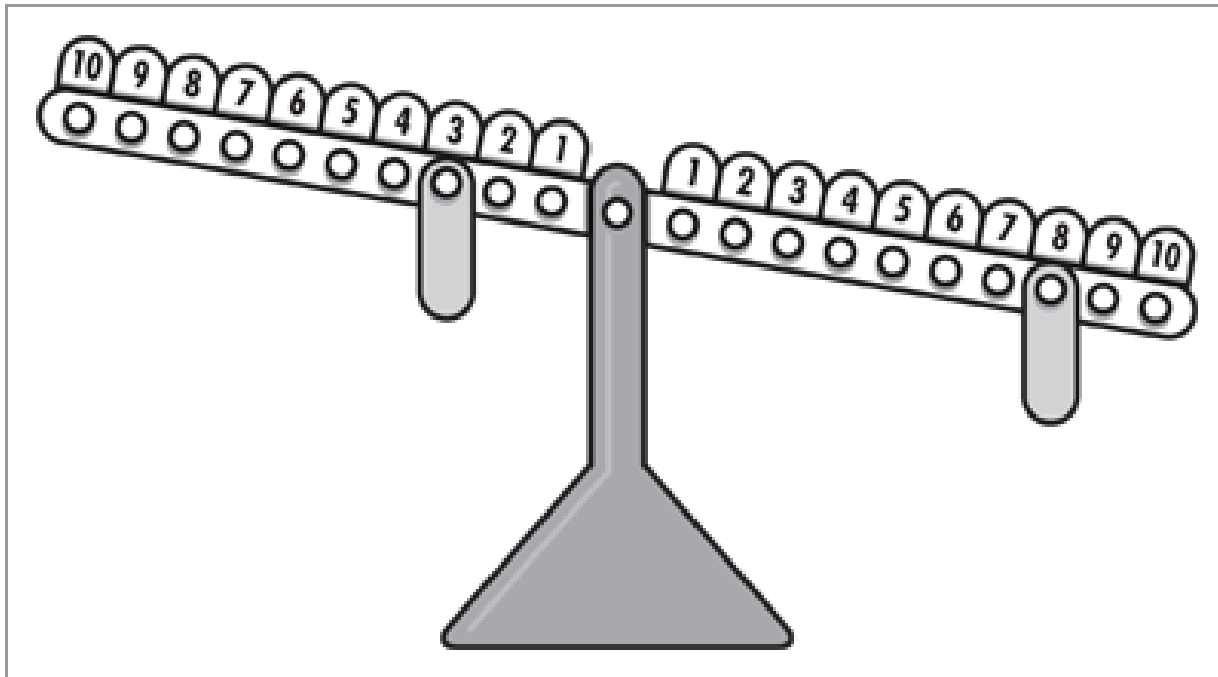
in order to know how  
to support...(yourself  
and others)



One  
Step  
At A  
Time

[Knowing-Jesus.com](http://Knowing-Jesus.com)

# The concept of equilibrium



Reflect on what supports you to feel a positive sense of wellbeing

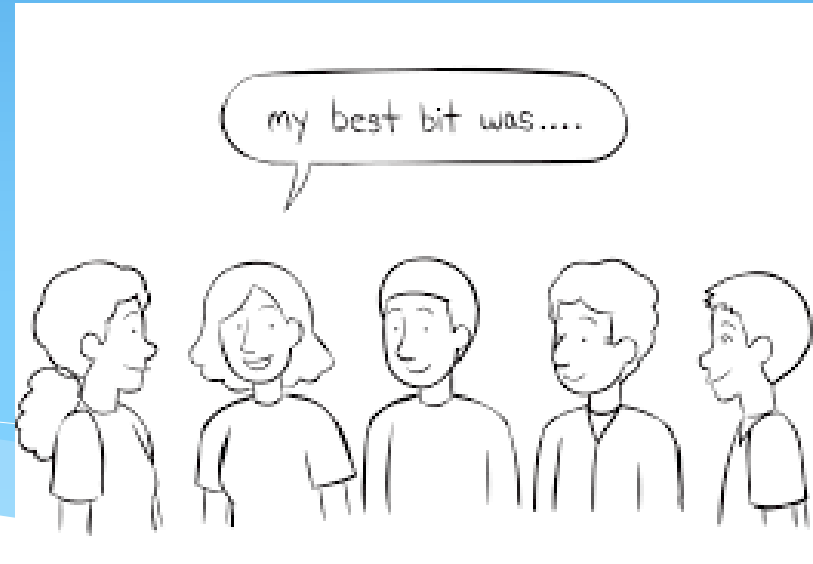


# Keep learning/reflecting...

- Within a pandemic context, there can be other changes to your priorities and you may need to renegotiate what is important to you.
- Message of self – compassion within this. Sometimes reflection is too much. You need to ‘just be’.



How can you/do you prioritise your own time and space for reflection, individually, and with others?



# Final Reflections?

Taking stock of the support you need for yourself and for others...

- How will you keep support ongoing?
- The impact of the pandemic won't go away when further restrictions lift.
- Some people don't want restrictions to lift.
- What do we want to keep in mind/take forward from the pandemic?

# How else can we support you?

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

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