



HM Government

## Wellbeing For Education Return Covid-19

Mental health and wellbeing training  
Learning from the pandemic

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Kent  
County  
Council



In partnership with  
**THE EDUCATION  
PEOPLE**



## Key Messages Apply To Adults As Well As Learners

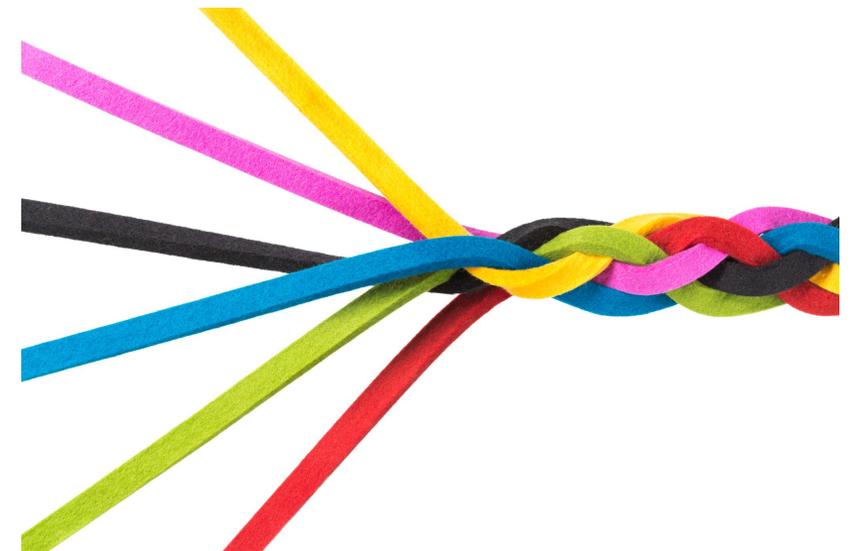
- **We have all had different experiences, thoughts, and feelings due to the pandemic.**
- **Remember care and compassion for each other, and for yourself.**



# Workshop Overview

Our session today aims to give you an overview of the following themes:

- A whole college approach to wellbeing and recovery during these times
- Neuroscience in education settings
- Understanding resilience and how it is built
- Exploring vulnerable groups
- Staff wellbeing and support strategies
- Understanding and supporting recovery from anxiety and low mood
- Local and national resources – pulling together the strengths of support within Kent and the wider community



# Colleges

“

Colleges 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

”



# Taking the emotional temperature



# What Do We Mean By Wellbeing?

Wellbeing is, in broad terms, “**feeling good and functioning well**” (DHSC, 2014)

Wellbeing can be both:

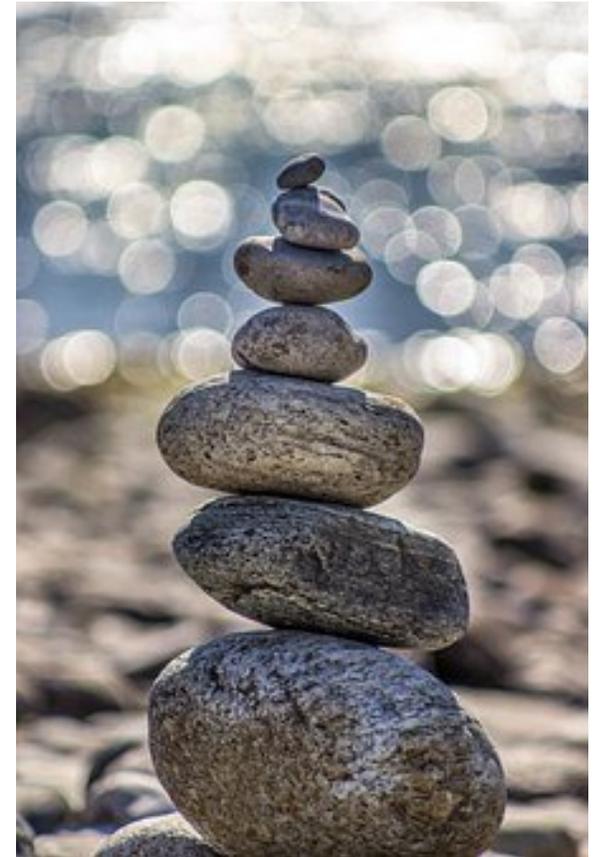
- **Subjective** or **personal** :
  - Life satisfaction
  - Positive emotions
  - Sense of purpose and meaning
- **Objective**:
  - adequate food, physical health, safety, education and learning, finance, relationships

Contributors might include:

- **Physical health** and staying fit
  - **Social belonging** and inclusion
  - Feels that they function well **emotionally**
  - **Spiritual** that they have an integrated meaning to their life
  - **Intellectual** that they are open to learning and ideas, experiences and challenges
  - **Economic** that they are free of unduly stressful financial pressures
- 
- Learners **learn** best
  - Education staff **teach** and relate best
  - Parents and carers **parent** best

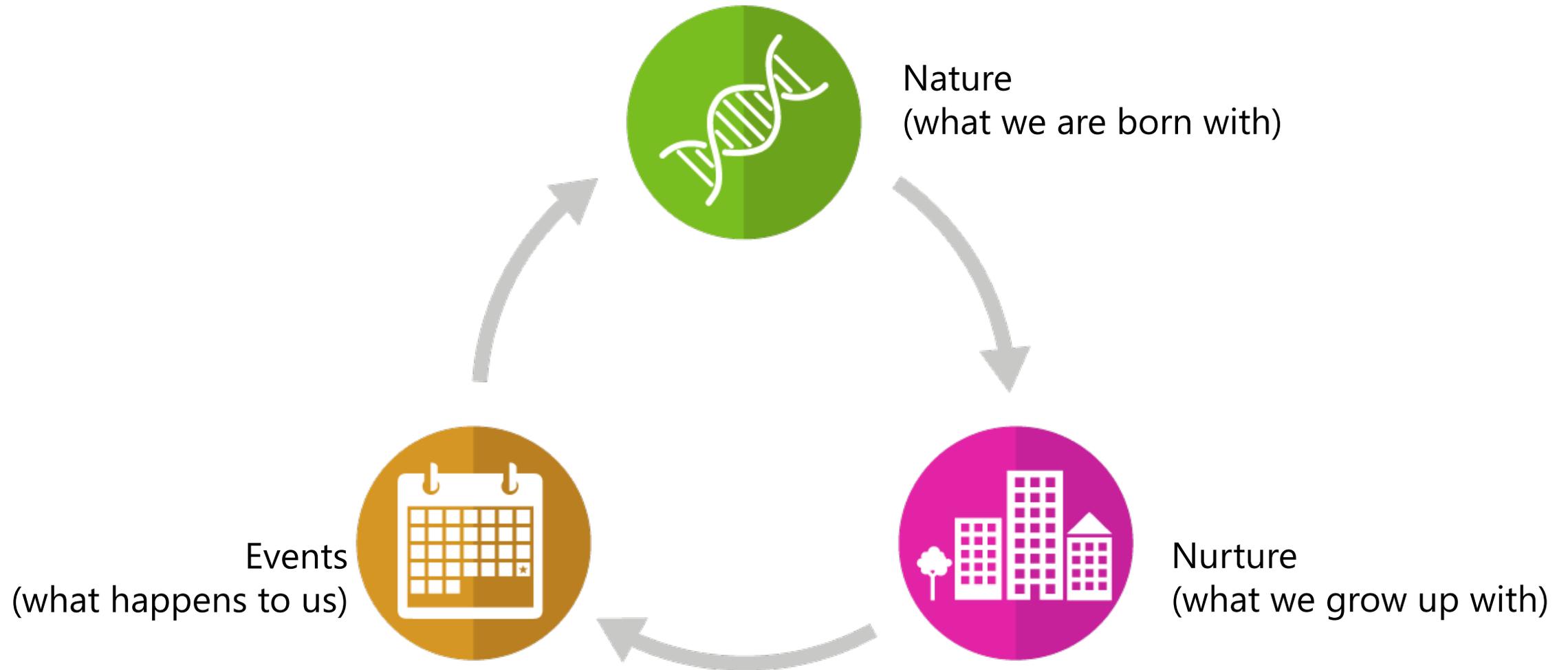


When they have a sense of wellbeing



# What Predicts Resilience?

Resilience (or lack of it) comes as a result of a complicated interaction between:



# Whole College Approach To Wellbeing And Mental Health

Our intention is to share context, principles and frameworks.

This can underpin, reinforce your Whole School or College approach – not replace it.



*(Source Public Health England and Children and Young People's Mental Health Coalition, 2015)*



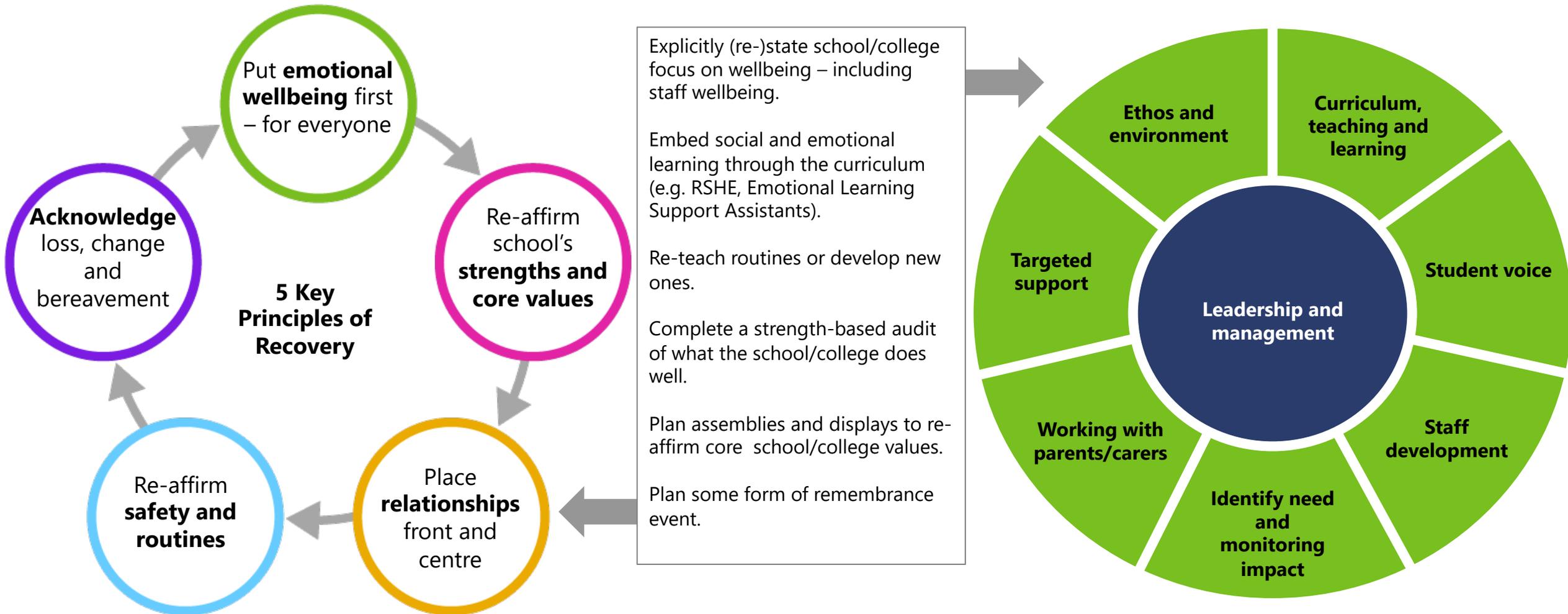
# Whole College Approach Principles in a Covid World

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Let's explore some examples...



# How The 5 Principles Of Recovery Relate To And Reinforce The Whole School/College Approach



# What Will Strengthened Wellbeing Look Like?

## **Being Able to Make Change Happen**

Imagine our mind feeling in 'flow'- feeling capable and strong



## **Building Relationships**

Imagine being open, collaborating, sharing, caring and compassionate

## **Learning Habits of Resilience**

Imagine our mind being creative, responding to challenges and feeling integrated, hearing others and seeing them well



Using the chat box...

Which groups of young people may be particularly vulnerable to decreased wellbeing and resilience during this pandemic?

# Who Might Be Particularly Vulnerable To Decreased Wellbeing And Resilience

## Applying these frameworks during the pandemic

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, fostered and adopted children and children subject to special guardianship orders or wider kinship placements
- 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.

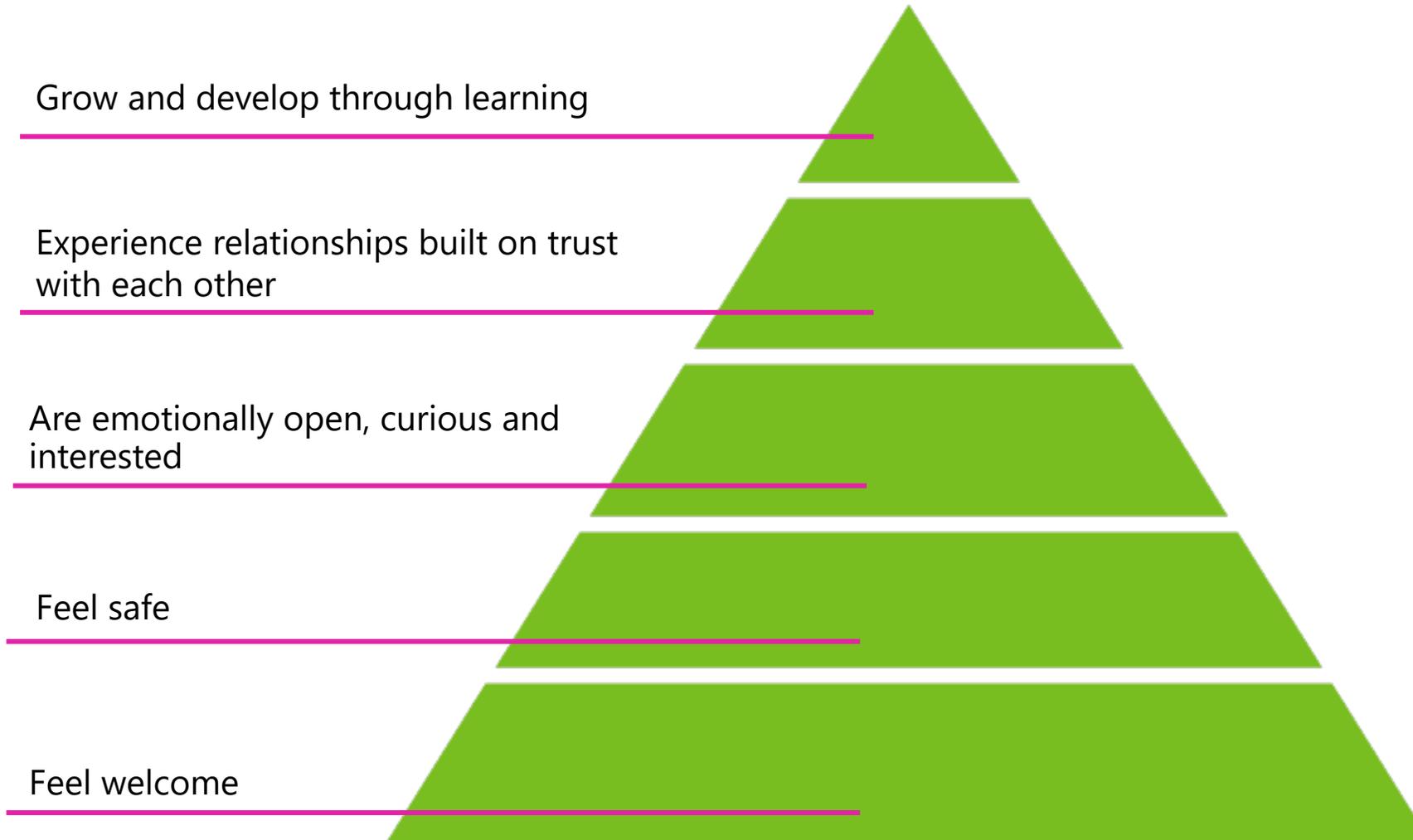
# What Can Neuroscience Tell Us That We Can Use Daily In Education Settings?



*(Siegel 2000)*

# Learning Growth And Development Needs Secure Foundations

Foundations are created when learners and staff:



# 5 Rs of Recovery For All Ages

**Relationships**  
Reaching out to  
others for help



**Reflection**  
Self-awareness  
and choices (agency)



**Regulation**  
What is in place  
to help from the  
school

**Resilience**  
To be able to  
recover quickly



# Staff Wellbeing

Looking after our own wellbeing is of vital importance when looking after the wellbeing of others

Schools and colleges can support the wellbeing of all by:

- Recognising threats to wellbeing
- Developing positive relationships and wellbeing
- Allowing time for reflection
- Promoting strategies of regulation
- Rebuilding resilience

What could be threats to wellbeing in your organisation?



Put on your own  
oxygen mask  
before helping  
those around you.

# Introducing Jenni

Jenni is a 34 year old member of staff.

She lives with her partner and two young children (6 and 4 years old).

She is the only child and the main carer for her widowed mother (60) who lives nearby and whose health is vulnerable because of diabetes.

She has been supporting learners remotely during the pandemic but at some point need to return to working at the college.



Jenni



Jenni's partner  
and children



Jenni's  
mother

# Jenni's Challenges

Jenni is a 34 year old member of staff.

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She is the only child and the main carer for her widowed mother (60) who lives nearby and whose health is vulnerable because of diabetes.

She has been supporting learners remotely during the pandemic but at some point need to return to working at the college.



- Jenni might be very anxious about coming back into college with new variants of the virus
- She may be exposed to Covid-19 (colleagues and learners)
- People may pass it on even though they do not show any signs – scary
- How can she continue to look after her mother?
- Jenni has been struggling to sleep (anxiety)
- How am I going to cope with returning to face to face teaching?
- It is going to be really hard teaching young adults that haven't been in college and its normal routines for many months, especially as routines have changed

# What Jenni Can Do To Help



## Recognition

Jenni might be very anxious about coming back into college, will she be exposed to Covid-19

People may pass it on even though they do not show any signs – scary.

How can she continue to look after her mother?

Jenni has been struggling to sleep (anxiety).

How am I going to cope with teaching young adults that haven't been in college for many months, especially as routines have changed



## Reflection

- Jenni uses breathing exercises when she notices herself getting more stressed, and moments to reflect
- Has the courage to share her dilemmas with her line manager, somebody she has found sympathetic in the past



## Relationships

- Shares her worry with her partner who offers to help with shopping for her mother
- Resolves to phone her best friend– she has somehow slipped out of talking regularly, with all the worries.
- Together with her partner they come up with ways to improve her sleep routine –another online resource?

# What The School Can Do To Help



## Reflection

Jenni uses breathing exercises regularly during the day.

Has the courage to share her dilemmas with her Line Manager, somebody she has found sympathetic in the past.



## Relationships

Shares her worry with her partner who offers to help with shopping for her mother.

Resolves to phone her best friend– she has somehow slipped out of talking regularly, with all the worries.

Together with her partner they come up with ways to improve her sleep routine –another online resource?



## Regulation

- Jenni's College:
  - Encourages the use of exercise, yoga, good self-care techniques and self-compassion to support staff
  - Uses supervision to give staff an opportunity to problem solve and build capacity
  - Considers staff work-life balance when organising tasks across the academic year
  - Has diversity sensitive 'back to work review meetings' for any staff worried about returning to work
  - Can signpost to potential sources of support, e.g. counselling
  - Jenni's Line Manager has put in her diary to catch up with Jenni the first morning learners are back in college to give and show support and reassurance
  - The Education Support Partnership offer a free 24 hour confidential helpline

# What Do These Ideas Illustrate?



Jenni:

- **Recognises** that she is worried
- Uses her **relationships** to get help and begins a process of **self help**
- **Reflects** on what ideas she has and starts to change what she does
- This helps to **regulate** Jenni's feelings.
- Successfully doing this will help rebuild Jenni's **resilience** and help her to move forwards

College:

- Jenni's college **recognises** threats to wellbeing and acts straight away to offer diversity sensitive support through:
- Strategies to build positive **relationships**
  - Allowing time for **reflection**
  - Helping her to **regulate**
  - Successfully doing this will help rebuild Jenni's **resilience** and improve her wellbeing

# Staff Wellbeing - Exercise

Promote Wellbeing Awareness

Developing Positive Relationships

Meet Human Needs

Encourage Work Life Balance

Show Appreciation

Develop A Positive Ethos And Values

Empty box for notes under 'Promote Wellbeing Awareness'

Empty box for notes under 'Developing Positive Relationships'

Empty box for notes under 'Meet Human Needs'

Empty box for notes under 'Encourage Work Life Balance'

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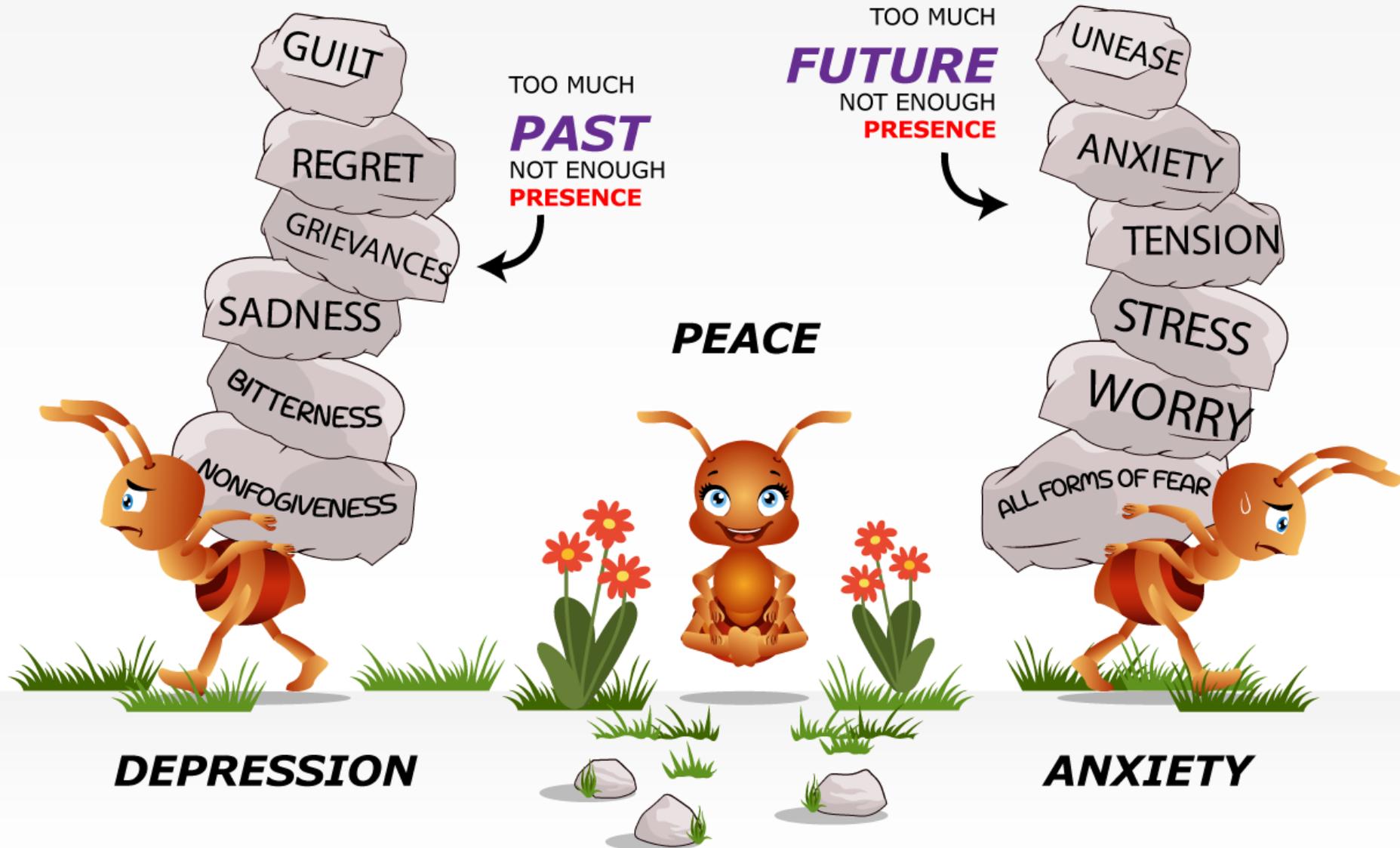
# Excessive Persistent Distress Can Be The Forerunner For Later Problems



When there is too much stress, anxiety and worry for too long, symptoms or disorders may emerge:

- Anxiety (symptoms/disorder)
- Low mood, depression (symptoms/disorder)
- Stress symptoms, trauma

# Key Psychology Of Anxiety And Low Mood





Over to you...  
Using the link in the chat  
box...

1. What does anxiety and depression look like amongst your learners and staff; what should we look out for?

# Understanding Needs



# What Will Strengthened Wellbeing Look Like?

Now we can see the Whole College model coming together

## Being Able to Make Change Happen



**Building Relationships**

**Learning Habits of Resilience**

**5 Key Principles  
PFA / 5 Rs**

# Key Points

Many people will retain their wellbeing and resilience.

Some will need more support to recover.

A Whole College approach which:

- Builds relationships, flexible coping and renews a sense of agency
- Values emotional wellbeing
- And re-affirm safety and routines
- Will maximise learning and growth

“  
Colleges  
truly can be... guiding  
lighthouses and safe  
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uncertainty  
”

# The WER Resource Directory

**Kent Resilience Hub** - A hub of resources that help young people, parents and carers, and practitioners within schools and communities to understand and promote emotional wellbeing and resilience.



Supporting Mental Health & Wellbeing in Schools  
Training, consulting and strategic guidance for leading mental health & wellbeing for young people and teachers.  
The Education People

1.

**The Education People** - A training and resource service to support whole school wellbeing and positive mental health within education



## Resource and Service Directory

### WELLBEING FOR EDUCATION RETURN

Putting wellbeing at the heart of education



## Glossary of Terms

**Emotion coaching:** Some children, young people and sometimes their parents, do not have a clear language for the feelings, including strong feelings of anger and rage, that they feel. This can make it more difficult for them to process feelings and learn strategies to help them with strong feelings. This not their fault. The good news is that for many children and for adults it can be helped, for children by coaching, often in a full classroom setting.

# Kent Resilience Hub

*A place to for parents/carers and practitioners to understand how they can support young people's emotional wellbeing and resilience*

[KentResilienceHub.org.uk](http://KentResilienceHub.org.uk)

# MOOD SPARK

*A place where young people aged 10-16 can learn how to look after their emotional wellbeing and mental health*

[MoodSpark.org.uk](http://MoodSpark.org.uk)



HeadStart Kent funded by



and in partnership with



# THE EDUCATION PEOPLE

Building Mental Health and Wellbeing Support For All

The Education People is a one stop shop for supporting the mental health and wellbeing of professionals and organisations to grow positive cultures in developing outstanding outcomes.

Hello  
my name is

# THE MIX

Essential support for under 25s

# STUDENT SPACE



Anna Freud National Centre for Children and Families

shout

## In crisis? Need support?

Text AFC to 85258

24  
7  
days a week

Text the free, anonymous crisis textline



## YOUTH WELLBEING DIRECTORY

Whether you're a young person, looking for help for yourself or someone you know, or whether you're a teacher looking to help a student, the Youth Wellbeing Directory provides a list of local and national organisations for anyone up to the age of 25, along with important information you may find helpful.

### Search the Directory

There are many ways to find the information or support you are looking for. You can search by postcode or area, by name of service or by issue or topic. Please try one of the methods below.

- Services near you**  
Search for services by your area or town
- Services by name**  
Search for services by type or name of issue or service
- Find useful info**  
Get advice now by keyword or issue...

Anna Freud National Centre for Children and Families

## What is ON MY MIND?

Want to know?  
Visit [onmymind.info](http://onmymind.info)

# TALK TO US

If things are getting to you

Talk to us any time you like, in your own way – about whatever's getting to you.

116 123 **FREE**  
This number is FREE to call

jo@samaritans.org

samaritans.org

**SAMARITANS**

registered charity



Connect with us at...

**THE EDUCATION  
PEOPLE**

theeducationpeople.org



@mindworkmatters

@TheEdPeople



Kelly Hannaghan

The Education People

Please find resources and training information within our [Mental Health and Wellbeing website](#)



In partnership with  
**THE EDUCATION  
PEOPLE**

To explore further information on the Wellbeing for Education program, along with extra resources on [The Education People Mental Health and Wellbeing Page](#)



THANK YOU FOR  
JOINING THIS  
SESSION