

# TTT Guidance Notes – Wellbeing for Education Return (WER)

## Overview of this document:

These notes have been developed in partnership with MindEd in order to aid your thinking around the adaptation and delivery of the information contained in Webinar one and two to your local area. Please also refer to the notes section on the PowerPoint presentations for more detailed information.

## Wellbeing for education return – An overview

### Background to the project:

The *Wellbeing for Education Return* project has been developed and funded by the Department for Education (DfE) and Department of Health and Social Care (DHSC), partnered with Health Education England (HEE), Public Health England (PHE), and NHS England and Improvement. The material has been developed by MindEd and the Anna Freud Centre (AFC) is the delivery partner.

The programme aims to support staff working in schools and colleges to respond to the additional pressures some children and young people (CYP) may be feeling as a direct result of the pandemic, as well as any emotional response they or their teachers may be experiencing from bereavement, stress, trauma or anxiety over the past months.

This national project involves funding and resources for local authorities to train local experts and support schools and colleges to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus. The training will be offered to every school and college in England to help support pupil and student, as well as staff and parent/carer wellbeing, resilience and recovery in the context of coronavirus. The aim is to also prevent longer-term mental health problems developing, as well as helping to manage and support those who have pre-existing difficulties that may have been exacerbated by coronavirus.

There are two elements to the project:

1. A new national training package has been developed by MindEd which provides guidance and resources for education staff on responding to the impact of coronavirus on the wellbeing of their students and staff.
2. Funding is being provided to Local Authorities (LAs) to help to put one or more local experts in place to work with partners to adapt this training, deliver it to leads in education settings, and provide ongoing advice and support until March 2021.

The intention is that local experts adapt the national training content for their local contexts, particularly in terms of signposting local statutory and voluntary sector services. The local experts will liaise with school and college leaders in their areas to train

nominated school or college staff, who will then cascade the resources and materials within their own settings. It is for local experts and areas to determine the best way to do this, attending to local need and to align with and strengthen existing systems and frameworks.

### Training content:

The content is broken down into two main webinars.

Webinar one primarily focusses on helping school and college staff to develop the relevant psychological theory which can help them to think about and support CYP's mental health and emotional wellbeing, which is achieved, in part through the use of various psychological models. Through the emphasis on a whole-school approach adapted and reinforced to respond to the pandemic, it is recognised that when thinking about CYP's mental health, it is important for us to also be thinking about how we support the wider system around the CYP including staff and parents/carers.

This is the foundation for webinar two, which focusses on helping school staff to reflect on ways that they can continue to apply theory to real life practice. Webinar two focusses more on specific concerns related to mental health and emotional wellbeing which is explored, in part, through the use of CYP case studies. Webinar two goes into more detail on mental health and wellbeing challenges faced in times of coronavirus. It uses CYP based case studies, but again the learning can be adapted and is transferable to all ages including staff and parents/carers. It is focussed on recovery and building new resilience. It also provides guidance on warning indicators for additional needs and support.

The learning outcomes for each webinar are highlighted below:

#### Webinar one – learning outcomes

To help staff support wellbeing and resilience through easily understood psychological education. This can be explained to each other, children, young people, parents and carers

- To help your school/college use this psychological education to better manage the impacts of coronavirus
- To prioritise supportive robust and resilient relationships within the school/college community, enhancing wellbeing for all
- To help children and young people's minds stay open for learning and growth, and support education staff and families in the process

## Webinar two – learning outcomes

Focusing on bereavement, other losses, anxieties, low mood, stress-trauma:

- To help staff to support children and young people who have experienced stressful events
- To do so through easily understood psychological education
- To use this psychological education to support the whole school/college community, highlighting the central role of 'social scaffolding'
- To know when to escalate for the minority who need more specialised support

The training content is further broken down into seven themes for webinar one and six themes in webinar two, with the intention of enabling education staff to confidently adapt and deploy this learning in their schools/colleges and further education (FE) settings. These are as follows:

## Webinar one – key themes

- Whole school/college implementation
- Neuroscience – understanding learning and growth, wellbeing and resilience
- Actions to build resilience and wellbeing
- Implementation of actions across the whole school/college
- Vignettes/ case studies – bringing it all together
- Children and young people – specific learning
- Resources

## Webinar two – key themes

- Whole school/college social scaffolding
- Bereavement and other loss
- Understanding anxiety and low mood
- Supporting recovery from anxiety and low mood
- Stress and trauma: supporting recovery
- Resources

Trainer notes for each of the webinars are highlighted below.

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## Webinar one

### **Overview and guidance**

Webinar one is divided into the following sections:

- Whole school/college implementation
- Neuroscience – understanding learning and growth, wellbeing and resilience
- Actions to build resilience and wellbeing
- Implementation of actions across the whole school/college
- Vignettes/ case studies – bringing it all together
- Children and young people – specific learning
- Resources

### **Additional information linked to PowerPoint slides**

The information contained in this section serves as an adjunct to the information contained in the notes section of the original PowerPoint presentation. We have utilised a green font to highlight potential activities. Please note that you do not have to complete or deliver all of the activities outlined in your training session, these are highlighted as possible activities which you can adapt in order to meet your local area context.

### **Introductions and icebreaker:**

Trainers to introduce themselves. Then ask the delegates to introduce themselves including the following:

- Their name
- Their role
- “What does resilience mean to you?” [optional activity, depending on timings and the size of the group]

Tie together key themes and highlight that one of the areas that will be focussed on within the training is that of resilience.

<p><b>Slide 7:</b> Key messages apply to adults as well as students</p>	<p>It is important to manage this in a supportive manner. Some delegates may want to speak here, and there are also time constraints so may be worthwhile naming this and acknowledging that you will weave in discussion and reflection where possible. It is also important to acknowledge the pressure that school and college staff may have been under, particularly during the pandemic and that they may consider adapting some of the models and strategies in order to help them to think about their own self-care.</p> <p>It is worth highlighting that the TTT sessions will use a blend of presentation, individual reflections, whole group discussion (using chat, Q&amp;A messaging and live Q&amp;A), breakout small group work (if appropriate) and case studies.</p>
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<p><b>Slide 11:</b> Implementation cascade</p>	<p>Highlight that the aim of the TTT session is to train the local experts and aid the process of cascading the information to the local school and college staff teams, for further dissemination in school/college settings.</p>
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<p><b>Slide 12:</b> Group agreement</p>	<p>Highlight that the aim is to create a safe space to reflect and explore how school and college staff may implement and share learning. The session will be as interactive as possible. In order to do this, the space needs to feel safe to share and, therefore, it can be useful to have a group agreement to aid this process. These are suggestions. Check with the group: Is everyone ok with these agreements? Would anyone like to add or change this agreement? Amend agreement accordingly.</p>
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### **Session One: Whole School/College Implementation**

<p><b>Slide 14:</b> The challenge for education organisations</p>	<p><b><u>Activity/discussion:</u></b>   Use the chat function to identify and discuss examples of resilience in schools and colleges – what are their schools/colleges currently doing to support the building of resilience?</p>
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<p><b>Slide 15:</b> Whole-school approach</p>	<p><b><u>Activity/discussion:</u></b>   Trainers should not take for granted that schools/colleges have seen this. <u>Reflective discussion (either as a whole group or smaller groups)</u>: “what does your school do well and where are the gaps?”</p>
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<p><b>Slide 16:</b> Pandemics and their impact on learning</p>	<p>The notion is pandemics can also evoke positive responses, and there is evidence in the literature supporting this as well as bringing all the obvious negatives (<i>Huremovic 2019</i>).</p> <p><b><u>Activity/discussion/Group reflection:</u></b>   What has the group noticed in terms of the impact of the pandemic (both positive and negative?)</p> <p><b><u>Key idea:</u></b>          Keeping the vision of this binocular: seeing both positive and negative poles, and therefore schools/colleges can use this to build strength and resilience, being prepared for and if possible, avoiding the traps that the adversity brings.</p>
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<p><b>Slide 17:</b> What will strengthened wellbeing look like?</p>	<p><b>Key idea:</b> This crisis presents an opportunity through collaboration, building relationships across education <b>to nurture recovery and develop new resilience.</b> Making it an opportunity to strengthen the community of education.</p>
<p><b>Slide 18:</b> Jadon's story</p>	<p>The purpose of this case study is to encourage reflection. Help school and college staff to explore some of the key things that they notice and some of the actions that they may take.</p> <p>Please facilitate any discussions around diversity and explore with delegates how this would apply to their local area/context.</p> <p><b>Activity/Discussion:</b></p> <p> Be aware of any discussion around diversity and facilitate this discussion, if necessary.</p> <p><u>Ask the group:</u></p> <ul style="list-style-type: none"><li>• Are there any reflections on the case study?</li><li>• What are the key things that you notice?</li><li>• Discuss with trainers what they want teachers to get from this case study - what transferable message can they take back to their schools/colleges?</li></ul>
<p><b>Slide 19:</b> Who might be vulnerable?</p>	<p>This is an opportunity to draw on local context here - asking who might be vulnerable and why? The list can then be shared to cement knowledge. It is important to ensure that any assumptions are challenged and that not all individuals who fall into these categories may be vulnerable. A person may be in more than one of these groups, indeed those at highest risk are in several of the groups. It draws attention to critical 'individual differences' to which any whole-school/college approach must be sensitive.</p> <p><b>Activity/discussion/Small group discussion/breakout room:</b></p> <p> <u>Ask the following questions:</u></p> <ul style="list-style-type: none"><li>• Who do you think might be particularly vulnerable within your local area/what potential trends have you noticed?</li></ul>

	<ul style="list-style-type: none"> <li>• What steps might you take in order to help to reduce the potential impact of the pandemic on the vulnerable groups identified?</li> </ul>
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<p><b>Slide 21:</b> what supports recovery when wellbeing is challenged?</p>	<p>This is an opportunity to hear what systems have been put into place for the start of the academic year. It is also an opportunity to introduce the notion of “coping” with mental health needs successfully, rather than cure.</p>
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**Session Two: Neuroscience – Understanding Learning and Growth; Wellbeing, and Resilience**

<p><b>Slide 22:</b> Section two - Neuroscience – understanding learning and growth; wellbeing and resilience</p>	<p>This section is building the link between neuroscience (how our brain functions) and how we react. This is useful when supporting CYP with regulating their emotions and building resilience. As adults, we may also be able to use some of these strategies in order to help us to regulate our own emotions and stress levels.</p>
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<p><b>Slide 23:</b> Dan Seigel’s video</p>	<p><b>Trainer notes:</b>          We suggest you invite the participants to think about what they are like at regulating themselves, when they are tired and/or anxious versus when they are happy and alert. This model is key to (i) understand and (ii) use this model in school/college, in class, with anyone really to explain trauma-stress informed support. This is psycho-educative and empowering.</p> <p><b>Key ideas:</b>          To emphasise here how our minds can become integrated across thoughts, feelings and wellbeing to support a mind ‘open’ for learning and growth; versus a mind becoming disintegrated as stress, fear or trauma lead to basic emotions of fight, flight, fear and freeze taking over; and a mind that is ‘closed or closing’ to learning and growth.</p> <p>This is an essential understanding: it links to trauma informed support.</p>
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<p><b>Slide 24:</b> What helps to engage our brain in learning?</p>	<p>The aim of this slide is to help attendees to think about what the “learning zone” looks like. This is where a student feels emotionally regulated and safe and is able to engage in learning.</p>
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	<p>However, it is important to be aware of <b>all</b> biases that may influence how we perceive and communicate stress – explore with the group what some of these biases may be. It is important to acknowledge that “stretched and growing” may feel different for different pupils – can the group generate any examples of this? e.g. for a shy pupil, speaking in class may be stretched and growing, for another it may be asking for help etc.</p>
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<p><b>Slide 25:</b> What helps to engage our thinking brain?</p>	<p>It is an opportunity to explore with the group how engagement may be seen day to day in schools/colleges, and how it is managed in each 'zone'. What are schools/colleges noticing and what positive strategies are they utilising in order to support CYP.</p> <p><b>Tip:</b> A practical thing to consider in relation to preventing 'the panic zone' is carefully thinking about what educational content is covered when. Some schools/colleges may plan on restarting with completely new (difficult!) content (so everyone is on the same page), whereas others are planning on recapping and building up (learning and confidence) gradually.</p>
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<p><b>Slide 26:</b> What helps to engage our thinking brain?</p>	<p><b>Key idea:</b> Link this slide to the hand model of Siegel and the Whole School/College strengthening model. This slide describes three key tools to engaging a coherent integrated mind 'opening for learning and growth'. Encourage delegates to reflect on the model, what they have learnt and how they may apply this to their setting.</p>
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<p><b>Slide 27:</b> What does the “panic zone” look like?</p>	<p><b>Key Ideas:</b> Remember the Learning Zone Model. If emotions are too 'hot' or too much 'in charge,' then the <u>more primitive parts of our brains</u> kick in. This overwhelms the integrated mind. In the <u>integrated mind</u> the emotions, thoughts, feelings, behaviours are in a positive, open, creative, learning mode...this is good wellbeing. Unfortunately, this can become a negative vicious spiral, as less learning and growth occurs, which in turn feeds more panic zone responses. This then tends to start occurring more frequently and to the detriment of wellbeing and learning in general.</p> <p>Explain that “negative cycles” can include the way that we feel, think and behave. We develop familiar ways to deal with</p>
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	<p>situations and sometimes these can be adaptive and sometimes these can be maladaptive or “negative”. However, we can change the way that we manage our feelings, the way that we think and the way that we behave.</p>
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**Session Three: Actions to Build Resilience and Wellbeing**

<p><b>Slide 29:</b> What do we mean by wellbeing?</p>	<p><b><u>Key ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Being clear what we are speaking about using the term wellbeing, so we have shared language and shared understanding</li> <li>• Illustrating the impact of wellbeing on whole school/college communities</li> </ul>
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<p><b>Slide 30:</b> Sam’s story</p>	<p><b><u>Trainer notes:</u></b> Please facilitate any discussions around diversity and explore with delegates how this would apply to their local area/context.</p> <p><b><u>Activity/discussion:</u></b></p>  <ul style="list-style-type: none"> <li>• Any reflections on the case study?</li> <li>• What are the key things that you notice?</li> </ul>
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<p><b>Slide 31:</b> What do we mean by resilience?</p>	<p><b><u>Key ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Being clear what we are speaking about using the term resilience, so we have shared language and shared understanding</li> <li>• Illustrating the <b>impact</b> of resilience on whole school/college communities</li> <li>• To highlight <b>how</b> resilience and wellbeing are linked together: more resilience is linked to improved wellbeing. Wellbeing helps learning and growth that leads to more resilience!</li> </ul>
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<p><b>Slide 32:</b> How can we learn to be more resilient?</p>	<p>Identify that this is a holistic way of looking at resilience and the various influences on CYP.</p> <p><b><u>Key ideas:</u></b> What do we all need to do to build resilience (all ages)? Highlight importance of relationships, family, individual and community dimensions of resilience. Mention this gives ideas for signposting into resources to support resilience building.</p>
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	<p><b><u>IMPORTANT TO NOTE marginalised, isolated or otherwise at-risk children or young people.</u></b></p> <p>For some children and young people, school/college provides an important protective role when other aspects of their lives such as their home/family circumstances might be difficult or challenging. For them there is added importance of school/college communities and wider community and peer networks. Friends, mentors, peer mentors, teachers, community workers, sports clubs and so forth may be vital emotional wellbeing and resilience lifelines. We know from extensive research how protective in the longer term even one solid good relationship with a teacher or similar figure can be in the long-term outcomes of children or young people from such additionally vulnerable family backgrounds.</p>
<p><b>Slide 33:</b> How education staff can nurture wellbeing and resilience?</p>	<p>This slide presents more ideas on <b>how to nurture</b>, teach more resilience and improve wellbeing.</p> <p>This slide provides six exemplars of <b>how education staff</b> can support wellbeing and build resilience, on the left-hand side column are the 'actions' and on the right-hand column are the underpinning psychological concepts. These are the building blocks of resilience. Each is part of 'being or becoming more resilient.</p>
<p><b>Slide 34:</b> What predicts resilience?</p>	<p>Resilience arises from learning and growth, and when we are more resilient, we tend to have better wellbeing.</p> <p>How do we nurture more resilience? Schools/colleges have a part to play in what happens (the events) in life to each child and their families. <b>A whole school/college approach</b> builds on understanding and supporting each child's uniqueness (individual differences), what they have experienced in their family and community and what they were born with.</p>
<p><b>Slide 35:</b> Relationships are pivotal every interaction is an opportunity to grow - resilience</p>	<p>This slide brings the neuroscience (<i>Hebb, 1949</i>) into relationships and why they matter so much. It explains how our brains grow and develop through relationships. It also describes how this brain growth, being new neural networks of learning, are the brain basis of newly learned habits. Habits that nurture growth of resilience and support wellbeing lead to growth. Neurons wire together when repeatedly activated, for example, when learning something new.</p>

**Slide 36:** 5 Key principles of whole school/college approach to recovery

There are **5 key whole school/college principles** to apply arising from the Recovery, Re-introduction and Renewal Handbook (Whole School SEND, 2020).

Together they support the **3 pillars of recovery**;

1. Build relationships
2. Learn habits of resilience
3. Make change happen

**That will enable** post trauma learning, growth and **recovery**, supporting new resilience and more wellbeing.

This is based on resilience, including examples as follows:

- **Post trauma growth and recovery**  
For example: how we can learn from difficult times, like a coronavirus related death, about new ways of coping and strengths we did not know we had.
- **Positive psychology**  
For example: how having a positive hopeful approach to problems and challenges based on strong relationships and support with a tone of realistic hopefulness and optimism, can build resilience as challenges are met and overcome.
- **Social emotional learning and attainment**  
For example: how having minds open for learning and growth through all of the above means new social and emotional learning can take place, and new skills, habits, ways of being and coping can embed in our minds to support our wellbeing and strengthen our capacity and capabilities... 'attainment'.

How do the 5 Key principles of whole school/college recovery fit with the 5 Rs?

**Trainer notes:**

We will later in Webinar one cover the '5 Rs model': for trainer's reference we explain here how the 5 Rs fit in with the 5 Key Principles of Whole School/College Recovery  
The 5 Rs sit inside this 5 Key Principles of Recovery for a whole school/college.

The 5 Key Principles of Recovery provides a whole school/college approach

**HOW THIS WORKS:**

For any interaction taking place inside that school/college the 5 Rs provides a framework for what to remember to do. That is; help the **relationship**, listen and **reflect** carefully, **recognise** and look out for needs and

	<p>cues, support <b>regulation</b> of emotions so that things are manageable and in so supporting new habits of <b>resilience</b>. This is illustrated in the longer case vignette later in this webinar of 'Jenni' the teacher.</p> <p><b>Summary</b></p> <p>The 5 Rs are an 'aide memoire' to remember in any interaction with anyone in the school/college community The 5 Key Principles of Recovery are a whole school/college community approach to recovery.</p>
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**Session Four: Implementation of Actions Across the Whole of School/College Life**

<p><b>Slide 40:</b> Supporting wellbeing for everyone</p>	<p>This has been adapted from Recovery, Re-introduction and Renewal Handbook (Whole School SEND, 2020) with exemplar questions to ask in the right-side column. On the left column are the 5 key principles to support whole school/college approaches in recovery from a crisis. Words and level of complexity to be adapted according to age and the individual. However, core principles apply across all ages, staff, pupils, parents/carers. Sample questions are provided on the right-hand side set of circles: develop your own, this could be a workshop for the school/college.</p>
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<p><b>Slide 41:</b> Staff wellbeing</p>	<p>This is an exercise on how to support education staff wellbeing.</p> <p><b><u>Activity/discussion/whole group/small group activity:</u></b></p> <p> You could ask staff to provide answers of their own to feed into a whole school/college approach and strategy. Complete this in a whole/small group so that all delegates can take something away.</p>
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<p><b>Slide 42:</b> Staff wellbeing – exercise. Daily actions for whole school/college wellbeing and strengthened resilience</p>	<p>This slide is critically important in synthesising what we have been working through in this webinar into daily actions for whole school/college wellbeing and strengthened resilience.</p> <p>This section of the webinar is to help the Senior Leadership Team (SLT) and teaching staff explore the impact of coronavirus on themselves.</p> <ul style="list-style-type: none"> <li>• We learn from what we see.</li> <li>• We are role models and we emotionally impact each other across a school/college community.</li> <li>• Each example can be translated into supporting children, young people, parents or carers; the principles are the same.</li> </ul>
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	<p><b><u>Activity/discussion/whole group/small group activity:</u></b></p>  <p>Identify clear actions here and share why these in particular have been chosen - again this could be an opportunity for local context.</p>
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**Session Five: Vignettes/Case Studies - Bringing It All Together**

<p><b>Slide 44:</b> Section 5</p>	<p>Explain that the following two vignettes can be used as models for action for all ages; for staff, pupils and parents/carers.</p> <p>The vignettes are to support and nurture each other’s wellbeing and resilience.</p>
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<p><b>Slide 46:</b> MindEd guidance for trainers</p>	<p>The vignettes illustrated in this summary slide just to once more highlight three levels of interactions:</p> <ol style="list-style-type: none"> <li>1. The individual person to person interactions supported by 5 Rs as an aid memoir for good interactions</li> <li>2. The wider support and recovery support for any individual using the Psychological First Aid (PFA) model</li> <li>3. How these two levels of support sit within the whole school/college ethos based on the 5 Key Principles of Recovery</li> </ol> <p><b><u>What are the 5 Rs?</u></b></p> <p>They are an aide memoire for supporting and having good interactions between anyone in any setting, in the school/college community, they are to remember</p> <p>Relationships Recognition Reflection Regulation Resilience</p> <p>The 5 Rs are an aide memoire of actions, of ways of helping. They support recovery of wellbeing and nurture increase in learning, growth and hence resilience.</p> <p><b><u>What is PFA (Psychological First Aid)?</u></b></p> <p>It builds ways of remembering how to deliver early support to each other at all ages. As with the 5 Rs it builds from the same ethos of recovery and support with links to other forms of support as soon as possible, to help education staff, pupils, parents or carers return as soon as possible to pathways towards return of wellbeing, learning from experience and support for resilience.</p>
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	<p><u>HOW DO THE 5 KEY PRINCIPLES OF WHOLE SCHOOL/COLLEGE RECOVERY FIT WITH PFA and THE 5 Rs?</u>          The 5 Rs sit <i>inside</i> the <i>5 Key Principles of Recovery</i> for a whole school/college and inside PFA.          PFA is like the glue linking interactions and support to wider communities of support.</p> <p>The 5 Key Principles of Recovery provides a whole school/college approach</p> <p><u>HOW THIS WORKS:</u>          For <i>any interaction</i> taking place inside that school/college the 5 Rs provides a framework for what to remember to do. That is; help the relationship, listen and reflect carefully, recognise and look out for needs and cues, support regulation of emotions so that things are manageable and in so doing support new habits of resilience.</p> <ul style="list-style-type: none"> <li>• This is illustrated in the longer case vignette later in this webinar of ‘Jenni’ the teacher</li> <li>• The use of PFA as the next level of support is illustrated in the case vignette of “Tony” the teacher</li> <li>• The 5 Key Principles of Recovery are a whole school/college community approach to recovery</li> </ul>
<p><b>Slide 48:</b> Examples of whole school/college implementation during coronavirus pandemic</p>	<p><b><u>Trainer notes:</u></b>          Schools and colleges may share that some of this is beyond their control, for example, being restricted by governmental or school guidelines around not being allowed to have after school clubs.</p> <p>How can trainers promote the positive ideas in this slide without getting lost in the negative? It is important to focus on what schools and colleges can control and the small changes and actions that school/college staff can take, whilst still acknowledging potentially difficult feelings.</p>
<p><b>Slide 49:</b> Reminder of the 5R’s</p>	<p>For <u>any interaction</u> taking place inside that school/college the 5 Rs provide a framework for what to remember to do.</p> <p>That is; help the <b>relationship</b>, listen and <b>reflect</b> carefully, <b>recognise</b> and look out for needs and cues, support <b>regulation</b> of emotions so that things are manageable and in so doing support new habits of <b>resilience</b>.</p>

<p><b>Slide 49:</b> The 5R's for all ages</p>	<p><b>Key idea:</b> The 5 Rs capture reminders of actions - ways of helping that support recovery of wellbeing. This nurtures learning, growth and therefore new resilience.</p> <p>Please use the 5 Rs in which ever order the situation requires (the '5 Rs' are just a way of remembering):</p> <ol style="list-style-type: none"> <li>1. Relationships</li> <li>2. Recognition</li> <li>3. Reflection</li> <li>4. Regulation</li> <li>5. Resilience</li> </ol>
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<p><b>Slides 50-53:</b> Jenni case study</p>	<p><b>Activity/discussion/whole group/small group activity:</b></p> <p> The aim is to make these discussions as interactive as possible and encourage the schools/colleges to think about what they may do in their settings.</p> <p>Please facilitate any discussions around diversity and explore with delegates how this would apply to their local area/context.</p> <p>It is important to note the following:</p> <ul style="list-style-type: none"> <li>• This case vignette illustrates application of the 5 Rs.</li> <li>• Although the vignette is about an adult, the principles of support we explore are transferable and applicable with age appropriate modification for pupils of all ages, as well as parents/carers.</li> <li>• Trainers could set tasks: adapt the two case studies of members or teaching staff -Jenni here (and Tony in a later slide) to different ages of pupils, parents/carers.</li> </ul>
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<p><b>Slide 56:</b> Psychologically informed first aid (PFA) for all ages</p>	<p>PFA: It builds ways of remembering how to deliver support to each other at all ages. As with the 5 Rs it builds from the same ethos of recovery and support as soon as possible, to help education staff, pupils, parents/carers return as soon as possible to pathways towards return of wellbeing, learning from experience and support for resilience.</p> <p><b>Activity/discussion:</b></p> <p> Include discussions and feedback from schools/colleges whilst going through slides 52-54 – what might they notice in their education setting?</p>
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<p><b>Slide 60:</b> Psychologically informed first aid for all ages</p>	<p>Additional information:</p> <ul style="list-style-type: none"> <li>• <b>Prepare</b> yourself for conversations</li> <li>• <b>Look</b> out for distress</li> <li>• <b>Listen</b> even a short time can be great with good empathy skills - Give time to understand - be kind</li> <li>• <b>Confidentiality</b> what can you offer a colleague, pupil or parent and what can you not offer?</li> <li>• Consider any practical <b>problem solving</b> you can with child, parent or carer, do not feel you have to solve it all - never underestimate how much just listening, and being kind matters</li> <li>• <b>Link</b> to sources of support - remember ordinary community activities like clubs, religious groups, sports etc - charities and statutory agencies - on-line resources</li> </ul> <p><b><u>IMPORTANT TO NOTE marginalised, isolated or otherwise at-risk children or young people.</u></b></p> <p>For some children and young people, school/college provides an important protective role when other aspects of their lives such as their home/family circumstances might be difficult or challenging. For them there is added importance of school/college communities and wider community and peer networks. Friends, mentors, peer mentors, teachers, community workers, sports clubs and so forth may be vital emotional wellbeing and resilience lifelines. We know from extensive research how protective in the longer term even one solid good relationship with a teacher or similar figure can be in the long-term outcomes of children or young people from such additionally vulnerable family backgrounds.</p> <p>Plan support if possible - making time to set/book a time to meet and discuss is supportive, as you know it is going to happen.</p>
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<p><b>Slides 61-62:</b> Tony and Angela</p>	<p>This is the second case study vignette and will be used to illustrate how the framework of Psychological First Aid (PFA), helps us remember important things to do to support each other. This is also a teacher example, but could be a child, young person or parent/carer with adaptations to the scripts.</p> <p><b><u>Activity/discussion/whole group/small group activity:</u></b></p> <p>The aim is to make these discussions as interactive as possible and encourage the schools/colleges to think about what they may do in their settings.</p> 
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	Please facilitate any discussions around diversity and explore with delegates how this would apply to their local area/context.
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<b>Slide 63:</b> School/college community of wellbeing	<p>This slide draws together frameworks for helping staff remember what to do to support each other in a whole-community approach to the school/college wellbeing and resilience.</p> <p>We highlight the 5 Rs model and PFA model, situating it in wider ethos of whole school/college community of wellbeing.</p>
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### **Session Six: Children and Young People Specific Learning**

<b>Slide 65:</b> What does decreased wellbeing look like in children and young people?	Encourage the group to reflect on this question. Please note the further learning available highlighted in the slide notes section.
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<b>Slide 66:</b> Parents/carers worries	<p><b><u>Activity/discussion:</u></b></p> <p> Are there any other trends or themes that schools/colleges are noticing? This also presents an opportunity to normalise worries in the context of unexpected change and to help parents/carers to explore the support that they may need.</p>
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<b>Slide 68:</b> Wellness – distress	<p><b><u>Activity/discussion/whole group/small group activity:</u></b></p> <p> This slide is to revisit and highlight warning signs of increased risk and the (minority) who need additional support and help. It is important to remember that not all CYP will need specialist support. These issues will also be discussed further in Webinar two. This could prompt a useful discussion about where it may or may not be appropriate to refer on to specialist services.</p> <p>Remember critical incident planning; the value and quality of support from adults CYP already know (be aware that any intervention including from new professionals the CYP don't know carries risks, but where possible interventions by people known to the CYP are desirable). Remember the notion of watchful waiting; and remember the range of other options are available (e.g. Barnardo's See, Hear, Respond CV-19 programme until end Oct/Nov to support vulnerable</p>
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	CYP not currently in receipt of statutory services – can offer intensive counselling, for example)
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<p><b>Slide 70:</b> How can we learn to be more resilient?</p>	<p><b><u>Activity/discussion/whole group/small group activity:</u></b></p>  <p>This could be an exercise with education staff thinking about the different areas of the CYP/staff member or parent/carer’s life to help them to think about where they may be able to offer <b><u>first line support and/or signpost</u></b> to support and engagement in activities that support wellbeing and build resilience. What services are available within the local area, across the spectrum of wellbeing and mental health needs?</p>
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<p><b>Slide 72:</b> Recap and summary</p>	<p>This slide is a recap of what we have been learning so far and can be applied to staff, children, young people, parents and carers.</p> <p><b><u>Endings and reflections:</u></b>  <b>The following can be used as a framework that local areas can use to help <u>end sessions:</u></b></p> <p><b>Action</b>          One key action that you will take away from today’s session</p> <ul style="list-style-type: none"> <li>• what is the action?</li> <li>• why is it important?</li> <li>• what steps will you take to achieve this and what support may you need?</li> </ul> <p><b><u>Remind delegates to complete the evaluation form.</u></b></p> <p><b><u>Reflections and check out</u></b></p>  <p>Using the chat function (if not in a face to face training). Ask delegates the following question: “choose one word to describe how you are feeling at the end of today’s session?”</p>
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# Webinar two

## Overview and guidance

Webinar two is divided into the following sections:

- 1) Whole School/College Social Scaffolding and Bereavement vignette
- 2) Bereavement and Loss
- 3) Understanding Anxiety, Low Mood
- 4) Supporting Recovery from Anxiety and Low Mood
- 5) Stress and Trauma: Supporting Recovery
- 6) Resources

Local experts can choose to deliver the webinars as they see fit and adapt it to their local area. Each webinar is divided into seven sections. This can allow leads and schools/colleges to be able to chunk the training into more bitesize delivery.

## Additional information linked to PowerPoint slides

The information contained in this section serves as an adjunct to the information contained in the notes section of the original PowerPoint presentation. We have utilised a green font to highlight potential activities. Please note that you do not have to complete or deliver all of the activities outlined in your training session, these are highlighted as possible activities which you can adapt in order to meet your local area context.

## Introductions and icebreaker:

Trainers to introduce themselves. Then ask the delegates to introduce themselves including the following:

- Their name
- Their role
- "What is one word that comes to mind when you hear the words 'mental health'?" – highlight that this word doesn't need to reflect their actual opinion (this can help to highlight negative and stigmatised associations with mental health)

Tie together key themes and highlight that mental health and various mental health conditions will be explored in today's webinar. This is with the aim of making links between the theory/models identified in webinar one and applying these practical skills to a school/college setting.

<p><b>Slide 6:</b> Overview of Wellbeing for Education Return - Webinar Two Training</p>	<p>Please note the webinar training is divided into six sections. Each can become a bite size block of learning for school/college implementation.</p> <p><b><u>Trainer notes:</u></b> To encourage participants to make links into own education settings – primary, secondary, college etc. All key messages are applicable, with age related adaptations for whole school/college community of pupil, staff and parents/carers wellbeing.</p>
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	<p><u>Social scaffolding</u>: Is a new term used to describe how we support each other through our relationships. This applies to every one of us, all ages, children, education staff, parents/carers, everyone. In organisations like schools and colleges this means relationships horizontally from peer to peer, including staff and pupils, parents/carers and vertically meaning up and down the organization (<i>Maughan 2019</i>).</p>
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<p><b>Slide 9:</b> Supporting recovery</p>	<p>This slide provides the key learning objectives for the Wellbeing for Education Return Programme. Psychoeducation, using psychosocial methods to support recovery of wellbeing and strengthening resilience, informed 'normalisation', making full use of whole school/college approaches, community networks, statutory networks of support and generally 'social scaffolding'. Avoiding inappropriate labelling of ordinary distress as illness but being alert to the important relative minority who do have poor mental health and need more help.</p> <p><u>Definitions for reference:</u></p> <ul style="list-style-type: none"> <li>• <b>Psychoeducation (psychological education):</b> This is the process of learning about a mental health condition and how to manage help yourself and get support from those around you. It can be very helpful for children, their parents/carers and adults in enabling them to be manage psychological stress or the mental health condition they may have.</li> <li>• <b>Psychosocial recovery:</b> This builds on the ideas of using one's own resources with support and with the support of the network of important people around you (family, school, activities, workplace for adults etc) to rediscover your strengths and use these as one element to help overcome psychological challenges, for example, those that may occur because of the Covid-19 pandemic and the associated stresses.</li> <li>• <b>Normalisation:</b> In brief, this means that under unusual, stressful conditions we can react with thoughts and behaviours that may be atypical for us under ordinary circumstances. These thoughts, feelings and behaviours may scare us because they are not typical to us, but they are normal for the situation. This does not mean that we are unusual; many people get them. For everyone, they may be different in content, tone or quality. Neither are they an indicator that we should "get on with it and manage". Neither does the term mean that the experience is trivial; it is not and can be very uncomfortable. Some will recover their equilibrium quite naturally with time. Others may need some</li> </ul>
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	<p>support from within their school or college. Some may need some support from outside agencies.</p> <ul style="list-style-type: none"> <li>• <b>Social scaffolding:</b> Is a new term used to describe how we support each other through our relationships. This applies to every one of us, all ages, children, education staff, parents/carers, everyone. In organisations like schools and colleges this means relationships horizontally from peer to peer, including staff and pupils, parents/carers and vertically, meaning up and down the organization (Maughan 2019).</li> </ul> <p>See for example, the <a href="#">Public Health England and Children and Young People’s Mental Health Coalition document (2015)</a></p>
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<p><b>Slide 11:</b> Implementation cascade</p>	<p>Highlight that the aim of the TTT sessions is to aid the process of cascading the information to local school and college staff teams.</p>
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<p><b>Slide 12:</b> Group agreement</p>	<p>Highlight that the aim is to create a safe space to reflect and explore how school/college staff may implement and share learning. The session will be as interactive as possible. In order to do this, the space needs to feel safe to share and, therefore, it can be useful to have a group agreement to aid this process. These are suggestions. Check with the group: Is everyone ok with these agreements? Would anyone like to add or change this agreement? Amend agreement accordingly.</p>
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**Session One: Whole School/College Social Scaffolding**

<p><b>Slide 14:</b> 5R’s for all ages</p>	<p>This is a recap of the 5R’s. The 5R’s capture the types of actions or ways of helping that help recovery of wellbeing and nurture increase in learning, growth and resilience. Please use the 5 Rs in whatever order the situation requires (the ‘5 Rs’ are just a way of remembering):</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Recognition</li> <li>• Reflection</li> <li>• Regulation</li> <li>• Resilience</li> <li>•</li> </ul>
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<p><b>Slide 15:</b> Introducing Anthony</p>	<p><b>Activity/discussion/whole group discussion:</b></p>  <p>Reflect on any thoughts in relation to the vignette. Remember any of the vignettes could be transposed to older or younger pupils, or staff, parents/carers, with age and context adaptation.</p> <p>The idea here is that this slide introduces Anthony and begins to highlight what helped build his resilience, we then remind the delegates of learning from webinar one using the next two slides and introduce delegates to the important roles teachers play.</p> <p>Then on slide 16/17/18 we unpack what helped Anthony in more detail.</p>
<p><b>Slide 16:</b> What will whole school/college strengthened wellbeing look like?</p>	<p>Encourage the attendees to reflect on their school environment and what aspects are working well and where there may be gaps for them to work on. It is a reminder that this coronavirus crisis presents an opportunity: through collaboration, building relationships across education <b>to nurture recovery and develop new resilience.</b> Making it an opportunity to strengthen the community of education.</p>
<p><b>Slide 17:</b> Attribution Theory</p>	<p><u>Attribution theory:</u> Here, we mean that whether the person sees what happens as being due to their efforts or due to random events or because of somebody else. The idea links to that of agency. It also includes ideas about predictability (and so stability). Considering coronavirus through the lens of attribution theory: ... it is external, unstable and uncontrollable. Teachers help pupils feel in control and better about themselves by being good teachers: They foster a sense of agency by matching the task to their pupils' abilities. Pupils experience having the ability, that through their own efforts, they can succeed at the task: it's not a matter of luck. Although good teaching cannot alleviate the situations presented in the vignettes, it can reduce feelings of powerlessness and remind that 'I can still do...'. </p> <p><b>Activity/discussion/whole group discussion:</b></p>  <p>This can be a useful small group or whole group discussion around what is in a school's/college's/teacher's control. Where can they build on stability and where can successes be identified and solidified?</p>

<p><b>Slides 18-20:</b> Anthony's story</p>	<p>Encourage attendees to reflect on the case study – what they notice and what they may have done.</p> <p><b>Slide 18:</b> Charlene and Anthony's school/college recognise the problem, she supports the <b>Relationship, and Reflected</b> carefully in the conversation <b>with Anthony</b>. She also made use of the PFA framework <b>Linking</b> him to other sources of support.</p> <p><u>Notice:</u> how the benefits of Charlene's approach which highlights the use for the <u>5 Rs aide-memoire</u>, leads to <u>relationship building</u>, builds <u>habits of resilience</u> and supports Anthony's <u>sense of agency</u>. This highlights the links <u>into a Whole School/College approach to Recovery</u> as we have summarised on the two preceding slides ("What Will Whole School/College Strengthened Wellbeing Look Like" and "Resilience Through Learning-Attributions")</p> <p><b>Slide 20:</b> This vignette shows the need for good preparation. It shows that grief is a journey not an event: hence Charlene offering to meet Anthony again and speak with his parents is so important too. Is there anything that Charlene can do after meeting Anthony that would further support him or ensure she is supported too?</p> <p><u>Normalisation:</u> In brief, this means that under unusual, stressful conditions we can react with thoughts and behaviours that may be atypical for us under ordinary circumstances. These thoughts, feelings and behaviours may scare us because they are not typical for us, but they are normal for the situation. This does not mean that we are unusual; many people get them. For everyone, they may be different in content, tone or quality. Neither are they an indicator that we should "get on with it and manage". Neither does the term mean that the experience is trivial; it is not and can be very uncomfortable. Some will recover their equilibrium quite naturally with time. Others may need some support from within their school or college. Some may need some support from outside agencies.</p>
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<p><b>Slide 21:</b> How does this all fit together?</p>	<p>This is an opportunity to solidify the learning from webinar one, through the use of the case study.</p> <p>The vignettes illustrated in this summary slide just to once more highlight three levels of interactions</p>
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	<ol style="list-style-type: none"><li>1. The individual person to person interactions supported by 5 Rs as an aid memoir for good interactions</li><li>2. The wider supports and recovery support for any individual using the PFA (Psychological First Aid) model</li><li>3. How these two levels of support sit within the whole school/college ethos based on the 5 Key Principles of Recovery</li></ol> <p><b><u>What are the 5 Rs?</u></b></p> <p>They are an aide memoire for supporting and having good interactions between anyone in any setting, in the school/college community, they are to remember</p> <ul style="list-style-type: none"><li>• Relationships</li><li>• Recognition</li><li>• Reflection</li><li>• Regulation</li><li>• Resilience</li></ul> <p>The 5 Rs is an aide memoire, of actions, of ways of helping. They support recovery of wellbeing and nurture increase in learning, growth and hence resilience.</p> <p><b><u>What is PFA (Psychological First Aid)?</u></b></p> <p>It builds ways of remembering how to deliver early support to each other at all ages. As with the 5 Rs it builds from the same ethos of recovery and support with links to other forms of support as soon as possible, to help education staff, pupils, parents or carers return as soon as possible to pathways towards return of wellbeing, learning from experience and support for resilience.</p> <p><b><u>HOW DO THE 5 KEY PRINCIPLES OF WHOLE SCHOOL/COLLEGE RECOVERY FIT WITH PFA and THE 5 Rs?</u></b></p> <p>The 5 Rs sit <i>inside</i> the 5 Key Principles of Recovery for a whole school/college and inside PFA. PFA is like the glue linking interactions and support to wider communities of support.</p> <p>The 5 Key Principles of Recovery provides a whole school/college approach</p> <p><b><u>HOW THIS WORKS:</u></b></p> <p>For <i>any interaction</i> taking place inside that school/college the 5 Rs provides a framework for what to remember to do. That is; help the relationship, listen and reflect carefully, recognise and look out for needs and cues, support regulation of emotions so that things are manageable and in so doing support new habits of resilience.</p>
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	<ul style="list-style-type: none"> <li>• This is illustrated in the longer case vignette later in this webinar of 'Jenni' the teacher</li> <li>• The use of PFA as the next level of support is illustrated in the case vignette of "Tony" the teacher</li> <li>• Summary The 5Rs are an 'aide memoire' to remember in any interaction with anyone in the school/college community</li> <li>• PFA is like the glue linking interactions and support to wider communities of support The 5 Key Principles of Recovery are a whole school/college community approach to recovery</li> </ul>
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<p><b>Slide 22:</b> Psychologically informed first aid for all ages</p>	<p>This is also a recap from Webinar one and helps to put theory into practice.</p> <p>Additional information:</p> <ul style="list-style-type: none"> <li>• <b>Prepare</b> yourself for conversations</li> <li>• <b>Look</b> out for distress</li> <li>• <b>Listen</b> even a short time can be great with good empathy skills - Give time to understand - Be kind</li> <li>• <b>Confidentiality</b> what can you offer a colleague or pupil or parent and what can you not offer?</li> <li>• Consider any practical <b>problem solving</b> you can with child, parent or carer, do not feel you have to solve it all - Never underestimate how much just listening, and being kind matters</li> <li>• <b>Link</b> to sources of support - Remember ordinary community activities like clubs, religious groups, sports etc - Charities and statutory agencies - On-line resources</li> </ul> <p><b><u>IMPORTANT TO NOTE marginalised, isolated or otherwise at-risk children or young people.</u></b></p> <p>For some children and young people, school/college provides an important protective role when other aspects of their lives such as their home/family circumstances might be difficult or challenging. For them there is added importance of school/college communities and wider community and peer networks. Friends, mentors, peer mentors, teachers, community workers, sports clubs and so forth may be vital emotional wellbeing and resilience lifelines. We know from extensive research how protective in the longer term even one solid good relationship with a teacher or similar figure can be in the long-term outcomes of children or young people from such additionally vulnerable family backgrounds.</p>
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	Plan support if possible - making time to set/book a time to meet and discuss is supportive as you know it is going to happen.
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## Session Two: Bereavement and Other Loss

<b>Slide 23:</b> Bereavement and other loss	<p>Please remember to note the figures are pre coronavirus they will have risen during the pandemic.</p> <p>Some statistics from the Childhood Bereavement Network:</p> <ul style="list-style-type: none"><li>• Headline figure is 78% 11-16 year old's in one survey said that they had been bereaved of a close relative or friend (<i>Harrison et al 2001</i>).</li><li>• <u>How many children and young people are bereaved?</u> Bereavement in children and young people is more frequent than many people think. 78% 11-16 year old's in one survey said that they had been bereaved of a close relative or friend (<i>Harrison et al 2001</i>).</li><li>• <u>How many parents die each year, leaving dependent children?</u> We estimate that in 2015, 23,600 parents died in the UK, leaving dependent children (23,200 in 2014). That's one parent every 22 minutes.</li><li>• <u>How many children are bereaved of a parent each year?</u> We estimate that in 2015, these parents left behind around 41,000 dependent children aged 0-17 (40,000 in 2014). That's 112 newly bereaved children every day.</li><li>• <u>How many children in the current population have been bereaved of a parent?</u> By the age of 16, 4.7% or around 1 in 20 young people will have experienced the death of one or both of their parents (<i>Parsons 2011</i>).</li><li>• <u>How many children in the current population have been bereaved of a parent or sibling?</u> In 2004, the last time a national survey was done, around 3.5% of 5-16 year old's had been bereaved of a parent or sibling (<i>Fauth et al 2012</i>). That is around 1 in 29 (or roughly one per classroom). In today's terms, that equates to around 309,000 school age children across the UK.</li></ul>
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	<p>However, as mortality rates have fallen since that survey was carried out, we hope that the rates of bereaved children have also fallen since then. We are joining with others to campaign for the survey to be carried out again, so that we can be sure of the numbers.</p> <ul style="list-style-type: none"> <li>• <u>Are some groups more likely to be bereaved?</u> Yes. Mortality rates vary by social class and geography, so it follows that children living in disadvantaged areas are more likely to be bereaved. Also, some groups of children may be more likely to experience particular kinds of bereavement: for example mortality rates among disabled young people with complex health needs are higher than among the general population, so young people attending special school are probably more likely to be bereaved of a friend than their peers in mainstream schools/colleges.</li> <li>• <u>How many schools/colleges are supporting bereaved children?</u> A survey of primary schools in Hull found that over 70% had a child on roll who had been bereaved of someone important to them in the last two years (<i>Holland 1993</i>). All schools/colleges will be affected by bereavement at some point.</li> </ul> <p><b>IMPORTANT to make the link that the current pandemic has the potential to increase the links to loss and bereavement.</b></p> <p><b>Check in with the group about their reflections on the statistics.</b></p>
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<p><b>Slide 24:</b> Bereavement – what do we mean and what can we do?</p>	<p><b><u>Trainer notes:</u></b> Re. asking families to alert the school/college - Teachers have advised that there should be a general request to parents/carers to alert teachers but not that teachers have to ask all parents.</p> <p><b><u>Trainer notes:</u></b> See below, the wide variety of different circumstances that might be encountered with bereavement in times of coronavirus.</p> <p>Examples of how coronavirus/lockdown impacts on children’s experiences of bereavement:</p> <ol style="list-style-type: none"> <li>1. Stress of caring for relatives at home who chose not to be admitted to hospice/hospital at the end of their life – whole family having to shield</li> </ol>
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	<ol style="list-style-type: none"><li>2. Issues when someone has died at home, especially when this wasn't planned for</li><li>3. Conversely, pain of not being able to visit someone dying in hospital/hospice, fears about what happened to them when they were dying not being able to say goodbye/view body/attend funeral, – some of the things that we know can help with accepting the reality of the death (Worden Task 1) <b>Worden's Four tasks of grieving</b><ul style="list-style-type: none"><li>• Four tasks of grieving, in no particular order as grief doesn't follow straight lines (Worden 2011)</li><li>• Task 1: Accept the loss</li><li>• Task 2: Acknowledge the pain of the loss</li><li>• Task 3: Adjust to a new environment</li><li>• Task 4: And reinvest in the reality of a new life</li></ul></li><li>4. Not being able to carry out faith rituals and cultural preferences because of physical distancing measures</li><li>5. Not being able to get together with wider family and friends – bereaved children often feel 'set apart' from peers and combination of bereavement and lockdown can exacerbate this</li><li>6. Importance of remembering children bereaved of causes other than Covid-19 (as a rough metric: 41,000 deaths associated with Covid-19 in the UK but over 250,000 deaths between lockdown and early August)</li><li>7. Many reports of earlier bereavements being reawakened by lockdown: children (and adults) who were beginning to emerge from acute grief found that this came back during lockdown.</li></ol> <p><i>(Child Bereavement Network/NCB 2020)</i></p>
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<p><b>Slide 25:</b> Other losses</p>	<p><b><u>Group reflection:</u></b></p>  <p>Encourage the group to reflect on the other losses that they may have experienced within their school setting. Normalise feelings of loss as a response to unexpected change.</p>
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<p><b>Slide 26:</b> Key psychology of bereavement and loss</p>	<p>It is very important to model use of concrete language and avoidance of euphemisms: replace 'passing away' with 'dying' – generally use 'dead' or 'died' rather than 'gone' or 'loss'.</p> <p><b>Trainer notes:</b></p> <p>Could ask attendees to consider wide variety of ways of memorialising. For example: safely lighting a candle for a few moments of remembrance can be useful for young children - this can just be a moment of reflection with no words needed. The child blows out the candle when they are ready. Four tasks of grieving, in no particular order as grief doesn't follow straight lines (<i>Worden 2011</i>)</p> <ol style="list-style-type: none"> <li>1. Accept the loss</li> <li>2. Acknowledge the pain of the loss</li> <li>3. Adjust to a new environment</li> <li>4. And reinvest in the reality of a new life</li> </ol>
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<p><b>Slide 27:</b> Actions</p>	<p><b>Group reflection:</b></p>  <p>This also presents an opportunity to help school/college staff reflect on the sources of support available both internally and externally and potential signposting options.</p>
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<p><b>Slide 28:</b> Things that you can do that help</p>	<p>Remember, grief is a journey, not linear, a difficult one, that takes time</p> <ul style="list-style-type: none"> <li>• Listen and talk (using active listening)</li> <li>• Show compassion</li> <li>• Be honest and avoid half-truths</li> <li>• Check with the family how they have explained the death to the child so that the narrative is consistent among the adults</li> </ul> <p>Many people cope well and recover with ordinary community and family supports</p> <ul style="list-style-type: none"> <li>• Peer networks and mentoring are part of the 'social scaffold' for pupils, staff and parents/carers alike</li> <li>• Remember parents/carers may need support as part of the same family grief</li> </ul> <p>Some people (a smaller number) will need additional professional support (<i>Child Bereavement Network/NCB 2020</i>)</p> <p>'Remember grief is a journey' - opportunity to make the important point that grief is not linear. Acknowledgement that children can move in and out of their grief and will revisit it as they grow and that is part of the journey. Helpful for schools/colleges to know that CYP don't 'move through'</p>
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	<p>their grief - it stays with them and can come back at different points e.g. times of general transition, specific topic triggers (e.g. anniversaries) and particularly during changes to routines and uncertainty, which is inevitable at this time. This can also present an opportunity for <u>trainers to hold a reflective space</u> for the group and their experiences of or worries about working with children who may have experienced bereavement and/or loss.</p>
<p><b>Slide 30:</b> Checklist</p>	<p>Useful topics to cover in discussions with pupils and parents/carers include:</p> <ol style="list-style-type: none"> <li>1. What the child has been told and what they understand</li> <li>2. How to tell the rest of the class or form and other staff about what has happened</li> <li>3. How the child will return to school/college</li> <li>4. How the child will be supported in school/college if they get overwhelmed or upset – who they can talk to and where they can go</li> <li>5. How to balance flexibility and structure e.g. with handing in homework on time, contributing in class</li> <li>6. Key dates that the school/college should be aware of (e.g. the birthday of the person who died, the anniversary of the death)</li> <li>7. Any changes to the pupil’s emergency contacts and ways of keeping in touch with the family</li> <li>8. How the child’s needs and wishes will be reviewed over time</li> </ol>
<p><b>Slide 31:</b> Community resources</p>	<p>It is important to encourage schools/colleges to look to their own resources and resource systems as well as the third sector systems locally.</p> <p>Remember staff need to look after themselves too: looking after yourself when supporting a bereaved pupil, supporting colleagues who are bereaved, acknowledging and managing general fear of death. Importance of self-care.</p> <p>Remember the importance of repair in relationships - when a child or young person is vulnerable they are more likely to push away those who could be supportive. <b>Reflect</b> on how school/college staff may manage this and what support they may need.</p>

<p><b>Slide 34:</b> Road map</p>	<p>It is important to be aware of both the internal and external support options available. Refer to specialist services when needed.</p> <p>It is important to consider the needs of the CYP holistically. How has the bereavement impacted on their lives and their day to day functioning? How are they feeling and coping?</p> <p>CYP with autism look out for shutdown and overwhelm, which is a common sign of bereavement, loss or distress for this group.</p>
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<p><b>Slides 35–40:</b> Ameera</p>	<p>Remember any of the vignettes could be transposed to older or younger pupils, or staff, parents/carers, with age and context adaptation.</p> <p>Vignette over slides 31 – 36 Ameera’s story of disappointing exam results as an example of very real psychological loss. Ameera’s story is not really about GCSEs at all and not about recent controversies. It’s about loss, in this case loss of her expectations of grades and subsequent opportunities...the GCSE example could be replaced by a host of other losses we can experience for example:</p> <p><i>Loss of a friendship</i>  <i>Loss of cherished object</i>  <i>Loss of any relationship</i>  <i>Loss of any hoped for, future opportunity of any description</i>  <i>Loss of family financial security, home, possessions</i>  <i>Loss of trust in adults/exam boards/authorities</i></p> <p>The 5 Rs are used to highlight what the young person and what the school/college can each do to help reduce the impact of this loss.</p> <p><b><u>Activity/discussion/whole group discussion:</u></b>   Encourage this discussion - What are the attendee’s reflections on the case study and what would they do in their schools/colleges?</p>
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**Session Three: Understanding Anxiety and Low Mood**

<p><b>Slide 42:</b> Excessive persistent distress can be the forerunner for later problems</p>	<p><b><u>Group reflection:</u></b>   Encourage reflection from the group – what are they noticing in their school/college setting in relation to anxiety and low mood? What do they have in place to support CYP?</p> <p>For autistic CYP, be aware anxiety manifests itself differently.</p>
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<p><b>Slide 45:</b> Anxiety – what should you look out for?</p>	<p>Could do this as an exercise with staff – What does anxiety look like? It can be useful to make the link between physical symptoms/feelings, thoughts and behaviour.</p> <ul style="list-style-type: none"><li>• Physical symptoms include muscle tension, headaches, stomach aches, difficulty sleeping, tiredness, irritability</li><li>• Over-estimate threats – e.g. worry that they will fail at schoolwork etc.</li><li>• What negative thoughts might be present?</li><li>• What behaviours might you notice?</li></ul> <p>When should you become concerned?</p> <ul style="list-style-type: none"><li>• It is leading to a lot of upset for child and family</li><li>• It is interfering with everyday life for the child or young person</li><li>• It persists over time</li></ul> <p>Many autistic CYP will engage in repetitive movements or sounds (stimming) if they are anxious or may shutdown.</p>
<p><b>Slide 47:</b> Seeking out additional or specialist help</p>	<p>The importance of knowing local resources and systems, so seamless graduated care can be delivered and where and when possible, best care delivered as close as possible to the usual setting for the child/young person.</p> <p>For example, it can include liaison with and advice from Wellbeing for Education Return local experts, Educational Psychologists, CYPMHS, School/College Mental Health Support Teams. This can alleviate the need for referral out of school/college in some situations</p> <p>Implement the whole school approach based on the 5 Rs, PFA, the full “Social Scaffold”: This includes speaking with parents/carers to ensure everyone works together. Use safeguarding guidance as appropriate (DFE 2020)</p> <p>Advice is to explore as wide a set of quality local resources as possible – <u>you might have a discussion about how to explore these</u>. It may also be useful to highlight that protective factors (the positive things in that CYP’s life) are also important e.g. good family support, internal resilience, asks for help when needed, good relationship with a teacher at school/college etc.</p> <p><b><u>IMPORTANT TO NOTE marginalised, isolated or otherwise at-risk children or young people.</u></b></p> <p>For some children and young people, school/college provides an important protective role when other aspects of their lives such as their home/family circumstances might be difficult or</p>

	<p>challenging. For them there is added importance of school/college communities and wider community and peer networks. Friends, mentors, peer mentors, teachers, community workers, sports clubs and so forth may be vital emotional wellbeing and resilience lifelines. We know from extensive research how protective in the longer term even one solid good relationship with a teacher or similar figure can be in the long-term outcomes of children or young people from such additionally vulnerable family backgrounds.</p>
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**Session Four: Supporting Recovery from Anxiety and Low Mood**

<p><b>Slides 49-53:</b> Paul’s story</p>	<p><b><u>Activity/discussion/whole group discussion:</u></b></p>  <p>Encourage <u>discussion and reflection</u> throughout. How would schools/colleges respond? What would they do? What support is available in their school/college?</p>
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<p><b>Slides 55-59:</b> Anita’s story</p>	<p><b><u>Activity/discussion/whole group discussion:</u></b></p>  <p>Encourage <u>discussion and reflection</u> throughout. How would schools/colleges respond? What would they do? What support is available in their school/college?</p>
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**Session Five: Stress and Trauma: Supporting Recovery**

<p><b>Slide 64:</b> Trauma can impact in numerous ways, yet there are messages of hope</p>	<p>This is a summary of the key parts of trauma informed practice in schools/colleges, to raise awareness.</p> <p><b><u>MindEd Trainers Guidance Notes</u></b></p> <p>The mind that re-opens supports a person’s autonomy in living the life they want - reframing as a ‘survivor’ instead of ‘victim’ of the trauma - in other words recovery versus ongoing trauma and victimhood. THIS IS SO IMPORTANT.</p> <p>This is about empowering survivors of trauma to become authors of their own futures and not (unconsciously) allow the trauma to keep distorting their decisions, behaviours and relationships.</p> <p>For example, the child or young person who is abused may rightfully be angry with the abuser(s) and carry that anger forward. If that anger becomes a defining feature of their other relationships and gets misplaced in those relationships,</p>
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	<p>then the other people on the receiving end will likely react negatively to the child or young person.</p> <p>This risks a vicious cycle of negative interactions and relationships setting in.</p> <p>This could in turn compound trauma and distress for the child or young person and further distort their decisions, behaviours and relationships.</p> <p>There are important links here to the mind being 'open to learning and growth' versus the mind being 'closed', as we discussed earlier in Webinar 1 (the so called 'hand model of the brain/mind' that Prof Siegel illustrated in his video clip and which we describe on subsequent slides).</p>
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<p><b>Slide 65:</b> Strong whole school/college relationships are protective</p>	<p>Prof Chris Brewin international expert on PTSD and trauma, highlights the key role of relationships in recovery in his metanalysis of the evidence back in year 2000.</p> <p>Co-regulation of emotions-support of each other through relationships is important here, and this fits with the notion of Regulation as one of the 5 Rs.</p>
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<p><b>Slide 67:</b> What will strengthened wellbeing look like?</p>	<ul style="list-style-type: none"> <li>• Relationships (5 Rs)</li> <li>• Early good help (PIES)</li> <li>• Structuring of help (PFA)</li> <li>• All inside whole school/college ethos built on 5 Key principles</li> </ul> <p>This leads to improving relationships, more resilience and improved wellbeing.</p> <p>A reminder of the 5 Key principles of Recovery</p> <ol style="list-style-type: none"> <li>1. Put emotional wellbeing first</li> <li>2. Re affirm school/colleges strengths and core values</li> <li>3. Place relationships front and center</li> <li>4. Re-affirm safety and routines</li> <li>5. Acknowledge loss, change and bereavements</li> </ol> <p><b>Endings and reflections: The following can be used as a framework that local areas can use to help end sessions:</b></p> <p><b>Action:</b> One key action that you will take away from today's session</p> <ul style="list-style-type: none"> <li>• what is the action?</li> <li>• why is it important?</li> </ul>
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- what steps will you take to achieve this and what support may you need?

**Remind delegates to complete the evaluation form.**

**Reflections and check out - Using the chat function (if not in a face to face training) ask delegates the following question: "choose one word to describe how you are feeling at the end of today's session?"**

### Signposting

- MindEd [Education Hub](#) (which hosts the [Wellbeing for Education Return webinar content](#)) and [Coronavirus Staff Resilience Hub](#)
- Schools in Mind - If you would like to promote mental health awareness in your school or college, you may be interested in visiting the Schools in Mind section of our website which is full of resources for your pupils, staff, parents and carers. [www.annafreud.org/schools-and-colleges/](http://www.annafreud.org/schools-and-colleges/)  
[Join the Schools in Mind network](#)
- Mentally Healthy Schools - Primary schools have a vital role to play in supporting children's mental health. Visit [mentallyhealthyschools.org.uk](http://mentallyhealthyschools.org.uk) for free mental health resources, expert advice and useful information for schools across the UK. You can also sign up to the Mentally Healthy Schools mailing list to receive free, quality-assured resources and toolkits throughout the academic year. [Join the Mentally Healthy Schools mailing list](#)
- Youth Wellbeing Directory - The Anna Freud National Centre for Children and Families has created the Youth Wellbeing Directory to help anyone up to the age of 25 find mental health and emotional wellbeing advice and support more easily. The website also provides a selection of useful mental health information and resources for young people. [www.annafreud.org/on-my-mind/youth-wellbeing/](http://www.annafreud.org/on-my-mind/youth-wellbeing/)
- On My Mind aims to empower young people to make informed choices about the mental health support they want, the treatments they receive and the outcomes they desire. It contains information, advice and resources to help young people support their own mental health, including signposting to sources of support in times of crisis and tools to help young people manage their own wellbeing. [www.annafreud.org/on-my-mind/](http://www.annafreud.org/on-my-mind/)
- Self-care strategies - Over 90 self-care strategies developed by Common Room and young people from mental health support group Hearts & Minds. [www.annafreud.org/on-my-mind/self-care/](http://www.annafreud.org/on-my-mind/self-care/)
- Public Health England's near to real time [surveillance report about population mental health and wellbeing during the pandemic](#)
- Public Health England's new [Better Health - Every Mind Matters](#) mental health campaign to support children and young people and their parents and carers. You can find resources for teachers [here](#), advice for children and young people [here](#) and advice for parents and carers [here](#)
- Department for Education and mental health expert-led [teaching about mental wellbeing](#) training module to support the [physical health and mental wellbeing section](#) of the statutory Relationships, Sex and Health Education (RSHE) curriculum.

- Department for Education [guidance for full opening - curriculum, behaviour and pastoral support](#), [behaviour and attendance checklist for opening](#) and [mental health and behaviour in schools guidance](#)
- The NHS has provided advice for parents and teachers [here](#), alongside [advice on what to do if you're a young person](#) and [advice for parents, guardians and carers](#)
- NHS mental health urgent access support lines (for all ages) can be accessed via a simple age and postcode search [here](#)
- Barnardo's [See, Hear, Respond](#) partnership supporting vulnerable children and young people not currently in receipt of statutory support
- Public Health England's [No child left behind report](#) on taking a public health-informed approach to improving outcomes for vulnerable children
- [Co Space study](#) on supporting parents, adolescents and children during epidemics
- Place2Be [coronavirus updates, advice and support](#) and free [Mental Health Champions - Foundation](#) programme for school staff. Place2Be also offer [advice and resources to support conversations with children and young people about racism](#)
- Charlie Waller Trust [resources](#) for parents and carers, professionals and others interested in mental and emotional wellbeing and [further education industry-specific teaching guides](#) for tutors to use with their students
- Whole School SEND Consortium [Recovery, Re-introduction and renewal handbook and supporting resources](#)
- Schools' Wellbeing Partnership toolkits (developed in collaboration with the Department for Education) for primary and secondary schools and colleges to help them protect the wellbeing and mental wellbeing of the whole school community in response to the pandemic: <https://www.ncb.org.uk/news-opinion/news-highlights/schools-and-colleges-given-support-mental-health-and-wellbeing>
- UK Trauma Council coronavirus videos: [Coronavirus: signs and symptoms of trauma](#) and [Coronavirus: how past experiences of trauma may impact how a child responds to the pandemic](#) (more resources available from 17 September)
- Young Minds advice for young people on the [coronavirus and mental health](#) and [school resources](#)
- Childhood Bereavement Network [resources for schools](#)
- Childhood Bereavement UK [coronavirus information and resources](#)
- NSPCC advice and support for parents and carers on [supporting children and young people, parents and carers and families during coronavirus](#)

## Anna Freud National Centre for Children and Families

- National Autistic Society [guidance for teachers on managing anxiety and wellbeing for autistic children and young people](#)
- [A Recovery Curriculum: Loss and Life for our children and schools post pandemic](#) resources from Barry Carpenter, Professor of Mental Health in Education at Oxford Brookes University
- Emerging Minds [podcasts](#) on supporting children and young people during the pandemic
- Psychological First Aid (PFA) in emergencies training for frontline staff and volunteers: [press release](#) and Future Learn free [e-learning resource](#)