

The Educational Psychology Team B&NES

WE

Stand Against Racism and Inequality

Improving People's Lives



Bold



Empowered



Supportive



Transparent

**Educational
Psychology Service
Support**

2020 onwards



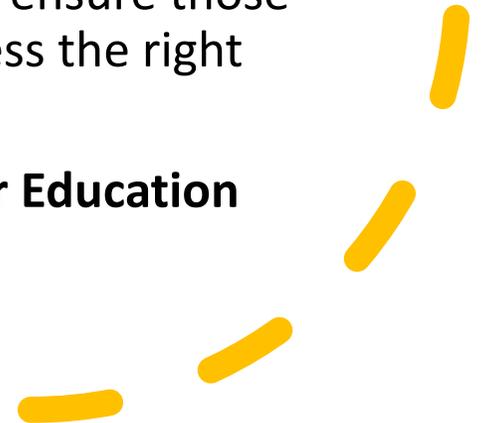
Wellbeing for Education
Return
(WER)
Programme

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What is the WER programme?

September 2020 - Department for Education with the Department of Health and Social Care, Health Education England, Public Health England and NHS England and Improvement and an expert advisory group to develop **Wellbeing for Education Return:**

- A nationally developed training package for education staff developed by the Anna Freud Centre
- Funding for LAs to appoint one or more local experts to work with local partners to adapt this training to your local context, deliver it to nominated staff in education settings, and provide ongoing advice and support until March 2021.
- Aim to help as educational settings provide wellbeing support for children and young people, preventing as many as possible from developing mental health problems and ensure those with pre-existing or emerging difficulties access the right support.
- September 2021 – continues as **Wellbeing for Education Recovery**



The EPS WER Offer in B&NES

Open to any member of school staff who has an interest in supporting children and young people's emotional wellbeing and mental health

CAMHS - training based on Anna Freud Centre plus follow-up sessions

EPS – telephone advice line

EPS - 13 network meetings on a variety of topics following feedback from the CAMHS's training [2020-2021]

EPS – supervision/reflective sessions [2021-2022]

Coordinated by Clare Laker from Public Health

The EPS advice line

A FREE individual consultation / advice line to talk about individual concerns relating to school, staff and / or children and young people.

Also open to early years settings staff.

Wide range of situations and topics raised – staff, parent/carers, SEND, anxiety, curriculum matters, individual needs etc.

Problem-solving / solution-finding consultation process devised clear plans of action.

Book through psychology_service@bathnes.gov.uk



The EPS network meetings

1.5 hours facilitated by 2 educational psychologists
and supported by Clare Laker from Public Health

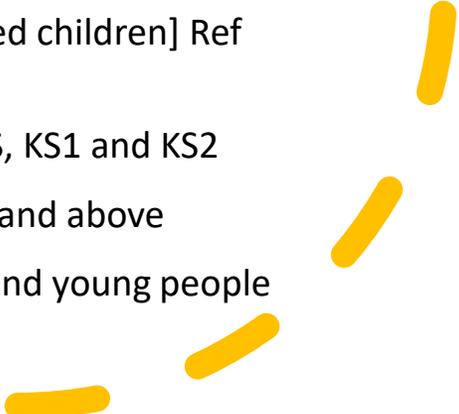
Purpose – to provide tips and advice on common
concerns, opportunities to reflect and discuss ideas
with colleagues and links to guidance on best practice

Mutually supportive space

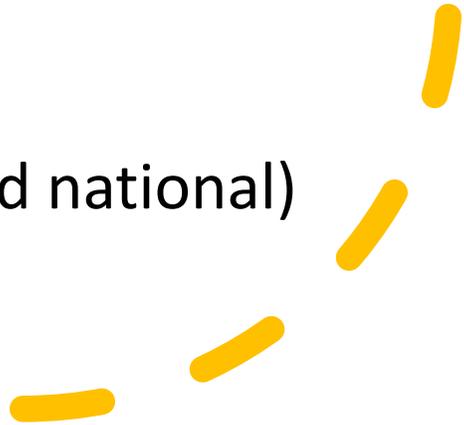
Draw on shared experiences

Share ideas

13 network meetings

1. Parental anxiety – containment, secondary anxiety seen in children from parents, social media use
 2. Staff anxiety and building resilience.
 3. Anxiety in children – EYFS and KS1
 4. Anxiety in children – KS2
 5. Anxiety in young people – KS3 +
 6. Impact of Covid on children and young people and how to support – domestic violence, relationship breakdown
 7. Sleep
 8. Supporting relationships and interactions following the return to wider opening of schools – all key stages
 9. Anxiety – children and young people with SEND and ASD
 10. Self-harm and suicidal behaviours – all key stages
- [NB – there has been a big rise in incidents including primary aged children] Ref HarmLESS Tool <https://www.harmless.nhs.uk/info/>
11. Planning for transitions to next academic year – EYFS, KS1 and KS2
 12. Planning for transitions to next academic year – KS3 and above
 13. Building and maintaining resilience – staff, children and young people
- 

Format of meetings

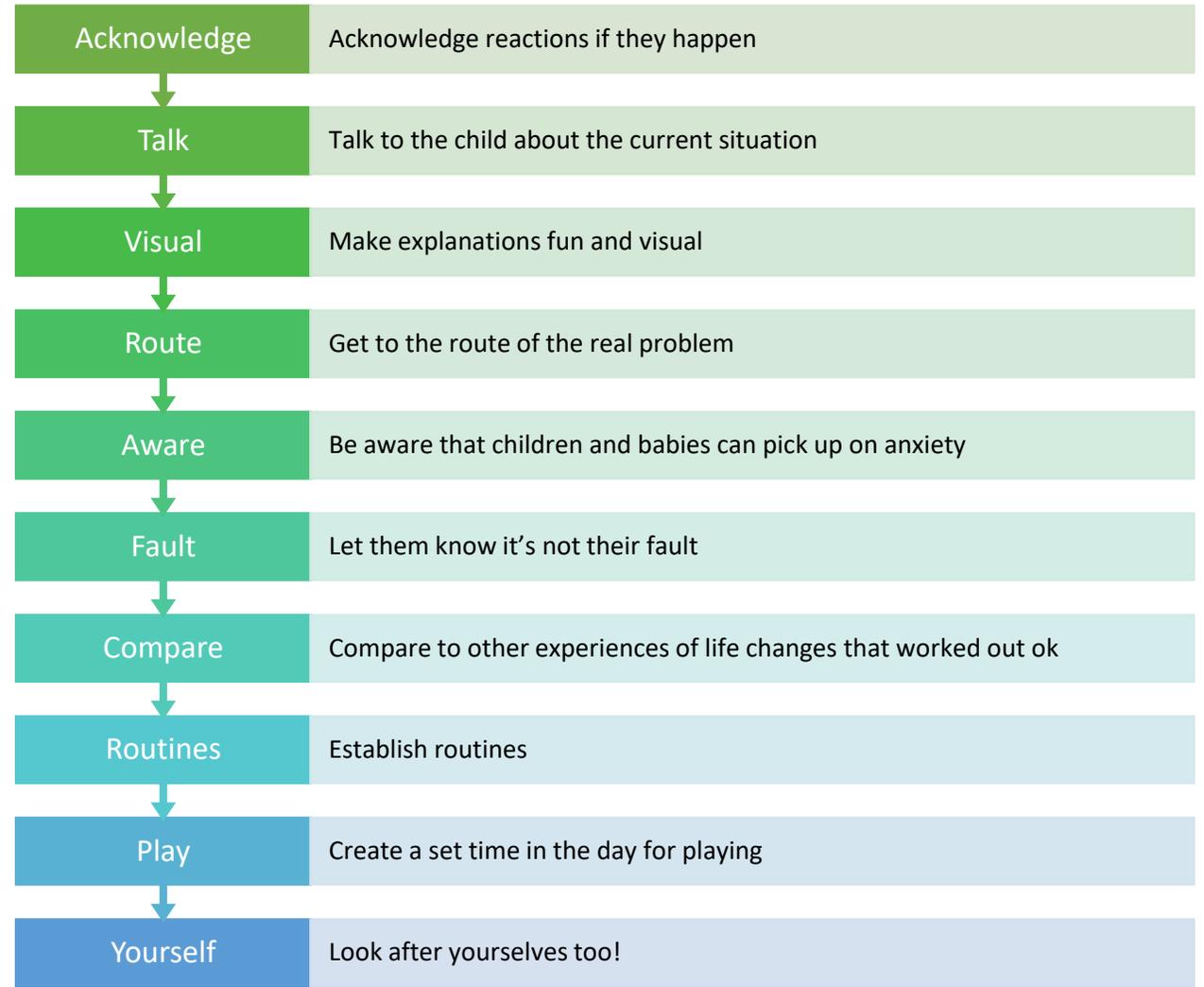
- Flexible and responsive to participants
 - De Ste Croix (2020) – educational settings have been accountable for everything and praised for nothing by the mainstream media
 - Ongoing acknowledgment of the resilience shown by staff
 - Context with reference to the impact of the pandemic
 - Input from the EPs drawing upon evidence-based research and practices
 - Reflections and sharing of ideas
 - Sharing of useful websites (local and national)
- 

Input
sections

Example slides to follow



10 ways you can make a difference





1. Notice the worry



2. Ask 'What am I worrying about?'



3. Ask 'Can I do anything about it?'



No

Yes

Let the worry go

Make a plan!

Think about something else

What, When, How?

Now

Later

Do it!

Decide 'when?'

Let the worry go

Let the worry go

Think about something else

Think about something else

Feelings Chart

	How I feel	What I can do
5	 <p>I need some help!</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ask to go visit Mrs. Holland <input type="checkbox"/> Ask to take a break/use theraputty <input type="checkbox"/> Hold on to Luke Skywalker [if he is here] <input type="checkbox"/> Take 4 or 5 deep breaths
4	 <p>I'm really upset.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ask to go visit Mrs. Holland <input type="checkbox"/> Ask to take a break/use theraputty <input type="checkbox"/> Hold on to Luke Skywalker [if he is here] <input type="checkbox"/> Take 4 or 5 deep breaths
3	 <p>I've got a problem.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Let a teacher know that you have a problem and need some help <input type="checkbox"/> Play with your squishy thing <input type="checkbox"/> Hold on to Luke Skywalker [if he is here] <input type="checkbox"/> Take 4 or 5 deep breaths
2	 <p>Things are pretty good.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Play with my squishy thing <input type="checkbox"/> Think of my favorite things <input type="checkbox"/> Say "I'm going to be O.K." to yourself <input type="checkbox"/> Take 3 or 4 deep breaths
1	 <p>Feeling Great!</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Enjoy the feeling! <input type="checkbox"/> Have fun

MANAGING STRESS: SELF-CARE DURING THE CORONAVIRUS CRISIS

Prioritise

Break up the stress into smaller and more manageable chunks.

- Make "To do" lists - divide items into Must vs Should vs Could.
- Forgive yourself if you don't achieve something - priorities can change quickly.

Focus

Disrupt negative thinking by paying attention to the present moment.

- Look at and listen to the sights and sounds in the garden or driveway.
- Notice how your feet hit the floor when walking from room to room.
- Tune in to the smell and texture of your food as you eat.

Routine

Minimise the impact of stress by maintaining structure and routine.

- Keep doing things which are familiar and meaningful.
- New decorating projects and clear-outs can give you goals to work towards.
- Plan a new meal, start a new book or try different genres for movie nights.

Connect

Maintain support networks to promote belonging, safety and emotional regulation.

- Get in touch with friends or family that you haven't spoken to in a while.
- Use text, email, video chats or letters to check in and share news/gossip.
- Prioritise positive social media and avoid too much news coverage.



Breathe

Take control of your breathing to stifle panic.

- Slow and rhythmic breathing in and out.
- Consider movement & vocalisations from the Breath-Body-Mind approach: <https://tinyurl.com/tk4nkq4>

Exercise

Find creative ways of being active when indoors.

- Perform star jumps, lunges, planks and chair/wall push-ups during TV adverts.
- Learn a dance routine from YouTube.
- Schedule toning and bodyweight exercises each day: <https://tinyurl.com/y57d6cf7>

Gratitude

Take more notice of the pleasures in life.

- Thank others for what they do and say more often.
- Get into the habit of listing or reflecting on three good things which you are grateful for each day.

Flourishing in stressful times: Ideas for self-care using Martin Seligman's PERMA model



Positive Emotions

What makes you feel good?

- ✓ Favourite TV, movies and music which make you smile, laugh & relax.
- ✓ Playing games with family, friends and work colleagues.
- ✓ Physical exercise and breathing techniques.
- ✓ Getting out in nature and paying attention to the sensations around you.
- ✓ Reflecting on "Three Good Things" or "What Went Well" each day.
- ✓ Keeping a gratitude diary of the things you cherish.
- ✓ Making plans for the near and distant future.



Engagement

What "flow" activities make you lose track of time?

- Puzzles or board games.
- Musical instruments.
- Yoga or meditation.
- Writing a story, poem or a blog.
- Indulging in creative tasks such as drawing, painting or cross-stitching.
- Taking part in individual or team sports.
- Working on a new display in the garden.
- Practising a new cooking or baking recipe.
- Making a photo collage or video of a recent trip.



Relationships

Who brings you joy, peace and support?

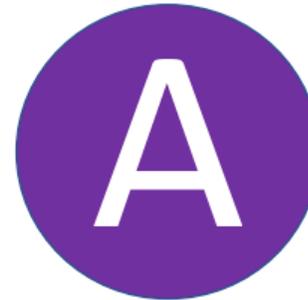
- ❖ Catch-ups & get-togethers in person or online.
- ❖ Showing your appreciation for work colleagues.
- ❖ Sharing photos or souvenirs with others, to remind you of good times.
- ❖ Spending a few minutes chatting to a stranger.
- ❖ Using active listening & empathy when helping someone with a problem.
- ❖ Sending a thank you card or a message that shows "I'm thinking of you".
- ❖ Reminding someone that you love them.



Meaning

What causes and pursuits do you find important and worthwhile?

- Engaging in spiritual activities.
- Making a donation to charity.
- Sending a care package to a family or friend in need.
- Fundraising through an individual or group challenge.
- Volunteering your time in a community project.
- Sharing knowledge and teaching others about a special interest.
- Commemorating a loved one's memory.



Accomplishment

What are your goals? How can they be achieved?

- Making a "To do" list and prioritise the tasks.
- Keeping goals S.M.A.R.T.
- Taking on new jobs and responsibilities - a different role at work.
- Starting a long-term project – some DIY at home.
- Learning something new - webinars and podcasts.
- Setting an exercise target – schedule the activities in a way which makes them rewarding and sustainable.
- Changing your work-life balance – use a planner to organise your time better.

3 Steps to Emotion Coaching

1

Empathise, validate
& label

2

Set limits (if needed)

3

Problem solving
with the child or
young person





Safety

Emphasise what is **staying the same**.

Show what is **different** using photos, videos & social stories.

Positive messages and affirmations: "You belong here"; "This is a safe place"; "It's ok to feel..."

Promote **structure & routine**. Create safe spaces to talk & relax.

Learn from parents about what made school unsafe & difficult in the past.

Calm

Talk about **emotions** using words, colours, animals, emojis, etc.

Respect **sensory preferences**. Integrate movement & rhythm into the daily schedule.

Teach **calming strategies** - breathing, grounding, muscle relaxation.

Acknowledge and challenge **negative thoughts**.

Look for ways to make students **smile & laugh**.

Connection

Share stories about lockdown experiences and discuss fears and hopes.

Show you remember the child's interests and strengths. Link in with previous teachers.

Keep the student in mind with **regular check ins**.

Sense of community - virtual show-and-tell; "All About Me"; socially distanced gestures.

Random acts of **kindness and appreciation**.

Efficacy

Respect children's **voices and choices**. Involve them in creating new rules and routines.

Collaborate with parents and **adapt what has worked well at home**.

Set **realistic and personal goals** and assign key jobs and roles.

Reflect on **previous success** & achievements.

Have **older students & staff** share experiences and coping techniques.

Hope

Explore what they **enjoyed about lockdown**.

Share **good news stories** to boost positivity.

Record feelings with words or 1 - 10 scales to **show exceptions and change over time**.

Buffer negativity through "3 Good Things" & gratitude journals.

Promote **optimism** with letters to their future selves, time capsules and memory boxes.

Supporting the Return to School with Hobfoll's Five Principles of Recovery

EdPsychInsight 

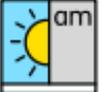
<https://www.epinsight.com> | Twitter - @EPInsight

Social story example using Widget Symbol Software

 
I'm returning to school

     
I have been learning at home because of Coronavirus.

   
In March it will be safe to return to school.

   
I will travel to school in the morning.

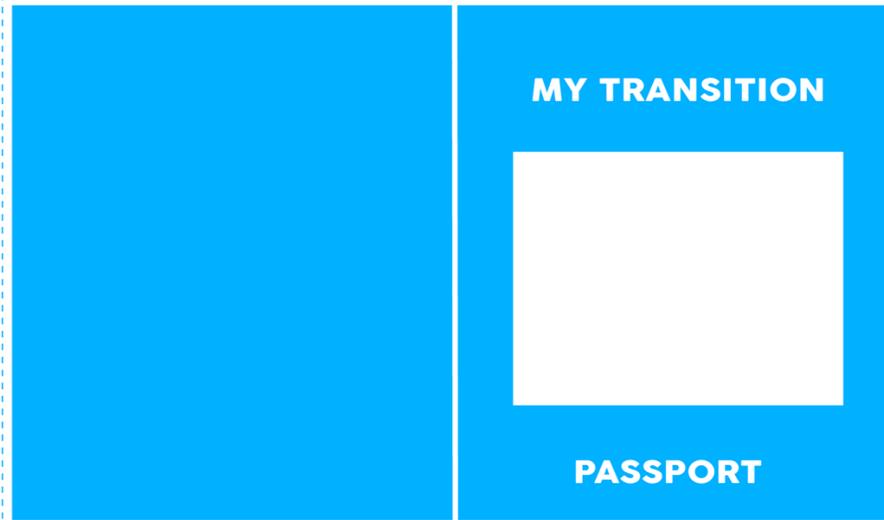
    
School will look different to how I remember it.

My transition passport

(example)

Back cover

Front cover

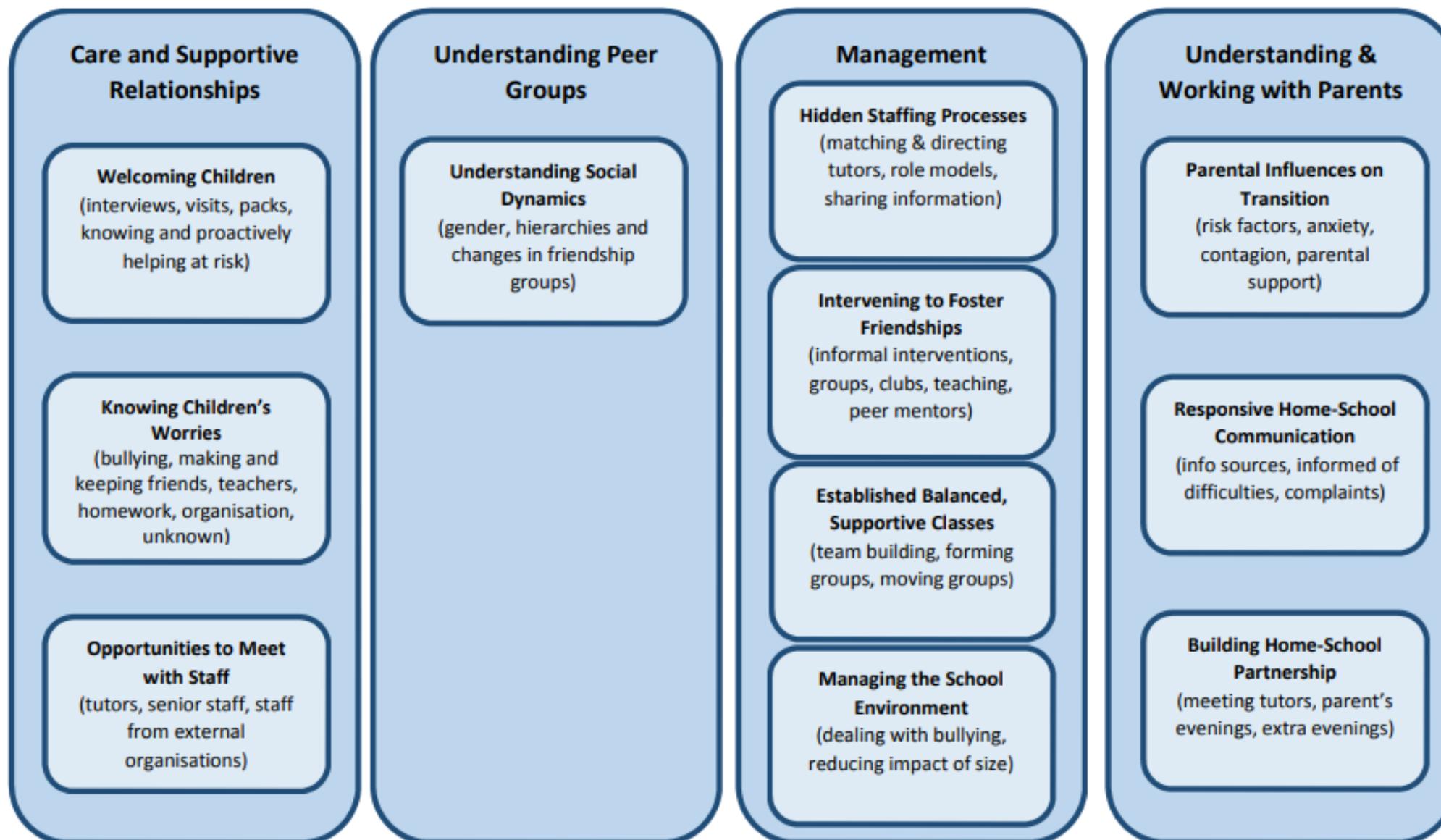


<p>Name: Malia </p> <p>Age: 8</p> <p>Eye colour: Brown</p> <p>Hair colour: Dark brown</p> <p>Family: I have two big sisters</p> <p>Hobbies: Cubs, football, bike rides</p> <p>Personality: I am quite shy in class but loud when I am at home or in the playground.</p> <p>The best thing about me: I am really funny</p>	<p>Strengths: Maths, being a good friend, football.</p> <p>Favourite subject: Art</p> <p>How I like to learn: I prefer to talk about things with a friend before answering a question.</p> <p>I am proud of: I passed my gold swimming badge and I learnt all the times tables up to 12 x 12.</p> <p>Next year I want to: learn to play the guitar</p> <p>My motto for next year: You can do it!</p>
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Inside cover

Inside back

Figure 6 Themes and activities undertaken by secondary schools to support children's friendships



Look after yourself too!



Developed from an idea by Brabban and Turkington (2002)

Visit the Live Well site for signposting to more support

<https://livewell.bathnes.gov.uk/coronavirus-information-advice-resources>

Visit The Hub for more information on WER and to access all network session slides

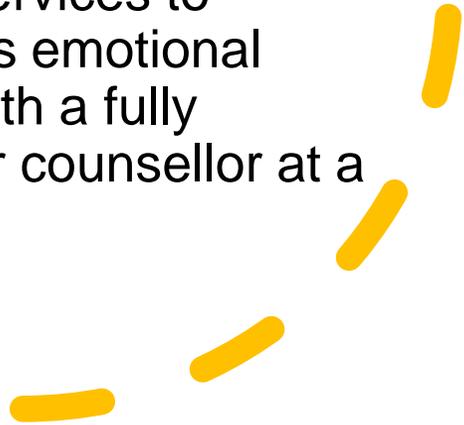
<https://thehub.bathnes.gov.uk/Page/20447>

As of January 2022:

2021 to 2022 offer – supervision/reflective thinking sessions. Places booked now but more information to follow about future offers.



Free sources of emotional support for frontline workers including education staff

- **Our Frontline** www.mentalhealthatwork.org.uk/ourfrontline offers round-the-clock one-to-one support, by call or text, from trained volunteers, plus resources, tips and ideas to look after your mental health.
 - **Shout** provides a free 24/7 text support service for education and health staff who are working on the frontlines right now. Text FRONTLINE to 85258 to talk by text with a trained crisis volunteer
 - **Wellbeing support by telephone for essential staff** provided by Samaritans. Call free on 116 123 to speak in confidence with a trained listening volunteer
 - **Frontline19** www.frontline19.com offers free online mental health and emotional wellbeing services to support frontline workers. You can access emotional support via Zoom, Skype or FaceTime with a fully qualified psychologist, psychotherapist or counsellor at a time that suits you for free
- 

Acknowledgments

Clare Laker for asking us to become involved and coordinating the offer

The EPs for working swiftly and efficiently to develop and deliver the sessions within the context of the demands of a significant increase in statutory work

All educational staff who attended the sessions and used the advice line –

Resilience

Hope

Care

Skills

Please contact psychology_service@bathnes.gov.uk if you have any questions.

