

Supporting staff wellbeing during difficult times

Thank you for joining us.
This training will begin shortly.

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Aims of the session

- ▶ Understand what we mean by 'wellbeing'
- ▶ Consider wellbeing in the context of the pandemic
- ▶ Enhancing and rebuilding resilience

**COVID-19 &
YOUR
WELLBEING**

What does the word 'wellbeing' mean to you?

Please type key words in the 'chat' function on the screen

What do we mean by wellbeing

"The new focus on children's mental health, though, serves as an important reminder to us that we must couple support for school staff with the ambitions we have for children's wellbeing. If we don't we will be letting down all school staff. If we want our school staff to do what's asked of them, then we need to make sure that their mental health and wellbeing is effectively supported."

Professor Peter Fonagy,
CEO of the Anna Freud National Centre for Children and Families

When colleagues have a good wellbeing...

- ▶ Have a **positive impact** on children in their settings e.g. improved **educational outcomes**, as everyone is more engaged;
- ▶ Their **productivity** increases;
- ▶ They have **fewer absences** from work in relation to sickness (both short term and long term)
- ▶ They are enabled to **manage stress** better and develop healthier coping strategies;
- ▶ They experience improved **job satisfaction**, which can support **retention**;
- ▶ They feeling **valued**, supported and invested in;

How do you feel the covid-19 outbreak has affected the wellbeing of your staff?

How might they be feeling?

Please type key words in the 'chat' function on the screen

Wellbeing in the context of Covid-19

- ▶ Unprecedented global uncertainty;
- ▶ Over an extended period of 'changing pictures'
- ▶ Were some at work and some not?;
- ▶ Transition period of return;
- ▶ Individual stressors; home working alongside childcare and home learning responsibilities, financial worries and pressures, health worries and isolation due to taking precautionary measures, loss and bereavement;
- ▶ Different people will respond differently depending on their learned experiences around coping;



Maslow's Hierarchy of Needs



What do we mean by resilience?

Overcoming adversity

Being able to adapt to challenging situations

A process rather than an internal trait



Teacher resilience

Key factors which enhance resilience in teachers

- ▶ Supporting development and learning
- ▶ Help seeking
- ▶ Fostering a sense of belonging and connectedness



Supporting development and learning

- ▶ Recognise learning as challenge which can lead to self doubt and vulnerability
- ▶ Engage in discussions which promote team reflection e.g. use a solution focused approach - focus on what is working well
- ▶ Use reflective conversations as learning opportunities
- ▶ Trying new things and reflecting will lead to resilience
- ▶ Recognise skills of staff



What strengths and skills have you recognised in your staff during this difficult time?



Please type key words in the 'chat' function on the screen

What is your experience of staff asking for help in your school?



Please type key words in the 'chat' function on the screen

Fostering a culture of being able to seek help and helping others

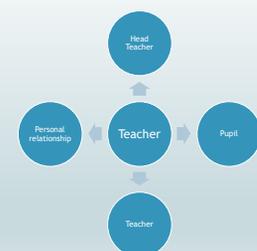


- ▶ The act of seeking help from others (and giving help) contribute to teacher resilience;
- ▶ During stressful times it can be harder to tolerate this (communicating the need and feeling able to give);
- ▶ How can we make sure it's culturally acceptable?
 - > Model;
 - > Enable;
 - > Ask how;
 - > Responsive to the 'how';

How was a sense of belonging fostered 'virtually'...how will it be fostered upon phased return...what already works well in your setting?

Please type key words in the 'chat' function on the screen

Fostering belonging and connectedness



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    graph TD
      HT((Head Teacher)) --> T1((Teacher))
      T1 --> P((Pupil))
      T1 --> T2((Teacher))
      PR((Personal relationship)) --> T1
    
```

Fostering belonging and connectedness

Teachers identify relationships with students as key motivating factor for staying in the profession.



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    graph LR
      T((Teacher)) --> P((Pupil))
    
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What whole school wellbeing supports are the most important to you?

Please type key words in the 'chat' function on the screen

Universal support for wellbeing

Supporting learning and development, belongingness, help seeking

- Wellbeing spaces;
- Drop in opportunities;
- Dedicated wellbeing team;
- Training/workshops around child and family mental health;
- Culture of no blame and stigma for mental health needs of school community;
- Feedback boxes where staff can share ideas for improvement of school ethos and models of good working practices (anonymously);
- Wellbeing policy;

Targeted support for wellbeing

Supporting learning and development, belongingness, help seeking

- Supervision;
- Training around mental health;
- Regular mandatory wellbeing check-in meetings for all staff using a personal or peer support model;
- Wellbeing events for staff;

When we know our wellbeing is a priority

- ▶ Communication;
- ▶ Community;
- ▶ On the agenda;
- ▶ Responding to feedback;



Modelling taking care of our wellbeing “do as I do”



“Have a lovely evening, I’ll just finish this off...”

How have you looked after your own wellbeing during the pandemic?

Is this different from before the pandemic?

Please type key words in the 'chat' function on the screen

5 steps to mental wellbeing (Mind Charity)



CONNECT

- ▶ Feeling close to, and valued by, other people is a fundamental human need and one that contributes to functioning well in the world.
- ▶ It's clear that social relationships are critical for promoting wellbeing and for acting as a buffer against mental ill health for people of all ages.
- ▶ With this in mind, try to do something different today and make a connection.
 - ▶ Talk to someone instead of sending an email
 - ▶ Speak to someone new
 - ▶ Ask how someone's weekend was and really listen when they tell you
 - ▶ Put five minutes aside to find out how someone really is
 - ▶ Give a colleague a lift to work or share the journey home with them.

KEEP LEARNING

- ▶ Continued learning through life enhances self-esteem and encourages social interaction and a more active life.
- ▶ The practice of setting goals, which is related to adult learning in particular, has been strongly associated with higher levels of wellbeing.
- ▶ Here are a few more ideas:
 - ▶ Find out something about your colleagues
 - ▶ Sign up for a class
 - ▶ Read the news or a book
 - ▶ Set up a book club
 - ▶ Do a crossword or Sudoku
 - ▶ Research something you've always wondered about
 - ▶ Learn a new word.

GIVE

- ▶ Participation in social and community life has attracted a lot of attention in the field of wellbeing research.
- ▶ Individuals who report a greater interest in helping others are more likely to rate themselves as happy.
- ▶ Research into actions for promoting happiness has shown that committing an act of kindness once a week over a six-week period is associated with an increase in wellbeing.

TAKE NOTICE

- ▶ Reminding yourself to 'take notice' can strengthen and broaden awareness.
- ▶ Studies have shown that being aware of what is taking place in the present directly enhances your well-being
- ▶ Heightened awareness also enhances your self-understanding and allows you to make positive choices based on your own values and motivations.
- ▶ Take some time to enjoy the moment and the environment around you.
 - ▶ Get a plant for your workspace
 - ▶ Have a 'clear the clutter' day
 - ▶ Take notice of how your colleagues are feeling or acting
 - ▶ Take a different route on your journey to or from work

BE ACTIVE

- ▶ Regular physical activity is associated with lower rates of depression and anxiety across all age groups.
- ▶ Exercise is essential for slowing age-related cognitive decline and for promoting well-being.
- ▶ Today, why not get physical? Here are a few ideas:
 - ▶ Take the stairs not the lift
 - ▶ Go for a walk at lunchtime
 - ▶ Walk into work - perhaps with a colleague - so you can 'connect' as well
 - ▶ Get off the bus one stop earlier than usual and walk the final part of your journey to work
 - ▶ Organise a work sporting activity
 - ▶ Have a kick-about in a local park
 - ▶ Do some 'easy exercise', like stretching, before you leave for work in the morning
 - ▶ Walk to someone's desk instead of calling or emailing.

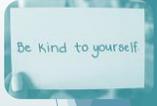
Spheres of influence

Within my control	Outside of my control
<ul style="list-style-type: none"> • Building resilience • Following the latest information and advice • Focusing on what's important to me • My diet • My routine • Relaxation • Cultivating connection • Eating well • Exercising • Seeking and offering support • Voting and activism 	<ul style="list-style-type: none"> • Other people's health • Other people's decisions • The news • The government's actions • Schools opening or closing • The state of the healthcare system • Flights and holidays being cancelled • Traffic • Public transport • Aging • The weather

Spheres of influence in the context of the pandemic



Be kind to yourself



- ▶ Our ability to complete tasks we would previously manage more easily may be limited.
- ▶ We will be expending significant amounts of emotional energy in managing the thoughts and feelings that this will bring.
- ▶ It is natural that we will find it harder to plan for longer term goals as we are designed to focus on more immediate needs at times of stress and anxiety.
- ▶ Do not compare to admirable achievements shared on social media

Acknowledge the things you are managing well, focus on what you need to do to stay well and above all be kind to yourself.

What is on offer to support community wellbeing?

- ▶ Head Teacher Consultations (1:1 coaching, supervision)
- ▶ Head Teacher Reflection Groups (Mainstream and Specialist)
- ▶ Other training sessions - Emotion Coaching, Anxiety, Transitioning, Bereavement
- ▶ SENCo reflection groups
- ▶ Link Educational Psychologist Contact

<https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/how-schools-and-other-education-services-can-help/educational-psychology>

Evaluation

<https://forms.gle/6JeTPfXHPiwLx55>



SEN evaluation	
Emotion Coaching - 28/06/2020 - N Robinson	
Introduction to Zones of Regulation - 07/07/2020 - N Robinson	
Emotion coaching - 02/06/2020 - N Robinson	
Supporting staff wellbeing during difficult times - 04/06/2020 - L Gray	
Supporting staff wellbeing during difficult times - 09/06/2020 - L Gray	
Transitioning and Preparing for the new normal (B) - 03/06/2020 - N Robinson	
Emotion coaching - 16/06/2020 - N Robinson	

Support services for emotional wellbeing

- acknowledge the things you are managing well, focus on what you need to do to stay well and above all be kind to yourself. Further advice and ideas are available here: <https://headupmind.org/>
- Good Thinking - <https://www.goodthinking.org.uk/>
- Tools to help your mental health developed in partnership with London Councils and Public Health England. Access to free wellbeing apps
- NHS
- <https://www.nhs.uk/health-the-city/the-city-services/mental-health-services/how-to-access-mental-health-services/>
- Samaritans: Helpline: 116 123
- <https://www.samaritans.org/how-we-can-help/contact-samaritans/>
- Coronavirus and looking after your mental health
- <https://www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronavirus-outbreak>
- <https://www.mental.org.uk/information/support/coronavirus-and-your-wellbeing/>
- <https://www.bbc.com/news/health-56202113> search/coronavirus self-reliance-how-to-look-after-your-mental-health-and-wellbeing-if-you-re-at-risk
- Mindfulness
- <https://www.barnetlocaloffer.com/>
- <https://www.mentalhealth.org.uk/information/support/coronavirus-and-your-wellbeing/>
- Apps: Headspace, Smiling Mind, Calm
- Teachers and support staff can get a free year's subscription to Headspace: <https://www.headspace.com/education>
- Bookie Black, A. (2015) - The Little Pocket Book of Mindfulness (CICO Books).
- Wain, T. (2004) - Mindful (London: How to find calm and contentment in the chaos of the city (Virgin Books)
- Bereavement Support
- Sadly, some staff will suffer the loss of a loved one due to coronavirus.
- The Crisis Bereavement Care Programme National Helpline is staffed by trained bereavement volunteers, who offer emotional support to anyone affected by bereavement. Call for free on 0800 800 1477.

References

- ▶ Anna Freud, National Centre for Children and Families. Ten Steps Towards School Staff Wellbeing.
- ▶ Cheshire West and Chester, Child and Educational Psychology Service (2020) School Based Staff: Looking after your Mental Health and Wellbeing and that of the Children and Young People (CYP) you Support.
- ▶ Department of Health and Department for Education (2017) Transforming Children and Young People's Mental Health Provision: a Green Paper https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/654855/Transforming_children_and_young_people_s_mental_health_provision.pdf
- ▶ Duffield & O'Hare (2020) Teacher Resilience during coronavirus school closures. The British Psychological Society
- ▶ <https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/>