



LEEDS BECKETT UNIVERSITY
CARNEGIE SCHOOL OF EDUCATION

**CARNEGIE CENTRE
OF EXCELLENCE FOR
MENTAL HEALTH IN
SCHOOLS**

Minds
Ahead



**Understanding mental health, the impact of COVID
& how we can support our students positive
mental health!**



The what & the why?

Intended outcomes:

- To develop a deeper understanding of mental health
- Professionals have increased knowledge and skills to support children post lockdown with positive social and emotional mental health (SEMH)
- To have strategies you can use to support young people's mental health that may have been affected by COVID

Gap Task

Bring to mind a child/children who are displaying difficulties with their social and emotional well being. What strategies and resources from this session will you adopt over the coming weeks to support them? Complete your reflections, and actions on the attached proforma.

Hopes

Gain some knowledge

Feel more confident discussing
mental health

Feel confident to support students

Learn from each other

Have a chance to talk and share
your thoughts and feelings

Fears

Try and start diagnosing pupils

Leave unsure how to help pupils
social and emotional mental health

That you know all the content
already and therefore don't learn
something new

During the breakout:

- Label yourself A, B, C & D
- Each person answers:

What is meant by the term 'mental health'?

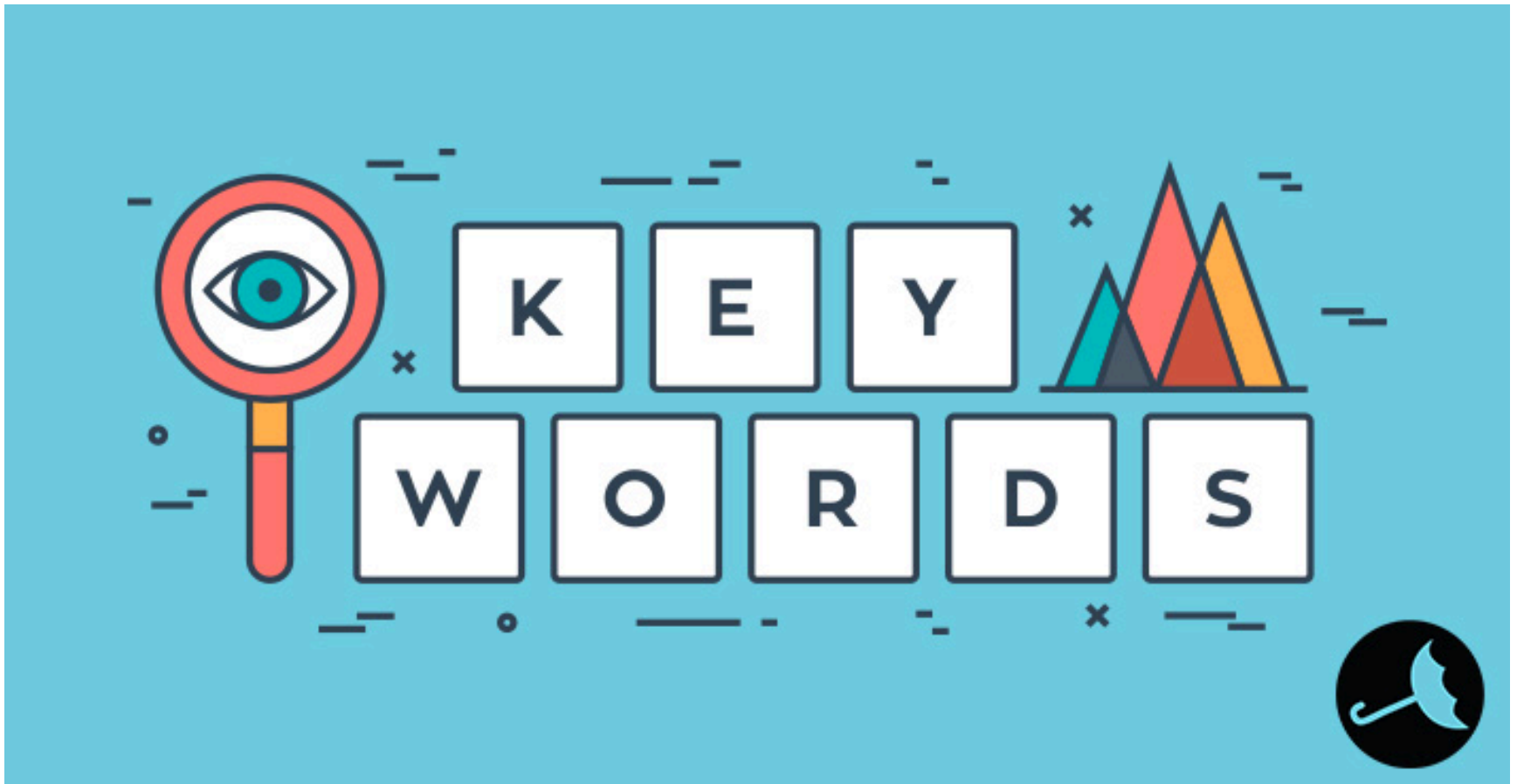
- A to speak first (2 mins) then B and so on
- **As a listener - just LISTEN – no speaking**

*Nominate a scribe



Breakout room for 10 minutes

Mental health





A state of well-being in which every **individual** realizes his or her **own potential**, can cope with the **normal stresses of life**, can work **productively and fruitfully**, and is able to make a **contribution to her or his community**”

World Health Organisation (WHO), 2014

How are these similar?

To equip all **** pupils with the academic and character skills they need to excel in a competitive world and to serve as the next generation of leaders for their communities.

What's the link to your school?



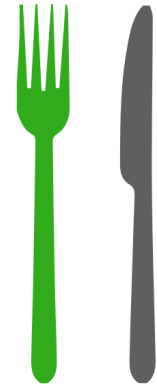
**Students with
mental health
needs have the
highest
unauthorised
absence rate**



“Pupils with SEMH as their primary type of need had a **higher percentage** of pupils known to be eligible for and claiming free school meals than pupils with other primary types of need”

FREE
SCHOOL
MEALS

Information & Support



Only 24% of children with mental health needs leave primary school with the required reading, writing and maths



How has your pupils' mental health been impacted by COVID?

[Home](#) > [News](#) > Children show increase in mental health difficulties over COVID-19 lockdown

Children show increase in mental health difficulties over COVID-19 lockdown

[RESEARCH](#) [MENTAL HEALTH](#) [CORONAVIRUS](#)

Parents/carers of children aged 4-10 years of age reported that over a one-month period in lockdown, they saw increases in their child's emotional difficulties, such as feeling unhappy, worried, being clingy and experiencing physical symptoms associated with worry, according to early results from the Co-SPACE study, asking parents and carers about their children's mental health through the COVID-19 crisis.

Born in Bradford landmark study reveals heartbreaking insight into the impact of lockdown

A survey of 2,000 families in Bradford has revealed worsening health for people since lockdown – and how the furlough scheme has pushed those on the lowest incomes into further financial difficulties.

By Ruth Dacey

Tuesday, 13th October 2020, 6:00 am



Five ways lockdown during Covid-19 will help children to build resilience

Breakout room for 10 minutes

What is the change you've seen?

TRUST YOUR INSTINCTS



Could also be physical



Re-experiencing



Avoiding



The adults reaction is key

For example...

3-6 yrs

- May return to behaviours they have outgrown

7-10 yrs

- May feel sad, angry, or afraid. Focus on details of the situation and want to talk about it all the time, or not want to talk about it at all.

11+ yrs

- May be acting out or being afraid to leave the home. Cutting back on how much time they connect with their friends. Increased arguing and even fighting





rawpixel

What may you see in a pupil who is depressed?



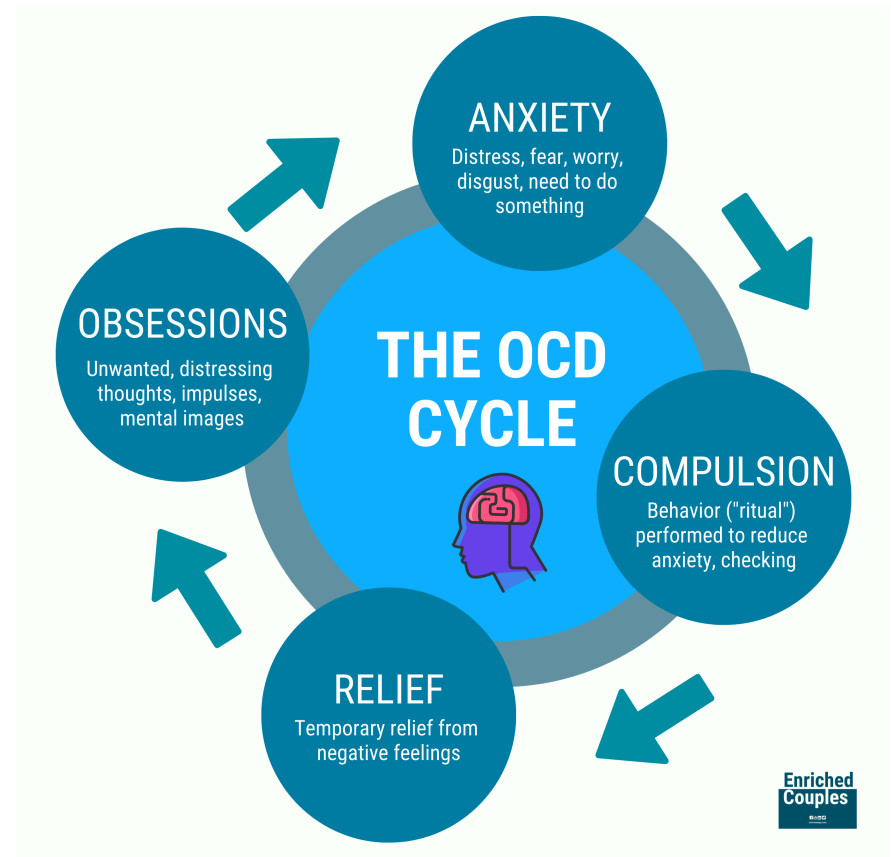
Natasha has highs and lows like most of the children I work with but for the last few weeks has seemed consistently sad and out of nowhere bursts of anger and has lost interest in her favourite activity (dancing). She doesn't seem to be focusing in class at all

What about an anxiety?

- Physical symptoms
 - Stomach aches
 - Nausea
 - Headaches
- Behavioural symptoms
 - Refusing to separate from parents/carers
 - Difficulties sleeping
 - Increased irritability
 - Avoidance (not turning in h/w or doing work or socialising)



What may OCD look like in a pupil you work with?





CONTEXT MATTERS



**Can you relay any of these
behaviours to your experiences in
school?**

Triggers & risk factors

- Demographics
- Socioeconomics
- Health
- Family



What can we do to support?

A close-up photograph of a person's hand cupping their ear, symbolizing listening.

*Are you
really
listening?*

“Children usually feel relieved if they are able to express and communicate their disturbing feelings in a safe and supportive environment.”

Supporting pupils:

Ask the pupil what they could or should do if that happened.

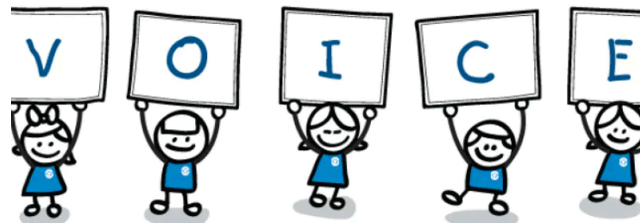
I.e. What if someone gets ill – then we will help them get better by ...”



Building agency & autonomy

‘In order to promote children's resilience to disasters, we must improve their access to resources, empower them by encouraging their participation, offer support, and ensure equitable treatment’

Anderson, 2005



Supporting pupils:

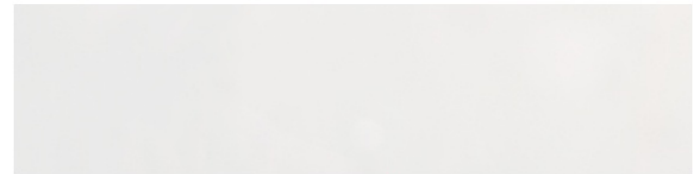
- Avoid using the following:
 - ‘covid-19 families’,
 - ‘victims’
 - ‘covid-19 cases’
- Instead they are ‘people who had covid-19’, or ‘people recovering from covid-19’



Language is power...
Language can be used
as a means of
changing reality.

Adrienne Rich

PICTUREQUOTES.COM

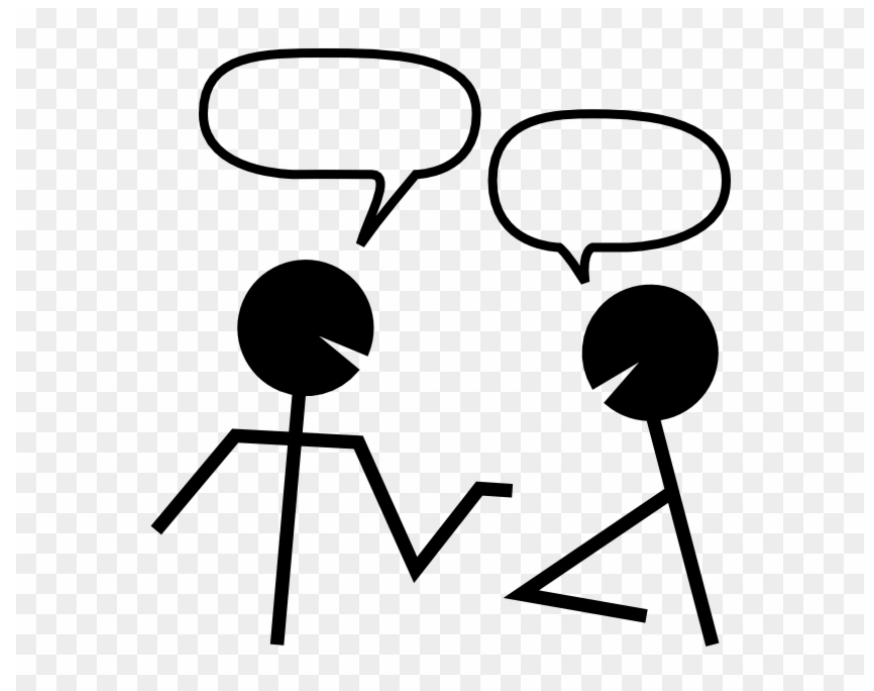


PICTUREQUOTES

Supporting pupils:

Whilst clarifying the main aspects of covid-19 it is a natural follow on to discuss the likely impacts of the virus on our mental health.

Have an open discussion about how the pandemic effects mental health by normalising things like **worry, stress, anxiety** with the core **messages that these are normal human reactions** and that by **talking** and **sharing** these thoughts and feelings we are **helping to keep ourselves safe**.



Supporting pupils:

Gap Task 1: Submit by 27th November to
Exceedinstitute@exceedacademiestrust.co.uk



Gap Task

Bring to mind a child/children who are displaying difficulties with their social and emotional well being. What strategies and resources from this session will you adopt over the coming weeks to support them? Complete your reflections, and actions on the attached proforma.

www.exceedacademiestrust.co.uk #WeExceed @Exceed_Inst



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Can you think of any other strategies?

**Breakout room for 10
minutes**



