



Newsletter Spring Term 2024



Welcome to the Spring Term newsletter from

Barnardo's Education Community

News



[Taking Care of People you Lead](#) is a programme of three interconnected online sessions for Senior Leadership in education. These sessions will be co-delivered by Barnardo's Education Community and Barnardo's Scotland.

Mental Health and Wellbeing does not exist in a vacuum. There are multiple interdependencies and influences through our relationships and systems. By considering your own and your teams personal health and wellbeing needs, you can then develop strategies and resources which link authentically to any support you offer to others.

Who should participate in the 'Taking Care of People you Lead' supervision spaces?

Senior leaders across early years settings and schools (primary, secondary, special)

Session 1 (You)

People are supported to manage their own mental health and wellbeing

We need to understand that we all have mental health and recognise when our wellbeing might be at risk. This session gives participants an interactive experience (through whole group discussion and breakout space) to reflect on what will help to sustain them to manage the stresses and strains of life in relation to their work.

Choose one of the scheduled dates:

- [Tuesday 20th February 2024 @ 9.30 - 11:00](#)
 - [Tuesday 20th February 2024 @ 15:45 - 17:15](#)
 - [Wednesday 27th March 2024 @ 09:30 - 11:00](#)
 - [Wednesday 27th March 2024 @ 15:45 - 17:15](#)
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Session 2 (Others)

People are supported to recognise influences on others mental health and wellbeing

We need to support the workforce to recognise the impact that trauma can have on their, and others, actions and behaviours. This session offers an opportunity for participants to consider how they view and engage with each other through a relational lens.

Choose one of the scheduled dates:

- [Wednesday 28th February 2024 @ 15:45 - 17:15](#)
 - [Wednesday 6th March 2024 @ 09:30 - 11:00](#)
 - [Tuesday 16th April 2024 @ 09:30 - 11:00](#)
 - [Tuesday 16th April 2024 @ 15:45 - 17:15](#)
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Session 3 (Culture)

People are supported to consider the impact ethos and culture has on mental health and wellbeing

This session offers participants the opportunity to consider the wider environment/culture in which they operate and how it could improve to better meet the wellbeing needs of all.

Choose one of the scheduled dates:

- [Thursday 7th March 2024 @ 15:45 - 17:15](#)

- [Tuesday 19th March 2024 @ 09:30 - 11:00](#)
- [Tuesday 23rd April 2024 @ 09:30 - 11:00](#)
- [Tuesday 23rd April 2024 @ 15:45 - 17:15](#)

Targeted Support

Barnardo's Education Community

Targeted Support Brochure

www.educators-barnardos.org.uk



Barnardo's Education Community (BEC) is a platform for education staff across England, Northern Ireland, Scotland, and Wales, providing a range of free resources, training, and support.

The aim of Barnardo's Education Community is to improve the mental health and wellbeing of babies, children and young people by providing staff working in education with the knowledge, understanding and tools to support them.

Our universal offer is free to access and includes a range of resources, training, and support: for you and your staff (**Staff Wellbeing**); for you in your work with babies, children and young people (**Training and CPD; Resources**); links to other Barnardo's MHWB Support.

Due to Zurich Community Trust funding, Barnardo's Education Community are now able to offer additional free targeted support to educational establishments currently until July 2024.

This brochure outlines the Barnardo's Education Community targeted support packages:

- Layered Learning CPD Packages
- The Invisible Backpack Package
- The Spaces for Wellbeing Programme
- Taking Care of People you Lead
- Reflective Work Discussions

We can offer most of the above packages to groups of staff or whole staff teams. If you are interested in a particular package, please contact us at: BECommunity@barnardos.org.uk

Please note that the offer of bespoke packages for individual schools or settings is subject to availability and requests will be granted on a first come, first served basis. Barnardo's Education Community consists of a small multi-disciplinary team with limited capacity, so it is recommended that you get in touch with us as soon as possible.



Layered Learning CPD Packages



The layered learning CPD packages provide an opportunity to build upon existing knowledge. Each package is made up of a theory-based recorded session, a reflective practice session, and a strategy and resource sharing session.

We are currently providing two CPD packages which are available to access as an introductory 3-Part series:

- **Mind, Body and Mental Health**
- **Self-harm and Suicidal Behaviours in Children and Young People**

These packages aim to layer professionals' learning and develop awareness of different issues/themes relevant to work in schools and education settings.

Once you have completed the package, you will have access for a limited period to a dedicated [Padlet](#) page which will include further materials and resources.



Package details:

- This package needs to be completed in sequence (Part A → Part B → Part C).
- You will be provided access to a Padlet page which will include the Part A recorded session and the Zoom links for the Part B and Part C online live sessions.
- The Part A recorded session will be available to watch up until the date of the Part B session.
- The Part A session is approximately 1 hour.
- Both Part B and Part C sessions are 1.5 hours on selected dates.

Please turn over for **more information** about the Part A, Part B, and Part C sessions.

Mind, Body, and Mental Health



Part A: Theory

This session introduces a timeline of mind-body theories (including cross-cultural perspectives), history and definitions of mental health in the UK, theoretical perspectives and approaches relating to the mind-body system, and possible factors that can affect the mental (and physical) health of babies, children and young people. It also provides an opportunity to reflect on how the learning can help you in your practice/work using example scenarios.

Part B: Reflective Practice

During a reflective session, you will be invited to be curious about yourself, the subject, and working with babies, children and young people who experience difficulties or problems due to poor mental health. There is an emphasis on the process of reflection with an opportunity to share experiences, reflect on the work that you do and how you respond to the babies, children and young people that you support. We will start to think about the impact/influence of the work on our individual wellbeing, how we can take responsibility for taking care of ourselves, and what we as professionals can learn from this.

Part C: Practical Session

This practical session provides dedicated time for signposting and recommendations, strategy and resource sharing, and a space for discussions with colleagues around how you look after yourselves.

Self-harm and Suicidal Behaviours in Children and Young People

Part A: Theory

This session introduces history and developments of theoretical perspectives, definitions of and statistics relating to self-harm and suicide in the UK, social and cultural assumptions around self-harming behaviours (including myths about self-harm and suicide), and thinking around the relationship between self-harm and suicidal behaviours. It also provides an opportunity to reflect on how the learning can help you in your practice/work using example scenarios.

Part B: Reflective Practice

During a reflective session, you will be invited to be curious about yourself, the subject, and working with children and young people who self-harm and/or express suicidal thoughts and behaviours. There is an emphasis on the process of reflection with an opportunity to share experiences, reflect on the work that you do and how you respond to the children and young people that you support. We will start to think about the impact/influence of the work on our individual wellbeing, how we can take responsibility for taking care of ourselves, and what we as professionals can learn from this.

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This practical session provides dedicated time for signposting and recommendations, strategy and resource sharing, and a space for discussions with colleagues around how you look after yourselves.

The Invisible Backpack Package



The Invisible Backpack is a CPD package for schools and settings to use flexibly, either on their INSET days or during staff meetings. The package is divided up into three sections.

The Invisible Backpack Package focuses on the importance of developing a relational approach in our work with babies, children, and young people.

Part 1

Aims: to explain the importance of a relational approach in supporting babies, children, and young people; to introduce the Invisible Backpack metaphor; to consolidate understanding of research and evidence relating to the impact of early relationships and childhood experiences.

Part 2 and Part 3

Aims: to review practice and provision when working with babies, children, and young people who may be carrying an invisible backpack using examples of effective practice from other schools and settings; to identify strengths and areas for development.

The package includes:

- Guidance booklet for facilitator(s)
- Session plans
- Presentation slides
- Training videos
- Additional printed materials and resources

All of which are housed within a bespoke [Padlet](#) page.



We are looking for schools and settings who would be interested in establishing a working alliance with Barnardo's Education Community to:

- Trial the whole package, or trial Part 1 (approx. 1.5hrs) and provide further feedback to inform future development.
 - Review Parts 2 and 3 of the package; suggest further amendments and additions; contribute examples of effective relational practice.
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The Spaces for Wellbeing Programme



The Spaces for Wellbeing Programme developed by Barnardo's Scotland is focused on staff wellbeing and is designed to 'provide inspiration and not instruction'.

We deliver two co-production workshops using an Appreciative Enquiry approach to ask participants to share stories about their wellbeing when it was at its best.

Aim

To introduce you to a resource that can be used to create a framework for staff wellbeing that can be part of a whole school plan.

There are 4 stages

Discover, Dream, Design and Deliver. Through the Discover and Dream stages, we identify common themes around staff wellbeing, and needs led, not resource led, ideas are generated. Through the Design and Deliver stages the ideas are aligned to the eight wellbeing indicators (SHANARRI). It provides a consistent framework, shared language, and common understanding of wellbeing.



Outcomes

You will have a resource that you can use to create a bespoke framework for your school. You will have developed an understanding of an Appreciative Enquiry approach which you can apply to other areas of your work.

You may wish to consider using the identified themes to organise a series of monthly events, possibly featuring guest speakers, to explore solutions for wellbeing. Barnardo's Education Community hosts a collection of [recorded Spaces for Wellbeing events](#) that could be utilised to support the identified themes.

"If you put people together and allow them to dream it's amazing what they can come up with - small things that can make big changes to people's wellbeing!"

Spaces for Wellbeing workshop participant

Taking Care of People you Lead

Taking Care of People you Lead is a programme of three interconnected online sessions for Senior Leadership in education.

By considering your own and your teams personal health and wellbeing needs, you can then develop strategies and resources which link authentically to any support you offer to others.

Session 1 (You)

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Session 3 (Culture)

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These sessions will be co-delivered by Barnardo's Education Community and Barnardo's Scotland.



Reflective Work Discussions



These will be facilitated, supportive spaces to reflect on the strengths, challenges, and learning from being part of a therapeutic workforce in the education community.

We provide an initial meeting, a pre-session, and six reflective sessions on a monthly basis.

Reflective Work Discussions provide a reciprocal environment to help to structure thoughts and connect colleagues in a safe, confidential space.

This is an opportunity to explore your experiences of, and feelings about, the relationships that you have as well as the impact of these on your wellbeing and capacity to provide support to babies, children and young people.

This offer is currently available to individual schools and wider education settings, specifically for those working in a pastoral team, therapeutic roles and/or similar contexts.

The offer

Initial meeting: Barnardo's Education Community to establish contact with a key person involved in the team (*i.e. Pastoral Lead, DSL, Mental Health/Wellbeing Lead, SENDCo*) and discuss practicalities of the sessions.

Pre-session with the whole group/team: to introduce the concept of reflective practice, ground rules, meeting arrangements, aims and objectives. The group would complete a working agreement and discuss confidentiality.

Reflective sessions: closed groups, 1.5-hour sessions via Zoom.

Final session: there will be time allocated to gather live feedback.



Other targeted support offers

Therapeutic Games and Activities Resource: for relationship building

The aim of this resource is to support conversations with individual, or groups of, young people. The games and activities will hopefully aid you in building a safe space that embodies a relational approach; a way of interacting or communicating with young people that creates a space that is respectful, inclusive, honest, compassionate, and cooperative.

7 Games and Activities:

- Getting To Know You Grid (game)
- Building Connections (game)
- Pieces of Me Puzzle (activity)
- The Ball of Perspectives (activity)
- Band of Expanding Resilience (activity)
- 'Top Ten' (game)
- Origami (activity)



Please complete this [form](#) to access this free Barnardo's Education Community resource. Your information will be used to gain insight into to how this resource is being used.

www.educators-barnardos.org.uk

@BarnardosEduCom

BECcommunity@barnardos.org.uk



Alongside our wider mental health offer, BEC are now able to offer additional targeted support to educational establishments.

Our [NEW BROCHURE](#) outlines the BEC targeted support packages:

- Layered Learning CPD Packages
- The Invisible Backpack Package
- The Spaces for Wellbeing Programme
- Taking Care of People you Lead

- Reflective Work Discussions

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Call out for new Steering Group members!

The Steering Group was established to provide guidance, and insights, and to act as a critical friend to the delivery of BEC.

It meets 6 times per year and the current group includes professionals from across a range of educational roles and remits.

The Steering Group aims to represent each of the four nations.

For more information and/or to register interest: [BEC Steering Group](#)

Having worked within both the education & voluntary sectors for almost 20 years as a teacher, coach, and trainer, I have a lot of experience in supporting school leaders, teachers & pupils in a variety of ways. As a member of BEC's steering group, I am able to advise on the content produced, review materials, and share best practice. BEC provide a fantastic array of resources and support for educators, and it is an honour to work with them on this.

Mairead, Programme Manager, PATHS® Programme for Schools

I am a Steering Group member as I find it a valuable opportunity to connect with & learn from peers in various education settings. Having an input into the work BECs does is a valuable insight into what they provide for schools, and helps develop programmes, initiatives and CPD that are useful and relevant, which will in turn benefit children and young people. I find BEC to be extremely interested and accepting of teachers & practitioners views and ideas and the practicalities of applying theory and approaches to practice, and that can be a rare thing!

Elaine, Class Teacher & Drawing & Talking Practitioner, Scotland

Training and CPD



'Self-harm and Suicidal Behaviours in Children and Young People' Layered Learning CPD Package
(January & February 2024)



The layered learning CPD packages are made up of a **theory-based** recorded session, a **reflective practice** session, and a **practical session**.

We aim to provide an opportunity for staff to build upon existing knowledge by layering their learning to develop awareness of different issues and themes relevant to their work in schools and education settings.

Each session takes a different approach towards exploring the theme:

1. Firstly, we begin by learning about theoretical underpinnings, perspectives and approaches including considerations to take when thinking about this particular topic.
2. Secondly, we engage in the power of reflection in relation to the work that you do.
3. And finally, we complete the package with a resource-led session to support you practically in your work.

Our January – February dates for this package are now fully booked.

Please check the BEC website for new dates in the Spring/Summer term.

In November we delivered a bespoke 'Self-harm and Suicidal Behaviours in Children and Young People' Layered Learning CPD Package for the PATHS® team.

Here is what they shared about the training:

"I wanted to say a huge thank you for the work you put into Tuesday's session. My team valued that session more than any training they've had in a long time. They really couldn't speak highly enough of you both. Thank you for all you do!"

"We very much appreciated the session from Carly and Lucy. For such a difficult topic I was unsure how this would be done online but the content was good and there were enough opportunities for discussion. The work around reflection was particularly helpful and very transferrable. Thank you!"

"I've previously received lots of training on suicide awareness and am a qualified mental health first aider, though I feel this session added a lot of depth to what I've learnt previously and the reflection element was something I haven't encountered in a training on this topic before. Furthermore, I feel that the depth of knowledge and understanding around self-harm, stigma & myths was also something I'd only touched on before, but this training allowed time to really challenge some of those. I found this incredibly valuable. Thank you."

Registration for the next 'Mind, Body and Mental Health' Layered Learning CPD Package will be available from 5th February 2024

- Part A - once you have registered for the package, then the recorded session will be available to watch up until the date of the Part B session.
- Part B - **Thursday 21st March 2024 @ 4 - 5:30pm** via Zoom
- Part C - **Thursday 18th April 2024 @ 4 - 5:30pm** via Zoom

Following completion of the 'Mind, Body and Mental Health' Layered Learning CPD package, we received feedback from attendees:

Part A: "It has been informative and a good structure to lead people through theory and education. Break out rooms gave a change in pace that was helpful. Great to then apply it to our own practice or self."

Part B: "Very blessed to attend your sessions that give me a lot of reflection, mental health awareness/resources, and human connections - Keep going!"

Part C: "When thinking about the range of difficulties we face in our work, it's so useful to link in with other practitioners - it adds hope to what we do."
"Great to connect with other practitioners as well as having the practical resources shared - thank you."

The Overall Package: "The sessions were really informative and delivered exceptionally well... One of the best trainings I've been on this year. It was really helpful connecting with other colleagues in similar fields and being able to discuss issues with them. Thank you for all your hard work in putting this together."
"A really interesting and informative journey through an alternative lens of mental health. I think it's important that we all begin to understand that the mind and body are one to better address our health. Thank you."

Training and CPD for Staff Wellbeing



Spaces for Wellbeing

We have now completed our 2023 programme of events.

This is our second full season of online events that are designed to 'inspire and not instruct', where we invited guests from a range of disciplines to **discuss solutions for staff wellbeing on different themes.**



RECORDED EVENT NOW AVAILABLE: [Gareth Conyard - 'Teacher Autonomy in Professional Development'](#)

Other Recorded Events:

- [André Spicer - 'Rest and Refresh: The Importance of Taking Breaks'](#)
- [Faye McGuinness - 'Setting Boundaries as An Act of Self-Compassion'](#)
- [Jane Andrews - 'Supporting Wellbeing and Valuing Diversity of Staff, Children, and Families Through Creative Practices'](#)
- [Beth Roberts - 'A Team Approach to Improving Wellbeing in Education Settings'](#)

Recorded Events coming soon:

- [Hywel Roberts - 'Building 'Botheredness': The Importance of a Creative Curriculum Approach for the Wellbeing of Both Staff and Pupils'](#)
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The Spaces for Wellbeing Programme

In November and December we delivered two co-production workshops with the aim of introducing a resource that can be used to create a framework for staff wellbeing that can be part of a whole school plan.

The outcomes of this workshop: attendees now have a resource that can be used to create a bespoke framework for their school/setting and have developed an understanding of an Appreciative Enquiry approach which can be applied to other areas of their work.

[NEW dates will be available in Spring Term 2024](#)

This is what attendees had to say:

"It was really good to work on specific actions for our own schools, and to be able to bounce around ideas in a pair (better than a small group). Thanks Carly and Marie - it has been really helpful to talk to others about their ideas, difficulties and experiences. Having some activities to go away with and action is so useful." – SEMH lead, Secondary School

"I'll use it. The framework is a really solid process." – Pastoral and Mental Health Lead, Primary School


"It's really useful to have something tangible. You hear the same things over and over again around staff wellbeing. Here is something you can follow and that is tailored to the setting in which you work. It seems to be the most useful initiative I've come across."
– Computer Science teacher leading on staff wellbeing, Secondary School

New Content



NEW PODCAST EPISODE:

[*#S2 - Ep 7 - Verity Jones: climate change and sustainable education \(Part 1 - Early Years and Primary\)*](#)



#S2 - Ep 7 - Verity Jones: climate change and sustainable education (Part 1 - Early Years and Primary)

In this episode we talk to Verity Jones, Associate Professor of Education at the University of the West of England, Bristol. Verity has spent the last 30 years working with schools, national and international charities and local authorities to develop climate change and sustainable education. Verity explains how staff can put the pedagogy of hope into practice in Early Years and Primary.



[Booklet - Therapeutic Games and Activities for Relationship Building](#)

Our ‘*Therapeutic Games and Activities for relationship building*’ booklet includes 7 games and activities to support conversations with individual, or groups of, young people.

This booklet was developed in collaboration with Emma Wood (Barnardo's Lincolnshire Leaving Care Service) and Julie-Ann Black (Barnardo's Aberdeenshire Youth Initiative).

To access the **FREE resource**, please complete the following [form](#)

Please complete our resource/content [feedback form](#)

At BEC we greatly value any feedback received; connecting and listening to staff about what they want and need enables us to provide content that is responsive to both the needs of children and young people and the staff supporting them.

Partnerships



[Why don't you start the year by completing one of our PESI UK courses?](#)

These are **FREE** and available to access throughout January and February!

All you need to do is visit our website and sign up to create an account.

We have a range of short and longer courses from world-renowned speakers and experts such as **Bessel van der Kolk, Jennifer Cohen Harper, Stephen Porges, Gabor Maté, Resmaa Menakem and Tina Payne Bryson.**

Our partnership with PESI UK allows you to further develop knowledge and practice relating to your work in schools and education settings.




This is a course we have enjoyed watching:

Jennifer Harper - Embodying Resilience: Using Movement to Navigate Anxiety and Build Personal Power in Children


Here is our overview: An engaging presentation which has a core principle of belief in all children's ability to thrive. She explains the connection between the brain and body in relation to anxiety and focuses on how we can support children to see themselves as capable, empowered, and as having agency through using practices that are meditation, movement, and breath based.

How Interpersonal Neurobiology Can Shape Our Work & Our World



Featuring
Daniel Siegel, MD

When Worry Shows Up at School
A Primer for Educators, Administrators, and Counselors



Down Huebner, PhD

Embodying Resilience

Using Movement to Navigate Anxiety and Build Personal Power in Children

Featuring
Jenn Cohen Harper, MA, E-RYT, RCTY

Executive Function

Brain-Based Tools & Strategies to Help Kids and Families Cope with the Unexpected

Featuring
Lynne Kenney, PSYD
and
David Nowell, PH.D.

Using LEGO® in Play Therapy and Counseling

Unlocking Creativity to Strengthen Relationships, Encourage Flexible Thinking, and Promote Problem Solving




Sophia Ansari, LPCC and Josue Cardona, MS

School-Based Mental Health

Best Practices and Evidence-Based Interventions for Successful Treatment in a Complex Setting

Ashley Rose, LCSW, LSSW



Early Intervention for Social-Emotional Development:

Successful Sensory-Based Strategies for Birth to 5 Years

- Tuning and sequencing for motor development
- Multi-sensory activities for sensory modulation
- Self-regulation techniques to avoid meltdowns
- Personal stories for behavioral context
- Video-modeling for social communication

with **Karen Lea Hyche, OTD, OTR/L**

MENTAL HEALTH ISSUES in the Classroom

PRACTICAL STRATEGIES FOR HELPING CHILDREN AND ADOLESCENTS SUCCEED

Autism, LGBTQIA+, and The Intersectionality of Gender and Sexuality

Wend Lawson
CHESD, PMA, MAPP, LASH

Polyvagal Theory for Children


Practical Application to Build Safety, Create Attachment & Develop Connection

Speaker: **Dafna Lender, LCSW**

Strengthening Connection and Community

Mindfulness Practices for Professionals, Educators, and Families

Speakers: Jennifer Cohen-Harper, Andrea Davis



Disorganized Attachment

Don't Lose Sight of the Child in the Midst of Chaotic Behavior

Dan Hughes

10 Activities to Enhance Social-Emotional Literacy in the Classroom

Transform Student Behavior from Chaos to Calm

Speaker: **Lynne Kenney, PsyD**

Anxiety in the Classroom

Practical techniques you can use with your students immediately. Effective treatment strategies for each of the most key anxiety disorders. Many examples in a school setting.

Speaker: **Paul Foxman, PhD**

Trauma-Informed Compassionate Classrooms

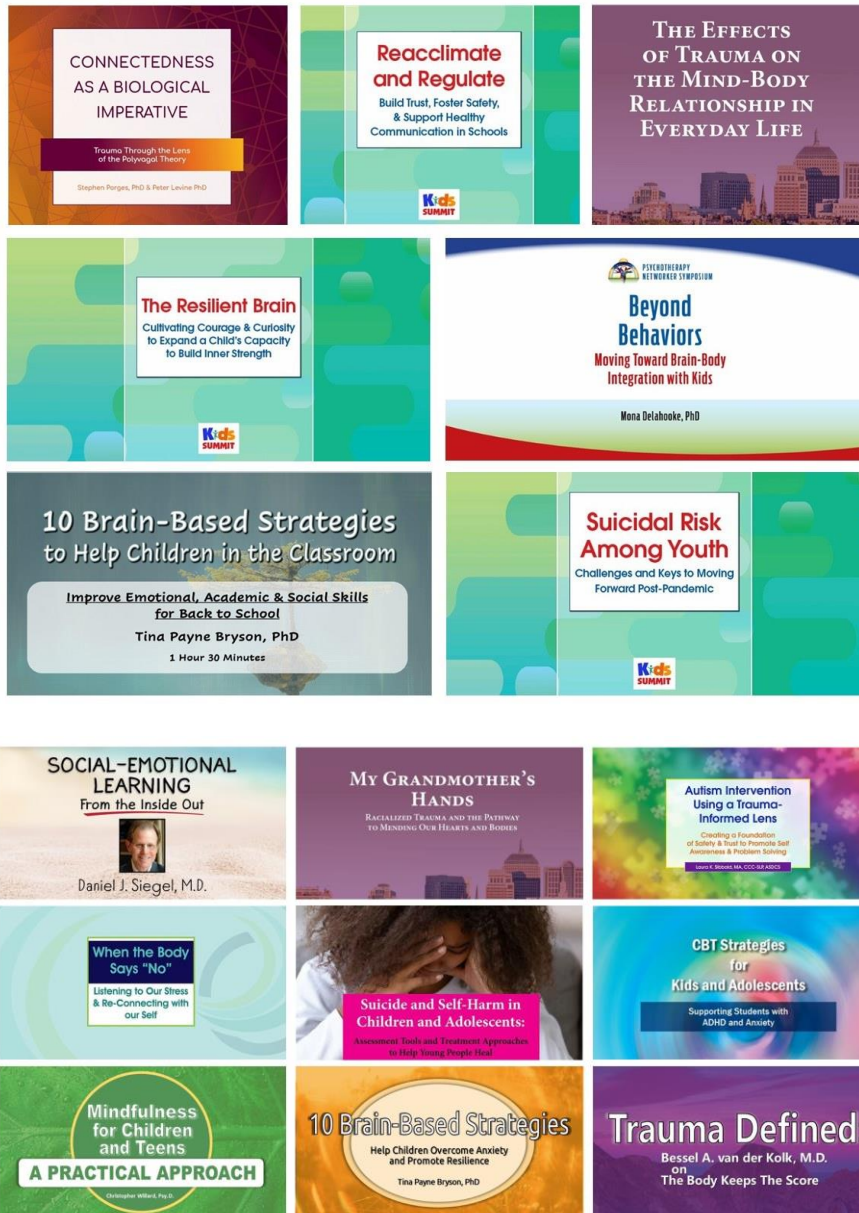
Strategies to Reduce Challenging Behaviors, Improve Learning Outcomes and Increase Student Engagement

Speaker: **Jennifer Bushart**

TEEN ANGER

Shut Down Angered Out-Bursts, Arguing, and Out-of-Control Behaviors with Mindfulness-Based Strategies that Get Results

Speaker: **John Hayes, M. Ed., LMSW, ESW**



Contact Us



Visit us on the web at [Barnardo's Education Community](https://www.barnardos.org.uk/education-community)

Email us : BECommunity@barnardos.org.uk

