

Barnardo's Education Community

Training and CPD Packages Brochure

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Community Trust



Changing childhoods.
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**Barnardo's
Education
Community**

Supporting Mental Health and
Wellbeing across Education

Barnardo's Education Community is a mental health and wellbeing 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 (BCYP) and of the staff who support them. We build upon educators' existing knowledge and skills, and develop their reflective practice, by exploring themes relevant to their work in a safe, supportive space:

“As always, an excellent informative session which was held supportively and sensitively by the facilitators. I am always glad I attend these sessions. I benefit not just from the knowledge but also from the reflective space and the manner in which the group is facilitated...”

All educators supporting BCYP (early years to higher education) have free access to our **universal offer** via the website. A variety of resources are available: articles, blogs, booklets, activities, podcasts, and case studies.

We also have a free **targeted offer** for individual education establishments which includes staff wellbeing programmes and CPD packages that provide a blend of theory, reflective practice and practical application.

This brochure outlines the Barnardo's Education Community Training and CPD Packages:

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

If you are interested in a particular package for groups of staff or whole staff teams, please contact us at: BECommunity@barnardos.org.uk



Layered Learning CPD Packages

The Layered Learning CPD Packages provide an opportunity to build upon existing knowledge. Each package is made up of three parts: Consolidating Understanding, Reflective Thinking, Resources and Signposting.

The themes we are currently focusing on are:

- **Mind, Body, and Mental Health**
- **Self-Harm and Suicidal Behaviours in Children and Young People**
- **Emotionally Based School Avoidance (EBSA)**

These packages are now available to access as a **half-day session**.

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

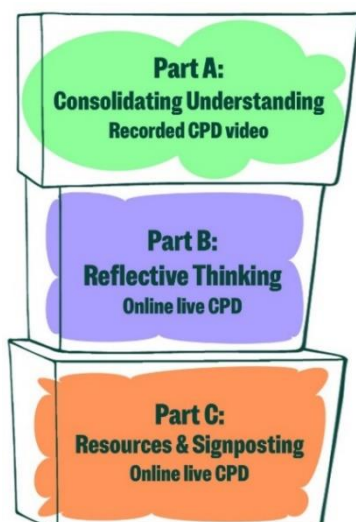
Each part of the package takes a different approach towards exploring the theme:

Part A: We learn about theoretical underpinnings, perspectives and approaches including considerations to take when thinking about this particular topic.

Part B: We engage in the power of reflection in relation to the work that you do.

Part C: We explore resources and signposting to support you practically in your work.

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:

- The package is a 3-hour half-day session.
- The package will be completed in sequence (Part A → Part B → Part C).
- The Part A recorded CPD video will be available to watch during the half-day session and is approximately 30-40 minutes.
- You will be provided access to a Padlet page which will include all of the materials.

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

Mind, Body, and Mental Health



Part A: Consolidating Understanding

The recorded CPD video introduces a timeline of mind-body theories (including cross-cultural perspectives), stigma and discrimination around, and UK definitions of, mental health as well as examples of difficulties or problems due to poor mental health. It also covers developmental stages and factors influencing both mental and physical health in babies, children, and young people, theoretical perspectives and approaches relating to the mind-body relationship, and emphasises the value of a whole school/setting relational approach. We will provide opportunities to reflect on how the learning can help you in your practice/work using example scenarios.

Part B: Reflective Thinking

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: Resources and Signposting

We provide an opportunity for colleagues to reflect upon practical resources and strategies, including access to BEC's 'Mind, Body, and Mental Health Notebook', as well as your whole school approach to supporting the mental health of children, young people and staff.

Self-Harm and Suicidal Behaviours in Children and Young People

Part A: Consolidating Understanding

The recorded CPD video 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 Thinking

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.

Part C: Resources and Signposting

We provide an opportunity for colleagues to reflect upon practical resources and strategies, including access to BEC's 'Self-Harm and Suicidal Behaviours Toolkit'. We offer time and space to consider your approach to supporting children and young people, as well as focusing on your wellbeing and self-care.

Emotionally Based School Avoidance

Part A: Consolidating Understanding

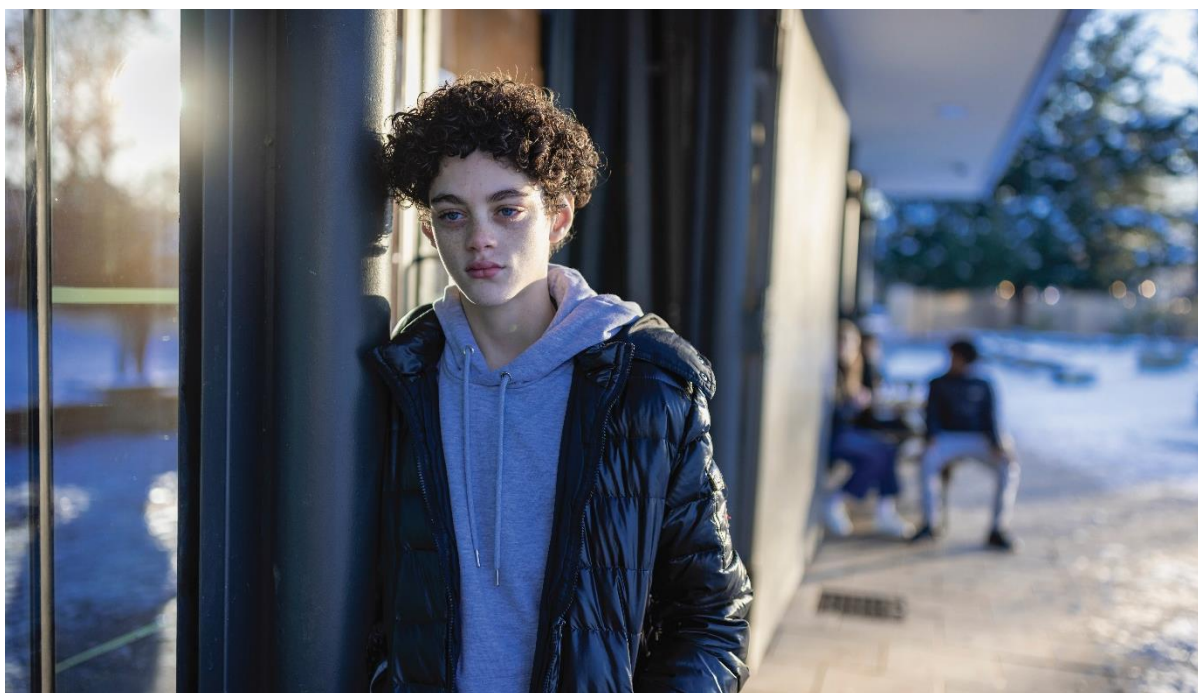
The recorded CPD video introduces Emotionally Based School Avoidance (EBSA), what it can look like for individuals and explores reasons why children and young people can become persistently and severely absent from school. A brief overview of the current national picture in relation to EBSA is provided, together with a summary of research and theory related to EBSA. There will be opportunity to reflect on the impact of trauma, as well as focus on understanding the underlying needs that contribute to EBSA through case studies. We end by identifying protective factors, with a focus on the benefits of a whole school approach.

Part B: Reflective Thinking

You will be invited to be curious about yourself, the subject, and working with children and young people who are at risk of, or experience, EBSA. 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.

Part C: Resources and Signposting

We provide an opportunity for colleagues to reflect upon practical resources and strategies, including access to BEC's 'My Journey' resource. We offer time and space to consider your approach to supporting children and young people, as well as focusing on your wellbeing and self-care.



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: Consolidating Understanding

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: Approach & Environments

Aims: to learn about the journey of other schools and settings to develop their relational way of working: ethos, approach and environments; to reflect upon your own setting's relational approach and environments; to consider how your setting's approach and environments support babies/children/young people who have a fuller or overflowing invisible backpack; to identify strengths in your practice and provision and what you can improve upon.

Part 3: Strategies & Action Planning

Aims: to reflect upon your own setting's strategies and interventions; to identify strengths in your practice and provision and what you can improve upon; to begin to develop a whole school action plan with clearly identified areas for development under the headings (knowledge and understanding; approach; environments; and strategies).

The package includes:

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



We are looking for schools/settings to:

- Deliver the package and provide feedback to inform future development.
- Contribute examples of effective relational practice to be included in Part 2 and/or Part 3.

Every participating school will have access to their own individual Padlet page where all the resources are housed.

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!"

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)

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.

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.

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.

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



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