

# Barnardo's Education Community

Targeted Support Brochure

[www.educators-barnardos.org.uk](http://www.educators-barnardos.org.uk)



**Barnardo's  
Education  
Community**

Supporting Mental Health and  
Wellbeing across Education



Believe in  
children  
Barnardo's



**ZURICH**<sup>®</sup>  
Community Trust

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## **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](mailto: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.



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# Layered Learning CPD Packages



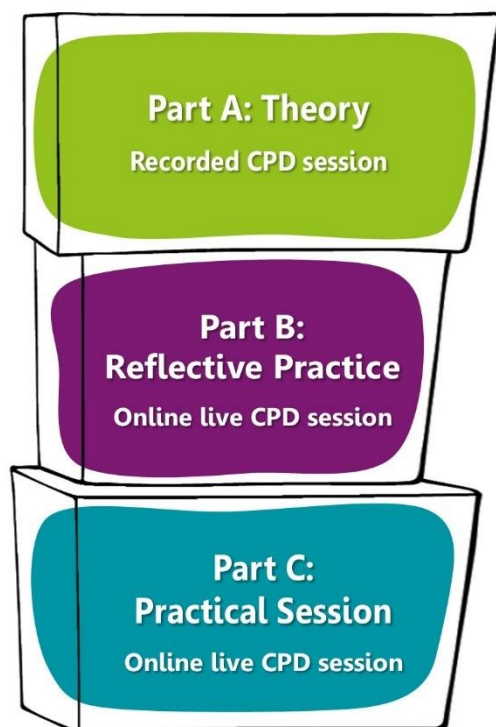
The layered learning CPD packages provide an opportunity to build upon existing knowledge. Each package is made up of a theory-based recorded session, a reflective practice session, and a practical session.

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.

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## 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.

### **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.

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# 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



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

- Deliver the whole package, or deliver Part 1 only, 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.

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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

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# 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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## 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.

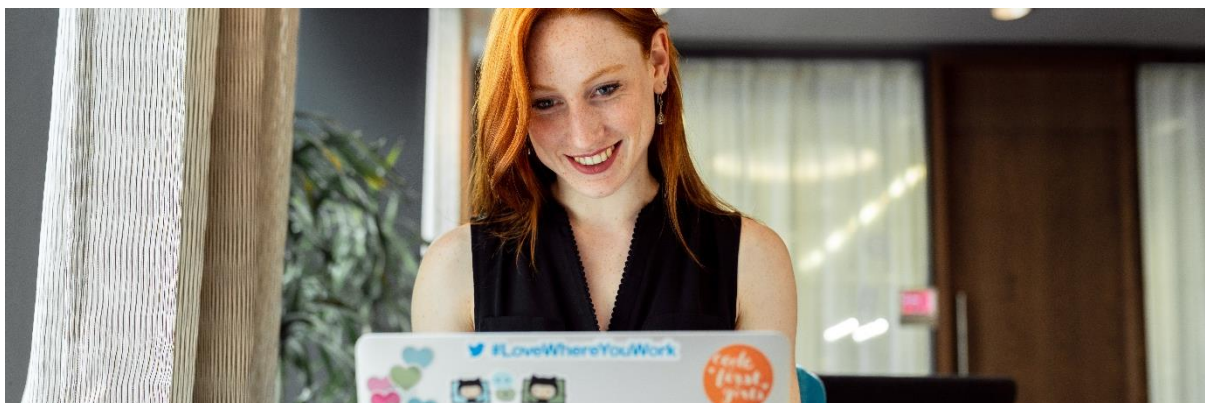
### The offer

**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.





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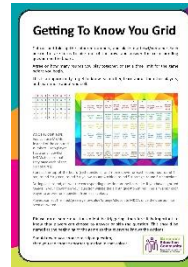
## Other targeted support offers

**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.

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@BarnardosEduCom

BECommunity@barnardos.org.uk

