

Appendix F: Salford Wellbeing for Education Return

Reach & Impact Report for Webinars – Autumn 2020

Wellbeing for Education Return is a national training and resources package intended to support education staff (to promote children and young people's, teachers' and parents'/carers' mental wellbeing and resilience and aid mental health recovery, in light of the impact of COVID-19 and lockdown).

The Wellbeing for Education Return training has been developed by the e-learning platform MindEd, working closely with the Anna Freud Centre for Children and Families (AFC), who delivered the training for local specialists to disseminate to schools and colleges.

Salford LA asked the Educational Psychology Service to lead this programme locally, in consultation with other providers. The training was delivered in two 90-minute webinars to nominated education setting staff during the Autumn Term 2020. Schools/ colleges were requested to send two representatives, one with some leadership responsibility for wellbeing (Head/ Deputy/ Mental Health Lead/ Special Educational Needs Coordinator) and one with a more operational role supporting children and families. Local services offering support to children and families were also invited (e.g. the Virtual School Team, 42nd Street, Place 2 Be, CAMHS).

The first webinar (Webinar One) covered a whole school or college approach to promoting wellbeing and resilience. The second webinar (Webinar Two) built on the first and focused on helping school and college staff to reflect on ways that they can continue to apply theory to real life practice. It covered specific concerns related to mental health and emotional wellbeing, such as bereavement and loss, anxiety, low mood, stress and trauma, warning signs and signposting. Webinars were delivered virtually.

Reach

- The four Webinar One sessions (2nd Nov, 5th Nov, 11th Nov & 17th Nov) had 75 attendees in total
- The four Webinar Two sessions (23rd Nov, 26th Nov, 2nd Dec & 8th Dec) had 79 attendees in total
- 24 primary schools participated in the webinars, sending at least one representative to at least one session; 18 primary schools had representatives at both sessions and 6 had representatives at one session
- 9 secondary schools participated in the webinars, sending at least one representative to at least one session; 7 secondary schools had representatives at both sessions and 2 had representatives at one session
- 1 independent school participated in the webinars, sending one representative to one session
- 2 colleges participated in the webinars, sending at least one representative to both sessions
- 2 specialist settings participated in the webinars, sending at least one representative to at least one session; 1 had representatives at both sessions and 1 had representatives at one session
- 3 PRU/ alternative provider settings participated in the webinars, sending at least one representative to at least one session; 2 had representatives at both sessions and 1 had representatives at one session

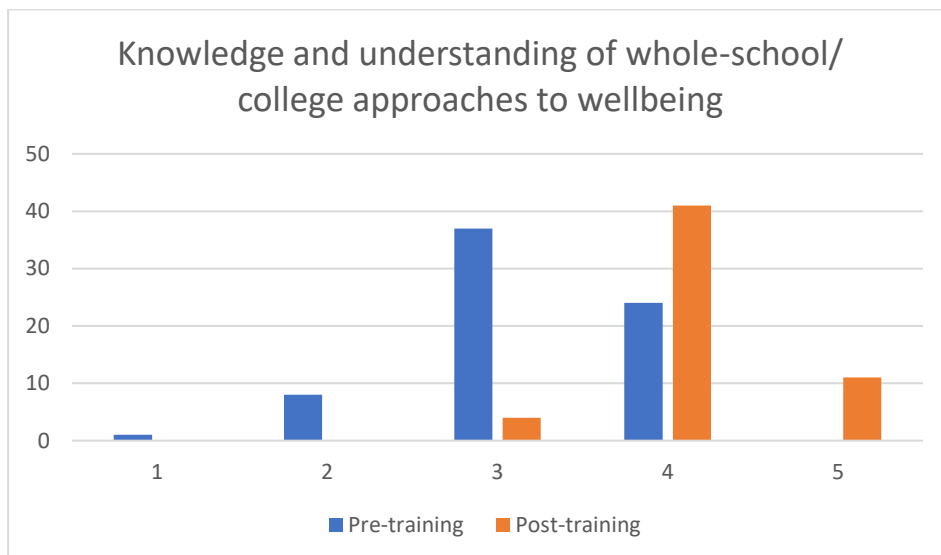
- 10 services participated in the webinars, sending at least one representative to at least one session; 7 services had representatives at both sessions and 3 had representatives at one session
- In total, 41 settings and 10 supporting services participated in the webinars to some degree

Impact

- We had 70 respondents to the pre-measure
- We had 56 respondents to the post-measure

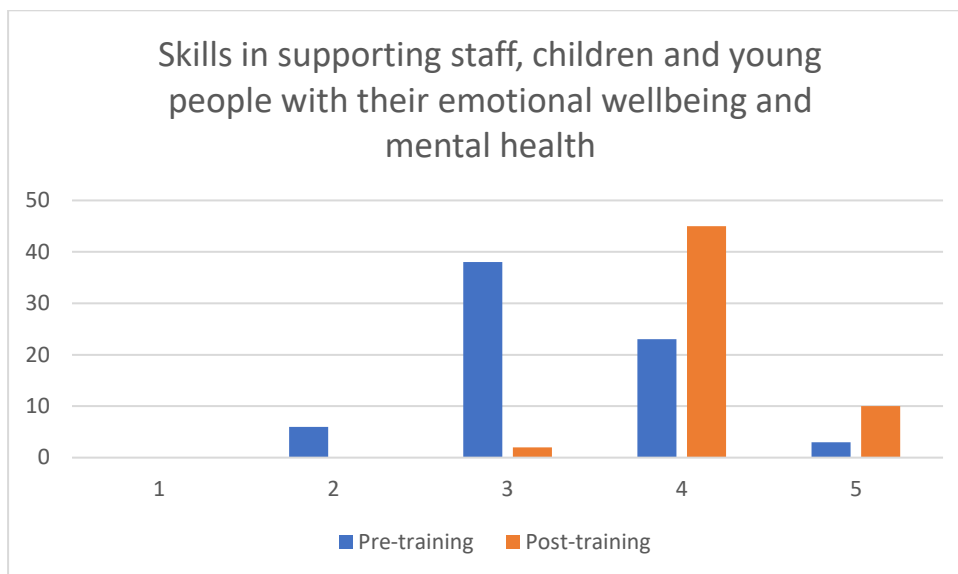
Quantitative data

Respondents were asked to rate their knowledge and understanding around whole school or college approaches to wellbeing on a scale from one to five, where one represents no knowledge or understanding and five represents high knowledge and understanding. Results can be viewed below:



Prior to the webinars, 1 respondent (1.4%) rated their knowledge and understanding around whole school or college approaches to wellbeing as a 1, 8 respondents (11.4%) rated this as a 2, 37 respondents (52.9%) as a 3, 24 respondents (34.3%) as a 4, and 0 respondents rated their knowledge and understanding around whole school or college approaches to wellbeing as a 5. Following delivery of the webinars, 0 respondents rated their knowledge and understanding around whole school or college approaches to wellbeing as either a 1 or a 2, 4 respondents (7.1%) rated this as a 3, 41 respondents (73.2%) as a 4, and 11 respondents (19.6%) rated their knowledge and understanding around whole school or college approaches to wellbeing as a 5.

Respondents were asked to rate their skills in supporting staff, children and young people with their emotional wellbeing and mental health on a scale from one to five, where one represents limited skills and five represents extremely skillful. Results can be viewed below:



Prior to the webinars, 0 respondents rated their skills in supporting staff, children and young people with their emotional wellbeing and mental health as a 1, 6 respondents (8.6%) rated this as a 2, 38 respondents (54.3%) as a 3, 23 respondents (32.9%) as a 4, and 3 respondents (4.3%) rated their skills in supporting staff, children and young people with their emotional wellbeing and mental health as a 5. Following delivery of the webinars, 0 respondents rated their skills in supporting staff, children and young people with their emotional wellbeing and mental health as either a 1 or a 2, 2 respondents (3.5%) rated this as a 3, 45 respondents (78.9%) as a 4, and 10 respondents (17.5%) rated their skills in supporting staff, children and young people with their emotional wellbeing and mental health as a 5.

Qualitative data

Below is a selection of comments in response to the question 'What did you find useful about the Wellbeing for Education Return training?'

- Different strategies to use
- Very informative. Went into great detail
- Sign posting
- The overview of stress, anxiety, grief and how these can impact on children and staff and how to support this
- The Thrive Model and the practical ways shown on supporting others
- Affirmation that approaches used are in line with guidance
- 5 key principles of Recovery
- Hearing ideas from others and connecting with other partnerships
- Staff well being

Below is a selection of comments in response to the question 'What will you do next with this information?'

- Put strategies into practice with the young people I work with
- Share with pastoral team and form tutors
- Revisit the EFS audit and speak to SLT
- Feedback to school and look collaboratively at implementing this on a whole school level
- Share with colleagues / carers
- Discuss the training with Senior Leaders; use the links to do further reading/research; plan training in school.
- Will refer to this in my role to signpost families

Further comments on impact:

- It was useful to get practical advice and to hear of other's suggestions that work in the setting
- Well-presented and informative
- Very useful
- Thanks for delivery and care taken
- The sessions were very good and informative and we can put into practice what we have learnt