



Newsletter Autumn Term 2024



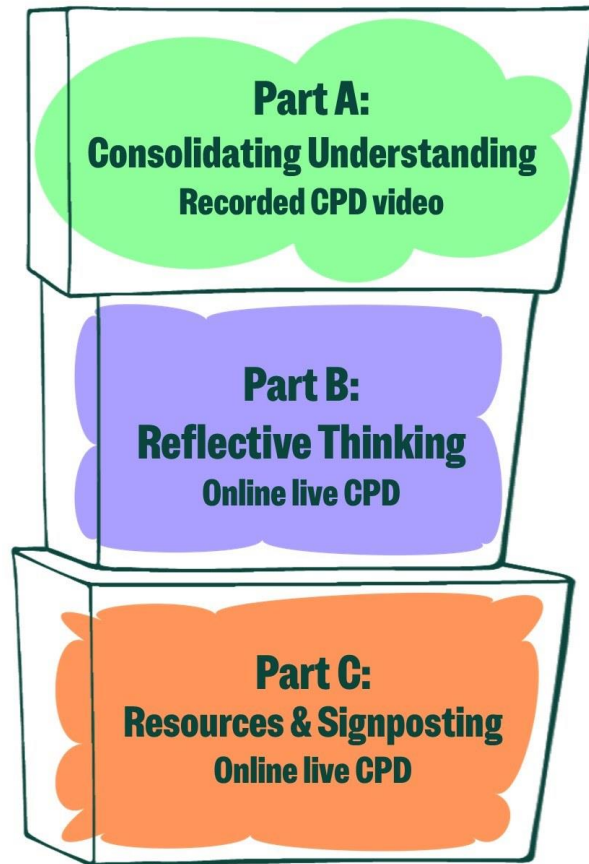
Welcome to the Autumn Term newsletter from

[Barnardo's Education Community](#)

Training and CPD



['Self-Harm and Suicidal Behaviours in Children and Young People' Layered Learning CPD Package](#)
[\(November 2024\)](#)



BEC is now offering the Layered Learning Package as a half-day session!

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

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.

DATES:

- **Thursday 14th November 2024 @ 9:30am - 12:30pm**

- Thursday 21st November 2024 @ 1:00pm - 4:00pm

[BOOK ON NOW!](#)

The Invisible Backpack Package

Is supporting relationships a focus for your school/setting during this academic year 2024-25?



Overall aims of the package:

- To **explain the importance of a relational approach** in supporting babies, children, and young people (BCYP).
- To **introduce the invisible Backpack metaphor**.
- To **consolidate understanding research and evidence** relating to the impact of early relationships and childhood experiences.
- To **review practice and provision** when working with BCYP who may be carrying an invisible backpack.
- To **identify strengths and areas for development**.

We are going to focus on...

- Our understanding**
- Our environment**
- Our approach**
- Our strategies**

- What we *know* about... (**our understanding**)
- What *values and ethos* underpin our work with... (**our approach**)
- What we *create* for... (**our environment**)
- What we *have in place* for... (**our strategies**)

...babies, children and young people who may be carrying an invisible backpack.

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.
- To explore the relationship between needs and behaviours using the metaphor.









1 - Part 1: Consolidating Understanding (approx. 2hrs)

Part 2: 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 ('even better if...').









2 - Part 2: Approach & Environments (approx. 2hrs)

Part 3: 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 following headings: knowledge and understanding; approach; environments; and strategies.



3 - Part 3: Strategies & Action Planning (approx. 2hrs)



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

Why not use our Invisible Backpack Package?

- We will talk through the package with you and offer ongoing support.
- We provide all the plans and resources you need on your own individual Padlet page.
- And... it's completely **free!**

Feedback from schools and settings that have delivered Part 1 and Part 2 of the package:

Part 1: Consolidating Understanding

How will you take this learning forward in your work? - "Continue to have a calm environment for pupils, where they can feel valued and supported at all times. The classroom should be a place of understanding and kindness." Attendee - Primary Teacher

How will you take this learning forward in your work? - "More understanding of behaviour as communication. Behaviours we might see as teachers can be young people conveying distress, feelings, challenges, or situations that a child might not be able to communicate appropriately." Attendee - Class Teacher

"Very informative and engaging." Attendee - P7 Teacher

"We had fantastic discussions about all topics. We are revisiting our vision this year and the themes were very relevant. The Invisible Backpack is such a powerful metaphor to get people to wobble." Facilitator - Teacher Wellbeing Lead

"Excellent - the feedback from each group was fantastic. Staff found the materials engaging and thought provoking." Facilitator - Deputy Head Teacher

"Staff really enjoyed - particularly the research section. It's built into our whole half term of training on Thrive FTC." Facilitator - Principal

PT 1 & 2 - "It generated great professional dialogue and was very thought provoking. It fits with our relational approach and we aim to make many adoptions to our environment and strategies as a direct result of watching the videos in the power point." Facilitator - Head of Centre (Nursery)

Part 2: Approach & Environments

"I will try to consciously apply this in practice, remembering our strengths and building in new strategies to help the children feel safe and included." Attendee - Class Teacher

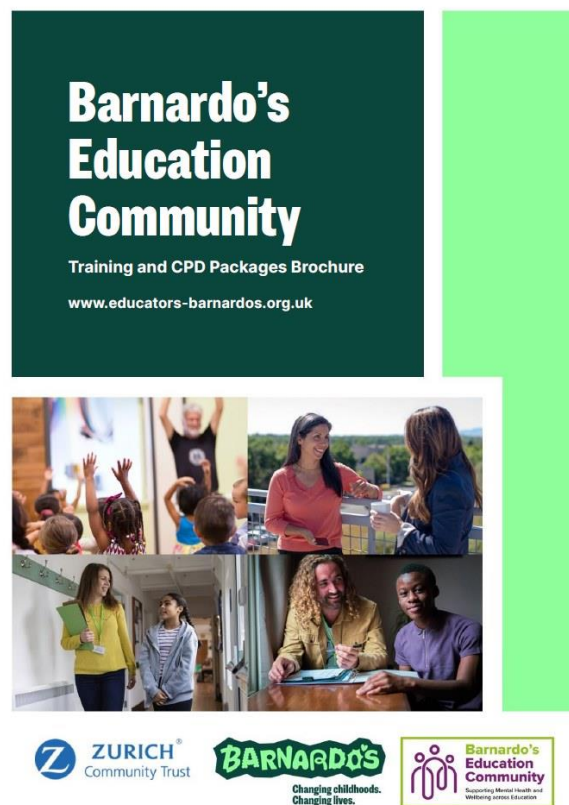
"I absolutely loved this course - I can't wait for the next part." Attendee - ASDNA

"Staff were highly engaged and motivated to reflect on our approach and environment. We ended the session appreciative of our strengths and aware of areas we need to work towards." Facilitator - Deputy Head Teacher


"Staff engaged really well in all discussion. Tasks were very helpful to explore example from another school as well as the appreciative approach to reflect on own setting." Facilitator - Educational Psychologist

How will you take this learning forward in your work? - "Think about the environment the young people are walking into. It is welcoming, safe, nurturing at all times." Attendee - Teacher

If your school/setting is interested in delivering the package, please contact Barnardo's Education Community to arrange a meeting: BECommunity@barnardos.org.uk



Barnardo's Education Community
Training and CPD Packages Brochure
www.educators-barnardos.org.uk



ZURICH Community Trust

BARNARDOS
Changing childhoods.
Changing lives.

Barnardo's Education Community
Supporting Mental Health and Wellbeing across Education

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

Take a look at our updated [**BROCHURE**](#) which outlines BEC's Training and CPD Packages.

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

Training and CPD for Staff Wellbeing

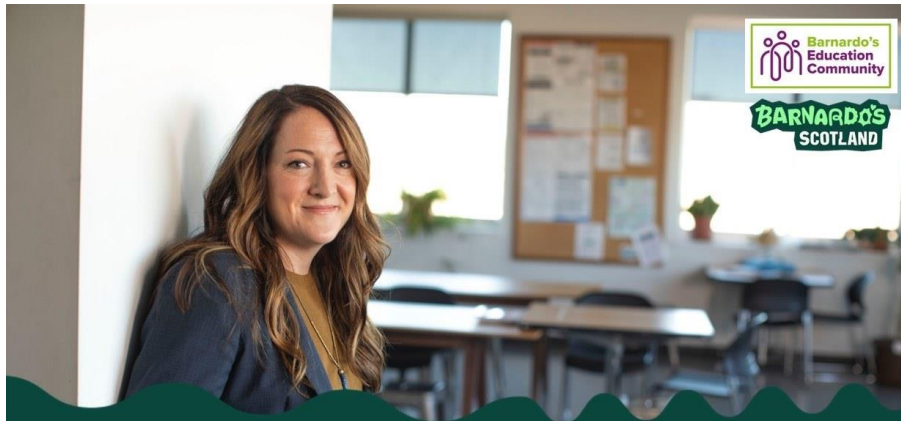


*[**Taking Care of People You Lead**](#) is a programme of three interconnected online sessions for Senior Leadership in education (across early years settings and schools - primary, secondary, special).*

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.

[**BOOK ON NOW!**](#)



Taking Care of People You Lead 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 them manage the stresses and strains of life in relation to their work.

- Thursday 3rd October 2024 @ 09:30 - 11:00
- Thursday 3rd October 2024 @ 15:45 - 17:15
- Tuesday 14th January 2025 @ 15:45 - 17:15
- Wednesday 15th January 2025 @ 09:30 - 11:00



Taking Care of People You Lead 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.

- Tuesday 5th November 2024 @ 09:30 - 11:00
- Wednesday 6th November 2024 @ 15:45 - 17:15
- Tuesday 28th January 2025 @ 15:45 - 17:15
- Wednesday 29th January 2025 @ 09:30 - 11:00



Taking Care of People You Lead 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.

- Tuesday 19th November 2024 @ 09:30 - 11:00
- Wednesday 20th November 2024 @ 15:45 - 17:15
- Tuesday 11th February 2025 @ 15:45 - 17:15
- Wednesday 12th February 2025 @ 09:30 - 11:00

Feedback from our Spring and Summer Term sessions:

We asked 'What worked best for you today? What will you be taking away?' and these are some of the responses:

Session 1 (You):
'Excellent presenters; open, frank and honest discussions in break-out rooms.'
Attendee - Other (e.g. SENCO, Head of Department, Head of Year)


Session 2 (Others):
'It's good to chat with other professionals and see that we are all facing the same challenges, I like that the sessions challenge how you think about situations and be more reflective and use the Iceberg analogy - I will be putting this into practice.'
Attendee - Early Years Leader

Session 3 (Culture):
'The pace of the session and the mix of presentation/ break out discussions. The handouts prior to the session are useful and I will definitely be looking at the Padlet as there has been a wealth of useful tools discussed.'
Attendee - Early Years Leader

[Book on to Spaces for Wellbeing - sharing inspiring practice](#)

'Exploring Psychological Safety for you and your Team'

Exploring Psychological Safety for you and your Team



Hayley Stuart,
Principal Teacher Pupil
Leadership & Wellbeing (Acting),
Boclair Academy

Explore the factors which help the brain and the body connect to feel safe and healthy at work. Take time to observe the stressors which impact you and ways in which you can influence your behaviours for positive change.

Do you experience stress?
Most of us experience some level of stress day to day or through dealing with large responsibilities or challenges in life. These stresses can be short lived or longer term and we have to try and navigate our way through life and work. Through exploring our relationship between our felt experiences and triggers for stress we can try to identify the key markers for positive wellbeing.

Feeling physically safe
We will explore how to create a physical environment which fosters feelings of safety and models of best practice. Through identifying our physical health indicators to stress we can access our natural response to stress and where this shows up most. Making use of a connected community approach we will share what makes us feel physically safe and how we can create more supportive teams.

Psychologically safe
As we experience sensations of stress in the body our brain tries to make sense of these signals, and we begin to analyse the world around us. During the workshop you will have the opportunity to apply evidence-based research into your own setting. Making use of self-evaluation techniques you will have the chance to take time for reflection, which will inform practices within your own team or life outside of work.

Connection and growth
If you are part of a team you will have many moving parts and many individual needs for each member. We will work through a model which will help you to firstly identify your own physical and psychological needs and then gather the thoughts of others. There will be opportunities for growth and connection especially after a period of great uncertainty during the pandemic as we learn more about what brings us together.

Tuesday
8th October 2024
4:15 - 5:45pm

The session will feature:


- An introduction
- A short presentation

Followed by:

- Discussions and Q&A

The Spaces for Wellbeing programme is focused on staff wellbeing and is designed to 'provide inspiration and not instruction'

educators-barnardos.org.uk



Barnardo's Education Community
Supporting Mental Health and Wellbeing across Education

The BEC team would like to hear about what you have been inspired to do to support staff wellbeing in your schools and settings.

We're looking for **volunteers** to speak about this at our live sessions in the Autumn and Spring terms.

What would be good to share:

- A description of an initiative your school or setting has implemented that has supported staff wellbeing.
- What has worked and why?
- What have the barriers/challenges been and how have you overcome them?



[Register your interest!](#)

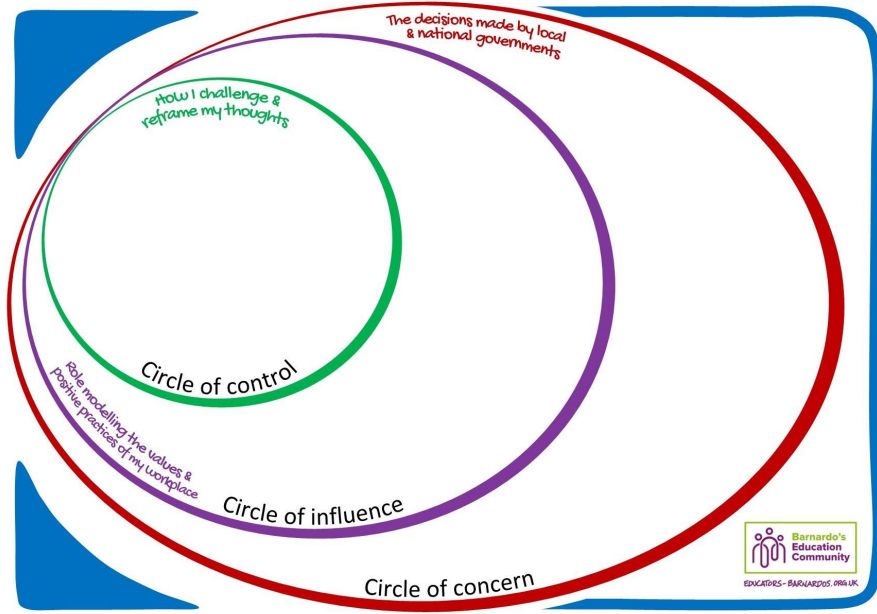
[Spaces for Wellbeing Programme - Short Clips](#)

<p>Faye McGuinness - Clip 2: 'The Stress Bucket'</p> <p>In this 3 minute clip, Faye McGuinness (Director of Programmes at Education Support) describes the stress cycle and how being safe after a period of stress is not the same as being safe. She takes through 'The Stress Bucket' activity that can be used by individuals, teams, and organisations to look at this and share evidence-based strategies that can support this change.</p> <p>You may wish to follow up this clip by watching the full session, or sharing this clip with staff, and discussing it using this activity sheet.</p>	<p>Jane Andrews - Clip 6: 'Supporting wellbeing through creativity'</p> <p>In this 6 minute clip, Jane Andrews (Professor of Education, University of the West of England) talks about a research project she conducted entitled 'Creating Wellbeing Learning Environments: Developing go-to-based approaches to including all learners in their education'. Jane describes some activities participants have undertaken in their schools, and the impact they have had on the wellbeing of everyone involved.</p> <p>You may wish to follow up this clip by watching the full session, or sharing this clip with staff, and discussing it using this activity sheet.</p>
<p>Hywel Roberts - Clip 2: 'The Great Fire'</p> <p>In this 10 minute clip, Hywel Roberts (Teacher, Writer, Humourist, Author) talks an anecdote of his work with an Early Career Teacher to demonstrate how experience can develop agility and phonness (vision). This development, together with teaching a joyous curriculum, helps to support the professional wellbeing of teachers and other staff.</p> <p>You may wish to follow up this clip by watching the full session, or sharing this clip with staff, and discussing it using the prompts on this activity sheet.</p>	<p>Beth Roberts - Clip 5: 'Wellbeing Toolkit'</p> <p>This 5 minute clip may be helpful for Mental Health Leads (and/or Senior Leaders) who are looking at how their school can develop a whole school/setting approach to wellbeing. You will have Beth introduce the toolkit, which provides a team approach to wellbeing, and areas the importance of creating safe spaces, data collection through wellbeing audit, and action planning. She shows a Flyer which provides a starting point for schools/settings at the beginning of their wellbeing journey.</p> <p>You may also wish to follow up this clip by watching the full session and finding out more about NRE Cymru's Wellbeing Toolkit.</p>
<p>Faye McGuinness - Clip 1: 'Circle of control, influence and concern'</p> <p>In this 4 minute clip, Faye McGuinness (Director of Programmes at Education Support) explains how the 'Circle of Control, Influence and Concern' activity can be used by individuals and teams to identify things they can control, things they may be able to influence, and other things that are worrying them. By separating these out and allocating specific worry time for those items in the concern circle, staff can regain focus and avoid overthinking.</p> <p>You may wish to follow up this clip by watching the full session, or sharing this clip with staff, and discussing it using this activity sheet.</p>	<p>Jane Andrews - Clip 4: 'Identity Box'</p> <p>In this 3 minute clip, Jane Andrews (Professor of Education, University of the West of England) explains Identity Boxes - visual poems which are inspired by the artist Joseph Cornell, who made boxes using things we can see - about things we cannot see (dreams, memories... dreams). She talks about how you could use identity boxes in your workplace/staff development as a creative way to explore identity and to bring staff together.</p> <p>You may wish to follow up this clip by watching the full session, or sharing this clip with staff, and discussing it using the prompts on this activity sheet.</p>

We have a wealth of information in our [recorded events](#) from our wide range of guest speakers but we know time is an issue for colleagues in schools and settings. For this reason, we have identified [shorter clips](#) (3-10 mins) that you can use as individuals, as teams and as whole settings to reflect upon and discuss.

We've also added some suggested related questions and activities that you may find helpful.

We will publish more short clips from our range of recordings, together with suggested activities, during this academic year.



Creative Curriculum Approach for the Wellbeing of Both Staff and Pupils

Hywel Roberts - Teacher, Writer, Humourist, Author



Hywel has taught in Secondary, Primary and Special settings for 30 years and now works with children and staff in schools across the UK and further afield. He is a well-respected public speaker, storyteller, and author. His books include 'Oops, Helping Learn Accidentally', 'Uncharted Territories' co-written with Dr Debra Kidd, and 'Botheredness - stories, stance and pedagogy.'

In this session we looked at developing our pedagogical toolkit and explored strategies to harness our professional imaginations and rekindle our joy of teaching.

Hywel Roberts website: www.createlearninspire.co.uk
Hywel Roberts on Twitter (X): @Hywel_Roberts

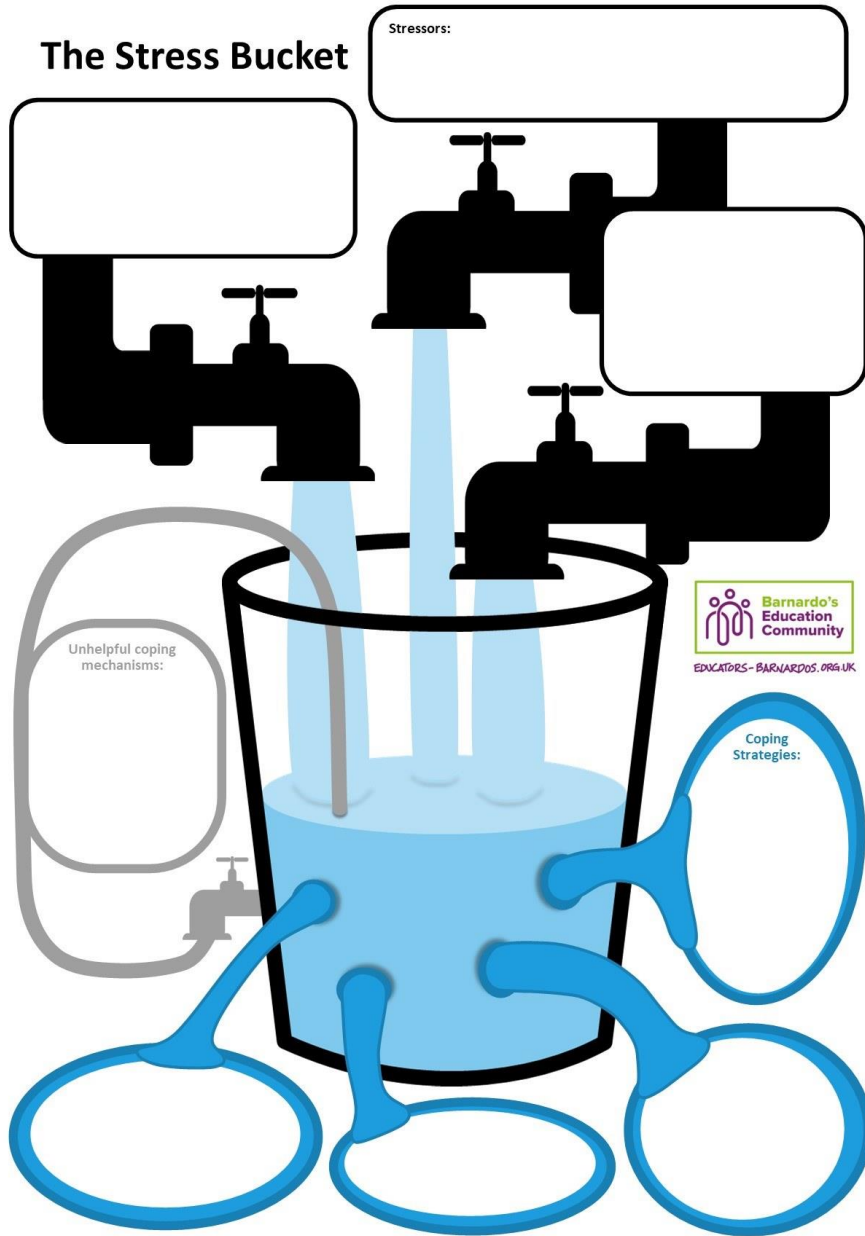


Hywel talked about the importance of a joyous curriculum. Here are some reflection points to discuss with colleagues:

- What story would you share about your experience of professional joy?

- Where do or could you get professional joy from your current curriculum?

The Stress Bucket



MY IDENTITY BOX

Create your own identity box: write or draw the things that you would put in your box that say something about you, and then share with your colleagues.



A safe place to put things you don't wish to share.

Supporting Wellbeing & Valuing Diversity of Staff, Children, & Families Through Creative Practices
Dr Jane Andrews - Professor of Education, University of the West of England (UWE)



Jane originally trained as a teacher of English as an Additional Language for secondary school students in England working with young people who arrived at school with a wide range of linguistic resources. Jane teaches on the undergraduate programmes BA (Hons) Early Childhood and BA (Hons) Education. She supervises doctoral students and jointly leads the UWE EdD programme. Current research interests include children's perspectives on being multilingual and researching multilingually.

During the full session Jane talked about a research project she conducted, funded by the Arts and Humanities Research Council (AHRC) between 2017-2018, entitled "Creating Welcoming Learning Environments: Disseminating arts-based approaches to including all learners in their education". In the clip Jane describes some activities participants have undertaken in their schools and the impact they have had on the wellbeing of everyone involved.



Here are some reflection points to discuss with colleagues:

- How do we develop a sense of belonging for all our children, families and staff through creative practices?

- What could we do to enable a greater sense of agency for all our staff?

- What keeps us energised in our work?

New Content



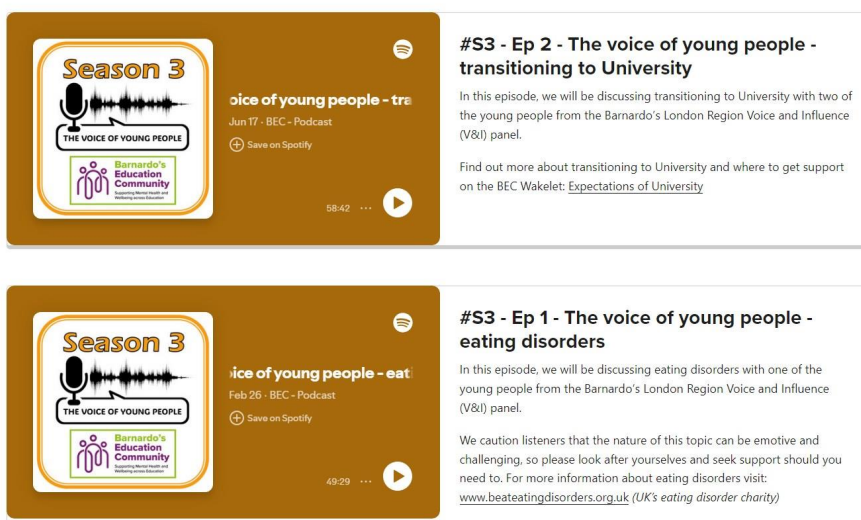
NEW PODCASTS - SEASON 3:

[#S3 - Ep 1 - The voice of young people - eating disorders](#)

[#S3 - Ep 2 - The voice of young people - transitioning to university](#)

This podcast series will feature conversations with young people discussing topics relating to mental health and wellbeing that are important to them.

The voices and lived experiences of children and young people are at the heart of Barnardo's. We believe that children and young people should have opportunities to have their voices heard. They inform, shape and influence what we say, how we work and the decisions we make in every part of our charity.



#S3 - Ep 2 - The voice of young people - transitioning to University

In this episode, we will be discussing transitioning to University with two of the young people from the Barnardo's London Region Voice and Influence (V&I) panel.

Find out more about transitioning to University and where to get support on the BEC Wakelet: [Expectations of University](#)

#S3 - Ep 1 - The voice of young people - eating disorders

In this episode, we will be discussing eating disorders with one of the young people from the Barnardo's London Region Voice and Influence (V&I) panel.

We caution listeners that the nature of this topic can be emotive and challenging, so please look after yourselves and seek support should you need to. For more information about eating disorders visit: www.beateatingdisorders.org.uk (UK's eating disorder charity)

[*Check out our updated articles and blogs!*](#)

Listed below are the articles and blogs we have recently reviewed on the website:

- [Mental Health Awareness Week 2021 \(NEW\)](#)
- [Supporting Bereaved Children and Young People](#)
- [Understanding Bereavement for Younger Children](#)
- [Supporting Bereaved Children and Young People with SEND](#) (N.B. This article has a particular emphasis on Autism)
- [Books to Help CYP Going Through Bereavement](#)
- [Traumatic Bereavement](#)

- [What Does Grief Look Like in Children and Young People?](#)
 - [Young Children and Grief](#)
 - [Memory making ideas to support pupils and students](#)
 - [Adults and Grief \(NEW\)](#)
 - [Young People and Loneliness](#)
-

NEW PODCAST EPISODE COMING SOON:

Barnardo's Education Community is funded by [Zurich Community Trust](#), alongside two other fantastic national charities - [Magic Breakfast](#) and [Dementia UK](#). The new podcast episode will feature discussions with **Magic Breakfast**.

Magic Breakfast makes a difference to over 200,000 children and young people every day by offering breakfasts and expert advice to tackle morning hunger in schools across England and Scotland. They also focus on being part of the solution through their campaigning and advocacy work with politicians and decision-makers. Magic Breakfast is determined to end child morning hunger for good.

**magic
breakfast**
fuel for learning

Partnerships



Become part of Barnardo's Education Community's Steering Group!



This is a great opportunity for staff, working in and alongside education, to influence the direction of BEC and collaborate on content provided via the website.

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](#)

[PESI UK courses](#)

These are **FREE** and available to access. 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.

Other mental health and wellbeing news



Barnardo's Education Community has now become part of Barnardo's National Health Team! We're very excited for this new chapter and look forward to working closely with our colleagues to support Barnardo's in its journey as a health and social care organisation.

Read this recent blog by Barnardo's Mental Health Programme Manager, Lydia Davies, titled [The importance of supporting children's mental health](#)

[Barnardo's - Our reaction to the King's Speech 2024](#)

Welcome measures in the King's Speech

- *Barnardo's welcomes the Children's Wellbeing Bill which sets out an ambition to change the children's social care system so that children can thrive in safe and loving homes as well as the introduction of a 'Children Not in School Register' to support children back into education.*
- *We also welcome plans to strengthen the law to address violence against women and girls – and an increased focus on child criminal exploitation through the Crime and Policing Bill. We hope this goes even further – introducing a new criminal offence would send a strong signal that children always need protection.*
- *In tackling child poverty, we are pleased to see the introduction of breakfast clubs and new legislation to limit the number of branded school uniforms to ease cost-of-living pressures on families.*
- *We know that children are getting shorter, face worse health outcomes and are experiencing poor mental health which is why we welcome measures to restrict advertising of junk food to children; ban smoking through the Tobacco and Vapes Bill and reduce mental health waiting times.*

(www.barnardos.org.uk/research/our-reaction-kings-speech-2024)



**Changing childhoods.
Changing lives.**

Children at the Table - Post-election statement

Five CEOs from the Children's Charities Coalition: Paul Carberry: Action for Children; Lynn Perry MBE: Barnardo's; Mark Russell: The Children's Society; Anna Feuchtwang: National Children's Bureau; Sir Peter Wanless: NSPCC, **said:**

"We were pleased to see a commitment to a cross-government child poverty strategy in the Labour manifesto. Likewise, we welcome the promise to introduce specialist mental health support for children in every school, as well as community hubs and the introduction of a single unique identifier to join up children's records across education, healthcare and children's services. We urge you to stay true to these promises in the early days of this new government.

"However, we also make a plea on behalf of the babies, children and young people we represent to go further – to make this a moment in time to genuinely put them at the heart of this government. We need action to transform children's social care, with a focus on early intervention support, and we need an end to the two-child limit which unfairly keeps hundreds of thousands of families in poverty. We need children's voices to be heard."

www.childrenatthetable.org.uk/children-at-the-table-post-election-statement

Contact Us



Visit us on the web at Barnardo's Education Community

Email us : BECommunity@barnardos.org.uk

