

## WELLBEING FOR EDUCATION RETURN PROJECT: TRAINING SPECIFICATION

### Purpose

To equip education professionals to support children and young people's wellbeing, resilience and psychosocial recovery in the context of COVID-19, as they return to schools and colleges from September 2020.

### Strategic aims and objectives

Provide training and ongoing expert input to support effective local education approaches to children and young people's psychosocial recovery from crisis and trauma. Specifically, to:

- Provide guidance to education professionals on normal responses to stress and loss and identifying and acting on warning signs.
- Provide simple, evidence-based messages, resources and structures to support education professionals' discussions with staff, children and young people and parents and carers.
- Outline key roles and responsibilities around children and young people's mental health and wellbeing and services (both statutory and independent) for onward signposting or referral where appropriate.

A detailed breakdown of these is at [Annex A](#).

### Key dates

- **13 July 2020:** initiation of project
- **21 August:** curriculum provider completes and signs off training package (webinar 1); curriculum provider hands over to delivery provider
- **4 September:** curriculum provider completes and signs off training package (webinar 2); curriculum provider hands over to delivery provider
- **7 – 25 September:** delivery provider runs initial training sessions for local experts
- **25 September – 23 October:** local experts cascade training materials to education leads
- **23 October:** completion of project

### Cost and payment profile

Up to £200k is available for training development and delivery.

### TRAINING SUMMARY

The curriculum provider will develop core training materials to be cascaded, through a network of mental health and wellbeing and education experts embedded in Local Authorities ('local experts'), into schools and colleges in England as part of a 'train the trainer' model. The training materials are intended to provide education professionals with the knowledge to support children and young people's mental health and wellbeing as they return to schools and colleges in September 2020.

The delivery provider will, using the aforementioned training materials, train these local experts to support successful implementation in and around schools and colleges during the 2020 autumn term.

Primary end users of the training materials are the aforementioned local experts and education leads working with children and young people aged 5-19 in or via schools and colleges. This may include pastoral leads, senior mental health leads, SENCos, school nurses, counsellors, educational psychologists, voluntary sector providers and Mental Health Support Team clinicians or practitioners.

Both the curriculum and delivery providers must consider how the training materials will be disseminated to and further customised by local experts to suit the local context and a range of education settings (primary, secondary, further education). The training materials may also be relevant for the wider children and young people's workforce to use in their work with young people (such as youth workers, social workers and early years professionals). The curriculum provider must build in an element of co-production with education staff, children and young people and parents and carers. The delivery provider must build in an element of user-testing and refinement with local experts (and, where appropriate, education leads).

The local experts will adapt the training for their local contexts and deliver it onwards to education leads, helping to equip the latter with the confidence and capability, alongside the aforementioned knowledge, to support children and young people's mental health and wellbeing in their education settings (again in the context of COVID-19).

The detailed delivery model for this work is at Annex C.

## TRAINING DEVELOPMENT

The curriculum provider is required to:

- Develop an evidence-based training package for education professionals and share it with Local Authorities/ local experts for onward adaptation and dissemination. The training package should comprise a core narrative slide deck and a roadmap of key roles and services and further, evidence-based resources. It is expected that content will contain core principles across the 5-19 age range and signpost to further specific, age-appropriate information and resources.
- Ensure the training package is supportive of education professionals' capacity and context. This could comprise two pre-recorded, after-school webinars (of up to two hours each) which allow for the aforementioned local adaptation and interactive learning, and are delivered over two to three weeks. The first could, for example, focus on impact, normalisation and promoting positive wellbeing; the second on discussing and sharing resources with staff, children and young people and parents and carers and signposting and onward referral. The training should take no longer than four hours to complete in total.
- Work closely with the delivery provider to hand over training materials and support delivery of initial training sessions to local experts (and education leads where needed or appropriate).

The core narrative should be constructed on evidence-informed messaging, allow for customisation or contextualisation according to the age of the child or young person, and be appropriate in the context of discussions between education staff and children and young people and parents and carers. It should address a spectrum of need, including specific mental health needs impacting the lives of children and young people who may have been exposed to more adverse circumstances such as bereavement, loss, abuse or family crisis. The narrative should also include promotion and reinforcement of positive wellbeing as part of dealing with normal impacts of the COVID-19 pandemic and include key messaging for parents and carers of children and young people.

The roadmap should fulfil a signposting role to existing training materials and resources that help deliver aspects of the core narrative for the intended end users, as well as address any identified gaps. User need should inform the relevance of the design and content of the core narrative, roadmap and training materials to the needs of education professionals (including their capacity to engage with any training delivery mechanism). User need should also be informed by an assessment of Local

Authorities' capacity and capability for onward dissemination of the training to education leads.

### **Learning objectives for education leads**

- Increase knowledge of the potential mental health and wellbeing impact of COVID-19 on staff, children and young people and parents and carers.
- Build understanding of psychosocial responses and resources to support recovery.
- Develop knowledge to introduce school and college staff to evidence-based psychoeducation resources and structures for dissemination to children and young people and parents and carers.
- Raise awareness of specialist and wider support services (statutory and independent) and when and how education professionals might signpost or refer children and young people, staff and/or parents and carers to them.

A detailed breakdown of learning outcomes is at [Annex B](#) and an indicative list of resources at [Annex D](#).

### **TRAINING DELIVERY**

The delivery provider is required to:

- Cascade the training package to a network of approximately 300 local experts embedded in England's 151 Local Authorities, enabling successful onward delivery of training to education leads and into education settings.
- Deliver approximately 16 interactive training sessions, lasting up to one day each, to allow for local expert interactive learning. All local experts (where in place) should be offered the opportunity to attend a training session and receive support.
- Provide additional short-term advice to local experts on approaches to overcome local delivery challenges (we expect around half of all local experts to seek follow-up advice during or shortly after the training).
- As a fallback, deliver a small number of national webinars in late September and early October to cascade training materials directly into schools and colleges without the local context a local expert would have added (arrangements for this will be agreed in due course with HEE and DfE).

### **Learning outcomes for local experts**

- Local experts understand the key messages in the Wellbeing for Education Return training materials and can convey these effectively to education leads.
- Local experts can contextualise training for education staff according to different phases of education (primary, secondary, further education). This could be achieved through the delivery provider explaining how the training principles and supporting resources are applicable to different age groups.
- Local experts know how to engage local services in adapting the webinars and supporting content to reflect the local mental health and wellbeing support offer.
- Local experts know how to successfully land this training in education settings, overcoming challenges related to culture, capacity or logistics.

**Timetable**

<b>Lead</b>	<b>Activity</b>	<b>Deadline</b>
DfE, HEE	Confirm curriculum provider	14 July
DfE, with HEE, MindEd	Refine curriculum specification	16 July
DfE, with HEE, curriculum provider	Identify and confirm expert advisory group (EAG) members	15 July
DfE, with HEE, curriculum provider	Develop ToR for advisory group	16 July
DfE	Confirm senior responsible owner (SRO) governance	16 July
DfE, HEE	Convene expert advisory group, input on draft curriculum proposal	22 July
Curriculum provider	Share revised curriculum proposal for sign off	27 July
DfE	Amend training specification	27 July
HEE, with providers	Vary and sign provider contracts	w/c 27 July
DfE	SRO and EAG sign off curriculum proposal	29 July
Curriculum provider	Write raw curriculum	6 August
Curriculum provider	Share raw curriculum with EAG and delivery provider	8 August
Delivery provider	Commence preparation of local expert training sessions	8 August
Curriculum provider	Build webinar 1; SRO and EAG sign off; hand over to delivery provider	21 August
Curriculum provider	Share raw curriculum (webinar 2) with EAG and delivery provider; EAG and SRO sign off	21 August
Curriculum	Build webinar 2; SRO and EAG sign off; hand over to delivery provider	4 September
Curriculum provider	Upload webinars/training content to online platform; share with local authorities/education settings	4 September
Delivery provider	Finalise and commence local expert training sessions	7 September
Delivery provider	Deliver local expert training sessions	25 September
DfE	Issue grants to LAs	30 September
Delivery provider, with curriculum provider	Review and refine training; provide short-term follow-up support for local experts	23 October
LAs, with DfE	Local (via public health) training familiarisation, set-up and adaptation	7 September – 5 October
Local experts	Deliver training to education leads	23 October
LAs	Consultancy advice and support activities	23 October 2020 – 31 March 2021

**Data Management and Monitoring**

Responsibility for data to be confirmed as per the HEE Quality Monitoring Framework.

## Intellectual Property Rights

Health Education England will hold the intellectual property rights of bespoke training and resources. The training package will be jointly branded.

## Evaluation

The delivery provider will undertake light-touch evaluation as per the HEE Quality Monitoring Framework.

## Acceptance Criteria/ KPIs

**Training development:** curriculum provider to deliver on the specification to the aforementioned criteria and timeframes.

**Training delivery:** delivery provider KPIs will focus on local expert (and, where appropriate, education lead) capability and confidence to cascade the training package. Specifically:

1. 80% of local experts can demonstrate knowledge of subject matter, resources and delivery structures.
2. 80% of local experts said they feel confident in delivering further training on wellbeing, resilience and psychosocial recovery in their schools and colleges and in contextualising this according to the setting (primary, secondary, further education).
3. 80% of local experts said the training session had helped with at least one of the following:
  - Increasing knowledge of the mental health and wellbeing impact of COVID-19 on staff, children and young people and parents and carers.
  - Building understanding of psychosocial responses, structures and resources to support staff, children and young people and parents and carers.
  - Developing capability and confidence to introduce staff to evidence-based psychoeducation resources and structures for dissemination to children and young people and their parents and carers; and signpost and refer to further support.

## **Annex A: Breakdown of strategic aims and objectives**

Provide training and ongoing expert input to support effective local education approaches to children and young people's psychosocial recovery from crisis and trauma. Specifically, to:

Provide guidance to education professionals on normal responses to stress and loss and identifying and acting on warning signs

This should cover:

- Likely mental health and wellbeing impacts of COVID-19 on education staff, children and young people and parents and carers.
- The impact of education staff and parent and carers' mental health and wellbeing on children and young people and the former's role in containing anxiety.
- Normal responses to stress and loss and when and how to provide normalisation and positive wellbeing messages.
- Basic self-help resources and techniques for staff, parents and carers and children and young people.
- Common warning signs, additional stressors and risk factors by age and developmental stage.

Provide simple, evidence-based messages, resources and structures to support education professionals' discussions with staff, children and young people and parents and carers

This should cover:

- The importance of offering opportunities for education staff, children and young people and parents and carers to discuss concerns.
- Options for facilitating or providing peer support for education staff, children and young people and parents and carers.
- How to disseminate basic advice and resources on evidence-based self-care and coping strategies, including via facilitated group discussions. For children and young people, this could include teaching about wellbeing through RSHE and building peer support networks; for parents and carers, it could include methods for sharing clear and reassuring advice around returning to school and college.

Outline key roles and responsibilities around children and young people's mental health and wellbeing and services (both statutory and independent) for onward signposting or referral where appropriate

This should cover:

- Details of key roles and responsibilities in supporting children and young people's wellbeing (pastoral leads, Designated Safeguarding Leads, school nurses, Mental Health Support Teams, Virtual School Heads, counsellors, educational psychologists, CYPMH services, voluntary sector providers, peer support networks, social workers, youth workers).
- Information on the support available for children and young people with a range of needs (including those experiencing abuse, bereavement, or a mental health crisis) within and outside of school.
- When and how to signpost or refer children and young people and parents and carers for further support.

**Annex A: Breakdown of learning objectives and outcomes for education leads**

<b>Learning objective</b>	<b>Learning outcomes</b>
<b>Increase knowledge of the potential mental health and wellbeing impact of COVID-19 on staff</b>	<ul style="list-style-type: none"> <li>• Lead understands the mental health and wellbeing impacts of COVID-19 on self and wider staff.</li> <li>• Lead understands the impact of staff mental health and wellbeing on children and young people in this context.</li> <li>• Lead recognises the importance of acknowledging staff concerns and dilemmas and identifying and signposting staff for further support.</li> </ul>
<b>Increase knowledge of the mental health and wellbeing impact of COVID-19 on children and young people and parents and carers</b>	<ul style="list-style-type: none"> <li>• Lead is aware of normal responses to stress and loss.</li> <li>• Lead understands the importance of promoting normalisation messages and when and how to do this.</li> <li>• Lead is aware of likely problems, symptoms and presentations arising in children and young people in this context (e.g. anxiety, trauma, complicated grief).</li> <li>• Lead is aware of risk factors associated with mental health for specific groups<sup>1</sup> and additional stressors<sup>2</sup> in this context. This includes heightened risk and awareness about potentially different presentations of emerging mental health concerns – including challenging behaviour, and that different interventions/more specialist support may be needed for some CYP with SEND profiles, Children in Need, Previously Looked-After Children or Looked After Children, etc.</li> <li>• Lead understands the impact of parent and carer mental health and wellbeing on children and young people and their behaviour in this context.</li> <li>• Lead knows how staff can recognise and act on warning signs.</li> </ul>
<b>Build understanding of psychosocial responses and resources to support recovery</b>	<ul style="list-style-type: none"> <li>• Lead is aware of the core principles of psychosocial responses and psychoeducation in this context.</li> <li>• Lead recognises the value of co-production and collaboration with wider services and with children and young people and parents and carers and the need to adapt approaches and resources for specific groups.</li> </ul>
<b>Develop ability and confidence to introduce staff to evidence-based psychoeducation resources and structures for dissemination to children and young people and parents and carers</b>	<ul style="list-style-type: none"> <li>• Lead is able, using the knowledge gained via the above, to introduce and contextualise a range of simple, coherent, age appropriate resources and strategies to support staff in discussions with children and young people and parents and carers.</li> <li>• Lead is able, using the knowledge gained via the above, to introduce and contextualise a range of simple, coherent, age-appropriate self-care strategies to be passed on to staff, children and young people and parents and carers.</li> </ul>

<sup>1</sup> BAME, young carers, LGBTQ+<sup>1</sup>, children and young people with special educational needs and disabilities (SEND), children in need, looked-after children, adopted children and children with adverse childhood experiences

<sup>2</sup> Abuse, neglect, parental mental health, substance misuse and/or conflict, economic difficulties, bereavement, culture



	<ul style="list-style-type: none"> <li>Lead is able, using the knowledge gained via the above, to share structures for staff-led group discussions with children and young people and parents and carers in this context.</li> </ul>
<b>Raise awareness of specialist and support services (statutory and independent) and when and how to signpost or refer children and young people, staff and/or parents and carers to them</b>	<ul style="list-style-type: none"> <li>Lead is aware, using the knowledge gained via the above, of the scope of their own and staff influence and when, how and from whom to seek further or specialist advice<sup>3</sup>.</li> <li>Lead understands, using the knowledge gained via the above, where onward referral may or may not be appropriate.</li> <li>Lead is aware, using the knowledge gained via the above, of key roles and services and can signpost appropriately to statutory and independent mental health and wider relevant service provision in their local area.</li> </ul>

### Annex C: Training development and delivery models

[Provided separately as PowerPoint slide]

### Annex D: Indicative list of training and resources for curriculum provider

Bitesize training and/ or resources which could be adapted for the Wellbeing for Education Return Programme (with permissions and as part of the content, roadmap or both):

<b>Training and resources [to support development of training and for onward signposting]</b>
<u><a href="#">Public Mental Health Content Guide</a></u> : content to inform training mapped against the 12 core principles of Public Health England's public mental health leadership and workforce development framework (see below). It can be used by course providers or by individuals as a guide and self-assessment
<u><a href="#">Public Health England Public mental health leadership and workforce development: confidence, competence and commitment</a></u> 12 core principles for mental health across the workforce and core competencies for the wider workforce such as those working in education
<b>PHE</b> Psychological First Aid <u><a href="#">e-learning module</a></u> for frontline professionals during emergencies. <i>Scope to adapt this for professionals working with children and young people (including education leads/professionals)</i>
<b>Mental Health Awareness e-learning</b> intended for health care staff but with transferable messaging for education sector: <u><a href="https://www.e-lfh.org.uk/programmes/mental-health-awareness-programme/">https://www.e-lfh.org.uk/programmes/mental-health-awareness-programme/</a></u>
<u><a href="#">RSHE mental wellbeing training module</a></u> and <u><a href="#">recordings of lessons produced by Tenax Schools Trust</a></u>
<b>DfE</b> <u><a href="#">advice leaflet</a></u> for teachers having wellbeing check-ins with pupils in summer term; accompanying <u><a href="#">blog</a></u> by the Anna Freud Centre, on behalf of the National Children's Bureau Schools Wellbeing Partnership)

<sup>3</sup> Children and Young People's Mental Health Services, Mental Health Support Teams, school nurses, Educational Psychologists, counsellors, SENCos, Designated Safeguarding Leads, voluntary sector providers, Virtual School Heads, Children's Social Care



<p>The final version of the '<a href="#">Recovery and Renewal</a>' <b>handbook</b> on return to schools has now been <b>published through Whole School SEND</b> and is hosted <a href="#">here</a>. A leaflet to support families to have conversations about returns with schools, co-produced by children and young people with SEND and their families and sector experts, is expected w/c 27 July</p>
<p><b>National Children's Bureau</b> Schools Wellbeing Partnership's <b>mental health and wellbeing <a href="#">toolkit</a> for primary schools</b> (secondary schools version to follow) (developed in consultation with DfE)</p>
<p><b>Manchester resilience hub and resources</b>  <a href="https://www.penninecare.nhs.uk/mcrhub">https://www.penninecare.nhs.uk/mcrhub</a></p>
<p><b>MindEd Coronavirus Staff Resilience Hub</b> for frontline professionals (scope to adapt for education professionals)  <a href="https://covid.minded.org.uk">https://covid.minded.org.uk</a> covers:</p> <ul style="list-style-type: none"> <li>• Helping</li> <li>• Tips for Managers and Team Leaders</li> <li>• Stress and Fear</li> <li>• Trauma and Distress</li> <li>• End of Life and Bereavement</li> <li>• Further Resources for Managers</li> </ul>
<p><b>MindEd</b> pre-existing content:</p> <ul style="list-style-type: none"> <li>• <a href="#">death and loss</a> (for parents and carers)</li> <li>• <a href="#">loss and grief</a> (for professionals including teachers) and</li> <li>• <a href="#">trauma and coping</a> (for parents and carers).</li> </ul>
<p><b>UK Trauma Council</b> short videos and PDFs (<i>trying to obtain these</i>):</p> <ul style="list-style-type: none"> <li>• Childhood trauma and the brain</li> <li>• Coronavirus resources</li> <li>• Traumatic bereavement (developed with Childhood Bereavement Network, Child Bereavement UK and Winston's Wish)</li> <li>• Supporting schools and colleges to respond to critical incidents (portfolio)</li> </ul>
<p><b><a href="#">Nip it in the bud</a></b> short films by mental health professionals, for education professionals on topics such as:</p> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• ADHD</li> <li>• PTSD</li> <li>• OCD</li> <li>• depression.</li> </ul> <p>Also has a free mental health awareness presentation for school staff.</p>
<p><b>Anna Freud Centre:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Mentally Healthy Schools</a>: free toolkits with resources and guidance to support school staff, parents and carers. Includes resources for managing anxiety and improving wellbeing, dealing with the effects of lockdown, resources for building resilience.</li> <li>• [Mental Health Awareness Training]</li> <li>• <a href="#">booklet</a> on managing the transition back to school</li> <li>• <a href="#">booklet</a> on supporting staff wellbeing in schools</li> <li>• <a href="#">booklet</a> on looking after each other and ourselves</li> <li>• <a href="#">booklet</a> on managing unexpected endings and transitions.</li> </ul>
<p><b>Carnegie Centre of Excellence for Mental Health in Schools</b> <a href="#">seminar series</a> for education leads, which focuses on the mental wellbeing of staff, pupils and the wider community as schools re-open</p>

**Place2Be:**

[Resources for primary schools:](#) Assembly ideas and group activities for primary-aged children, based around four themes to support community recovery:

- Promoting self-efficacy
- Promoting hope
- Promoting gratitude
- Promoting connectedness.
- [Introduction to Mental Health:](#) free online mental health awareness training for teachers (four modules of self-directed learning with interactive group support); adding a module on COVID-19; launching nationally mid-August
- [School mental health supervision](#) [free in London; paid-for outside of London]

[Education Support](#) staff wellbeing resources

**Childhood Bereavement UK** rolling [programme of training sessions](#) designed for early years, primary and secondary staff 1.5 hrs at specific times. Covers understanding of grief, practical ideas for supporting pupils and signposting to further support

**Winston's Wish** [online courses](#): introduction to bereavement and supporting others - aimed at schools (free but requires registration to access)

**Team Mental health** [toolkit](#) providing free mental health awareness e-learning

[A Recovery Curriculum: Loss and Life for our children and schools post pandemic:](#) blog series