NURTURING SCHOOLS AND COLLEGES

WHOLE SCHOOL APPROACHES TO SUPPORTING MENTAL HEALTH AND EMOTIONAL WELLBEING

Gloucestershire COUNTY COUNCIL
One Gloucestershire Transforming Care, Transforming Communities
Gloucestershire Healthy Living and Learning
NHS Gloucestershire Clinical Commissioning Group
NHS Gloucestershire Health and Care NHS Foundation Trust

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Foreword

The past two decades have seen successive government policy increasingly focus on the importance of improving the physical, mental, and emotional health and wellbeing of children and young people (MHFA, 2014). With the COVID 19 pandemic being one of the most challenging times in recent years, the impact that it will have on children and young people's mental health and wellbeing is still unknown. Recent research shows an unequal and differing impact – *'we're all in the same storm, but on different boats'* (Barr, 2020).

Schools and colleges are a vital part of children and young people's support system and are increasingly recognised as key sites to help promote mental wellbeing (AF/PH, 2016). Indeed, from **September 2020, the health education elements of PSHE education became compulsory in all schools**: "teaching about mental health and emotional wellbeing as part of a comprehensive PSHE education curriculum is vital". It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing pupils with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges. Finally, talking openly about mental health issues "is an effective means of breaking down any associated stigma" (see GHLL Website 2020).

The Departments of Education (DfE) and of Health (DH) have shown a strong commitment to improving the mental health and wellbeing of children and young people, both recognising the central role of schools (NCB, 2016). **A whole-school approach is the best way to bring about changes to policy and practice to ensure everyone is fully on board, from governors to classroom assistants** (TTC, 2017). The research tells us that a whole school commitment and ethos, rather than piecemeal approaches, are key to making a difference (NCB, 2016). **This resource seeks to bring together the wealth of available materials, information and research regarding whole-school approaches** to supporting well-being, so that senior leaders and practitioners working with young people can see a comprehensive overview of what they can do at whole school level to foster relationships, support children and young people's emotional wellbeing and mental health, and also where support can be sought if needed.

To address the spike in stress, anxiety, loss and bereavement in schools as a result of the ongoing pandemic, the DfE have commissioned a national training package - **Wellbeing Education Return** (WER), comprised of two webinars produced by Anna Freud Centre and MindEd. These have been adapted to reflect the local context by GCC's Educational Psychology team, working in partnership with colleagues from GHLL. The training is available to all Gloucestershire schools in the form of *free* Webinars, do look out for this training. This project is a real opportunity, as every school in England will be in alignment, receiving the same message, hearing about the same models, and we want it to **encourage a consistent message about what mental health and wellbeing looks like in schools**, and to facilitate a shared language about ***what works*** in supporting school communities.

The benefits to supporting children's emotional and mental wellbeing are numerous. Although schools and colleges play a significant and valuable role in helping to promote student emotional health and wellbeing, their contribution should be considered as **one element of a wider multi-agency approach** (Public Health England, 2015) e.g. using the Gloucestershire Graduated Pathway, following WER training etc. Fortunately, Gloucestershire has had the foresight to have the Pupil Wellbeing Survey PWS (formerly The Online Pupil Survey) as well as the Lockdown Oxwell Survey (University of Oxford and Foster & Brown) enabling commissioners to hear the voice of Gloucestershire's children and young people, and helping agencies offer additional support to schools and settings in more need.

Good quality relationships are the biggest protective factor in *any* adverse circumstances – be they personal, psychological, or environmental (Shore, 2013). The Mental Health Foundation's (2016) report highlights how **relationships** are the key to good mental health and wellbeing. This resource and the WER training provides lots of ideas and examples of how to support relationships in practice e.g. via social scaffolding. Working in schools, colleges or other educational settings can be very challenging at the best of times. The most important thing we *can* do, something *within our control* during this difficult time, is something simple. We can work on the connections and relationships we have with children and young people, and our colleagues. We might not all be in the same boat, but by strengthening and building our connections, we can help each other and the young people we support stay afloat.

Dr Oonagh Davies
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Sarah Robertson
Gloucestershire Healthy Living & Learning

Coronavirus (COVID 19) and the whole school approach

The Coronavirus crisis has been one of the most challenging times that schools have ever faced. The pandemic is likely to have affected children and young people's mental health and wellbeing, both now and in the longer-term. Supporting the whole school's mental health needs is more important than ever, as children and young people adjust to the return to school. School leaders and teaching staff face many challenges in re-establishing face-to-face education. Alongside ensuring pupils' physical safety as they return to school, staff know they will need to prioritise mental health and emotional wellbeing. There are a number of resources and support throughout Gloucestershire to help the whole school come together through such extraordinary times

THE SWAN FRAMEWORK

A starting point for thinking about children returning to school

S – safe
W– welcoming
A– all together
N– nurturing

Supporting post-lockdown education using the six principles of Nurture

The nurture principles are ultimately about supporting children who have missed out or key developmental experiences in their early lives. Applying a nurturing approach in children's return to school-based education enables us to focus on the factors which fos healing and resilience in the face of trauma

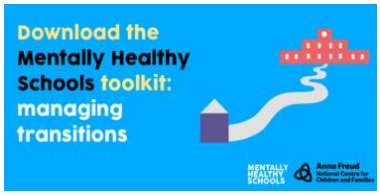
For more information on the Restore Model **click here** and also see Restorative Practice in the Whole School Tools Section

Post COVID 19 Resources

- **GCC EPS Supporting the transition of children and young people into schools and colleges click here**
- **Free bereavement training for teachers click here**
- **Emotional Support for School staff- Click here**
- **Schools re-opening plan - COVID-19 -**To be used in conjunction with LA guidance, DfE and PG advice, this **checklist and action planner** available on the GHLL website
- **Mental Health Support for Children and Young People in Gloucestershire- click here**
- **Mental health and wellbeing in primary schools - Preparing for recovery click here**
- **PSHE Webinar Developing a Recovery Curriculum** This **video-webinar** is intended as a starting point to get you thinking about what a 'recovery curriculum' means in your school and what you can do to start planning for embedding a recovery curriculum now.
- **A Recovery Curriculum: Loss and Life for our children and schools post pandemic. Click here**
- **Trauma Informed Resources -Click here**
- **Talk Plus -**Problem solving is an evidence-based intervention for the treatment of low mood or anxiety. **This workbook** can be used either alone or with the support of your Psychological Wellbeing Practitioner.
- **Project OAKS -** is a Gloucestershire mental health initiative created by a multi-agency team, working together to improve mental health outcomes for Gloucestershire families **click here**

Mentally Healthy Schools Toolkit: Managing Transitions

Transitioning to a new phase of school can be a difficult time under normal circumstances, but in this pandemic, the change may bring up more complex emotions that usual. In their **latest toolkit**, the Mentally Healthy Schools team have pulled together lots of fantastic resources for teachers, parents and carers, to help prepare children for the change and help them manage and understand their emotions at this time.



" Without prompt attention to restore children's health services and the workforce that delievers them from surge policies over the next few months, there is a real risk that current health inequalities will widen, vulnerable children will slip through the net, the burden of child ill-health and disease will grow, and there will be long term damage to workforce development and service innovation. Meeting Children's rights to access the healthcare they need cannot be deferred further"

Royal College of Pediatrics and Child Health (October 2020) Restoring Children's Health Services, Covid 19 and Winter Planning - Position Statement

The SUMO Guide to Living and Learning

Is a free guide for teachers, parents and carers to support children through the COVID 19 Pandemic.

Wellbeing Packs

The Young Minds Matters team have created a set of **Wellbeing packs** to support children, young people and parents around some specific issues they may be struggling with during the Covid-19 period.

They also include packs to help teachers around how they can support the children and young people they are working with.

Key Resources:

DfE ACTIONS FOR SCHOOLS DURING THE CORONAVIRUS OUTBREAK (July 2020)

From Tots to teens – Psychology and the school return by Ella Rhodes

Is a useful article with links to resources to help with the school return

EEF Blog: Getting transition right (part 1 of 2) – four practical, evidence-based strategies to support pupils moving from Year 6 to Year 7

Guidance for full opening: special schools and other specialist settings (2 July 2020)

Supporting children/young people with SEND as schools/colleges prepare for wider opening (18 June 2020)

EHCPs: guidance on temporary legislative changes relating to COVID-19 (June 2020)

SEAL Community Website

Seal Community website focuses on ideas for building social and emotional learning into work with children and young people during and post COVID-19

All Gloucestershire Schools and LA staff can now have full access to the SEAL community website, where they can download member resources, receive the regular newsletter and join SEAL interest groups and post on the forums. For more information on how to register please visit the **GHLL website**

For more information and resources on COVID 19 visit the GHLL website and click on post COVID 19 tab

Gloucestershire Healthy Living and Learning

Nurture UK: Boxall Profile Online Assessments

The Boxall Profile is the unique psychosocial assessment tool used to determine children and young people's social and emotional functioning and wellbeing (Bennathan, 1998).
The assessment provides teachers and professionals working with children and young people with an insight into their world, allowing them to think about what might lie behind challenging behaviour and what their needs might be. Once needs have been identified, the Boxall Profile can be used to plan and review the support offered to pupils.

The Boxall Profile is the most popular tool used by schools in the UK to measure the social emotional mental health (SEMH) and wellbeing of children and young people **(Marshall, Wishart, Dunatchik, & Smith, 2017).**
Since 2018 it has been cited by the Department for Education to assess mental health and behavioural needs **(Department for Education, 2018).**

The Boxall Profile is divided into **two sections**, each comprising **34 questions**:
Developmental Strands – measure different aspects of the children and young people's cognitive, social and emotional development that influence how well they are able to learn and function in the classroom.
Diagnostic profile – measures children and young people's challenging behaviours that prevent successful social and academic performance. These behaviours are directly or indirectly the result of impaired development in the early years and can be resolved once the social and emotional needs are identified and the necessary skills are developed.

According to the age of the pupils, you can use:
The Boxall Profile 2017 to assess children aged between 4 and 11, attending a primary setting. The Boxall Profile 2017 was re-standardised in 2017.
The Boxall Profile for Young People to assess young people aged 11 to 19, attending a secondary setting or college. The tool was standardised in 2010.

Whole school approach

By administering the Boxall Profile across the whole school, headteachers and senior management teams have a more rounded view of the wellbeing of the children and young people in their care.
The data helps inform strategic decisions regarding mental health and behaviour in school, and can support leadership with school development plans, budgeting and allocation of resources.
The data is also key to support schools in adopting a whole school approach to mental health and wellbeing, and ensuring every child with SEMH needs receives the support he or she deserves.

The GHLL team are Boxall Level 1 trainers so will be able to support schools with undertaking BPO assessments **Trailblazer schools have free access to this tool.** For an up to date leaflet on the Boxall Profile click here Please contact ghll@gloucestershire.gov.uk for any advice on training or support in the first instance and visit the GHLL website or speak to your schools educational psychologist or the EPS.

Local authority and national level

Local authorities and governmental institutions supporting schools to access and use the Boxall Profile could not only use the data to inform strategic decisions regarding policies and funding around SEMH, but could allow hundreds of schools across their area to support the mental health and wellbeing of their pupils.
Giving schools access to the Boxall Profile across a whole local authority or country could support school communities to better understand and put in place early interventions for children and young people, and this in turn could have a massive impact on the wellbeing of whole communities.

BOXALL CHILDHOOD PROJECT – A WHOLE SCHOOL APPROACH TO THE BOXALL PROFILE
Launched 2017, a two-year project exploring the benefits and challenges schools face when doing 'whole school Boxall', i.e. assessing the wellbeing of all their pupils using the Boxall Profile.
40 English schools were recruited and key members of staff were trained to use the Boxall Profile. Back in school, those key members then delivered training to their colleagues and put in place systems to assess all their pupils. In total, more than 5,400 children and young people were assessed in Summer 2017 (during the first assessment period).

An average primary school class will have:

19 children with no apparent needs

7 children with one type of difficulty (either social emotional, or behavioural)

4 children with high levels of needs in both domains (commonly one girl and three boys)

Wellbeing for Education Return (WER) Programme

Aims to support staff working in schools and colleges to respond to the additional pressures that some children and young people (CYP) may be feeling as a direct result of the pandemic, as well as to any emotional response that they or their teachers may be experiencing from bereavement, stress, trauma or anxiety over the past months.

Wellbeing for Education Return has been created with input from mental health and education experts, local authorities, the voluntary sector and school and college leaders. It has been developed specifically to respond to the short- to medium-term wellbeing and mental health impacts of Covid-19 and complement and build upon existing local activity, partnerships and practice to support children and young people's wellbeing and mental health. This will be delivered in the form of two webinars by GCC Educational Psychology Service and GHLL

"Modern life has been chipping away at children's happiness over time. The good childhood report 2020 finds this toxic trend continues. The Children's Society is calling on the government to put children's well-being at the heart of the national recovery from coronavirus. The coronavirus pandemic affected children's happiness due to the lack of choice they had in life".

The Good Childhood Report (2020)

For more information please speak to your Educational Psychologist or the **Educational Psychology Service** or contact **GHLL** **ghll@gloucestershire.gov.uk**

The 5 Rs (WER Training 2020):

Key Resources

Wellbeing for education return: The 5 Rs
Wellbeing for education return: Psychologically Informed First Aid Model
In the **useful documents section Items 5 and 6**

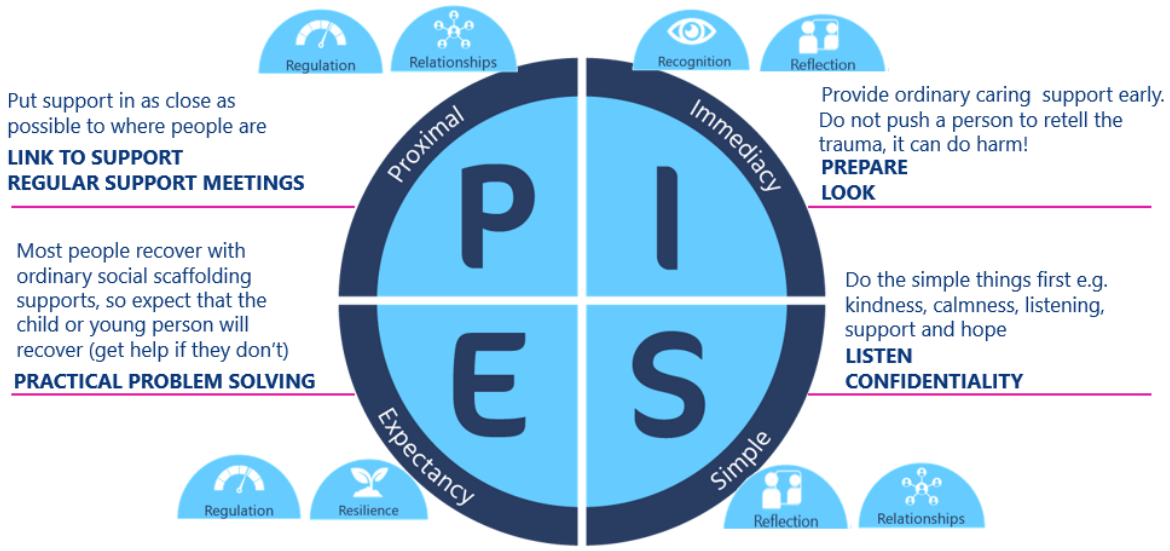
Professor Barry Carpenter's A Recovery Curriculum: Loss and life for our children and schools post pandemic.

Enables schools to consider the processes they will need to put in place to successfully transition children back to school. **A webinar series** on the recovery curriculum is **free** for all schools, colleges and educational settings in Gloucestershire. They just need to **register** to receive the link. Please email: kath.ursell@gloucestershire.gov.uk
For more information on the recovery curriculum please visit the Recovery Curriculum Website and the GHLL Website

Psychologically Informed First Aid (PFA) (WHO 2020)

Wellbeing for Education Return (WER) Helping Those With Trauma:

The PIES Model is a useful model taught through the WER training when working with children and young people who are experiencing or have experienced trauma and in supporting wellbeing :



Wellbeing for Education Return (WER) What Will Strengthened Wellbeing Look Like?

Using the 5 Rs and PIEs supports our Whole School/College approach to mental health and wellbeing

Looking at Relationships (5 Rs) Early good help (PIES), Structuring of help (PFA) leads to improving relationships, more resilience and improved wellbeing throughout the whole school

The 5 Key Principles of Recovery

1. Put emotional wellbeing first
2. Re affirm school/colleges strengths and core values
3. Place relationships front and centre
4. Re- affirm safety and routines
5. Acknowledge loss, change and bereavements

The diagram explains how this all can help in strengthening wellbeing:

Being Able to Make Change Happen

Building Relationships

Learning Habits of Resilience

5 Key Principles to Recovery (see above)
Psychological First Aid Model (see previous page)
5 Rs *
PIES (see the pie chart above)

***The 5 Rs:**
Relationships
Recognition
Reflection
Regulation
Resilience

For more information please speak to your Educational Psychologist or the **Educational Psychology Service** or contact **GHLL ghll@gloucestershire.gov.uk**

What is mental health and wellbeing, and why is it important?

The World Health Organisation (2014) define mental health positively, as a state of wellbeing: "…in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community".
Similarly, mental wellbeing is not simply the absence of mental illness but is a broader indicator of social, emotional and physical wellness (PHE, 2017). As shown by Figure 1, it is influenced by the wider contexts within which a child or young person lives. It is influenced by their resilience and physical health, relationships and the wider social, economic, cultural and environmental conditions in which they live (PHE, 2015).

Anna Freud and Public Health England (2017)

The Five Ways to Wellbeing
Are a set of evidence based actions which promote people's wellbeing. They were developed by the New Economics Foundation as part of the Foresight Project.

For more information on **the Five Ways to Wellbeing Resource** please contact GHLL on ghll@gloucestershire.gov.uk or visit the GHLL website

Why is mental wellbeing important?
Those of us working with children and young people already know from personal experience how vital it is for them - and us - to have good mental wellbeing. Evidence from research also highlights its importance. Public Health England (2015) describes how mental wellbeing has wide ranging impacts upon an individual, their quality of life and the wider society. It is of particular importance to children and young people as it is thought to influence the way in which an individual copes with key life events such as stress, trauma and physical ill-health (PHE, 2014). Not only are those with better mental wellbeing likely to deal better with stressful events and recover more quickly from illness, but they are also less likely to engage in behaviours which may put their health at risk (Chanfreu*et al*, 2015).

GHLL Creating Positive Playtimes Training Gloucestershire
This interactive CPD session shares the implementation, and outcomes, of GHLL's positive playtimes practice. With the introduction of zoned playgrounds that directly link to the '5 ways of wellbeing', incidents of isolation and poor behaviour have dropped dramatically. These zones not only provide a wellbeing boost for all pupils, but also, through planning with the midday supervisors, enable more vulnerable pupils to get targeted boosts in their specific areas of need. For more information on the course please email **ghll@gloucestershire.gov.uk**

Anna Freud 5 Steps To Wellbeing:
Is an evidence-based framework so that you can decide on your own approach to mental health and wellbeing in 5 simple steps. The 5 Steps Framework is developed by mental health experts and teachers, for teachers. It's interactive, it's simple and it's free. It will help you to support staff, lead change, and engage with parents, carers and the community so that you can meet your pupils' and students' needs.

Anna Freud National Centre for Children and Families

On Your Mind Gloucestershire Website:
is a website to help young people in Gloucestershire cope with life's ups and downs. It includes self-help information on a number of common issues, it also signposts to a wide range of local services to support young people's mental health in Gloucestershire.

TIC+ (Teens in Crisis) provides free face-to-face and online counselling services across Gloucestershire for young people aged 9-21 and their families.

New TIC+Chat - an **anonymous**, safe, confidential, 1-2-1, support service for young people aged 9-21 living in Gloucestershire.

OPEN HOURS: Sunday – Thursday 5pm – 9pm we will not be able to start new chats after 8.30pm

ChatHealth

A text messaging service offering the county's 11-19 year olds confidential advice about their health and wellbeing. Chat Health is a service offered by Gloucestershire Health and Care NHSFT School Nursing Team. *The service is available Monday to Friday from 9am to 4.30pm, excluding bank holidays. Automatic bounce-backs will respond to incoming messages out of hours.* Messages sent to the dedicated number **07507 333351** are delivered to a secure website, and responded to by a GHC School Nurse.

You can refer to the School Nursing Service using the online referral form and information about drop-ins, school nursing hubs and contact details for your local School Nurse team can be found on their website.

kooth

Young people aged 11 to 18 living in Gloucestershire can now access free anonymous counselling from qualified counsellors via an online mental wellbeing platform **by clicking here** and by visiting the **GHLL website**

Measuring Mental Wellbeing in Gloucestershire – Online Pupil Survey (OPS) and the Pupil Wellbeing Survey (PWS)
Gloucestershire has had the Online Pupil survey ™ (OPS) for the past 12 years run by Foster and Brown Research with GHLL, the most recent being 2018 whereby over 33,000 CYP responded. This has now been replaced by the Pupil Wellbeing Survey (PWS) which was completed between January-April 2020 which resulted in about 19,000 responses.

We were also able to take part in the University of Oxford Lockdown Survey asking specific questions during this period on emotional health and wellbeing resulting in over 5000 responses. This was also undertaken by 10 other counties resulting in 22,238 CYP participating. Schools will receive their individual reports as well as a regional report. A year 6 Moves Transition survey was also undertaken with primary schools with over 2,518 Year 6's responding

For more on the PWS please contact Sarah MacDonald on **sarah.macdonald@gloucestershire.gov.uk** or visit the **GHLL website** for information on the Online Pupil Survey™ and the Oxford Lockdown Survey please contact Pauline Foster from **Foster and Brown Research** on **paule@fabresearch.com** or **01285 700759**

Qwell

Is an online digital platform, that provides any young person in Gloucestershire aged 18 years and above to access self-care resources, information, peer support and access to trained counsellors. It is open to anyone experiencing issues with their emotional wellbeing, such as stress or anxiety and there is no need to be referred.
For more information **click here** and to **access the platform:**

Key Resources:

- PSHE Sex and Relationships Ofsted reports of good practice (July 2020)
- Teaching about mental wellbeing (June 2020)
- Changes to personal, social, health and economic (PSHE) and relationships and sex education (RSE). (2019)
- Mental health and wellbeing provision in schools (2018)
- Supporting mental health in schools and colleges (2017)
- Counselling in schools (2015)
- Mental health and behaviour in schools (2014)

CAMHS (Child and Adolescent Mental Health Service) Gloucestershire

Previously known as CYPS (Children and Young Peoples Service), CAMHS are a specialist emotional wellbeing and mental health service for all children and young people who are registered with a GP in Gloucestershire. They see children and young people up to 18 years of age when they find it hard to cope with their feelings.

It is quite common for everyone to feel stressed, anxious, down or angry from time to time but sometimes these feelings can be overwhelming and just won't go away. Usually children and young people referred to CAMHS will be experiencing emotional wellbeing problems that significantly affect their ability to cope with normal stresses and demands of life.

In addition, CAMHS will help with other problems such as developmental disorders, eating disorders, bipolar disorders, psychosis, attachment difficulties, infant mental health problems, conduct disorders or when a young person is at risk of harming themselves.

CAMHS staff are specially trained and have lots of experience with talking to children and young people and their parents and carers about thoughts and feelings. There are many ways they can help and everyone who uses the service can talk privately and confidentially with their team. They also offer more interactive ways to explore how you are feeling like art and play therapy. Most importantly they are here to listen and not to judge.

If other professionals/organisations are already providing support, they may think about working in partnership with these staff to ensure the best possible plan of care is received. They currently work collaboratively with Action for Children.

There are different parts within this CAMHS online area including:

- **Children and Young People zone** – this includes information on what support and help CAMHS can offer, as well as accounts from other children and young people who have been helped by CAMHS and the journey they went through.
- **Professionals working with children and young people** – this includes information on how to refer someone to CAMHS, as well as explaining the way the service is set up and works. **For the CAMHS Practitioner Advice Line call 01452 894272**
- **Parents and carers zone** – this includes information on the different help and support available to parents and carers, as well as links to additional information and help available in Gloucestershire.

NHS
Gloucestershire Health and Care
NHS Foundation Trust

For more information visit the CAMHS website

MHST (Mental Health Support Teams) Gloucestershire's Young Minds Matters (YMM)/ Mental Health Support Teams (MHST's) part of the Trailblazer Programme

The Green Paper "Transforming Children and Young People's Mental Health Provision (2018)" built upon existing government commitments, set out in the DoH Future in Mind (2015) and the Five Year Forward View for Mental Health. It aims to achieve a joined-up, integrative approach to improving children and young people's mental health services and to ensure children and young people showing early signs of distress are always able to access the right help, in the right setting and when they need it.

Since December 2018, Gloucestershire has been a 'Trailblazer' site to take forward this government vision and develop four Mental Health Support Teams (MHST's) to work with primary and secondary schools within Gloucestershire to increase access to mental health interventions for children and young people aged 5-18 years.

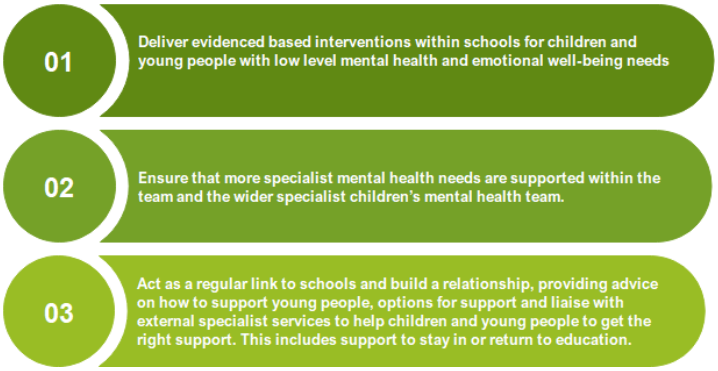
MHST's are collectively known as **Young Minds Matter Gloucestershire** and are multi agency teams comprising of qualified CAMHS clinical staff, TiC+ Counsellors and Band 4/5 Trainee Education Mental Health Practitioners (EMHP's). These MHST teams are located in Gloucester (x 2 teams), Cheltenham and the Forest of Dean and provide mental health based services within specified Trailblazer Schools within Gloucestershire.

MHST's have been set up to help meet the mental health and emotional wellbeing needs of children and young people in education settings. They will work with mental health support that already exists and be based across schools/education settings as an additional resource within a whole-system approach to promote resilience and wellbeing, support earlier intervention, enable appropriate signposting and deliver evidence based support, care and interventions.

The role of the MHST is to:

- Work with Gloucestershire Healthy Living and Learning to build a "Whole School Approach" for mental health and emotional well-being by supporting the School Senior Mental Health Lead and Senior Leadership Team. A Whole School Approach enables schools to identify how system partners can work together to deliver support to meet the mental health and emotional well-being needs of pupils as well as set up the necessary processes, systems and working relationships to achieve this.
- Committing to working within the national framework for delivering a Whole School Approach, system partners within Young Minds Matters will create a range of opportunities to come together to develop close working relationships which will enable genuine and meaningful coproduction regarding future new ways of working and service developments which will improve child centred outcomes.
- Facilitate the development of a "Mental Health Hub" of practitioners and providers who come together to discuss referrals (No Wrong Door ethos) and provide earlier intervention of mental health and emotional well-being support within schools. Focus will be to:
  - Champion the ethos of "co-producing" new initiatives and developments, working together to improve outcomes for children and young people
  - Within all TB schools, to build and establish joined up, integrated, child centred support based pathways and systems.
- Provide a range of services that targets prevention, identification and earlier access to emotional well-being and mental health support. This includes addressing emerging problems with multi agency partners that would otherwise escalate and lead children and young people requiring specialist services at a future point in time.

There are three core functions of MHST's:



As part of a **Whole Schools Approach** to mental health and well-being:

- The team will **support the School Senior Mental Health Lead** to ensure educational settings are equipped to have an effective process for supporting mental health/emotional well-being problems. In addition working alongside GHLL and school nursing partners to ensure positive mental health is promoted so it can be reflected appropriately in everything the school/college does.
- **Empower schools** to feel better equipped and supported by MHST's to provide a range of support for children and young people within schools to look after their own mental health and feel able to seek help if required. This will include encouraging, empowering and supporting all staff pupils and students to develop a positive whole setting approach to mental health as well as parents, governors and the wider school community.
- MHST staff and the Schools Senior Mental Health Lead will **work collaboratively** with teaching and support staff to identify children and young people who are at risk of or who have emerging mental health needs

- All partners will **champion creating a range of opportunities that empower children and young people** (and parents/carers) to be active participants in developing what a "Whole School Approach" should look like, and be experienced in their school and wider community settings.
- Work with Social **Prescribing** to pilot a cultural and arts led approach as an alternative and non medical approach to meeting well being needs.
- **Provide consultation and advice to other staff in schools and colleges** around understanding and working to best support children and young people's mental health
- **Provide an integrated referral system** which meets the needs of children and young people presenting with low level or emerging mental health needs
- **Create accessible and seamless pathways** for those presenting with more complex needs who require more specialist support from other agencies such as CAMHS or Social Care.

What is "Low Level" Mental Health need?

When a child/young person is at risk of or is displaying early/emerging signs of distress, stress and worry, which involve emotions and feeling that are hard to manage and typically will impact on their daily life such as:

- Low mood
- Mild anxiety
- Friendship issues
- Exam stress
- Low Self Esteem
- Daily worries & upset
- Bullying
- Anger issues
- Social anxiety

Principles/Framework of a Whole School Approach

Partner agencies:

MHST will lead the development of a "Mental Health Support Hub" of practitioners and providers to come together for referral management (No Wrong Door ethos) to provide earlier intervention of mental health and emotional well-being support within schools. This will include championing the ethos of "co-producing" new initiatives and developments to build joined up and integrated, child centred support based pathways and systems.

- **Education**: Schools, Gloucestershire Healthy Living & Learning, School Nurses, SEND, Inclusion.
- **Social Care**: Children's Social Care, Early Help, Community Social Workers, CiC Team, Families First.
- **Health**: Child & Adolescent Mental Health Services (GHT's CAMHS), Eating Disorder Team. GRIP, Adult Mental Health, General Practitioners, Active Gloucestershire.
- **Police**: School Beat, Youth Support Team, Children's First Panel.
- **VCS**: CCP, Young Gloucestershire, Young Carers

For more information visit the CAMHS website

What can schools do to promote their pupils' mental health at a whole school level?

What can we do?

A whole school approach looks to educate children and young people on their own mental health and wellbeing, focusing on ways to manage periods of transition (e.g. from primary to secondary school, exam stress, post COVID 19), and understanding the emotions they may experience. The whole school ethos encourages everyone within the school to come together to help those through such difficult times and promotes positive relationships between all those in the school.

School staff being friendly and approachable, as well as using **specific approaches** that can help to address mental health difficulties e.g. explicitly teaching social and emotional skills. Whilst some children and young people's needs will mean that they will need to access targeted support and more specialist mental health services (e.g. from CAMHS, the Educational Psychology Service or services like Teens in Crisis) for most pupils, a 'universal', preventative service will be enough.

Young Minds (2017) stress how 'whole school' means involving not only every individual within the school

"We all play a part in helping children and young people grow up. Mental health and psychological wellbeing are not the preserve of one profession or another or of one government department or another…. Anyone in contact with a child has an impact on that child's mental health and psychological wellbeing".

Jo Davidson, Chair, National CAMHS Review 2008

The DfE (2015) describes how the culture and structures within a school can promote their pupils' mental health through:

01 **A committed senior management team** that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatizing way

02 **An ethos of setting high expectations of attainment for all pupils with consistently applied support.** This includes **clear policies on behaviour and bullying** that set out the responsibilities of everyone in the school and the range of acceptable and unacceptable behaviour for children. These should be available and understood clearly by all, and consistently applied

03 **An effective strategic role for the qualified teacher who acts as the special educational needs coordinator (SENCO),**ensuring all adults working in the school understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary. In Gloucestershire, the SENCO can use the Graduated Pathway to help staff ensure that **all children** when they need support, especially those who's social, emotional and mental health (SEMH) needs require additional support or mean they have a SEND, get the help they need in a way that is planned, coordinated and regulated

04 **Working with parents and carers as well as with the pupils themselves**, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them

05

Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if they think they have spotted a developing problem. A**ll Staff should complete Gloucestershire's mental health e learning,** which takes less than 30 mins to complete. Ideally all staff, but especially key staff on the SLT or in pastoral roles would also complete relevant training such as the Mental Health First Aid Lite Training provided by GHLL, and/or that provided by the EPS/ATS or CAMHS. All school staff should know when to intervene and where they can help a young person access support by speaking to their SENCo, Educational Psychologist or Advisory Teacher and/or calling the CAMHS professionals helpline.

06

Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. Schools should work closely with other professionals e.g. CAMHS, Educational Psychology Service, GHLL, Advisory Teachers, Teens in Crisis, Early Help etc. to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These should be set out clearly in the school's published SEND policy; In Gloucestershire, the Graduated Pathway should always be followed and used to plan, action and review any support that a child or young person and their family might need see details in Parents and Carers section.

07

Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; In Gloucestershire, the Graduated Pathway should be followed

08

A healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes. For example by using the Graduated Pathway to plan for and review pupil progress in response to interventions. In Gloucestershire this can be through achieving the Healthy School/ FE Accreditation as well as the Mental Health Champion Award through GHLL which looks at both student and staff Emotional Health and Wellbeing.

The DfE (2015) describe how schools with the characteristics shown above mitigate the risk of mental health problems in their pupils by supporting them to become more resilient and preventing problems before they arise. In addition, schools should also have in place arrangements which reflect the importance of safeguarding and protecting the welfare of their pupils as set out in the latest safeguarding guidance

Schools can demonstrate effective 'whole school' practice by completing the **GHLL Mental Health Champions Award**. More information in the Whole School Tools: Structures and Toolkit section and on the **GHLL Website**

Mental Health Champions

Statutory Relationships Education, RSE and Health Education Requirements

Due to coronavirus pandemic and school closures the introduction of statutory Relationships Education, RSE and Health Education from September 2020 has been impacted. On 4th June 2020 , the DfE announced an update on the statutory RSE framework that is due to come into place in September 2020. The statutory requirement to provide these aspects of PSHE education is still in place from September and schools should continue to prepare for this date where possible. Indeed, many schools are already offering high quality PSHE that covers, and exceeds, statutory content or will be prepared to do so by the beginning of the new school year. However, due to coronavirus and closures, schools who are not in a position to implement the requirements fully from September have been granted some leeway; they now have until Summer Term 2021 to do so. In such cases, the DfE suggest a phased approach to ensure teaching begins as soon as possible, and that schools should consider prioritizing curriculum content on mental health and wellbeing, as supporting their own and others' wellbeing will be important for pupils as they return to school. The Sex Ed Forum have provided an audit tool to ensure schools are ready for the new RSE framework: Whole School RSE Audit Tool In addition, GHLL have devised a Secondary checklist: Secondary RSE Audit If you need further support with RSE, please contact your GHLL Lead Teacher.
The PowerPoints below includes information on the requirements:

Overview of statutory Relationships Education, RSE & Health Education requirements – Ian Baulkham, DfE Education Advisor

Department for Education

Children and Young People who are refugees or unaccompanied asylum seekers

It is important to note that for children and young people who are also refugees or asylum seekers, alongside experiencing many risk factors, they are likely to have experienced **multiple difficult events** from all three areas i.e. loss/separation, life changes and traumatic events such as war and violence. Consequently, they are likely to need additional support, particularly at the start of joining a school, so that protective factors/interventions can be put in place and so that specialist therapeutic support can be made available if needed. Schools will often be able to support children and young people at such times, by promoting protective factors, intervening well before mental health problems develop.

The EPS offers a therapeutic psychological intervention for children and young people who are survivors of war or traumatic experiences associated with being a refugee called Teaching Recovery Techniques (recommended by the Child & War Foundation), and there is funding available for children to access this, contact your school's Educational Psychologist for more information.

Practical approaches and resources for building resilience

Key ideas to remember regarding resilience (Young Minds):
• Context of adversity can mean anything from living in poverty to disability, from parental substance misuse to a boy being very small for his age.
• Bouncing back means when things go wrong or get difficult, there is an ability and support to bounce back.
• It's about building strengths rather than looking for, diagnosing and trying to fix problems (many of which cannot be fixed).
• It's about filling gaps and building up children who have maybe lacked what other children with more social capital have – such as supportive and attentive parents or nice holidays and experiences, or helping to learn how to manage feelings.

The Resilience Framework
Evidence-based and practical resource developed by Professor Angie Hart *et al* to help children cope with day-to-day situations where they need to develop more resilience **click here** for free interactive copy.

'The Resilient Classroom'
This **resilience resource** was created and developed to provide **practical help for tutors and other pastoral staff** and is suitable for use in the tutor group setting. It supports the tutor group structure and helps build relationships between tutors and children and young people .

Academic Resilience
Academic resilience means children and young people achieving good educational outcomes despite adversity (Young Minds). For schools, promoting it involves strategic planning (workforce, structure, roles, data collation) and detailed practice involving the whole school community to help vulnerable young people do better than their circumstances might have predicted. **Young Minds** have developed free, practical resources to help everyone in the school community step up and support pupil's academic resilience, including resources that help you put theory into practice

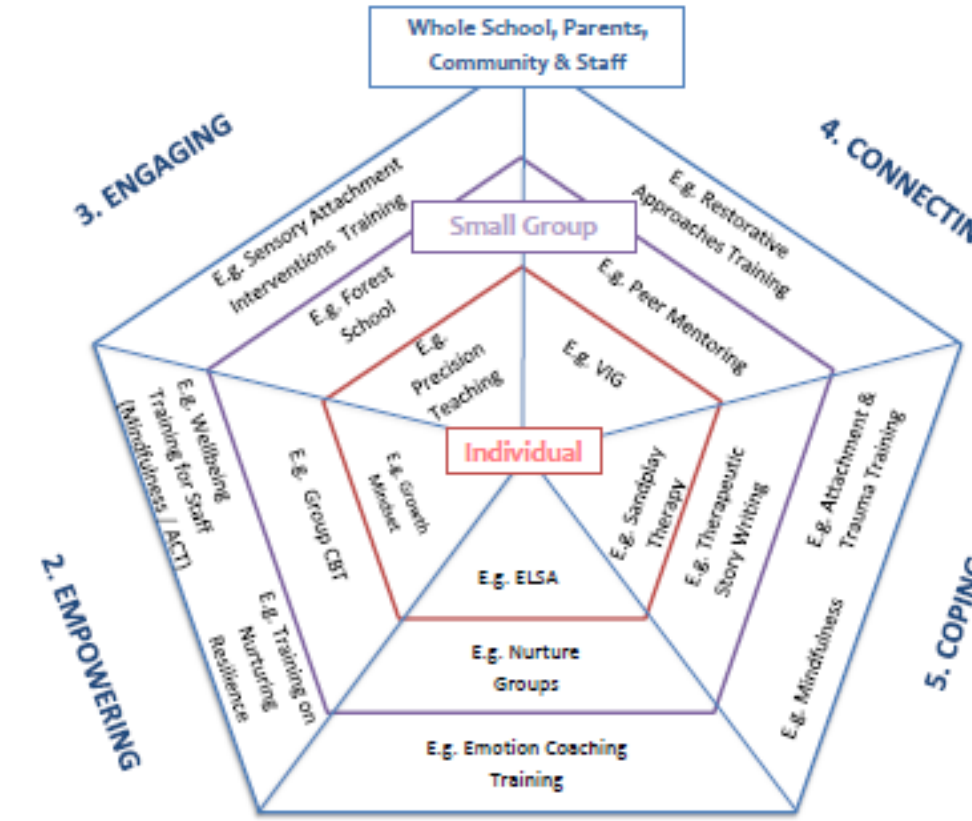
How Can We Learn To Be More Resilient?
Wellbeing for Education Return (WER 2020):

Dr Dan O'Hare and Dr Hester Riviere **wrote a resilience and coping framework** for supporting children back to school which outlines ways to promote and nurture resilience and coping through creating a sense of belonging, strong relationships and agency. This document lays out some of the ways in which we can support and nurture resilience in children and young people to support their wellbeing as they transition back to attending school post COVID 19

You may consider that developing the resilience of your pupils is something you do well already. In which case going for the GHLL Mental Health Champion Award can help you evidence this.
This award sits alongside the GHLL Review. Look for this MH icon in the GHLL Review

For more information contact **ghll@gloucestershire.gov.uk** or visit the **GHLL website**

The Whole-School Resiliency Planning & Evaluation Tool



Please complete the five pyramids of the planning tool below with examples of your school's good practice in order to evaluate & plan how your school promotes emotional well-being at a systemic level. A few examples have been given in the diagram.

KEY PROTECTIVE FACTOR

Each of the five pyramids within the pentagon diagram have been shown by research to help promote resilience and emotional well-being in children and young people. (Henderson & Milstein, Daniel & Wassell, Carmel Cefai, Angie Hart, McDonald & O'Hara, in Ttofa 2018.)

Ref: Juliette Ttofa, Gloucestershire Educational Psychology Service 2018

Promoting positive mental health and developing resilience

School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems (DfE, 2016). Schools play an important role in promoting the resilience of their pupils, particularly so for some children where home life is less supportive or where there are increased risk factors (DfE, 2016). The DfE (2016) highlight a key factor in promoting children's mental health is that **staff have a good understanding of the protective factors that enable children to be resilient** when they encounter problems and challenges.

Why is resilience important?

- Helps promote their emotional wellbeing and self-esteem
- Fosters a sense of belonging
- Promotes tolerance of difference
- Reduces exclusions and supports positive behaviour.
- Increases their school enjoyment and achievement. Resilience is highly correlated with academic achievement and educational success (Werner and Smith 1992).
- Research identifies protective factors that buffer risk – all of which can be provided in or through school, such as caring relationships, positive and high expectations, and opportunities to participate and contribute (Benard,1991).
- Studies suggest that children from high risk backgrounds who form attachments with a confiding adult outside their immediate family are more resilient to the effects of family adversity. Fergusson and Horwood (2003).

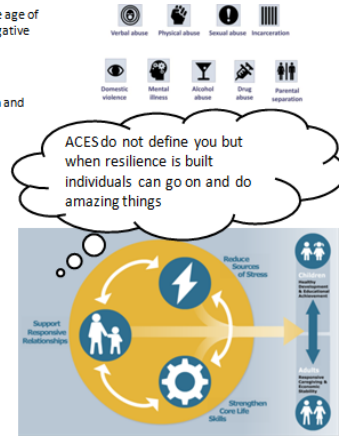
Adverse Childhood Experiences (ACES)

- ACEs are traumatic events occurring before the age of 18. If experienced they are associated with negative impacts on a child's future.
- ACES are often be found in clusters and are accumulative over time
- Toxic Trio: Domestic abuse, poor mental health and substance abuse.
- **To improve ACES:**

❑ **Reduce sources of stress**
— Immunisations
— Drug and Alcohol Education
— School Readiness

❑ **Support responsive relationships**
— Police mentoring programmes
— Parenting programmes
— Social workers retention
— New birth behavioural observation

❑ **Strengthen core life skills**
— School Readiness
— Problem solving
— Restorative practice
— Build resilience



People can be protected from the effects of their ACEs by building resilience. **The most important protective factor is the buffering effect of a supportive relationship with at least one trusted adult**. Evidence shows that '5 ways to wellbeing' is also a useful tool for building resilience.

An understanding of risk and protective factors can help us identify early those pupils who are vulnerable to mental health problems and develop practical strategies to support them. In Annex 2 in the helpful resources section of this booklet, you will find a tool you can use in consultation with colleagues and outside agencies, and possibly with the young person themselves or their parents/carers, to consider the number of risk factors a young person might be facing. This tool could be used to help plan how to mitigate the impact of some risk factors, and protective factors can also be considered and added

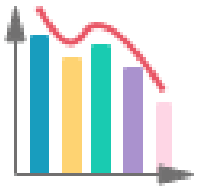
Part of a whole school ethos is tackling stigma and providing a non-judgmental environment where children and young people are supported regardless of their personal circumstances and ensuring all those within the school feel supported and included, and that their wellbeing is valued. As well as offering more targeted and intensive support when the child or young person needs it e.g. with low body self-esteem, bullying, anxiety, substance misuse, continual absence from school etc.

Gloucestershire's Action on ACEs website
includes information about the background research and resources for tackling ACEs. Signing up as an ACEs 'Champion' will give you access to their regular newsletter containing the latest updates on action in Gloucestershire

MindEd Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs), have short and long term negative life changing consequences across education, health, care, criminal justice and later employment, and life expectancy outcomes. A child whose mind and body is overly stressed and in fight, flight or freeze modes is not open for learning.

Action on ACEs has developed **a 15 minute eLearning package** to give people an introduction to the science of ACEs and resilience and show ways to take action. The eLearning has been a collaborative project; commissioned by Gloucestershire County Council Early Years Service, developed by Action on ACEs and produced by Kava Communications. For more information please email: **actionaces@gloucestershire.gov.uk**.



In 2018 for the first time in **the Online Pupil Survey™** a question was included looking at ACEs. College students completing the FE survey were asked to look at a list of 10 ACEs and select how many they had experienced in their life. Research suggests experiencing 4 or more ACEs significantly impacts on a child's lifelong achievement, social and mental health outcomes and experiencing 6 or more ACEs has a significant and potentially life limiting impact on their physical health. Around 1 in 5 young people reported experiencing 4 or more ACEs in Gloucestershire. (Online Pupil Survey™ Foster and Brown Research, GHLL 2018)

Nurturing Schools:
Attachment, Attunement and Nurture

For schools to adopt a whole school nurturing approach, it is vital that all staff understand the importance of relationships, and how children's early experiences affect their later emotional and social development.

Bath Spa University (2017) in their writing on **'attachment in school'** describe how educators must establish attachment-like relationships with their children and young people , particularly with challenging and vulnerable children and young people, in order to improve their chances of learning and achieving .

If we can better understand **WHY** and **HOW** some children behave the way they do, we can then find ways to help them enjoy and succeed in their education.

Having positive relationships between all staff and children and young people is vital when promoting a whole school approach. The contact and interactions that leaners have with their teachers and school staff on a daily basis have a big impact on their wellbeing. Listening, encouragement and positiveness from teachers and school staff, as well as being empathetic and taking an interest in the child/ young person can make a huge difference to their mental wellbeing.

Accessing training on children and young people's mental health and well-being is important for teachers in the development of a whole school approach and offers professional learning opportunities that supports the design and implementation of a whole school's curriculum.

Content for Care: Gloucestershire's Children and Young People's Mental Health Awareness Course

This short online course has been developed by the Hospital Trust and CAMHS, and delivered by GHLL for those working with children and young people, offering information and guidance on common mental health and emotional wellbeing difficulties, including practical examples that can help to recognise and to respond to children's emotional health and wellbeing.

Emotional Literacy Support Assistant (ELSA) Training

ELSA is national programme of staff training to support children and young people with Social Emotional and Mental Health (SEMH) needs. The ELSA Project was developed to build capacity of schools to support the emotional needs of their pupils within their own resources. ELSAs are trained to plan and deliver programmes of support for pupils in their school or setting. For more information how to book please contact the educational psychology service on **01452 32800** or email Ula Woolley **ula.woolley@gloucestershire.gov.uk**

Gloucestershire Healthy Living and Learning

MHFA England

GHLL and Mental Health First Aid England MHFA Youth Training

MHFA set about developing courses to help equip people in the skills to become a mental health first aider, to be able to respond to a mental health crisis, have the skills to help and to manage difficult conversations and situations. These courses are aimed at anyone who is working with, supports or cares for young people aged 8 – 18. **The courses are free to any school or college in Gloucestershire through GHLL**

GHLL Youth MHFA Lite-An awareness raising workshop giving you a wider understanding of mental health issues and strategies to support emotional wellbeing. This has been recommended as mandatory to be undertaken by all school staff. Duration: 3 Hours

GHLL Youth MHFA-This course is run by GHLL and MHFA England and recommended as mandatory to be undertaken by Schools Leads for Mental Health (minimum 2 people) Duration: 2 days

For more information please contact GHLL **on ghll@gloucestershire.gov.uk** or visit the **GHLL website**

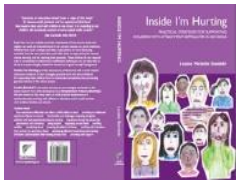
Behaviour Easi Pac- Gloucestershire Educational Psychology Service

The Educational Psychology Service has put together a pack of basic suggestions to help you get started when supporting a child displaying unsettled behaviour within your school. It is the starting point for thinking things through and beginning to put effective support in place. This booklet is the first of a series of EASI Pack resources. For more information call the EPS on 01452 328004

Attachment in the classroom resources
Adults working with children in schools can communicate understanding and acceptance of a child's feelings (ELSA, 2015). Louise Michelle Bombèr (2007) advocates for 'key adults' or staff working closely with a child, to "get alongside the child" and really get to know them.:
For more information on this method and 'attachment in the classroom', do discuss with your school's Advisory Teacher, CAMHS Primary Mental Health Worker, or Educational Psychologist (see GHLL and EPS websites).

If you are interested in reading more about attachment and its influence on later development, Louise Michelle Bombèr's books are a fantastic resource. To find out more about Louise Michelle Bombèr and the training she offers please visit her **website**. Additionally, the **EPS and ATS working as the EISSS**, offer training on the importance of attachment and implications for educational settings.

Heather Geddes (2006) 'Attachment in the Classroom' and 'Teenagers and Attachment' edited by Andrea Perry, are also both informative and practical books:



Additionally, the **Educational Psychology Service,** Advisory Teaching Service, CYPS **and Bath Spa_ University** all offer training on the importance of attachment and implications for educational settings.

Nurturing Whole School Approaches
Nurture UK is a well-established charity who promotes the use of Nurture Groups and Nurturing Approaches in schools. Research looking at the effectiveness of Nurture Groups (Davies, 2011) highlighted that there are a number of whole school factors that need to be in place for Nurture Groups to be truly effective:

- Supportive and inclusive school ethos; all staff, including the Nurture Group staff, work collaboratively to meet need of pupils; staff work collaboratively with parents; the Nurture Group and the staff that work there are 'valued' by the wider school;
- Nurture Group staff are given appropriate support and autonomy from senior management; and all school staff have access to sustained, collaborative and well-focused training.

Please contact nurture@gloucestershire.gov.uk or ask your school's Educational Psychologist to put you in contact with one of the EPs with a specialist interest in nurture

The THRIVE Approach
Was developed by a partnership between The Anna Freud National Centre for Children and Families and the Tavistock and Portman NHS Foundation Trust. It focuses on mental health services that are unified, person centred, and needs led when supporting children, young people and their families; and stresses the importance of mental health and wellbeing of all, as well as prevention please **click here** for more information .

Do you want to create a 'whole school nurturing approach'?

Use the resources and links in the annexes of this booklet to take an audit of what you are doing well now, and help you identify what to do next e.g. using the National Children's Bureau framework. Discuss with your school's Educational Psychologist how you might achieve this e.g. using frameworks and tools contained in this resource, using tools like the Boxall Profile online to measure and plan appropriate evidence-based interventions, use evidence-based interventions such as Emotion Coaching, Nurture Groups, Video Interaction Guidance, Sand play, Therapeutic Story Writing, PALS etc., train key staff e.g. in ELSA, attachment and trauma.

Apply to be a Mental Health Champion via GHLL
Contact **ghll@gloucestershire.gov.uk**

Early Years

As part of a whole school approach it is also important to look at early years especially in terms of the COVID 19 pandemic and how the impact this has had on babies and young children, and their return to nursery. It is about looking and managing the transition back into childcare and Important for early years workers to start planning how they can manage thus transition in way that is smooth and with the least amount of stress for the young children. There are several services, resources, and support throughout Gloucestershire to help make this happen:

Gloucestershire County Council Early Years Service
Have resources and information on their **website** regarding early years. For more information please contact:
eyservice@gloucestershire.gov.uk

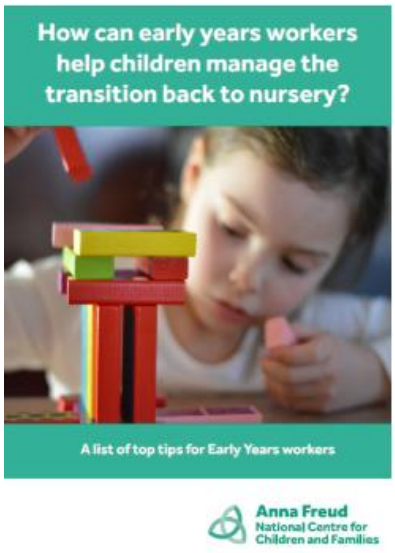
Supporting Transition to school Post COVID-19 Transferring from Pre School to Infants Gloucestershire Educational Psychology Service
Offer advice on how to make the transition post COVID 19 smoother for infants from pre school post lockdown by looking at several factors:

- Check whether transition planning has been started (e.g. by the Advisory Teaching Service).
- Place a stronger emphasis on consulting with parents/carers
- Encourage strong relationships
- Guide parents/carers to useful resources (e.g. Family Information Service or for SEND).
- Transition planning and meetings with Pre-School settings
- Help children to become familiar with the setting
- Have friends in the same class
- Transition objects
- Consider Hellos and good-byes.

For more information on these areas **click here**

Anna Freud Centre Transition to Nursery Document :
The Anna Freud Centre has developed a **resource for Early Years workers** in the help of this transition back to nursery. They provide some useful measures to support parents/carer and their children through this time. For the document please click on:

They also have a good document on tips for **parents and carers**:

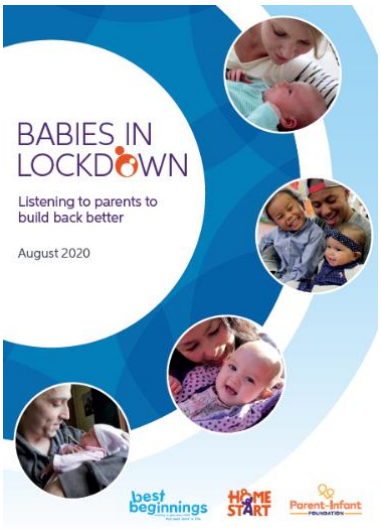


Statutory Guidance on Early Years and Covid 19:
Early years and childcare: COVID-19 (17 June 2020)
Day-to-day running of settings

- Actions for early years and childcare providers during the coronavirus outbreak (2 July 2020)
- Preparing for the wider opening of early years and childcare settings from 1 June (24 May 2020)
- Using clusters and hubs to maintain educational provision (24 April 2020: guidance)
- EYFS: coronavirus disapplications (1 June: 2020 statutory guidance)

Babies in Lockdown - listening to parents build back better

Best Beginnings, Home-Start UK and the Parent-Infant Foundation commissioned research looking at the impact of the COVID 19 pandemic on babies and their families all over the UK and from all backgrounds. The survey ran online between 29th April and 3rd June 2020.
For the publication please visit:



For more information on early years support please visit the **GHLL website**

Gloucestershire Healthy Living and Learning

The Gloucestershire County Council Website has some good information on Getting Ready For School and has the **latest COVID 19 updates for early years**

Gloucestershire COUNTY COUNCIL

Parents, Carers and Families

Parents, carers and family dynamics will always be the most critical factor in a child's wellbeing. However, children and young people are in school for more than half of their waking hours, and the impact of a positive school experience, for children with even the most turbulent home life, should not be underestimated. The staff in schools and other educational settings act in 'loco parentis' and when working well provide the safe, secure, and routine environment that all children can thrive in.

Gloucestershire Graduated Pathway

Parents and carers should be talked through **Gloucestershire's Graduated Pathway of Early Help and Support**, if their child or family, has a problem that requires support and planning. **Early help** is about providing support to potentially vulnerable children, young people, and their families as soon as problems begin to emerge or when there is a strong likelihood that problems will start in the future. More information regarding the Graduated Pathway and Early Help can be found on the Glos families website

Family Information Service

They offer a free confidential advice line providing guidance and emotional support on any aspect of parenting and family life. Services are available Mon – Fri 9am – 8pm and on Saturdays 10am – 6pm. Call 0800 542 0202 (free), if they cannot answer straight away, leave a message and they will call back.
Email familyinfo@gloucestershire.gov.uk
Facebook Family Information Service – Gloucestershire. Website

MindEd

MindEd for Families website has really useful links for parents to see and regarding ways to talk with their child about things that are worrying them,

YOUNGMiNDS

Young Minds Parents Line 0808 802 5544(Monday to Friday 9.30am – 4pm, free for mobiles and landlines) can also be very helpful.

tic+

Tic + Parent Support Advice Line and Online Chat
Is a free confidential service open**:**
MON 5pm – 9pm, **TUES** 9.30am – 1pm, **WED** 5pm – 9pm and **SAT** 9.30am – 1pm Call: **0800 6525675** or use the **Parent Support Online-chat button link**

Tic+ Parent and Carer Support Groups
Run free parent and carer support groups in Cheltenham, Gloucester and the Forest of Dean

Anna Freud National Centre for Children and Families

Schools in Mind at the Anna Freud National Centre for Children and Families has an informative leaflet that parents and carers can use to give them information about how to talk to their child about their feelings as part of everyday conversation.
The **You're Never Too Young to Talk Mental Health for Parents** leaflet (and **Talking about Mental Health with Young People at Secondary School for Parents**) can be purchased.

glosfamilies directory

Improving parental communication and sensitivity: Video Interaction Guidance
Video Interaction Guidance can help parents or carers who want or need to improve their relationships with their infant, child or. Please talk to your school's Educational Psychologist for further information, and to find out if there is an EP available in your area to offer this intervention.
There is a lovely 2 minute video where parents discuss their experiences of using VIG,

GHLL website has lots of resources, links to websites and services for Parents, Carers and Families. If you log onto their website and click on the Family Tab on the menu bar there is information, resources that can be used to support the chil and young people in their care.

Gloucestershire Healthy Living and Learning

Family Seal
The Seal Community website has support for families and it is free to access

SEAL Community

If a parent considers that their child is in crisis, then time should be made there and then to discuss the difficulties and come up with a plan – if school staff are ever unsure what to do, call the **CAMHS professionals helpline for support and guidance 01452 894 272 Monday – Friday 9am – 5pm** and/or speak to your school's Educational Psychologist or Advisory Teacher.

Special Educational Needs, Disabilities and Mental Health

Gloucestershire children's services describes how **children need their families and services to work together** to see them as **children first** and understand that all **aspects of a child's life are important** when assessing and planning the support they need. Family life, learning, care, emotional wellbeing, health, and leisure should all be considered even when needs are perceived in just one area.

In Gloucestershire we now have one graduated pathway of early help and support for all children with additional needs. The pathway does not depend on the type or category of need. Crucially, the child comes first. Gloucestershire's SEND graduated pathway, offers clear guidelines for supporting pupils with Special Educational Needs and/or Disabilities, and practitioners can download the pathway on the Glosfamilies directory website.

Targeted Support

Schools need clear means to support children with SEN/MH difficulties, many schools offer pastoral support, which may include access to counselling sessions to help their pupils with SEMH difficulties:

Teens in Crisis or TIC+ provides **face-to-face and online counselling** services across Gloucestershire for young people aged 9-21 and their families. **01594 372777.**

The Advisory Teaching Service aims to facilitate the participation and achievement of children and young people with SEN and/or disabilities in all aspects of life

The Educational Psychology Service can be contacted for a wide range of whole school and targeted support. Educational psychologists require parental consent.

Alongside consultation (at a whole school, class, or individual level), training, and assessment/observation, the EPS continues to offer a **range of different therapeutic interventions**:

- **Support with developing Nurture Groups or relational-based approaches** nurture@gloucestershire.gov.uk
- **Video Interaction Guidance (VIG) for parents or staff and children/young people, and Video Enhanced Reflective Practice (VERP) for professionals e.g. Teaching staff, Foster Carers, Social Care etc. – find out more at vig@gloucestershire.gov.uk**
- **Some EP's offer support with Cognitive Behavioural Therapy (CBT) or Acceptance and Commitment Therapy (ACT) approaches and interventions – discuss with your school EP**
- **Therapeutic Story Writing Groups**
- **Solution Focused Group Support Work**
- **PATH (Providing Alternative Tomorrows with Hope)**
- **Sand Play**

More information can be found on the **EPS** and **GHLL** websites, or ask your school's Educational Psychologist for more information.

CAMHS Helpline

We are fortunate to have a **Practitioners Advice Line**, and this is a key resource where practitioners can seek advice, signposting, and discuss possible referrals directly with CAMHS professionals **01452 894 272**.

Autism and Mental Health

Autism is a neurodevelopmental disorder with a specific pattern of behavioural, communication and social problems. Around80% of people with autism experience mental health problems, including anxiety, depression, and attention deficit hyperactivity type difficulties. **Children and young people with autism are at high risk of being bullied, of exclusion, or experiencing episodes of anxious non-attendance from school.**

The Gloucestershire Autism Inclusion Quality Mark is an award to celebrate inclusive practice. Please contact the IMPACT team (Advisory Teaching Service/Educational Psychology Service) for further details.

Mental health and SEND/ RSHE Curriculum:

For useful PowerPoints on the new PSHE/RSHE guidelines and SEND please click on the links below: Overview of statutory Relationships Education, RSE & Health Education requirements – Ian Baulkham, DfE Education Advisor

Mental wellbeing for pupils with SEND – Professor Barry Carpenter, Oxford Brookes University

Relationships and Sex Education for pupils with SEND – Rachael Baker and Lucy Emmerson, Sex Education Forum

PSHE through a SEND lens, introducing the SEND Planning Framework – Jenny Fox and Karen Summers, PSHE Association

Whole school approaches: structures and support

"Teachers have thousands of interactions every day, no wonder you're exhausted! "Sue Roffey (2012) The quality of those interactions determines the school culture

In any team, the players, coaches and managers, all need to work together to achieve a shared vision. Whole school approaches that promote good mental health and wellbeing for our children and young people and staff alike, can only be truly 'whole school' if they have the backing and support of the whole school team; pupils, teachers, parents, teaching assistants, lunchtime supervisors, pastoral leads, and **crucially, the head teacher, senior management** and governors.

For school leaders with competing demands, priorities and increasing levels of responsibility to provide more and more, a focus on 'wellbeing' might be viewed as being at the expense of pupil achievement and attainment. Yet, research supports that prioritizing pupil wellbeing can result in improved attainment, achievement, and attendance (Public Health England, 2014). Furthermore, the costs to the young person themselves, their family, the school and society of not intervening are high. Early help **saves misery, and money**.

Time-to-Change- a campaign set up to end mental health discrimination - argue that in order to support children and young people who will have a mental health problem for a variety of reasons, **it is important to reach all parts of your school community and beyond**. This is also because teachers, parents and other staff will be affected by mental health problems themselves. We all have mental health and anyone can develop a mental health problem at any time.

A **whole-school approach is the best way to bring about changes to policy and practice** to ensure everyone is fully on board, from governors to classroom assistants (see Time-to-Change website). This is true not only for tackling stigma regarding mental health difficulties and illness, but when promoting positive mental health and wellbeing, nurturing relationships and fostering resilience. The more the whole team is on board, the more likely that meaningful progress will be made.

"We know supporting children and young people's emotional health contributes to a positive academic environment. It can enhance attainment levels, reduce exclusions, and re-engage children and young people who may have experienced problems."

Enver Soloman, National Children's Bureau

time to change

let's end mental health discrimination

Public Health England (2015) Promoting children and young people's emotional health and wellbeing A whole school and college approach

This document provides a useful framework for considering what needs to be in place to promote emotional health and wellbeing in schools and colleges, outlining eight key principles visit the link for the full document:
The document signposts **to practice examples and resources to support implementation**. It also highlights action taken by schools and colleges to promote emotional health and wellbeing **link with Ofsted inspection criteria** (PHE, 2015). See Annex 2 for a table summarizing key points and key questions for a quick appraisal

Inclusion

It is important to note that being inclusive is vital to the whole school approach. Some students may be more likely to experience poor mental health and face adversity due to their personal circumstances. Therefore, it is important that the whole school all staff are encouraged to provide a non-judgmental, safe, and inclusive environment for all within the school and that there is **no stigma or discrimination**,

Part of this is acknowledging that some children and young people will require more intensive support at different times due to what they may be experiencing e.g. bereavement, parental separation, abuse etc. There may be factors that may make children more vulnerable that should be addressed as part of whole school improvement plan for example those under the care of children's services, with special educational needs those not engaging with education, youth homelessness, LGBT+, refugee and asylum seeker CYP etc.

A supportive environment where children and young people are nurtured in a positive way, where they feel valued, included, and supported by is vital for supporting their mental health and wellbeing and in reaching their full potential. Children and young people can find it difficult to cope when faced with adversity and may not always be able to put things into context due to the emotions they are experiencing.

Having the space and support to work through this and the **understanding from school staff** is important. A **trusted adult,** that they can talk to and can help put things into context can be a vital source of support especially if they do not get that at home.

A safe space within the school that is private, but also that is not labelled key in helping to avoid stigma and discrimination when someone goes to use that space., can help give the child or young person the space they need to work through how they are feeling.

Restorative Practice Is a method of exploring relationships and behaviour. When it is applied across a school, college, or educational setting it influences our communication, how we overcome challenges, and the development of policies and procedures.

Those inspired by the practice share a common commitment to:

- giving everyone a voice, and valuing what is said
- being attentive to, and encouraging the expression of, thoughts and feelings
- appreciating that all behaviour is a message, motivated by unmet needs
- seeking to understand this message, and the unmet needs, through non-judgemental listening
- giving people ownership of their own problems, conflicts and decisions, encouraging collaborative problem-solving

(GHLL Website 2020)

RESTORE as shown in the COVID 19 section is a useful model for staff, children, and parents to develop strategies and plans that focus on whole school wellbeing, and for a safe and healthy return to school.

For more information on restore please visit the **restore our schools website.**
For more information on restorative practice in Gloucestershire please **click here**

Resource- Restorative Practice: The Social Discipline Window

Preparing for recovery: self-review and signposting tool

Schools' Wellbeing Partnership with the Department for Education developed the toolkit to help primary schools to work through key areas to support mental health and wellbeing as all pupils begin to return to school full time. It focuses on key values that help engrain wellbeing holistically across all schools, colleges and educational establishments looking at areas such as; leadership, environment and culture, curriculum, student voice, staff development and identifying need.

Place 2Be Resources

Have collated a series of resources that focus on bringing the school back together and look at community recovery. They have four themes (self-efficacy, hope, gratitude, and connectedness). These assembly and class/group ideas are proposed as a collective resource for all children and are useful to staff to as starting points to promoting emotional wellbeing, resilience and recovery.

. b Mindfulness curriculum

Is aimed at 11 – 18 years in education and stands for "stop and be". It is made of 10 lessons each lasting up to an hour and looks at a particular mindfulness practice each lesson.

Active Gloucestershire

Provides training and courses as well as information on national and local networks and events. They support **schools** to help get projects off the ground or move onto the next level as part of the movement to make a more active Gloucestershire

The Daily Mile - More and more primary schools are joining the **mile a day.** The aim of the Daily Mile is to improve the physical, emotional and social health and wellbeing of all of our children. **Read about The Daily Mile on the Active Gloucestershire website**

Facts4Life

Their work with schools and pre-schools in Gloucestershire is funded by Gloucestershire Clinical Commissioning Group and is currently **free** to all Gloucestershire schools. To find out about **training** in Gloucestershire or in your area, or **contact them** if you would like to know more.

Whole School Tools: Structures and toolkits to promote wellbeing and mental health

What does an effective head teacher and senior management team need to do to ensure that their school promotes good mental health and wellbeing?
The **National Children's Bureau** (NCB) has created a toolkit for schools to help them face the ever-growing issue of student mental health and wellbeing. They have produced' **A whole school framework for emotional well-being and mental health - A self-assessment and improvement tool for school leaders**'. The framework is broken down into four stages, which are:

Stage 1	Deciding to **act** and **identifying** what is in place already i.e. identify what happens and what matters in your school. For example, using tools like the Online Pupil Survey data, Mental Health Champions, and the Anna Freud/Public Health England toolkit can be a great starting point.
Stage 2	Getting a **shared understanding and commitment** to change and development e.g. creating a vision for the school with shared language, consultation with all staff.
Stage 3	**Building** relationships and **developing** practices
Stage 4	**Implementation** and **evaluation**

The toolkit is available to download for **free** on the NCB website, where **free** supporting resources can also be downloaded (also see useful websites in annexes).

Key Resources

Since 2014, the Partnership for Wellbeing and Mental Health in Schools has produced a number of consultation responses to new and proposed legislation, briefing documents and resources for schools, as well as the Whole School Approach framework which has since been adopted in schools across the country:

- Actions for schools during the coronavirus outbreak: What all schools will need to do during the coronavirus (COVID-19) outbreak from the start of the autumn term (2020)
- Ofsted Inspection Framework consultation joint response (2019)
- NCB Manifesto for a Better Childhood (2019)
- Mental Health Green Paper consultation joint response (2018)
- RHSE Guidance for Schools consultation joint response (2018)
- What works? Wellbeing in Schools Guidance (2015)
- Whole School Approach supporting resources for school leaders (2016)
- Whole School Approach self-assessment and improvement tool (2016)
- Policy briefing on wellbeing and mental health in schools (2014)

Key to making a plan, is working out what is currently going on (i.e. Stage 1).

How do we know what is happening on at a whole school level? And if we do not know, how do we go about finding out?

Fortunately, in Gloucestershire, we have one of the longest running surveys of pupil health and wellbeing in the country, **the Online Pupil Survey** run by Foster and Brown Research and GHLL**.** The innovative survey was administered throughout Gloucestershire every 2 years since 2006. The findings from over 70,000 children and young people in Gloucestershire aged 8 to 18 years old are providing essential information addressing children and young people's needs. The Survey results and schools identifying strengths and weaknesses in Emotional Mental Health and Wellbeing can be recorded on the GHLL review and interventions put into place to improve areas of need.

Mental Health Toolkit for Schools
Has been developed by Public Health England, the Anna Freud National Centre for Children and Families and CORC, to support the improvement of health outcomes for children, young people, and their families. The toolkit supports schools and colleges by providing information to staff about the range of validated tools that are available to help measure subjective mental wellbeing amongst the student population.

The Strengths and Difficulties Questionnaire (SDQ)
Schools looking for a simple, evidence-based tool to help them consider the full range of a child's behaviour, and balance protective factors and strengths with weaknesses and risks, can use SDQ. This can assist them in taking an overview and making a judgement about whether the pupil is likely to be suffering from a mental health problem. The questionnaire, scoring sheet and accompanying notes are available **here** and an online version with automatic scoring is available **here**

Warwick and Edinburgh Mental Wellbeing Scale (WEMWBS)
The Warwick and Edinburgh Mental Wellbeing Scale was developed by researchers at the Universities of Warwick and Edinburgh to measure psychological wellbeing. The scale is made up of 14 items that look at the individual's state of mental well-being in the previous two weeks

The Boxall Profile
Provides a **baseline measure for planning intervention and measuring progress**, and two **Boxall Profile Tests** are available, one for nursery/primary aged pupils and one for secondary aged pupils. **Trailblazer schools have free access to this tool.** For an up to date leaflet on the Boxall Profile click here and for more information and costs visit or discuss with your school's Educational Psychologist, SENCo or Advisory Teacher.

PASS (Pupils Attitudes to Self and School)
A **survey** for pupils aged 4 – 18+ years that will help you understand your pupils' mindsets and is a nationally benchmarked psychometric assessment specifically designed to spot attitudinal or emotional issues in children

GHLL Mental Health Champions
A great framework that Gloucestershire schools can use to see what they are doing well already, is the GHLL Mental Health Champions. **For more information on the award please contact GHLL on ghll@gloucestershire.gov.uk or visit the GHLL website**

GHLL MENTAL HEALTH AWARD CASE STUDY:
Berry Hill Primary School How to talk to children about mental he
https://www.youtube.com/watch?v=AI9v1sPRQQE&feature=youtu.be

A Whole School Approach to Staff Wellbeing

"Put your own oxygen mask on before you help those around you"

For educational staff there are huge demands to deliver the National curriculum as well as managing this increase in complex children and young people's needs that present themselves on a daily basis e.g. SEN, Emotional Social and Behavioural difficulties and Mental Health. (Partridge 2012) Feeling supported and having strategies and resources in place that promote wellbeing overall for everyone within the school/ college will help to provide a happier healthier environment for staff and children and young people alike.

Implementing a whole school approach to school staff wellbeing

Staff that have good mental health and wellbeing are more able to develop the relationships with learners that will help to foster their growth, build resilience and confidence as well as academic attainment. A whole school approach looks at factors that will have an impact on staff wellbeing and looks to address these, as it acknowledges that this can have a cumulative effect on the wellbeing of the children and young people that staff are working with on a daily basis, .

Senior management teams within schools need to identify areas of stress that may affect the wellbeing of their staff and look into providing interventions that are evidence based, but ensuring staff feel supported

Gloucestershire County Council Occupational Health Team provide a number of services to support schools to ensure staff wellbeing and offer such evidence-based interventions. A pilot scheme was conducted in conjunction with Gloucestershire Healthy Living and Learning (GHLL) to look at the provision of such support for staff wellbeing:

Case Study: GAPH, GHLL and Gloucestershire County Council Reflective Supervision Pilot Scheme 2017/ 2018

23 head teachers volunteered to be a part of the Reflective Supervision Pilot through the Gloucester Association of Primary Heads, signing up to receive Reflective Supervision through Gloucestershire County Council's Occupational Health Team.

· 89% of participants reporting the sessions had had a positive impact on their wellbeing post sessions

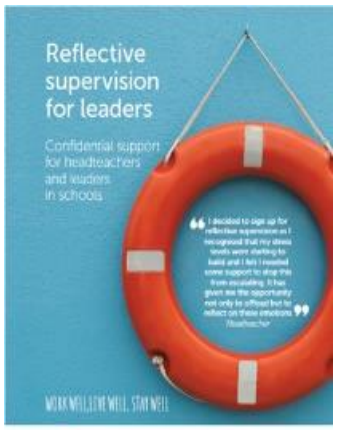
· 95% feeling that the sessions had helped them feel more confident in meeting the demands of their work role

CASE STUDY: GHLL and Gloucestershire County Council Occupational Health Team Reflective Supervision Pilot Scheme 2016 / 2017

Our collective aim was to improve the working lives of school staff, as well as the experience of school or college for children and young people aged 4–18 years. By offering staff in education the opportunity to be more self-reflective through supervision, we hoped they would feel more resourced to work with a troubled child or young person and to improve the safeguarding of pupils and students.

It is in no one's interest to have either a high sickness rate or an increase in the turnover of staff, so our pilot aimed to both improve service delivery, and reduce the costs associated with staff turnover and sickness. We know that staff who are supported and have the space to process what they are hearing, are less prone to experience burnout and care fatigue, and more likely to have increased resilience. This core belief was, and is, very much shared by our counselling team in OH and GHLL.

At the end of the pilot, the feedback was overwhelmingly positive. 'Three out of four (staff) reported higher scores on their general wellbeing, with 58 per cent reporting a higher locus of control (belief they could control events affecting them) when it came to the emotional demands of their role and its impact on their wellbeing. Eighty-three per cent (of staff) strongly agreed that the reflective supervision had helped in building their resilience and improving their wellbeing.'



For more information on Reflective Supervision for school staff and leaders, and the pilot schemes please contact Nick Wood Email: Nick.WOOD@gloucestershire.gov.uk or you can contact Gloucestershire County Council Occupational Health:ohu@gloucestershire.gov.uk

Schools in Mind: Make this year a wellbeing year for school staff:
Schools in mind are calling on local authorities and schools to do **three key things** to help make this a wellbeing year for school staff:

- To download and use their free Supporting Staff Wellbeing in Schools booklet
- To join their free Schools in Mind network in order to receive their school staff wellbeing resource later in the year
- To explore the Mental Health at Work gateway. This includes resources, training and information aimed at transforming mental health in the workplace in the UK

To access the above please visit the **Schools in Mind website**
Hard copies are also available of the Supporting Staff Wellbeing in Schools Booklet please email: scschoolsinmind@annafreud.org for more information.

Video Enhanced Reflective Practice (VERP) - Video Interaction Guidance (VIG) for professional development

What is VERP?
Video Enhanced Reflective Practice (VERP) adopts aVIGapproach, using video to help practitioners understand and improve their communication with others. It is mainly used to help practitioners bring about positive changes and increase effectiveness in their interprofessional or professional–client communication. VERP is an effective way of applying VIG to various **training, team-building and professional development** projects,

How does VERP work?
An initial training session is delivered by an accredited / trainee VIG guider, where participants are introduced to the basic principles of VIG and VERP and given hands-on practice.
3 x monthly supervision sessions follow, where small groups meet with the supervisor for around 2 hours to reflect together on video clips taken from their daily professional practice.
A final accreditation session gives participants the opportunity to share their professional progress and to reflect on what they have learnt from the course.

If you'd like to consider using VERP in your setting, please contact vig@gloucestershire.gov.uk or oonagh.davies@gloucestershire.gov.uk for more information.

AVIG uk
Association for Video Interaction Guidance uk

Final words….

Schools want to provide effective and enjoyable teaching and learning environments, where children and young people can thrive. These depend on good staff and student relationships across the whole school, including with governors, and externally with families, the wider community (NCB).
We all know how important it is to act preventatively and/or intervene early so that young people and their families are saved the anguish of mental health difficulties and illness wherever possible, and so that our specialist services can support those who need it most, quickly and effectively.
We hope this booklet shows you that much can be done at a whole school level, to support children and young people's mental and emotional wellbeing, and where you can now go to find relevant support and resources should you wish to.

Dr Oonagh Davies
Specialist Senior Educational Psychologist

Fiona Quan
Lead for GHLL

ANNEX 1: Outside Support and Useful Resources

The Gloucestershire Healthy Living and Learning Team (GHLL) is a great portal into support in your local area. It includes links to the Educational Psychology Team's training offer in social and emotional wellbeing, contains the CAMHS professionals helpline, signposts to relevant services including Teens in Crisis and Gloucestershire's own e learning training for staff on Mental Health and Emotional Wellbeing, which was developed in partnership with GHLL, the EPS and CAMHS (with two Primary Mental Health Workers writing most of the content including useful strategies that staff can adopt in their work with children and young people e.g. the stress bucket analogy).

GHLL Resources:

Beyond Fed up - This Suicide Prevention resource has been written by teachers for teachers, with the intention of enabling classroom teachers to tackle this sensitive subject. It aims to help young people understand their own mental health, to build resilience, know ways in which they can support other young people who are having a difficult time and to recognise when they need to seek help. Training is also offered in the delivery of 'Beyond Fed Up'. If you need additional advice or help please contact GHLL on 01452 427208 or at ghll@gloucestershire.gov.uk for more information.

Counting Sleep- There is increasing evidence that too little sleep in children has a detrimental effect on their growth, attainment, and mental health. Good sleep habits can be laid down during childhood and this resource aims to teach children and young people how to avail themselves of a good night's sleep. This resource can be downloaded from the ghll website or you can contact GHLL on 01452 427208 or ghll@gloucestershire.gov.uk for more information

Focused for Learning: Mindfulness - This resource has been written to support children's learning through a range of simple 'focusing' techniques. The activities are based on the principles of mindfulness. It can be used by any classroom practitioner and does not require any experience of mindfulness practice. Use of the materials can be adapted to suit individual needs but to fully maximise their impact, they are best used when the group leader is also taking part in the activities rather than just talking them through – they are designed to be fully inclusive! This resource can be downloaded from the ghll website or you can contact GHLL on 01452 427208 or ghll@gloucestershire.gov.uk for more information.

Mental Health and Behaviour in Schools: Departmental Advice for School Staff – This document provides advice to teachers, pastoral support, special educational needs coordinators, and anyone working with children and young people who are experiencing mental health problems or at risk of doing so. GHLL have developed a more localised version to Gloucestershire which can be obtained by contacting GHLL on 01452 427208 or ghll@gloucestershire.gov.uk. The national version is also available to download on the GHLL website under Mental Health Resources > National Guidance and Research.

Resilience: Make Me A Superhero - provides innovative and exciting ways to enable and encourage children and young people to develop resilience. It helps children to develop their positive inner coach, develop self-confidence and a pride in 'being me'. The aim is to give children the skills to think before acting in order to create a virtuous circle in life. It is hoped that this will create more confident, resilient children with raised aspirations and sense of self. Remember to measure the impact of your work during 'Make me a Superhero', it can form one of the interventions towards your GHLL accreditation. This resource can be downloaded from the ghll website or you can contact GHLL on 01452 427208 or ghll@gloucestershire.gov.uk for more information

The Mental Health Handbook for Primary School: Raising Awareness of Mental Health Issues and How to Deal With Them by Belinda Heaven - This book provides a comprehensive resource to help teachers' and support staff deal sensitively with this important area. It contains background information a power point presentation for introducing staff to the subject and a wide range of lesson plans with all the necessary resources as well as a valuable resource directory. For more information you can contact

GHLL on 01452 427208 or ghll@gloucestershire.gov.uk

Young People and Issues of Self Harm- This pdf document has been produced by Gloucestershire Children and Young people's Services offering guidelines that are useful for anyone who provides support to young people who harm themselves, tackles some of the myths and misunderstanding around self-harm and to raise awareness and promote more positive coping strategies for young people. This document is available to download from the ghll website under Mental Health Resources > Articles Leaflets and Campaigns. If you need additional advice or help please contact GHLL on 01452 427208 or at ghll@gloucestershire.gov.uk for more information.

Self Harm Training - this course is open to all professionals who work with secondary age young people in Gloucestershire, including teachers, senior leaders, pastoral managers, tutors, learning support workers and parent support advisors. These courses are facilitated by Satveer Nijjar BSc (Hons) Psychology, a motivated and inspirational speaker and is run free through GHLL. For more information please contact GHLL ghll@gloucestershire.gov.uk or 01452 427208 and for more information on Satveer's training please visit: http://satveernijjar.com/

Books and Articles to support children and young people through and post COVID 19:

- **Rainbow Journal 'My journey…walking the path together'** Ideal for upper KS2, KS3, KS4 and KS5, download this colourful journal created by the GHLL team. The activities and supporting notes aim to give children and young people the opportunity to reflect and share some of the emotions and experiences they will have had whilst in lockdown, and may continue to experience once back at school way. The journal should be used in a group with discussion facilitated by an adult. Each activity can be supported with more in-depth curriculum input – depending on the time available. For the booklet: https://www.ghll.org.uk/A4%20Rainbow%20Booklet%20ghll%202.pdf and for more information: https://www.ghll.org.uk/post-covid19/ This resource has been tailored to suit KS1 as well
- **While we Can't Hug: A Hedgehog and Tortoise Story by Eoin McLaughlin and Polly Dunbar Explaining Social Distancing to Children and Young People -** Hedgehog and Tortoise want to give each other a great big hug, but they're not allowed to touch. For the book please visit https://www.waterstones.com/book/while-we-cant-hug/eoin-mclaughlin/polly-dunbar/9780571365609 and for YouTube video: https://www.youtube.com/watch?v=2PnnFrPaRgY
- **My Back to School Bubble**- created t from a network of teachers, parents and public health professionals and aims to help children understand the new protective measures that may be in place at their school, in an age-appropriate way. The published story is available as a free download and can be found alongside other COVID-19 resources on the e-Bug website.
- **When Not If…. Guiding Principles of welcoming pupils back to school post COVID-19 -** Is a pdf document with ways to welcome pupils back post -COVID-19 for the pdf please visit the GHLL website, under the post Covid- 19 tab and click on books and articles for support or click: https://www.ghll.org.uk/welcome%20back.jpg
- **Coming back to school in a bubble A book for children created by Shere Infant school and nursery. Written and Illustrated by Kezia Matthews**
- **Mental Health Foundation Podcast Series 5 Kindness matters to our mental health -** This episode will bring you information on why kindness matters, how it is central to our mental health and more. talks to us about what kindness is, how it can have a positive impact on our own & others mental health and how we want kindness to shape the type of society we become after coronavirus (COVID-19) for the podcast visit: https://soundcloud.com/mentalhealthfoundation/kindness-matters?bblinkid=226216644&bbemailid=22216613&bbejrid=1522593734

- **Anna Freud National Centre for Children and Families Sharing good practice and looking to the future booklet** This booklet includes examples of good practice that schools have shared with us about how they have adapted and responded to the challenges of lockdown and how learning from this period can help inform schools planning going forward. For the booklet please visit: https://www.annafreud.org/media/12060/sharing-good-practice-looking-to-the-future-june-2020-updated.pdf
- **Everybody Worries Jon Burgerman –** Is a picture book aimed at children learning that worrying about the coronavirus is ok, and provides plenty of ideas for managing with the coronavirus in a way that is positive and supportive
- **Coronavirus: A book for Children by Elizabeth Jenner, Kate Wilson, and Nia Roberts. Illustrated by Axel Scheffler;** https://nosycrowcoronavirus.s3-eu-west-1.amazonaws.com/Coronavirus_ABookForChildren.pdf
- **How to not go to school. Parsley Mimblewood Saves the World by Mike Forde, Illustrated by Rebecca Sampson :** https://parsleymimblewood.files.wordpress.com/2020/04/parsleymimblewoodsavestheworld.pdf
- **The Story of the Oyster and the butterfly: The Corona Virus and me by Ana M Gomez designed by Sergio Aguirre:** https://www.psychologists.bc.ca/sites/default/files/Book%20Oyster%20%26%20Butterfly%20For%20Kids%20Related%20to%20COVID.pdf
- **Don't Worry Little Bear A story to explain the Coronavirus to children and reassure them that everything will be okay Written and Illustrated by Stacey Kelly :** https://subscriptions.earlyyearsstorybox.com/dont-worry-little-bear-book/
- **Lost for Words: Advice for children about how to cope with grief written by Benjamin Brooks-Dutton :** https://www.ghll.org.uk/Lost-For-Words-Benjamin-Brooks-Dutton.pdf
- **Dave the dog is worried about coronavirus a nurse Dotty book:** A book for children about COVID 19 that is informative in a way that isn't frightening for children and to provide truthful information : https://nursedottybooks.com/dave-the-dog-is-worried-about-coronavirus-2/
- **Elephants Tea Party** An activity workbook for ages 5 to 11 helping to develop coping skills for loss and bereavement by child bereavement UK **:** https://www.ghll.org.uk/ETP_whole_pack.pdf

Books to support the understanding of feelings, depression, and basic neuroscience:

- **Little Meerkat's Big Panic: A Story About Learning New Ways to Feel Calm - Jane Evans** - This playful full-colour storybook shows children aged 2-6 easy ways for them to calm their body and brain when feeling anxious. It also includes guidance for parents or professionals on the neuroscience behind the strategies, and how they can use the book to help children.
- **How Are You Peeling? Food with Moods - Saxton Freymann** Let Scholastic Bookshelf be your guide through the whole range of your child's experiences-laugh with them, learn with them, read with them! This is a book that asks all the right questions. And leaves you feeling great no matter what the answers are!
- **My Many Coloured Days – Dr Seuss** 'You'd be surprised how many ways I change on different coloured days. 'Maybe on some days you feel sort of brown, like a bear; you feel slow and low, low down. But then comes a yellow day and wheeeeeeeee! you feel like a busy, buzzy bee. Dr. Seuss takes the reader on a journey through many different moods in this vibrant and highly original book.
- **The Princess and the Fog: A Story for Children with Depression – Lloyd Jones** is picture book to help sufferers of depression aged 5-7 cope with their difficult feelings. It uses vibrant illustrations, a sense of humour and metaphor to create a relatable, enjoyable story that describes the symptoms of childhood depression while also providing hope that things can get better with a little help and support. The story is also a great starting point for explaining depression to all children, especially those who may have a parent or close family member with depression. With an essential guide for parents and carers by clinical paediatric psychologists, Dr Melinda Edwards MBE and Linda Bayliss, this book will be of immeasurable value to anyone

supporting a child with, or affected by, depression, including social workers, psychologists, psychiatrists, counsellors, arts therapists, pastoral care workers and school staff, as well as parents and carers.

- **Not Today, Celeste!: A Dog's Tale about Her Human's Depression – Liza Stevens** Charmingly illustrated, this heart-warming story for children aged 3+ reflects some of the feelings and experiences that a child whose parent or carer has depression may face. When it comes to periods of low mood in a parent or carer, children can often feel that they are to blame, or even that the parent doesn't love them anymore. The story provides reassurance by explaining what depression is and how it is possible to find help. With a comprehensive guide for parents and professionals written by Dr Pooky Knightsmith that provides advice on discussing the topic with children, this is a truly valuable resource that will be of interest to social workers, child and school counsellors, psychologists, parents and foster parents.

Books to support children who have experienced trauma or live in challenging circumstances

- **Kit Kitten and the Topsy-Turvy Feelings: A Story About Parents Who Aren't Always Able to Care - Jane Evans** - Many children live in homes where things are chaotic and parents or carers are distracted and emotionally unavailable to them. This storybook, designed for children aged 2 to 6, includes feelings based activities to build a child's emotional awareness and vocabulary. A helpful tool for use by parents, carers, social workers and other professionals to enable young children to begin to name and talk about their feelings.
- **How Are You Feeling Today Baby Bear?: Exploring Big Feelings After Living in a Stormy Home - Jane Evans** This sensitive, charming storybook is written to help children who have lived with violence at home to begin to explore and name their feelings. Accompanied by notes for adults on how to use each page of the story to start conversations, it also features fun games and activities to help to understand and express difficult emotions. It will be a useful book for social workers, counsellors, domestic violence workers and all grown-ups working with children.
- **A Terrible Thing Happened - Margaret M. Holmes** - Sherman Smith saw the most terrible thing happen. At first he tried to forget about it, but soon something inside him started to bother him. He felt nervous for no reason. Sometimes his stomach hurt. He had bad dreams. And he started to feel angry and do mean things, which got him in trouble. Then he met Ms. Maple, who helped him talk about the terrible thing that he had tried to forget. Now Sherman is feeling much better. This gently told and tenderly illustrated story is for children who have witnessed any kind of violent or traumatic episode, including physical abuse, school or gang violence, accidents, homicide, suicide, and natural disasters such as floods or fire. An afterword by Sasha J. Mudlaff written for parents and other caregivers offers extensive suggestions for helping traumatized children, including a list of other sources that focus on specific events.
- **Alex and the Scary Things: A Story to Help Children Who Have Experienced Something Scary – Melissa Moses.** Alex is an alligator who has experienced 'scary' things. In this charmingly illustrated story, he talks about how this affects him and how he copes. An essential resource for professionals working with children who have experienced trauma, including social workers, counsellors, therapists, and child psychologists, as well as for parents and foster carers. Suitable for children aged approximately 4 to 8 years.

Books to promote positive coping strategies and a growth mindset:

- **Beautiful Oops! – Barney Saltzberg** A life lesson that all parents want their children to learn: It's OK to make a mistake. In fact, hooray for mistakes! A mistake is an adventure in creativity, a portal of discovery. Barney Saltzberg, the effervescent spirit behind Good Egg, offers a one-of-a-kind interactive book that shows young readers how every mistake is an opportunity to make something beautiful. A singular work of imagination, creativity, and paper engineering, Beautiful Oops! is filled with pop-ups, lift-the-flaps, tears, holes, overlays, bends, smudges, and even an accordion telescope each demonstrating the magical transformation from blunder to wonder.
- **Stuck – Oliver Jeffers-** Delightful chaos ensues when a young boy gets his kite stuck in a tree in this laugh-out-loud new picture book from award-winning, internationally best-selling author-illustrator Oliver Jeffers! Floyd gets his kite stuck up a tree. He throws up his shoe to shift it, but that gets stuck too. So he throws up his other shoe and that gets stuck, along with… a ladder,

a pot of paint, the kitchen sink, an orangutan, and a whale, amongst other things! Will Floyd ever get his kite back? A hilarious book with a wonderful surprise ending.

- **Ladybird's Remarkable Relaxation: How children (and frogs, dogs, flamingos and dragons) can use yoga relaxation to help deal with stress, grief, bullying and lack of confidence – Michael Chissick** - This beautiful picture book teaches an effective yoga relaxation technique that can be used anywhere and anytime to deal with a problem. This book will be an excellent resource for teachers and teaching assistants in both mainstream and special needs schools, yoga instructors, and parents looking for a fun and engaging story to teach children aged 4–11 about coping with difficult emotions.
- **Angry Octopus: An Anger Management Story for Children Introducing Active Progressive Muscle Relaxation and Deep Breathing – Lori Lite** Angry Octopus is a story that teaches children how to use progressive muscle relaxation and breathing techniques to calm down, lower stress, and control anger. Children relate to the angry octopus in this story as the sea child shows the octopus how to take a deep breath, calm down, and manage his anger.
- **What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety (What-to-Do Guides for Kids) – Dawn Huebner** What to Do When You Worry Too Much is an interactive self-help book designed to guide 6-12 year old's and their parents through the cognitive-behavioural techniques most often used in the treatment of generalised anxiety. Engaging, encouraging, and easy to follow, this book educates, motivates, and empowers children to work towards change. It includes a note to parents by psychologist and author Dawn Huebner, PhD
- **The Huge Bag of Worries - Virginia Ironside** - Wherever Jenny goes, her worries follow her - in a big blue bag. They are there when she goes swimming, when she is watching TV, and even when she is in the lavatory. Jenny decides they will have to go. But who can help her? A compelling picture book which can be used as a spring board into what worries children today.
- **How to Be a Friend: A Guide to Making Friends and Keeping Them (Dino Life Guides for Families) - Laurie Krasny Brown** - Written and illustrated by the creators of the popular Dino Life Guides for Families, this book uses precise language and humorous illustrations to offer specific ways to be a friend and specific ways not to be one. A special section on how to deal with bosses and bullies has valuable information for young children going forth in the world and encountering these situations for the first time.

Books to promote safeguarding:

- **Secret, Secret – Daisy Law** - This charming picture book subtly explores the different types of secrets children may have and encourages them to feel confident to share their secrets. It will be perfect for any child aged 3-7 who has trouble opening up and provides a great opportunity for discussing the things we should and shouldn't keep secret. The book also includes a section at the end for adults on how to respond to disclosures

Books to explore diversity and acceptance:

- **Elmer – David McKee**- David McKee's first book about Elmer turned this adorable patchwork elephant into a nursery favourite. Deservedly a modern classic, with over two million copies sold worldwide, Elmer's subtle message that it is ok to be different, resonates with children across the world.
- **The Day The Crayons Quit - Drew Daywalt**- Debut author Drew Daywalt and international bestseller Oliver Jeffers team up to create a colourful solution to a crayon-based crisis in this playful, imaginative story that will have children laughing and playing with their crayons in a whole new way.
- **Red: A Crayon's Story – Michael Hall** - Funny, insightful, and colourful, Red: A Crayon's Story is about being true to your inner self and following your own path despite obstacles that may come your way.

Books to explore Loss and Bereavement:

- **The Heart and the Bottle – Oliver Jeffers** Award-winning picture book star Oliver Jeffers explores themes of love and loss in this life-affirming and uplifting tale.
- **Michael Rosen's Sad Book – Michael Rosen** - It chronicles Michael's grief at the death of his son Eddie from meningitis at the age of 19. A moving combination of sincerity and simplicity, it acknowledges that sadness is not always avoidable or reasonable and perfects the art of making complicated feelings plain.
- **Luna's Red Hat: An Illustrated Storybook to Help Children Cope with Loss and Suicide – Emmi Smid** - This beautifully-illustrated storybook is designed as a tool to be read with children aged 6+ who have experienced the loss of a loved one by suicide. Suicide always causes shock, not just for the family members but for everyone around them, and children also have to deal with these feelings. The book approaches the subject sensitively and includes a guide for parents and professionals by bereavement expert, Dr Riet Fiddelaers-Jaspers. It will be of interest to anyone working with, or caring for, children bereaved by suicide, including bereavement counsellors, social workers and school staff, as well as parents, carers and other family members.
- **Supporting a Child who has been Bereaved through Suicide** - Explaining to a child that someone has died by suicide is possibly one of the most difficult situations that a parent or carer might ever face. This booklet offers practical advice for families in the immediate days and weeks when suicide has been the cause of death. It is a useful booklet aimed at giving parents and professionals the confidence to involve children in discussions about the nature of a death by suicide. It is hoped that children may then begin to understand some of the complexities that often surround suicide. The booklet includes child-friendly activities for you to do as a family as you begin to make sense of what has happened and start to look at ways in which your family can learn to cope.
- **Supporting children through grief: a guide for practitioners-** Firmly based on theory, research and practice, this book presents the accumulated experience and wisdom of a community bereavement service for children who are faced with the consequences of a family death. It presents creative ideas about how to facilitate the grieving process, cope with difficult feelings, preserve important memories and share experiences with other bereaved families.

Useful resources and links:

- **E Learning:** see GHLL website for link to free e learning module that all staff in your setting can complete. Takes approx. 20 mins and gives some practical ideas on what can be done to support pupils with mental health difficulties.
- **MINDinMIND** is a website featuring interviews with the world's leading clinicians working in child mental health sharing what they know about what helps children https://www.mindinmind.org.uk/
- **Social and emotional aspects of learning (SEAL)**- used in primary and secondary schools to deliver a whole-school approach to promoting social, emotional and behavioural skills http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009
- **How to get up and go when you are feeling low booklet** - providing top tips for year 4 students when they are feeling upset or stressed www.annafreud.org/data/files/CAMHS_EBPU/Publications_and_Resources/year4_help_4pupils.pdf
- **Stop stigma** - resource for secondary schools that helps address mental health stigma www.cornwallhealthyschools.org/stop-stigma/
- **What's on your mind?**- looks at introducing emotional wellbeing and mental health to children and young people through a resource pack, video and downloadable lesson plans https://www.seemescotland.org/young-people/whats-on-your-mind/
- **I gotta feelin'**- booklet for year 7 students www.ucl.ac.uk/ebpu/docs/publication_files/year7_help4pupils
- **Notes to self** - is a film and resource for key stages 3-5. www.easysre.net/get-resources/notes-to-self

- **Dove self-esteem workshops- students aged 11-14** https://www.dove.com/uk/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html
- **Children and young people with learning disabilities: understanding their mental health information pack**- https://www.mentalhealth.org.uk/publications/children-and-young-people-learning-disabilities-and-their-mental-health
- **FRIENDS for life programme** - teaches techniques to cope with anxiety and promote wellbeing. www.learningdisabilities.org.uk/our-work/health-well-being/friends-for-life
- **Feeling down: looking after my mental health** - provides information and advice www.learningdisabilities.org.uk/publications/feeling-down-looking-after-my-mentalhealth/
- **Learning to ride elephants**: book on teaching happiness and wellbeing in schools www.bloomsbury.com/uk/teaching-happiness-and-well-being-in-schools9780826443038/
- **Strengths Cards - Character strengths and virtues (Seligman and Peterson)**
- **What's right with this picture – Renee Jain**
- **"The Roots of Resilience": A Framework for Assessing & Promoting the Resilience of Vulnerable Students in Schools Juliette Tofta:** for more information visit: https://sparkleinthelight.co.uk/
- **Nurturing emotional resilience in vulnerable children and young people: A practical guide by Juliette Tofta** book on supporting children's emotional resilience at a whole school level

Useful Websites:

- **Alumina** – online course for young people - http://alumina.selfharm.co.uk/
- **Boing Boing**- is an evidence based resilience framework for parents, practitioners and young people www.boingboing.org.uk/index.php/resilience-in-practice
- **Child Line** - www.childline.org.uk
- **Childhood Bereavement Network** - www.childhoodbereavementnetwork.org.uk
- **Children and Young Peoples Mental Health Coalition** - https://cypmhc.org.uk/
  Counselling Directory - www.counselling-directory.org.uk/
- **Facts4Life -** http://facts4life.org/
- **Family Links** - www.familylinks.org.uk/
- **Headspace** - www.getsomeheadspace.com (plus, download the app)
- **Humanutopia** – workshops for students www.humanutopia.com
- **I Can** – Factsheets about speech, language, and communication difficulties – www.ican.org.uk/
- **In our hands** - www.inourhands.com/
- **Living Life** - www.llttf.com
- **Mental Health First Aid England** - https://mhfaengland.org/
- **Mental Health Foundation** - www.mentalhealth.org.uk
- **Mentoring and Befriending Foundation** - https://www.mandbf.org.uk/
- **Mind** - www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-your-staff/useful-resources/
- **Mind Ed -** www.minded.org.uk
- **Mindful Employer -** www.mindfulemployer.net/
- **Mindfulness in Schools** - https://mindfulnessinschools.org/
- **Mood Juice** - www.moodjuice.scot.nhs.uk
- **National Association of Independent and Non-Maintained Special Schools (NASS)** www.nasschools.org.uk
- **National Autistic Society** – www.autism.org.uk

- **National Children's Bureau:** The NCB help by working with children and families, policymakers, and practitioners to research, innovate and establish best practice across the children's sector. https://www.ncb.org.uk/about-us Their website includes a wealth of free resources and publications here, including their free framework for planning effective whole school support for EWB and MH.

- **NHS Youth Mental Health -** http://www.nhs.uk/Livewell/youth-mental-health/Pages/Youth-mental-health-help.aspx
- **Nurture UK** - https://www.nurtureuk.org/
- **Papyrus** - a charity that aims to prevent young suicides. www.papyrus-uk.org/
- **PATHS curriculum** - www.pathseducation.com/
- **PHSE Association** - www.pshe-association.org.uk/
- **Place2Be** - www.place2be.org.uk
- **Reach Out North East** - newsletters about mental health written by young people - http://mhne.org.uk/our-work/young-people-and-mh/mhne-s-steering-group
- **Relate** - provides local counselling services for all ages www.relate.org.uk/relationship-help/help-children-and-young-people/children-andyoung-peoples-counselling
- **Rethink** - www.rethink.org/about-us/our-mental-health-advice

- **Rise Above** - https://riseabove.org.uk/
- **Roots of Empathy -** http://uk.rootsofempathy.org/where-we-are/
- **Samaritans** - www.samaritans.org/your-community/supporting-schools
- **Students Against Depression** www.studentsagainstdepression.org/

- **The Anxiety Monster Resource** - http://www.wisc-online.com/objects/ViewObject.aspx?ID=NUR5904

- **The Youth Wellbeing Directory** - www.youthwellbeingdirectory.co.uk/
- **Workplace Wellbeing Charter -** http://wellbeingcharter.org.uk/index.php
- **Youth Access**- offers a directory of local youth information, advice and counselling services for young people aged 14-25 - www.youthaccess.org.uk/services/find-your-local-service
- **Youth Health Talk**- provides advice and support on mental health issues from young people for young people - www.healthtalk.org/young-peoples-experiences
- **Young Minds** - www.youngminds.org.uk
- **Zippy's Friends** - www.partnershipforchildren.org.uk/zippy-s-friends.html

Further help:

- **Phone CAMHS (Child And Adolescent Mental Health Service) Practitioner helpline: 01452 894272 Monday to Friday 9am – 5pm.**

- **Gloucestershire NHS Crisis Team:** If you or someone you know needs help in a mental health crisis, call our crisis teams. The teams work with those aged from 11 upwards. Call **0800 169 0398** or visit https://www.ghc.nhs.uk/crisis/

- **Speak to the Educational Psychologists** – they can support, advise, and signpost. For General enquiries **01452 328004 or visit** https://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-send/educational-psychology-service-eps/

  Gloucester Locality: **01452 328004,**

  Cheltenham Locality: **01452 328771**

  Stroud Locality: **01452 328131**

Forest Locality: **01452 328910**

- **The School Nurse** – they can support, advise, and signpost:

  Gloucester locality call **0300 421 1795** or email GlosSchoolNurseLocalityTeam@glos-care.nhs.uk

  Cheltenham Locality: **0300 421 8514** or email: CheltLocal.SNT@glos-care.nhs.uk

  Stroud Locality: **0300 421 8959/ 8960** or email: StroudLocality.SNT@glos-care.nhs.uk

  Tewkesbury Locality: **0300 421 6161** or email: TewksLocality.SNT@glos-care.nhs.uk

  Forest Locality: **0300 421 8661/8662** or email: FODLocality.SNT@glos-care.nhs.uk

  Cotswold Locality: **0300 421 8906** or email Cots.SNT@glos-care.nhs.uk

- **Gloucestershire Healthy Living and Learning (GHLL) – for all your help with resources and training, PSHE, pastoral support,, emotional health and wellbeing, Heathy Schools Award and Mental Health Champions** www.ghll.org.uk
- **Foster and Brown Research –** for information on the Online Pupil Survey™, the University of Oxford Lockdown Survey and the Year 6 Transition Survey http://www.fabresearch.com/
- **Gloucestershire Safeguarding Children's Executive – safeguarding information, advice and training.** https://www.gscb.org.uk/
- **Gloucestershire Self Harm** - www.gloucestershireselfharm.org
- **On Your Mind Gloucester NHS** - www.onyourmindglos.nhs.uk
- **Advisory Teaching Service** - provide specialist support for children and young people with SEN, disabilities and additional needs - http://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-send/advisory-teaching-service/
- **Teens in Crisis –** support for children and young people aged 9 – 21 years and their families. They offer face to face, online, telephone and video counselling as well as tic+ chat, which is anonymous, safe confidential support. They also offer support for parents and carers via their parent support and advice line, family counselling and parent and carer support groups**.** http://www.ticplus.org.uk/
- **Time-to-Change-** www.time-to-change.org.uk
- **Gloucestershire Graduated Pathway for Children and Young People with Special Education Needs and Disabilities** - http://www.gloucestershire.gov.uk/schoolsnet/your-pupils/special-educational-needs-and-disabilities-send/sencospot/gloucestershires-send-graduated-pathway/
- **Gloucestershire County Council Occupational Health Team-** The Occupational Health team can provide support or health MOT tests for staff on-site. Contact ohu@gloucestershire.co.uk
- **Gloucestershire Families Directory**- http://www.glosfamiliesdirectory.org.uk
- **Healthwatch Gloucestershire - https://www.healthwatchgloucestershire.co.uk/**

ANNEX 2 - Useful Documents

1. NCB Toolkit for School Leaders

Context

Schools want to provide effective and enjoyable teaching and learning environments, where children and young people flourish. These depend on good staff and student relationships across the whole school, including with governors, and externally with families, the wider community and other services.

Professor Katherine Weare reviewed the research into what works in schools to improve children and young people's well-being and mental health – ***What works in promoting social and emotional well-being and responding to mental health problems in schools? Advice for Schools and Framework Document***[i]. She found that a whole school commitment and ethos, rather than piecemeal approaches, are key to making a difference.

Schools have a wide variety of practice in their daily teaching and pastoral care that support social and emotional wellbeing yet they face increasing wellbeing and mental health challenges among students and staff. If existing practices are systematically co-ordinated they can improve wellbeing and help to prevent mental health issues. Where needs and gaps in practice are then identified they can be addressed by careful selection of intervention programmes, staff development and working with external health and social care partners.

Amidst budget constraints, curriculum and examining changes and the relentless focus on standards and performance a focus on wellbeing may be seen as a distraction. However, done well it can enhance attainment, reduce exclusions, re-engage students who have experienced problems, build good relationships, attract and retain staff and raise standards across the school.[ii, iii]

Why look at social and emotional well-being and mental health now?

Policy – The Departments of Education (DfE) and Health (DH) are committed to improving the mental health and wellbeing of children and young people:

> *In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy*[iv]

The DH policy *Future in Mind*[v], expects schools to be active partners in local areas through the *Local Transformation Plans*[vi].

Ofsted include consideration of wellbeing in the *Personal development, behaviour and welfare* section of the schools' inspection framework:[viii]

Research – Supporting children and young people's social and emotional health and well-being contributes to positive academic progress. It helps them to manage their lives including their physical health, tackle any mental health problems early and develop high level social and emotional, as well as academic, skills[vii] thereby enhancing future employability. Supporting the wellbeing of teachers and staff contributes to staff retention, whole school ethos and classroom effectiveness[viii].

What's the problem? What difference can schools make?

Schools report increasing numbers and complexity of wellbeing and mental health issues among children, young people and staff. Causes include the pressures of examinations and assessments, social media and Ofsted. Public Health England's (PHE) evidence suggests in an average class of thirty 15-year-olds[ix]:

- three could have a mental disorder
- ten are likely to have witnessed their parents separate
- one could have experienced the death of a parent
- seven are likely to have been bullied
- six may be self-harming.

PHE evidence[x] about the impact of supporting wellbeing shows:

- social and emotional competencies are a more significant determinant of academic attainment than IQ;
- pupils who are confident about learning and have a 'growth mindset' persist when faced with challenges;
- pupils who can set goals, manage stress and organise their school work achieve higher grades;
- pupils who use problem-solving skills to overcome obstacles do better academically.

DfE research found[xi]:

- Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.
- Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school.

What is happening now?

The social and emotional wellbeing and mental health of children, young people and staff are powerful influences in every school, every day.

Working with schools we identified three barriers to change:

- Mental health has tended to be seen as the domain of experts and as such is outside schools' remit;
- Issues that arise hit schools at different levels and ways meaning connections between them that relate to the mental health and wellbeing of individuals and groups may be hard to spot;
- Wellbeing and mental health support are not high profile or seen as core business for everyone in schools.

How can this resource help

The tool signposts evidence from research and practice. It offers prompts for debate and activity bringing everyone together and building on existing practice, identifying new programmes and interventions, setting priorities and implementing and evaluating change.
This tool aims to help you:

- Build a common language, understanding the evidence about what works, getting a shared understanding of what is happening in schools now, identifying the gaps and opportunities in current practice and developing a whole school ethos and culture.
- Involve students and staff in planning, and developing practice, including early identification and intervention using existing practice supported by new initiatives where needs arise.
- Work with families and other services to promote wellbeing, prevent and reduce mental health problems and intervene early when these arise with effective support and services.
- Implement a systematic and strategic approach across the school and evaluate progress for individual children, young people and the whole school; embedding and sustaining effective practices.

Drawing on Professor Weare's evidence review of what works the tool is intended to help school leaders to identify and address the rapidly changing and demanding pressures and expectations they face. School leaders need to decide both how to respond systematically to individual mental health problems and build resilience, influence attitudes and behaviours and create a culture that promotes and protects wellbeing across the school and with families and partners.

We have compiled a compendium of additional tools[x] and resources to support this approach (see http://www.ncb.org.uk/partnership-well-being-and-mental-health-schools).

A four stage approach to wellbeing and mental health

Stage one: Deciding to act and identifying what is in place already

Identifying what happens and what matters in your school	**What is expected of us? How do we do 'well being and mental health' now?** • Teaching and learning • Student voice • Policies • Curriculum subjects and PSHE • Assessment and exams • Pastoral support **Who does what? Who do children and young people go to?** Role of SLT, governors, support staff, teachers, pupils	**Mapping what happens already:** who leads what, how is information communicated and who is involved within and beyond school **Identifying concerns:** whole school, specific groups and individuals **Current challenges and opportunities** identified – links and gaps

Stage two: Getting a shared understanding and commitment to change and development

Common language and commitment: based on evidence of what works	**Shared definitions** – to be understood and used (children, young people, teachers, support and pastoral staff, governors, families, CAMHS, other services) **Understanding/using research evidence and understanding of current practice** to decide what needs to be done	**Dialogue based on a shared language and understanding** to gain a shared commitment - with pupils, staff, governors, families, CAMHS and other services) **Establish a vision for the school's universal and targeted work** – whole school approach and ethos (not just projects/activities), setting priorities for action, working in partnership

Stage three: Building relationships and developing practices

Capacity and relationship building: consolidating what works, stopping what doesn't and implementing proven new strategies to meet needs	**Planning objectives and timescales to implement the vision and priorities** including tackling gaps in provision and expertise: who needs to agree, external and internal? How to overcome resistance? **Deciding what to change, when, who leads change process, what outcomes?** What roles are needed and who will take them? **Building links with external partners**, health, CAMHS and social services **Collecting data about needs, identifying gaps in data and provision.** **Evaluate additional universal and targeted provision** to meet needs of students and staff **Identify development and information sharing opportunities** for teaching and support staff; for partners in health; for students and families	**Action plan in place** with objectives to support vision agreed. Activity targeted to deliver objectives and meet needs and aspirations **Link to wider services established** with agreement about actions and objectives **Scheduled plan with milestones and named personnel taking responsibility for leading processes** **New support and interventions identified and links made across practice.** **Specialist leadership, staff training** for prevention, identification, early intervention and access **Procedures for working with external partners agreed and implemented**

Stage four: Implementation and evaluation

Tracking and evaluating progress, embedding and sustaining practice	**Deciding what good looks like for children and young people.** Knowing indicators of concern; identifying and acting on concerns promptly knowing the support and referral processes in place **Tracking progress** – e.g maturity indices of whole school progress **Evaluating costs/benefits** – interventions and school wide	**Recording pupil progress for individual and whole school needs as appropriate:** e.g. SDQ **Evaluating progress and change** e.g. against Ofsted criteria, modifying provision as necessary **Ensuring impact and sustainability** by using evaluation evidence and data to identify what is working, what needs to be changed, improved, remedial action taken

Stage one: Deciding to act and identifying what is in place already

Identifying what happens and what matters in your school	**What is expected of us? How do we do 'well being and mental health' now?** • Teaching and learning • Student voice • Policies • Curriculum subjects and PSHE • Assessment and exams • Pastoral support **Who does what? Who do children and young people go to?** Role of SLT, governors, support staff, teachers, pupils	**Mapping what happens already:** who leads what, how is information communicated and who is involved within and beyond school **Identifying concerns:** whole school, specific groups and individuals **Current challenges and opportunities** identified – links and gaps

What is the DfE advice on schools' responsibilities?

The DfE advice[iv] sets out what schools should offer to help pupils succeed. In summary these are:

Prevention

- playing a role in supporting them all to be resilient and mentally healthy
- drawing on resources and guidance to help staff support good mental health and emotional wellbeing (from both local and national sources) including provision of school counselling services

Early intervention/identification

- understanding how to intervene early and strengthen resilience for: all pupils, those with emerging problems and families exposed to several risk factors
- using the Strengths and Difficulties Questionnaire (SDQ) to flag possible diagnosable mental health problems for individual pupils causing concern

Access to specialist support

- ensuring pupils and families participate as fully as possible in decisions
- expecting those with severe problems to get wider support as well;
- influencing commissioning of health services through local Health and Wellbeing Boards

Discussions with head teachers identified other issues to consider include:

- financial constraints and their implications for how a whole school ethos can be established and sustained;
- starting from a whole curriculum perspective for developing a universal approach that extends across all subjects within which targeted interventions to social and emotional wellbeing and mental health are fitted according to need;
- developing children and young people's metacognition skills to help them reflect upon their learning and development;
- links to discussions of the development of character, British values and safeguarding
- links to developing a growth mind-set as part of schools' teaching and learning policies
- building links with services that provide specialist expertise
- taking a coherent approach across phases.

What you do already

Schools provide substantial support for wellbeing already but often this is not fully recognised, coordinated or used to address the needs that arise. Sharing and recognising how teachers and other staff currently support emotional health and wellbeing across the school builds confidence and forms a foundation on which to develop.

School leaders can foster links between existing practices to build a systematic, integrated approach across the school making individual activities more effective. Similarly sharing information can identify children and young people who may not be thriving and offer targeted assistance/early intervention to avoid problems escalating.

What bothers you? What you would like to change and why? What's missing?

Sharing and understanding concerns that teachers, other staff, students and families have about the pressures that children and young people experience and seeing how these impact on their social and emotional well-being, behaviour and progress provides valuable insights. Drawing these together can indicate patterns of need, identify gaps in support and provision and inform priorities for action.

These priorities may be addressed through more systematic use of existing practice and/or selection of more targeted, specific interventions. PHE[v] and DfE[vi] have compiled lists of proven interventions matched to specific needs. To be most effective programmes benefit from involvement of external specialists at the initiation stage, providing training and evaluation to ensure correct delivery and evaluate impact.

Development questions and activities

How do we manage wellbeing and mental health now? Who does what?

Brainstorm what is done now and why. Collect and group these practices and consider whether activities reinforce one another, conflict, duplicate. Are there any common messages about why practices are undertaken?

What bothers or concerns you and your staff? What would you and your staff like to change and why? What's missing? What are your children and young people's concerns? Teachers, support staff, pupils, parents and governors as well as external partners all have a role to play in listing concerns and identifying opportunities for change. Collate these to identify patterns and priorities for action.

Developing an audit for priorities and action planning

Low risk High capacity	High risk High capacity
Low risk Low capacity	High risk Low capacity

Taking **capacity** and **risk** as the axes map areas for action and priorities for your school. These actions and priorities might include consideration of the **DfE advice**, and issues such as:

- school values, ethos and environment
- student voice, participation and community action
- governance, leadership and management
- school policies including behaviour, bullying; teaching, learning, assessment, recording and reporting
- embedding across the curriculum including PSHE
- specific interventions and programmes
- pastoral and other support services (including careers)
- links to other services including CAMHS [vii], families, community
- development/training including early identification of needs

Stage two: Getting a shared understanding and commitment to change and development

Common language and commitment: based on evidence of what works

Shared definitions – to be understood and used (children, young people, teachers, support and pastoral staff, governors, families, CAMHS, other services)

Understanding/using research evidence and understanding of current practice to decide what needs to be done

Dialogue based on a shared language and understanding to gain a shared commitment - with pupils, staff, governors, families, CAMHS other services)

Establish a vision for the school's universal and targeted work – whole school approach and ethos (not just projects/activities), setting priorities for action, working in partnership

Getting a shared definition of social and emotional wellbeing and mental health

A shared understanding of the language you use in you school about social and emotional well-being and mental health problems helps clear and consistent conversations internally with staff and students and with external services, parents and carers. The NCB guidance defines them as:

- **'social and emotional well-being'** refers to a state of positive mental health and wellness. It involves a sense of optimism, confidence, happiness, clarity, vitality, self-worth, achievement, having a meaning and purpose, engagement, having supportive and satisfying relationships with others and understanding oneself, and responding effectively to one's own emotions.
- **'mental health problems'** refers to the wide range of mental health, emotional and social challenges, difficulties, conditions and illnesses that can beset both pupils and staff, including stress and burnout, anxiety, depression, attachment difficulties and behavioural problems.

Understanding the Framing Principles and evidence for a whole school vision

NCB's analysis of research uses seven framing principles to organise the evidence of what works in schools. Together these can support schools to embed wellbeing into their ethos, culture and practice.

The key elements of an evidence based approach relate to:

(i) school climate and ethos
(ii) staff capacity and whole school approaches
(iii) enabling pupil and parent/carer engagement

in order to develop social and emotional skills and provide targeted help with mental health difficulties.

What sort of provision do you need?

(i) universal: proactively promoting positive social and emotional wellbeing for staff and students; and
(ii) targeted: identifying actions to prevent, identify and respond effectively to mental health problems of staff and students.

Framing principles [1]

Adopt whole-school thinking
- Take a whole school approach and implement it carefully
- Start with a positive and universal focus on well-being
- Develop a supportive school and classroom climate and ethos
- Identify difficulties and intervene early
- Take a long term approach
- Promote the well-being of staff and tackle staff stress

Engage the whole community
- Promote pupil voice and peer learning
- Involve parents, carers and families

Prioritise professional learning and staff development
- Understand risk and resilience
- Respond actively to problems and difficulties
- Understanding child and adolescent development
- Help all pupils with predictable change and transition

Implement targeted programmes and interventions (including curriculum)
- Use a range of leaders for specific programmes
- Teach social and emotional skills

Develop supportive policy
- Provide clear boundaries and robust policies

Connect appropriately with approaches to behaviour management
- Understand the causes of behaviour and respond wisely

Implement targeted responses and identify specialist pathways
- Provide more intense work on social and emotional skills development for those with difficulties
- Use specialist staff to initiate innovative and specialist programmes
- Provide clear pathways of help and referral including CAMHS
- Anchor help in the school environment

Development questions and activities

Dialogue based on shared language

What is your definition of 'social and emotional well-being? Is this consistently used and understood? What specific terms do you use e.g. self worth? Are they shared and understood?

Review what you do now in relation to the Framing Principles. It may be useful to sort it into categories e.g. we do this now; we want to do this; we don't want/understand this. Explore:

- where different views arise: are they about interpretation?
- where ideas are agreed, consider if any action is needed.
- where elements are not accepted/understood decide why they are not relevant in your school or at this time.

Learning from the evidence

Consider how the evidence of what works might be relevant in your school and sort those aspects you want to adopt into the **three key elements of an evidence based approach**

Developing the vision for universal and targeted approaches

What universal and targeted approaches do you provide now? What works and what is causing concern?

What mental health needs do children and young people in your school have? Are there aspects you avoid, perhaps for fear of making things worse or not being able to meet the need?

Deciding to act

Who will lead, who will hold to account? Who will do the work? What will change? What will be done first? When/how engage with external services? Is this led by an individual or a team? Led within one school or across a group?

Partnership, collaboration and priorities for action

What are the key priorities for implementing the vision?

How are children and young people involved in forming the vision and deciding priorities for action?

How are external partners in health and social care involved in the emerging vision and priorities?

How are parents involved in ways that help them to support its delivery?

Decide how to share the vision and priorities for action.

Stage three: Building relationships and developing practices

Capacity and relationship building: consolidating what works, stopping what doesn't and implementing proven new strategies to meet needs

Planning objectives and timescales to implement the vision and priorities including tackling gaps in provision and expertise: who needs to agree, external and internal? How to overcome resistance?

Deciding what to change, when, who leads change process, what outcomes? What roles are needed and who will take them?

Building links with external partners, health, CAMHS and social services

Collecting data about needs, identifying gaps in data and provision

Evaluate additional universal and targeted provision to meet needs of students and staff

Identify development and information sharing opportunities for teaching and support staff; for partners in health; for students and families

Action plan in place with objectives to support vision agreed. Activity targeted to deliver objectives and meet needs and aspirations

Link to wider services established with agreement about actions and objectives

Scheduled plan with milestones and named personnel taking responsibility for leading processes

New support and interventions identified and links made across practice

Specialist leadership, staff training for prevention, identification, early intervention and access

Procedures for working with external partners agreed and implemented

Making it happen – taking a strategic and a practical approach

School leaders know how to bring about change. Taking a holistic approach to wellbeing and mental health offers the chance to develop new ways of relating for teachers, support staff, children and young people as well with families and heath services, to foster wellbeing. Building on existing school improvement plans this is an opportunity to develop a vision of a whole school approach with short, medium and long terms goals.

In the case study schools leaders focused on raising awareness and confidence, enhancing the roles of teachers and other school staff. They did NOT try to become specialists or counsellors in every classroom. Five areas of change emerged:

- **Commitment:** to leading a whole school campaign and programme to capture, address and manage the emotional wellbeing and mental health challenges in their school.
- **Creating a climate:** to foster a physical and cultural environment which conveys the significance of emotional wellbeing and mental health and challenges negative perceptions and behaviours e.g. stigma, acceptability[vii].
- **Creating confidence and capacity:** to understand what we know about the positive aspects of what can be done in school, including research evidence, and identify support to develop practice and learn to be more effective.
- **Connecting across and outside the school:** to unveil where and what is already available. Where there are marginal gains and what will give greater impact. Building links beyond the school to draw on external capability and capacity.
- **Continuing long term investment in capacity:** to look ahead and continue to learn from and embed emerging best practice, create resilience and wellbeing support and become influential with families and communities.

Planning for targeted and specialist support

DfE provides guidance[ix] on interventions for primary and secondary school pupils and on the main types of mental health needs in schools. They define them as:

Anxiety Eating disorders	Attachment disorders Hyperkinetic disorders	Conduct disorders Post-traumatic stress	Deliberate self-harm Substance misuse	Depression

Development questions and activities

Prompts for action planning

Building on the shared language and understanding of current provision school leaders, working with students, staff and external partners as appropriate, decide:

- if additional interventions and support are needed?
  - what needs are these to address, are these well understood or is more analysis needed?
  - what level of support is needed: universal and/or targeted levels?
  - what sorts of programmes are suitable, available and what are the cost implications?
  - how and by whom will these be identified, led and implemented?
- what training and development is needed for staff (teachers and support staff); students, school leaders and other partners?
  - to ensure understanding of the whole school approach and commitment
  - to enable identification of needs and provide support
  - to implement new programmes
  - who will provide and lead any training?

Using your shared language, whole school ethos and vision, areas for development establish your action plan:

- **Who knows:** Across your leadership and staff teams, student groups and external partners who holds the information about each student's emotional wellbeing and resilience? How is this information collated and used? Who can act on signs of early problems? Who has permission to act?
- **What is known:** What indicators and measures are used within the school? Who carries out reviews against the national indicators? How are student and staff views used to create individual strategies? Where will decisions be made and what options on intervention are available? Has your finance department assessed this as a specific area?
- **What can be done:** What in-school supports are available? Which staff regularly refer students? What areas of school life offer students emotional or relational support? Where in the curriculum does EWB and mental health appear? What external agencies are known of and what relationships and agreements do you have?
- **What is available:** There is a broad range of non-clinical and accessible forms of interventions that can be employed to deliver your strategy. These include coaching, resilience training, a wide range of PHSE programmes, integrated counselling, group work and programmes targeted on specific problems such as anxiety, depression, self harm (see [iv] and [x])

Stage four: Implementation and evaluation

Tracking and evaluating progress, embedding and sustaining practice

Deciding what good looks like for children and young people. Knowing indicators of concern; identifying and acting on concerns promptly knowing the support and referral processes in place

Tracking progress – e.g maturity indices of whole school progress, individual measures

Evaluating costs/benefits – interventions and school wide

Recording pupil progress for individual and whole school needs as appropriate: e.g. SDQ

Evaluating progress and change e.g. against Ofsted criteria, modifying provision as necessary

Ensuring impact and sustainability by using evaluation evidence and data to identify what is working, what needs to be changed, improved, remedial action taken

To embed the changes and ensure they are working schools need to measure and evaluate progress throughout the development at both the whole school and individual level. By increasing the wellbeing of all children, young people and staff, schools will prevent many problems arising and identify changing needs and opportunities. Where and when problems arise everyone needs to feel secure about raising concerns and feel confident of a supportive response where the school intervenes quickly and effectively working with parents and health services.

What does getting it right look like?

Working with children, young people, teachers and other staff, governors, families and external services schools need to track progress and evaluate the impact, costs and benefits (including time and financial) of their support. Examples of what good practice looks like include:

- *'Teachers are able to interact in responsive ways with students without feeling vulnerable to the demands of the work.'* [iii]

Tim Brighouse

The Ofsted Common Inspection Framework explains that inspectors' judgement of the personal development, behaviour and welfare of children and learners evaluate how *'provision is successfully promoting and supporting children's and other learners' knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating'* [iv].

The Ofsted School Inspection Framework criteria describes good personal development, behaviour and welfare practice where pupils:

'enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology'.

While in schools that are inadequate, practice is described as:

'a significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally' [v].

Hackney Learning Trust are taking a cross service approach to emotional health and wellbeing working with schools and other services to develop outcome indicators.

'We will know that we are on the right path when we are able to provide evidence that:

- *Pupil attainment is maintained or improved*
- *Pupils feel safe in school*
- *Pupils report increased personal and social wellbeing in school*
- *Staff report increased personal and social wellbeing in work*
- *School staff feel competent and confident in promoting children's wellbeing*
- *Schools are confident in responding to responding to their pupils' needs*
- *Pupil behaviour is improved and there is a reduction in 'risky' behaviour*
- *Fewer pupils are excluded from our schools*
- *Preventative mental health measures are in place and there is a reduction of concerns in addressing mental health issues*
- *Children and families report productive engagement with the appropriate services'* [vi]

What sort of records are needed?

Tracking the wellbeing of all children, young people and staff can be done at a high level. However, schools need to establish systems to log and share when concerns about individuals arise.

Knowing what to look for

Staff, children and young people all need to be aware of the indicators of possible concerns for others and for themselves. They need to know how and with whom these should be raised.

Developing indicators of progress

Understanding the importance of keeping healthy

Do the leadership team and staff have a good knowledge of the **importance of keeping healthy** and is this embedded into the DNA of the school, so that every pupil understands this and it's relevance to academic attainment and a successful future? Are they all taught how to keep well across many dimensions?

Understanding the signs of needing help

Do staff and children understand the **signs of being emotionally and/or mentally unwell** and when they need help? Link this to the self-help skills learnt to keep well, as well as having the confidence to ask for help from friends and staff, when needed.

Providing In-house support

Do all staff have the skills to support children who need help? For example are they trained in Emotional First Aid?[xvii]

Does the school provide **in-house or outsourced counselling support**? DfE have published guidance for primary and secondary schools on school based counselling service[xviii].

Establishing links with external professional support

Is there a **referral system** for children with more serious problems, supported by close links with local GPs, CAHMS and the health services.

Working with other services in planned ways schools need to be able to monitor concerns and judge needs (e.g. DfE recommend the SDQ questionnaires [xix]), identify and provide support and track individuals' progress.

How do we know if we are improving? What does good look like?

To develop a sense of what a whole school approach means in practice schools may find it helpful to track their progress towards a mature whole school strategy using the framing principles, key evidence and maturity indices* descriptors.

Schools have also found sharing experience with others is helpful. *Time to Change* has produced a guide to networking that provides practical tools [xx].

Are we making effective progress?

This tool provides a starting point in developing your practice. To be effective Professor Weare suggested two areas must be addressed in the development work

- identifying actions schools can take to prevent, identify and respond effectively to the mental health problems of their staff and students through a 'targeted' approach; and
- proactively promoting positive social and emotional wellbeing for staff and students through a 'universal' approach.

A set of resources have been identified to accompany the use of this tool [xx] and are available at http://www.ncb.org.uk/partnership-well-being-and-mental-health-schools.

About the authors

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ix *Promoting children and young people's emotional health and wellbeing A whole school and college approach*; Paula Lavis on behalf of Children and Young People's Mental Health Coalition, and Claire Robson for Public Health England, March 2015. See https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf

x *A whole school framework for emotional well being and mental health —Supporting resources for school leaders*, NCB, 2016

xi Children and adolescent mental health services.

xii See *Time for Change* guidance http://www.time-to-change.org.uk/get-involved/resources-youth-professionals.

xiii *Beyond survival: teachers and resilience*; Day C, Edwards A, et al; July 2011, ESRC.

xiv Paragraph 31 from Ofsted, 'Common Inspection Framework', (2015)

xv Grade descriptors for Personal development, behaviour and welfare section of the Ofsted 'School Inspection Handbook Section 5', (2015)

xvi No Need to Exclude A good practice guide for schools: Reducing exclusions by promoting the wellbeing of all: Hackney Learning Trust: September 2015

xvii See Emotional First Aid website at www.emotionalfirstaid.co.uk/.

xviii *Counselling in schools: a blueprint for the future* – Departmental advice for school leaders and counsellors – DfE, February 2016.

xix Time to Change Senior Leaders Network Toolkit - http://www.time-to-change.org.uk/sites/default/files/TTC-network-toolkit-final-1.pdf

xx See x.

The Partnership for Well-being and Mental Health in Schools is a national network of 50 organisations convened by the National Children's Bureau. Partners share a vision for an education system where good emotional wellbeing and mental health are at the heart of the culture and ethos of all schools, so that children and young people, supported by their teachers, can build resilience and flourish.

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2. Risk and Protective Factors for Child and Adolescent Mental Health: Consultation Tool for use with Graduated Pathway

Developed by Dr. O. Davies (2016) Gloucestershire Educational Psychology Service based on DfE (2016) document.

Level	Risk Factors		Protective Factors		Brief outline of strategies discussed and identified by school and plan for support	Review date
Child	Genetic influences		Being female (in younger children)			
	Low IQ and learning disabilities		Secure attachment experience			
	Specific development delay or neuro-diversity		Outgoing temperament in infant			
	Communication difficulties		Good communication skills, sociability			
	Difficult temperament		Being a planner and having a belief in control			
	Physical illness		Humour			
	Academic failure (not just in the child)		Problem solving skills and a positive attitude			
	Low self-esteem		Experience of success and achievement			
			Faith or spirituality			
			Capacity to reflect			
	Total		***Total***			
Family	Overt parental conflict (including Domestic Violence)		At least one good parent-child relationship (or one supportive adult)			
	Family breakdown (including where child is taken into care or adopted)		Affection			
	Inconsistent or unclear discipline		Clear, consistent discipline			
	Hostile or rejecting relationships		Support for education			
	Failure to adapt to a child's changing needs		Supportive long term relationship or the absence of severe discord			
	Physical, sexual or emotional abuse					
	Parental psychiatric illness					
	Parental criminality, alcoholism or					

	personality disorder					
	Death and loss – including loss of friendship					
	Total		***Total***			
School	Bullying		Clear policies on behaviour and bullying			
	Discrimination		'Open-door' policy for children to raise problems			
	Breakdown in or lack of positive friendships		A whole-school approach to promoting good mental health			
	Deviant peer influences		Positive classroom management			
	Peer pressure		A sense of belonging			
	Poor pupil to teacher relationships		Positive peer influences			
	Total		***Total***			
Community	Socio-economic disadvantage		Wider supportive network			
	Homelessness		Good housing			
	Disaster, accidents, war or other overwhelming events e.g. refugee		High morale schools with positive policies for behaviour, attitudes and anti-bullying			
	Discrimination		High standard of living			
	Other significant life events		Opportunities for valued social roles			
			Range of sport/leisure activities			
	Total		***Total***			

Difficult events that may have an effect on children and young peoples': *The balance between risk and protective factors is most likely to be disrupted when difficult events happen in children and young peoples'' lives.*

			Nature of loss or separation	Strategies put in place to support child or young person /family
	Loss or separation: resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere,		e.g. divorce	e.g. a member of the pastoral team has talked to the young person about their feelings/views, and they have been offered counselling in school following discussion with parents and the young person themselves. The logistics around shared custody (i.e. homework, equipment etc.) have been talked through in school with parents and staff, and the young person has been consulted.

	being taken into care or adopted			
			Nature of life change	Strategies put in place to support child or young person /family
	Life changes: birth of a sibling, moving house or changing schools, transition e.g. from primary to secondary or secondary to sixth form		e.g. birth of a sibling	e.g. form tutor/pastoral team member discussed with the child or young person the coming birth and how they were feeling about it and whether any further support needed to be offered or not. The child will be sharing a room with the baby a few months after birth, so the class teacher is aware that this may impact on the child's sleep and mood
			Nature of trauma	Strategies put in place to support children and young people /family
	Traumatic life events: abuse, Domestic Violence, bullying, violence, accidents, injuries or natural disaster, war, refugee.		e.g. Domestic Violence	e.g. school have liaised with Social Worker, a MyPlan+ is in place and Sandplay work has been selected for the children and young people to process difficult feelings. The SENCo has called the CAMHS Professionals phone line and written down advice regarding referral to CAMHS. The parent has been offered support via the Freedom Programme. The offending parent is being supported via Social Care to access parenting plan and supervised contact. All class teachers have been made aware (in a sensitive and confidential manner) and are recording and notable changes in the pupil's behaviour.

3. Whole school approach quick appraisal for schools and educational establishments with reference to the Public Health England 2015 Whole School Approach Document Oonagh Davies Gloucestershire Educational Psychology Service (2018)

Principle	Overview	Key Question	Ideas for implementation	RAG
Leadership and management that supports and champions efforts to promote emotional health and wellbeing.	• Support from SLT essential to ensure efforts to promote EHWB are accepted and embedded. • Governor with knowledge and understanding of EHWB issues is highly desirable in championing organisation-wide practices. • To ensure actions are integrated, sustained and monitored for impact it is important that a commitment to addressing social and emotional wellbeing is referenced within improvement plans and policies and practice e.g. safeguarding; confidentiality; PSHE; SMSC; behaviour and rewards. • Monitor and evaluate	How is the school or college providing visible senior leadership for emotional health and wellbeing?	Consider using a consultation or planning tool e.g. a PATH or Appreciative Inquiry - with Senior Leaders, Staff and Governors to imagine and plan how to develop SEMH practice in their setting. **Encourage school to become a Mental Health Champion with support from GHLL.** The Sandwell Wellbeing Charter Mark provides an approach for organisational change (see below)	
A school ethos and environment that promotes respect	• Physical, social, and emotional environments have been shown to	How does the school or college's	Consider using ideas from the Mosaic Approach with pupils, so that they can map where in the school they feel safe and happy, and where areas might need	

and values diversity.	affect staff and student physical, emotional and mental health and wellbeing as well as impacting on attainment. • Relationships between staff and children and young people, and between children and young people, are critical in promoting student wellbeing and in helping to engender a sense of belonging to and liking of school or college • Primary schools should provide an emotionally secure and safe environment that prevents any form of bullying or violence. • Secondary education providers should provide a safe environment which nurtures and encourages young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence, and promotes positive behaviours.	culture promote respect and value diversity? What does the school do to ensure relationships in the school are positive?	improvement and investment. Ensure a robust policies and procedures regarding bullying and safeguarding. Consider what messages pupils might be given e.g. are all pupils valued, regardless of their attainment levels? Is effort valued? Consider how school values can be developed in conjunction with pupils? Use ideas from Nurture and Attachment chapter to think of ways to enhance relationships in school.	
Curriculum, teaching and learning to promote resilience and support social and emotional	• School-based programmes of SEL have the potential to help young people acquire the skills they need to make good academic progress	What focus is given within the curriculum to social and emotional	See the PSHE Association for advice for teachers on preparing to teach about mental health and emotional wellbeing. www.pshe-association.org.uk/emotionalhealth	

learning. **Use of GHLL and the Pink Curriculum**	as well as benefit pupil health and wellbeing • Promote social and emotional skills through PSHE curriculum and the wider curriculum • Children and young people more likely to be engaged if content of lessons relevant to them e.g. use Online Pupil Survey data to identify needs • Healthy Schools/ Colleges Accreditation • A Safeguarding PINK (People In The Know) curriculum framework for all children and young people.	learning and promoting personal resilience, and how is learning assessed? Are Settings engaged? School Ethos shows robust systems and promotes positive attitudes across the "whole setting"	www.cypmhc.org.uk/resources/pshe_association/ See Resilience Chapter for more information on The Resilient Classroom resources. Young Minds suggests some simple and practical ways of incorporating emotional wellbeing into the curriculum. vimeo.com/40735380 Think about what your OPS data tells you e.g. would children and young people benefit from activities to promote stress reduction around exam time, or develop friendships? Explicitly teach skills including motivation, coping, problem-solving, conflict management and resolution, collaborative working, how to understand and manage feelings and how to manage relationships with parents, carers, and peers Develop a PSHE programme to meet the emotional mental health and wellbeing needs of children and young people.	
Enabling student voice to influence decisions.	Involving children and young people in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the school and wider community and to have some control over their lives. At an individual level, benefits include helping children and young people to gain belief in their own capabilities, including building their knowledge and skills to make healthy choices and developing their independence. Collectively,	How does the school or college ensure all children and young people have the opportunity to express their views and influence decisions?	Develop partnerships between young people and staff to formulate, implement and evaluate organisation-wide approaches to promoting social and emotional wellbeing e.g. school councils or using tools such as a PATH with pupils or an Appreciative Inquiry a strength focused approach for bringing about organisational change and empowerment. Asking pupils e.g. through online surveys what they would like to see more of in their school, or their ideas for how to develop SEMH learning opportunities.	

	children and young people benefit through having opportunities to influence decisions, to express their views and to develop strong social networks.			
Staff development to support their own wellbeing and that of children and young people.	It is important for staff to access training to increase their knowledge of emotional wellbeing and to equip them to be able to identify mental health difficulties in their children and young people. This includes being able to refer them to relevant support either within the school or from external services. Promoting staff health and wellbeing is also an integral principle of the whole school approach to emotional health and wellbeing. Teaching and learning establishments can demonstrate a commitment to staff health and wellbeing in a number of ways. For example, by providing opportunities for assessing the emotional health and wellbeing needs of staff, by providing support to enable staff to reflect on and to take actions to enhance their own wellbeing and by promoting a work-life balance for staff.	How are staff supported in relation to their own health and wellbeing and to be able to support student wellbeing?	Use e learning platforms to develop understanding and practice e.g. MindEd or Gloucestershire's own e learning platform (see GHLL website) Discuss with school's Ed Psych/Advisory Teacher etc. ways to develop practice and support own wellbeing Phone CAMHS helpline if any questions regarding referrals or mental health of pupils 01452 894272 SLT use the Workplace Wellbeing Charter National Standards to provide a roadmap for driving improvements in workplace health. www.wellbeingcharter.org.uk Mental Health Champions- focus on whole school to include Emotional Mental Health and Wellbeing of staff Gloucestershire County Council Occupational Health Team provides Reflective Supervision for staff to help them look after and manage their own wellbeing.	
Identifying need and monitoring impact	There are a variety of tools that education settings can	Key question:	Ensure therapeutic and other interventions are monitored and evaluated routinely e.g. the Educational Psychology Service use TME and/or other	

of interventions.	use as the basis for understanding and planning a response to pupils' emotional health and wellbeing needs. The tools range from simple feedback forms to validated measures which can focus on both wellbeing and mental health. Defining pupil need on a more formal basis can help to inform commissioning decisions at school level, across clusters of schools or at a local authority level. It is equally important to be able to record and monitor the impact of any support that is put in place.	How does the school or college assess the needs of children and young people and the impact of interventions to improve wellbeing?	measures to ensure all interventions are monitored for impact. Use Online Pupil Survey data, including 'deep dive' data to give overview of pupil wellbeing and to support with where additional help may need to be targeted e.g. if Year 10 girls need more support, or if Y5 boys are struggling may target additional resources or training to these year groups at a whole year group or small group work level. Use PHE toolkit for monitoring and measuring emotional wellbeing (see later in chapter) or Strengths and Difficulties Questionnaire (see DfE document in reference for more information or discuss with EP/PMHW).	
Working with parents/carers.	The family plays a key role in influencing children and young people's emotional health and wellbeing. There is strong evidence that well implemented universal and targeted interventions supporting parenting and family life that offer a combination of emotional, parenting and practical life circumstances (combining drug, alcohol and sex education, for example) have the potential to yield social as well as economic benefits	How does the school or college work in partnership with parents and carers to promote emotional health and wellbeing?	Ensure the Graduated Pathway is used to plan support for Children and Families. Encourage parents to contact the Family Information Service for more information on Parenting Support and courses in their area. Consider offering support for parents and/or carers to develop relationships e.g. Video Interaction Guidance. Ensure parents/carers involved where possible in interventions e.g. Nurture Groups are more successful where parents/carers have been involved. Ensure parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. Give all parents details of the school's policies on promoting social and emotional wellbeing and preventing mental health problems Use of the Family Tab on the GHLL website with links to information, websites and services parents, carers and families can use to help support children and	

			young people in their care.	
Targeted support and appropriate referral.	Some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence. It is important that support is not delayed, or it can have far reaching effects on all aspects of children and young people's lives.	How does the school or college ensure timely and effective identification of children and young people who would benefit from targeted support and ensure appropriate referral to support services?	There is good advice already available from DfE that focuses on the role of schools in providing targeted support and specialist provision for pupils with particular mental health and wellbeing needs (see useful resources section). This document, therefore, purposefully does not duplicate these existing resources. In Gloucestershire support can be garnered from a variety of sources – see GHLL website, and/or discuss with your school's Educational Psychologist, School Nurse and/or contact CAMHS professionals' helpline on 01452 894272. Teens In Crisis currently provide online and face to face counselling for children aged 9 - 21 years old. See the Family Information Service website. The Youth Wellbeing Directory (www.youthwellbeingdirectory.co.uk/) helps service users and funders find high-quality services to improve the emotional wellbeing and/or mental health of children and young people directly, or by supporting their families and caregivers. See Gloucestershire's own Transformation Plan for Children and Young People's Health and Wellbeing where the local offer of services is outlined.	

4.Safeguarding & Wellbeing Re-Opening COVID-19 Action Plan for Schools

GHLL and GSEP

Safeguarding and Wellbeing - COVID-19 Action Plan for Schools:
Completed **by:**
Date:

Shared with Staff:

Shared with Governors:

	Action	Actions	Lead	Impact	RAG
School Logistics Pre – opening Phased – opening	Contact governors and staff regarding availability and that the school will be opening.	• Find out which members of staff are able to work • Consider how many staff will need to be in school and if any supply staffing is required. • Produce a rota which must include the DSL but also takes into account the need for key roles needed in school, e.g. First Aid, SENCO, School Business Manager. *You may want to consider using a Daily Risk Assessment (see SHE Unit)in a phased return as per Government and LA guidance to ensure all aspects are covered.*		Clear staffing plan in preparation for school opening. Key roles are covered e.g. DSL, Paediatric First Aid.	
	Arrange contact with all parent/carers. Gather current status and readiness of child/young person to return to school	Has anything altered? • Is there a need for additional support/early help? • Have there been changes in work, income to the family, is there a need for ongoing help or support, signposting? • Are you aware of any bereavements in the extended family, close friends? Is support needed?		Will provide an insight into staff, ratios, and offer of Early Help	
	Make contact directly with: children/young people with a Child Protection or Child in Need Plan Children/young people with an Education, Health and Care Plan or Special Educational Needs Children/young people that were at risk or vulnerable including key worker children. Children and young people (0 to 18 years of age) who have been	• Encourage them back to school, give details of what will happen in the first few weeks of opening • Give details of who will be supporting them when they are back • Give details of any transport arrangements • How will these children feel when their peers return to school/some semblance of normality and they can't?		Clear communication with parents and carers and children and young people. Guidance to be given to parents and carers in terms of supporting children and young people who are disengaged from education to encourage a return to school. Clear communication with	

	classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible.			parents, carers and Children and young people around continued remote learning and the support available.	
	Plan classroom openings and review school timetable (phased return)	• Dependent on type of return to school you may need to implement changes to the school timetable • See what staff you have available in ensuring timetable availability. • Plan which rooms/spaces will be open, including kitchens, staff areas, access to drinking water and pupil/staff/visitor toilet facilities. • Inform staff and Governors Refer to the COVID-19: School Briefing to support with this.		Clear communication with staff and governors ensuring clarity of timetable and school operations.	
	School Timings e.g. social distancing and transport	• Do you need the day to start at different times for different age groups? • Social times (impact on catering). • Alternate days for specific year groups. • Update school website of any changes and signpost parents/pupils to this. • Take appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts *This will be dependent on government advice and restrictions implemented.*		Clear communication ensures the whole school community is aware to any changes to the school day thus reducing anxiety or uncertainty.	
	Meet the site team / caretaker	• Discuss what areas of the school will need to be open/accessed • Decide what resources will be needed in each area • Classroom layouts – social distancing • Additional signage that needs to be put up • Floor markings displaying 2m distance e.g. canteen whilst pupils queue for food. • Enforce a one-way system to help social distancing • Signage to be added to the back of toilet doors and common areas		Clear communication ensures the whole school community is aware to any changes to the school day thus reducing anxiety or uncertainty.	

	Records	• Update Safeguarding records for individual children/young people, • Update support plans and/or risk assessments/medical plans • Ensure that all updated records are transitioned to the new setting where appropriate at the earliest opportunity. Where children/young people will not be returning to the setting i.e. Year 11s, ensure you have a mechanism in place to track where they are moving onto. • In the case of bereavement the child/young person's academic work should be given to the family. Any Child Protection/Safeguarding files must be sent to the Local Authority for retention. • Where a child/young person moves into Elective Home Education, the Child Protection/Safeguarding file must be sent to the Elective Home Education Team for retention with the academic file being offered to the family		Increased school intelligence	
	Ordinarily staff and children/young people have the chance to say goodbye to those transitioning, however this may not be possible for those children/young people that have already progressed to other schools/colleges.	• Discuss this with staff and provide opportunity to reflect that this may be the first time they have not had the chance to say goodbye and/or celebrate success. • Some children/young people may miss older peers, consider how this will be recognised and what support may be needed • All Year 6 pupils to have undertaken the "MOVE" survey **https://gccopsmonitor.fabsurveys.co.uk/SchoolsAdmin/SchoolSignUpForm**			
	Consider how you welcome pupils back to school	• Welcome areas • Displays – these can be produced at home and put up the morning of return or before if feasible. • Organise who meets and greets pupils and parents and where does this happen to help support social distancing • On returning to school, school uniform should be worn as per school policy. However reassure parents that there will be some flexibility with this until further notice from the school i.e. no sanctions to be enforced for incorrect/ill-fitting uniform within reason. • Give an opportunity for the child/young person to ask questions about safety and wellbeing when back in school.		Pupils feel welcomed back to school, therefore reduces anxiety. Calm and orderly return to school.	

		• With the support of the Leading Teachers through GHLL, put in place resources based around the curriculum on how best to support the children and young people on return to school • Consider whether your disciplinary policy and process and possible exclusions are appropriate in this return to school period • Consideration must be given to a re-settling period? • Consider unwanted behaviour or unexplained behaviour can be a way of expressing anxiety, trauma, worries, hurt etc. This may be an external call for attention or help. Ensure all staff are aware of this and support them to ensure help and support is found for the child/young person		By setting up a dedicated area that could be used as an alternative to exclusion but also would be a quiet area that might allow children/young people who are struggling to cope with anxiety and trauma and provide an opportunity to speak with appropriate staff who can support them (this might be someone external)	
	Contact with any external professionals including contractors informing them of re-opening and arrangements	Contact the following to advise of plans on re-opening: • Catering companies • Food deliveries • Site services (grounds maintenance) • Transport providers • Social Worker, • Early Help, • Early Years as appropriate, • Community Social Worker, • Youth Offending Team • Prospects • Schoolbeat Officers/PCSO, • Education Inclusion Team including Educational Psychologists, Advisory Teachers and EHCP Team. • Multi-Agency Safeguarding Hub (MASH) as appropriate • School Nurse • CAMHS • Mental Health Support Teams/EMHP – (Trailblazer Schools) • Academy Trust		Operational running of the school is smooth. Allows the school to focus appropriately on staff and pupils. Ensures a joined up approach to children and young people's safety and wellbeing	

		• Ensure you have the most current details of which professional is supporting the child/young person			
	Carry out a Health and Safety check of all areas of the school, including the outdoor space	Follow your school policy here taking into account Government and Local Authority guidance. In addition, childcare settings or early years groups in school should: • consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing: • remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere • remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) • Has security lapsed, do all staff remember visitor safety and security of site? • The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: ➢ children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way ➢ If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn *Please refer to the must current guidance on use of PPE.*		The safety of the premises is secure. Consider how very young children react to their new, streamlined environment with no 'comfort' and strict new rules etc. Also, they will have been mixing with their siblings so may not understand why they can't mix/play with their friends when in the school environment?	
	Arrange complete deep clean of the whole school	• Contact made with cleaners/contractors. • Dates and timings of deep clean arranged • Site team made aware to arrange opening and closing of the school (if required)		School clean prior to return/phased return to school. Reduced risk of contamination	
	Communicate and review policy and	Review relevant policies. Suggested reviews are (but not limited to): • Covid-19 Risk Assessment		All statutory expectations are completed and in place.	

	procedures to staff and Governors including new appointments	• Health and Safety policy • Infection Control • Safeguarding Policy (KCSIE 2019) • Updates from the DFE and guidance from the Public Health England 2020 and Local Authority • Website to have been updated with any changes as applicable • Training - where possible use virtual learning for staff to have updated training		Reduced exposure to infection and clear communication ensures the whole school community is aware of any change to policy in procedure, thus reducing any uncertainty and undue stress.	
	Prepare and communicate infection control measures to staff, parents, carers, visitors and Governors.	• Ensure that there is access to drinking water, facilities for hand washing, and access to hand sanitiser. • Emails, texts and posters • Include guidance on handwashing procedures and facilities • Ensure policy and procedures are in place as necessary. Consider the following steps: • tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) • tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend • tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) • make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) • also think about engaging parents and children in education resources such as e-bug and GHLL schools resources		Exposure to infection reduced.	
	Communicate with parents that the school will be opening on ……..	• Letter, text and/or email with information about where/when parents can drop off/collect their child/ren and what they need to bring to school. • Update website if applicable and share information about which learning/welcome spaces will be open. • Update staff/governors accordingly		Clear communication ensures the whole school community is aware of any changes to the school day, thus reducing anxiety or uncertainty.	
	Attendance	• Check all children/young people on Child Protection/Child in Need plans have returned to school - Do usual attendance checks			

		• Advise social worker if not in school • Follow CME guidance			
	Vulnerable pupils Children/Young People previously on part time timetables who are attending school	• Carry out a risk assessment for children with EHCPs with parents to determine whether they should be attending school or not (in the same way as you do with children under social care . Continue to notify the Education Data Hub if there are any changes in pattern of attendance • Check all vulnerable/at risk children/young people have returned to school. Do usual attendance checks and advise appropriate professional if not in school. Follow CME guidance • Maintaining regular contact with parents. Consider whether a continued check in with the parents is useful, they may have become used to this contact and may have appreciated the support • Children/young people on part- time timetables. Consider your usual process and any changes that are required. Is the part time timetable still appropriate? • Review urgently to ensure all children remain safe and review points are adjusted and diarised • Ensure meetings with children/young people and parents are held to maintain sight of the child/young person, and update the length the part time timetable ensuring that current guidance is adhered to in terms of social distancing and hygiene. • During this current period where there is no expectation of children being in full time you do not need to notify the Education Inclusion Team of any part time timetables, whether they are pre-existing or new.			
	Alternative Provision	• Consider your usual process and provision. Are any changes required? AP settings should follow the same principles and guidance as mainstream schools. As much as possible, protective measures should be adhered to and class or group sizes should be small. Staff should use simple language to explain safety measures, and reiterate and reinforce key messages. Safe routines for access to toilets, hand-cleaning and break and lunch times should be put in place. Teaching resources can be used to aid understanding.		Is the AP open and staffed sufficiently to provide the same level of education that was in place pre COVID 19? How do you evidence this? Have you reassurance from the provider on file or have you visited? Does the provision need to alter to accommodate the return of the child/young	

				person; did the child/young person's circumstances alter?	
	Plan a support package for families who are vulnerable in order to help them transition back to school.	• Telephone calls to families if needed • Individual support plans around the family, working alongside other agencies as appropriate • Plan and prepare a collection of signposting opportunities to share with families if needed e.g. support via the Parent Support Advisor, Bereavement advice, financial advice etc • Decide which member(s) of staff is single point of contact for parents and communicate this to parents. • Update the website if applicable • Ensure policies and procedures are updated and in place where necessary. • Update staff/governors accordingly		Clear communication ensures vulnerable families are aware of how they are being supported, thus reducing anxiety or uncertainty. Improves parental relations Improves attendance and progress of vulnerable children.	
	Provide an opportunity for parents and carers to raise issues and concerns	• Signpost parents to the appropriate member of staff. • Plan and prepare a collection of signposting opportunities e.g. support via the Parent Support Advisor, Bereavement advice, financial advice, local support groups etc.		Clear communication ensures the whole school community is aware of how to raise concerns. Parents/carers feel supported by the school.	
	Change in routine/less online time/negative online involvement. Some children/young people may have had more unsupervised time on tablets, phones etc.	• Are staff aware of signs that children/young people may have been groomed online or are struggling to concentrate due to not accessing online material as a way of learning? • What strategies do you have in place that you can share with staff to use in these instances?		Clear strategies in place to support the safeguarding of children and young people. Could create additional work in terms of multi-agency collaboration, e.g. Early Help, Community Social Worker, MASH and Schoolbeat Officers	
	PSHE Curriculum	• Checks to be undertaken regarding RSE curriculum and content from Primary to Secondary to comply with government legislation.		All Year 6 pupils transitioning to Secondary School will have had the Relationships, Health and Education curriculum.	

Action	• Actions	Lead	Impact	RAG

Mental Health (MH) and Wellbeing (WB) of Staff	Put a mental health and wellbeing support plan in place for staff (including SLT) Bereavement Even if a adult/child has not experienced a bereavement, the constant news and updates may have impacted on adults, children/young people and added a layer of worry and anxiety,	• Provide a pack of information about local and/or national support groups including Occupational Health and the Employee Assistance Programme (EAP). ohu@gloucestershire.gov.uk – www.healthassured.org Refer all staff to the GHLL website https://www.ghll.org.uk/covid19/support-and-training-for-staff/ • Set up systems so that staff can talk to key members of staff if they need to • Have implemented a school bereavement policy (template available through Gloucestershire Safeguarding Children Executive www.gscb.org.uk • Consider upskilling staff to understand this. • Give room in your timetable and curriculum to offering support and time to talk • Ensure your environment has displays of support organisations including where to get support in school/college. This to be available on both school premises and website		Improved MHWB will impact on staff mindsets by minimising barriers.	
	Prepare a staff questionnaire as they may feel: depressed overwhelmed stressed/anxious or had: financial difficulties personal issues e.g. bereavement	• To use a staff questionnaire and staff voice to ascertain a baseline for current levels of understanding of MH and WB. • Signpost staff to relevant external agencies such as: https://www.educationsupport.org.uk/		Research shows that the main factors influencing good quality of work are: • Leaders who support employees and see where they fit into the bigger organisational picture • Consultation that values the voice of employees and listens to their views • Concerns and relationships based on trust and shared values Staff feel supported through any difficulties they may have faced or are facing.	

	Governors to review supervision for DSL/DDSL due to the demands of the role in lockdown	• Governors to speak to the DSL and DDSL regarding workload and supervision needs. • Governors to ensure close monitoring of safeguarding if large numbers of children do not attend as per government guidance • Governors to ensure supervision is provided to DSL and DDSL		Improved relationships based on trust and shared values DSL/DDSL feels supported and can fulfil their role to the best of their ability.	
	Review tasks staff are being asked to complete in the immediacy of returning	• Are all tasks necessary? • Review what tasks can be undertaken by those staff who are unable to come in to work to relieve the pressure on others?		Shared workload across the staff. Leaders are seen to support employees and see where they fit into the bigger organisational picture leading to better productivity.	
	Keep channels of communication open Inc. regular contact with staff who are unable to return to work immediately	• Designate key staff to ensure communication is clear. • Involve all staff in any decisions ensuring they feel valued and part of the team		Staff feel valued and have the school network to ensure they have people to talk to where necessary.	
	Use Mental Health First Aiders (see MHWB of Pupils) to support staff	• Access online Mental Health First aid training through GHLL www.ghll.org.uk • Work with staff to decide who undertakes the training • Communicate with the school community who the Mental Health First Aiders are		Staff will feel more confident in supporting the school community in Mental Health Staff will know who to speak to regarding mental health concerns.	

	Action	Actions	Lead	Impact	RAG
Mental Health and Well-being of Pupils (MHWB)	Identify the baseline of your pupils	• Use 'the MOVE' transition pupil questionnaire with current Year 6s to ascertain a baseline for current levels of pupil understanding of MH and WB. • Staff deployed to support highest needs pupils first. Needs to be met safely due to specific needs and training requirements *Think ahead of the game. The questionnaire can be sent out and returned prior to the return to school*		Improved MHWB will impact on pupil outcomes by minimising barriers to learning and risk factors such as mental health	

	To provide information to parents regarding the MHWB agenda e.g. where they can seek support, guidance and advice if they have concerns about their children.	• Parent questionnaire around children's MHWB to be circulated – feedback analysed • To develop MHWB section on website to include advice and guidance for families – signposting to support both in school and externally. See GHLL website www.ghll.org.uk • To provide virtual workshop/training session for parents who may be concerned about MHWB Promote external agencies for example TIC Plus https://ticplus.org.uk/ who have a parents helpline/chat room and https://www.onyourmind.org.uk/		Improved parent partnerships and understanding of how to promote good MHWB with their children will impact on pupil outcomes. Improved parental confidence in the school, leading to positive relationships.	
	Specific staff who have undertaken Mental Health First Aid Training to be visually available	• Communicate with the school community who are the Mental Health First Aiders		The school community will know who to speak to regarding mental health concerns.	
	To investigate how external agencies and or charities may be able to support our work around MHWB.	• Will external agencies and charities conduct visits, assemblies and help deliver specialist lessons?		Pupils engaging with external agencies Staff and pupils implementing advice from external agencies Improved MHWB will impact on pupils' engagement and progress.	
	To review current curriculum planning to bring in line with MHWB.	• To incorporate explicit teaching of MHWB into the PSHE curriculum (PiNK curriculum through GHLL) • Review curriculum time for PSHE in the first 4 weeks of return (recovery curriculum) • How is MHWB facilitated through your curriculum? • To ensure children and young people know who they can speak to regarding safeguarding and emotional health and wellbeing • To provide regular opportunities for pupils to learn self-help strategies to reduce anxiety, aggression and improve well-being, for example, breathing exercises, relaxation, yoga.		Reduced anxiety will support improved progress Increased attendance and engagement The school will have updated signage. Will provide a basis for assemblies	

	To further develop provision for pupils with SEMH needs that impact on MHWB÷	• Developing a 'safe space' with reduced stimulation, relaxation area within the school • Further embedding best practice to support pupils with high levels of anxiety • Are all staff aware that some children/young people may experience separation anxiety on a return to school? • What activities and resilience building is in place to support these children/young people? • Remind staff of existing strategies and support. Remember that some children/young people could develop a sensory overload as they have probably been 'contained' in smaller, quieter calmer spaces during lockdown. Be aware of who these children/young people may be • Consideration must also be given to staff that may have also developed a sensory overload			
	Plan the development of a peer support programme	• Organise staff members and pupils who become peer supporters. Please refer to the GHLL "peer mentoring" programme		Pupils will be aware of who the peer supporters are and feel more confident in speaking about MHWB.	

	Action	• Actions	Lead	Impact	RAG
School - Summer Term Planning	Plan for and update parents/carers with reporting arrangements	• Plan how to report to parents and communicate this plan to parents. • Update staff/governors accordingly		Parents/carers have a clear message of how reports will be conducted and in what format to expect them.	
	Organise transition arrangements for pupils	• Contact feeder schools • Organise appropriate transition activities for the pupils, dependent on Covid-19 restrictions • Organise appropriate pupil file transfers (where applicable).Take note of safeguarding records in records section above. • Update the website where applicable. • Ensure that policies and procedures are in place where necessary.		Parents/carers and pupils are assured that arrangements are in place Knowledge of transition days and expectations of the parents and pupils will allow these to run smoothly.	

		• Update staff/governors/parents/carers accordingly • Children and young people may feel aggrieved that they haven't achieved the grades they expected or feel cheated by not having finished the academic year		Consideration will have been given to any student that is progressing on their educational journey following Covid 19.	
	Organise transition arrangements for vulnerable pupils	• DSL to contact feeder schools and conduct appropriate handover • CP files to be sent separately to school files via; electronic portal (CPOMs/My Concern), recorded delivery or delivered in person and signed for. • SENCo to contact feeder schools and conduct appropriate handover • DSL to meet with vulnerable pupils' parents/carers for any new intake. • SENCo to meet with EHCP pupils' parents for any new intake. •		Files are transferred in accordance to KCSIE 19 and Data Protection Act 2018 New education setting will have clear knowledge of the pupils' and families' backgrounds in order to meet their needs effectively.	
	Arrange Intake meetings	• Consider dates and whether social distancing/restrictions will allow this to take place. • Could you invite parents/carers to attend at different times to reduce contamination risk?		Safe meetings are arranged in line with any government-imposed restrictions. Parents/Carers have a clear understanding of expectations set by the school Parents/carers minds are put at ease to reduce any anxiety/tension regarding any transition.	
	Update any policies and signage in line with statutory requirements	• Work with clerk to see what policies need reviewing/updating. • Speak to and update governors • Update any signage with relevant changes		All policies are up to date in line with statutory regulations. Processes and procedures are shared with staff to ensure effective provision.	
	Ensure pupil records are up to date e.g. FSM (these numbers may have increased during	• Input any changes to vulnerable pupils inc. FSM where necessary		Ensures the school receives the appropriate funding for the pupils on roll.	

	the COVID-19 lockdown) in preparation for the summer census (May 21st)				
	Update SEF	• Add changes where necessary • Share updates with staff and governors • Update the website		Leaders have a clear understanding of where their school is and this can be shared with the wider school community. Priorities can be set to ensure school provides the most effective education for the pupils on roll.	
	Update SIP	• Add changes where necessary • Share updates with staff/parents/carers/governors • Update the website		Key priorities are highlighted and shared with clarity to ensure a 'common purpose' is focused upon.	
	Produce school calendar for 20/21	• Set calendar dates for 20/21 to include (where possible): 1. Meeting schedule 2. Assessment cycle 3. CPD sessions 4. Parents evenings/meetings 5. Curriculum Trips & Visits 6. INSET days and any twilight sessions		Clarity of dates ensuring staff and the wider school community are communicated with effectively.	
	Staffing & Timetable	• Construct timetable for next academic year • Review staffing needs		Staff have clarity on teaching groups and subjects to be taught. Curriculum development can continue Staffing structure is used to ensure best outcomes for the pupils.	

And last but definitely not least:

Make sure the Designated Safeguarding Lead and any deputies have time allocated to do the job.

We always see an increase in safeguarding disclosures and issues after a holiday/break, this was a different type of break (Covid 19), however whilst you may see an increase in terms of those deemed vulnerable and concerns/referrals being made, you must still follow your normal safeguarding procedures.

Please remember to contact:

Gloucestershire Safeguarding in Education Partnership if you need any help, support and guidance, or if you would just like to talk about safeguarding in education issues. 01452 426221 gsep@gloucestershire.gov.uk

Pupils – ghll.org.uk / ghll@gloucestershire.gov.uk

Gloucestershire Inclusion Service – inclusionteamed@gloucestershire.gov.uk

For any queries regarding MASH or referrals childrenshelpdesk@gloucestershire.gov.uk

For Mental Health and Wellbeing queries
Staff – ohu@gloucestershire.gov.uk – www.healthassured.org

Phone: **0800 030 5182** (free 24 hour helpline)

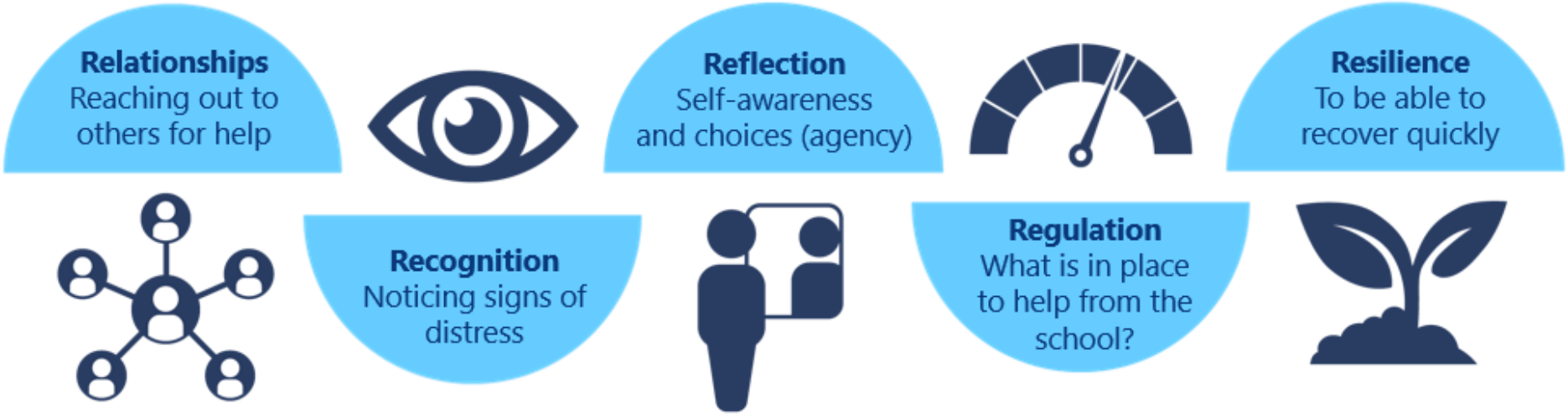
NB: This document was written in line with Government and Local Authority Guidance dated up to 15th May 2020. Please check https://www.gov.uk/ and https://www.gloucestershire.gov.uk/schoolsnet/noticeboard/schoolsnet-bulletin-board/

5. Wellbeing for Education Return (WER): The 5 Rs

The 5 Rs capture reminders of the **types of actions of ways of helping that help recovery of wellbeing and nurture** increase in learning, growth and hence resilience.

Please use the 5 Rs in whatever order the situation requires (the '5 Rs' are just a way of remembering):

- Relationships
- Recognition
- Reflection
- Regulation
- Resilience



6. Wellbeing for Education Return (WER): The Psychologically Informed First Aid Model (WHO PFA 2020)

The model builds ways of remembering how to deliver support to each other at all ages. As with the 5 Rs it builds from the same ethos of recovery and support as soon as possible, to help education staff, pupils, parents or carers return as soon as possible to pathways towards return of wellbeing, learning from experience and support for resilience.

- **Prepare** yourself for conversations
- **Look** out for distress
- **Listen** even a short time can be great with good empathy skills - Give time to understand - Be kind
- **Confidentiality** what can you offer a colleague or pupil or parent and what can you not offer?
- Consider any practical **problem solving** you can with child, parent or carer, do not feel you have to solve it all - Never underestimate how much just listening, and being kind matters
- **Link** to sources of support, community activities like clubs, religious groups, sports etc - Charities and statutory agencies - On-line resources
- **Plan support** if possible - making time to set/book a time to meet and discuss is supportive as you know it is going to happen
- **Consider the communication needs of certain groups like autistic CYP**, and the tools to employ to understand what they are struggling with.

ANNEX 3: Glossary

ACES	Adverse Childhood Experiences
ATS	Advisory Teaching Service
CAMHS	Child and Adolescent Mental Health Service
CBT	Cognitive Behavioural Therapy
CCG	Clinical Commissioning Group
CIC	Children in care – under the legal responsibility of GCC
CORC	Child Outcomes Research Consortium
CYP	Children and Young People
DfE	Department for Education
DH	Department for Health
DNA	Did Not Attend
EISS	Early Intervention Support Services
ELSA	Emotional Literacy Support Assistant
EMHP	Education Mental Health Practitioner
EPS	Educational Psychology Service
FE	Further Education
GAPH	Gloucestershire Association for Primary Heads
GHC	Gloucestershire Health and Care NHS Foundation Trust
GHLL	Gloucestershire Healthy Living and Learning
GRIP	Gloucestershire Recovery In Psychosis
GSEP	Gloucestershire Safeguarding in Education Partnership
LL	Low Level (Low Intensity)
MH-	Mental Health
MHFA	Mental Health First Aid
MHST	Mental Health Support Team
NCB	National Children's Bureau
OH	Occupational health
OPS	Online Pupil Survey™
PATH	Providing Alternative Tomorrows with Hope
PASS	Pupils Attitudes to self and schools
PMHW	Primary Mental Health Worker
PSHE	Personal, Social, and Health Education
PWS	Pupil Wellbeing Survey™
ROMS	Routine Outcome Measures
RSHE	Reproductive and Sexual Health Education
RSE	Relationships and Sex Education
SDQ	Strengths and Difficulties Questionnaire
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Coordinator
SH	Self Harm
School SMHL	School Senior Mental Health Lead
SMHP	Specialist Mental Health Practitioner (CAMHS)

TA	Teaching Assistant
TAC	Team Around the Child meeting
TAF	Team Around the Family Meeting
Tic+	Provides counselling and support across Gloucestershire for (9 – 25 year olds) and their families
VIG	Video Interaction Guidance
VERP	Video Enhanced Reflective Practice
WEMWBS	Warwick and Edinburgh Mental Wellbeing Scale
YMM	Young Minds Matter

ANNEX 4 References

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