

Whole School Approaches to Promoting Emotional Health and Wellbeing A Good Practice Guide

Government guidance, produced by NHS England in 2015, identifies eight key principles which underpin a good whole school approach to [Promoting Children and Young People's Emotional Health and Wellbeing](#). In recent months we have been working with designated mental health leads from our Northumberland schools to create this good practice guide in relation to these principles. Within each section you will find practical suggestions as to ways in which schools have set up/developed practice and systems to support whole school principles. The schools represented were from the primary, first, middle, secondary, high and special schools. Many thanks are due to those who have contributed, attending a series of meetings and giving generously of their time.

The schools involved were:

- Seaton Sluice First School
- St Wilfrid's RC Primary School
- St Pauls RC Primary School
- Glendale Middle School
- Atkinson House School
- Hillcrest School
- St Bedes RC Primary School
- Wooler First School
- Pegswood Primary School
- Newminster Middle School
- Collingwood School
- Barndale House School
- Seghill First School
- Northburn Primary School
- Malvins Close Primary School
- Ponteland Middle School
- The Grove School
- Amble First School
- Croftway Primary School
- Mowbray Primary School
- The King Edward VI High School
- The Dales School
- Morpeth First School
- Linton Primary School
- Seaton Sluice Middle School
- Ponteland High School
- Cleaswell Hill School

There are links to resources which have been suggested by schools. Some of these are nationally recognised and verified as evidence based approaches and those are indicated by *. Where a good practice suggestion is underlined, you will find it described in summary at the end of the document.

There are also resources and sources of information included in the third column. These have been recommended by our local teams; Northumberland Public Health, Northumbria Primary Mental Health Workers and Northumberland Psychological Services.

a) Leadership and management that supports and champions efforts to promote emotional health and wellbeing

Good Practice Suggestions	Resources suggested by schools (* denotes endorsed)	Nationally recognised/ratified resources
<ol style="list-style-type: none"> 1. Having a strategic development plan which includes policies and procedures related to mental health and wellbeing eg safeguarding, PSHE, Behaviour, all emphasising wellbeing 2. Ensuring that Designated Mental Health Lead is fully supported by the Senior Management Team, and is able to fulfill the role properly 3. Ensuring that the designated teacher for LAC is supported by the senior management team and able to fulfill the role properly so that the emotional wellbeing of LAC is actively promoted 4. SMT pay close attention to staff health and wellbeing including monitoring workload, considering supervision, 1: support 5. Establish a clear distinction between the roles of SENCo and Designated Mental Health Lead 6. Ensure time is dedicated to the promotion of student wellbeing within the curriculum and extracurricular activity 7. An investment of time and resources into supporting events promoting wellbeing, and into staff training; making this a priority 8. <u>Systems to identify early vulnerable staff and learners</u> 9. Assigning a member of the governing body to oversee mental health across the school so that the long term impact of poor wellbeing and the effectiveness of early intervention are both recognised 10. Active SMT involvement in overseeing provision and monitoring impact 11. Poverty proofing the school day 	<p>Poverty proofing http://www.povertyproofing.co.uk/</p> <p>PSHE curriculum https://www.pshe-association.org.uk/ * (please note paid membership is required to access materials)</p> <p>Mental Health Matters - an organisation providing a range of mental health support services https://www.mhm.org.uk/</p> <p>Time to Change - A movement of people set up to change the way people think about mental health issues. Contains a section for schools https://www.time-to-change.org.uk/</p> <p>Blirt Foundation - an organisation dedicated to helping those affected by depression https://www.blurritout.org/</p> <p>Mental Health Foundation Dedicated to finding and addressing the sources of mental health problems https://www.mentalhealth.org.uk/</p> <p>Heads Together - a charity working to</p>	<p>Heads Together Mentally Healthy Schools (Primary Schools) - Senior Leadership</p> <p>https://www.mentallyhealthyschools.org.uk/whole-school-approach/leadership-and-improvement/senior-leadership-team/</p> <p>Information about a range of resources available for schools to support young people with emotional and mental health www.northumberland.gov.uk/campaigns/childrens-social-care.aspx</p> <p>Promoting the education of looked after and previously looked after children https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children</p> <p>For NCC collated signposts to resources on PHSE follow the link: https://padlet.com/gill_finch/pshe</p>

<p>12. The <i>Healthy Schools Rating Scheme</i> (published by DfE in July 2019) is a voluntary scheme for schools that recognises and encourages their contribution to supporting pupils' health and wellbeing. Schools can determine how well they are promoting healthy eating and physical activity by completing a self-assessment and receiving a rating based on their answers. They receive an award for their performance, and information on how they might improve their healthy living policies. Schools are able to use the award to show parents how they have performed</p>	<p>change conversations and reduce the stigma around mental health. Website includes a section on Mentally Healthy Schools https://www.headstogether.org.uk/programmes/mentally-healthy-schools/</p>	<p>For information on the DfE Healthy Schools Rating Scheme https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814914/Healthy_schools_rating_scheme.pdf</p>
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Wellbeing Passports. Every student completes a Wellbeing Passport with their tutor which is based on resources from the Charlie Waller Trust. It is a reflective tool which, when completed, is personal to each individual. The aim is that it can be reflected upon by students and parents as well as used in pastoral mentoring discussions.
**Thanks to Queen Elizabeth High School
A8, G4**

b) Enabling student voice to influence decisions

Good Practice Suggestions	Resources suggested by schools (* denotes endorsed)	Nationally recognised/ratified resources
<ol style="list-style-type: none"> 1. Having a range of student voice groups which are inclusive of all eg pupil premium/SEND learners 2. <u>Making the pupil voice groups meaningful ie is there some action that comes from them?</u> 3. Ensure chances for students to speak without interruption/paraphrasing 4. Establishing an emotional health forum within a locality - this can be a partnership with local GPs 5. Use pupil passports/profiles to convey the voice of individual learners to staff so that their needs can be accommodated 6. A school council which effects change 7. The use of person centred planning approaches when decisions have to be made for learners 8. Use student wellbeing questionnaires/audits 9. Seek information from schools participating in the Voice of the Pupil trial (Schools North East) 10. Use of SCERTS for children with ASD or who are developing skills in social communication (see below) 11. Ensuring that any communication needs of individuals are met to allow full student voice 12. Offer pupil leadership opportunities eg school ambassadors, student PAs, student leaders of learning, young sports leaders, digital leaders, house captains, head boy/girl, senior students 13. Include Pupil rewards and celebrations, Star of the week awards, Headteachers Tea 14. Use student suggestion boxes 15. Consider self referral routes to support mechanisms eg 	<p>SCERTS model http://scerts.com/ a comprehensive intervention model for children and older individuals with autism spectrum disorder (ASD) and their families. The model can also be used with individuals not on the autism spectrum who are developing social communication and emotional regulation skills. *</p> <p>Voice of the Pupil trial information only: https://schoolsnortheast.org/events/event/voice-of-the-pupil-project/10180/</p> <p>Childrens University Children’s University is a charity that works in partnership with schools to develop a love of learning in children by encouraging and celebrating participation in extra-curricular activities in and outside of school. It promotes the use of an ‘Activity Passport’ with children/young people www.childrensuniversity.co.uk</p> <p>Picture Exchange Communication System (PECS) for supporting communication is children with speech and language difficulties * when recommended by a SALT/Specialist Teacher https://pecs-unitedkingdom.com/pecs/</p>	<p>EpicFriends - a website for young people who want to help their friends who are struggling to cope emotionally https://epicfriends.co.uk/</p> <p>For Northumberland LAC, use a Personal Education Plan (PEP) to enable student voice</p> <p>Mind of My Own App is an app for young people to use in order to have their say about things that affect them. https://www.northumberland.gov.uk/Children/Young/Young-People-s-Participation-Homepage/Looked-after-children-info-guide/Listening-to-you-and-having-your-say.aspx#listeningtoyouandhavingyoursay</p> <p>Draw On Your Emotions by Margot Sunderland & Philip Engleheart http://www.margotsunderland.org/margots-books/draw-on-your-emotions</p>

<p>counselling</p> <p>16. Use of Children's University</p> <p>17. Use of 'Draw On...your emotions' resources to encourage discussions around emotions</p> <p>18. Be mindful of always trying to capture the voice of the child/young person themselves, and that in some cases this may be at odds with parent/carer voice</p>	<p>Makaton is a language programme using signs and symbols to help people to communicate. *</p> <p>www.makaton.org</p>	
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Cleaswell Hill School is a special school for 4-18 year olds with a range of complex needs and disabilities, which mostly stem around communication difficulties. As part of our school development, we decided that we would like to update the way in which we capture pupil voice due to the varying degree of communication needs amongst pupils. All pupils have EHCPs but not all pupils are able to contribute to these in an informative and productive way. In order to make the curriculum relevant and useful, we needed to understand more about the thoughts and general wellbeing of pupils.

What we did...

Cleaswell Hill School volunteered to be part of the Voice of the Pupil trial in connection with Schools North East. This involved having a series of conversations with different groups of students, (not representative of certain groups because they only represent themselves), using a framework built upon from the World Health Organisation understanding of mental health.

We also formed a working group with a variety of staff from across the school chaired by the DMLH. This helped us to develop the uses of strategies across school and assess their relevance for different sets of pupils.

What the impact was...

Results were used to inform new spaces which are being developed as part of a mentally healthy school, built upon pupil responses. New ways of incorporating pupil voice into the EHCP process are now available and adapted to pupil need and understanding. Monitoring form was completed by the DMHL and assigned governor for MH and will be presented in the autumn term governor meeting.

Next Steps....

We will now look to ensure that the curriculum coverage is one that is relevant and personalised to each student through school. Conversations still need to happen with pupils so that they fully understand the importance of their voice and the impact they can have on their school. **B2**

c) Working with parents and carers

Good Practice Suggestions	Resources suggested by schools (* denotes endorsed)	Nationally recognised/ratified resources
<ol style="list-style-type: none"> 1. Developing and maintaining strong relationships and partnerships with parents 2. Keeping an open door policy 3. Having a communication policy which describes a whole school approach 4. <u>Offering family support via parent groups and drop ins/coffee mornings; upskilling families to promote student resilience</u> 5. Producing regular newsletters and keeping information on the school website/social media up to date 6. Communicating openly via school diary, phone calls and via SEN Support and Reviews for EHCP learners 7. Being open with families about agencies who may be able to help them, and signposting effectively. 8. <u>Offering education around the use of social media, and the possible impact of it on wellbeing</u> 9. Taking up offers of external support eg Encompass Next Steps 10. Family Support workers to whom families can self refer to ask for help 11. Open an Early Help assessment to bring a structure to discussions and plans 12. <u>Offering parents/carers access to school counselling services</u> 13. Establishing boundaries for communication between school and parents/carers which make expectations for respect clear eg home school agreements 	<p>Sane - a charity which provides emotional support, guidance and information to anyone affected by mental illness, including families, friends and carers. http://www.sane.org.uk/what_we_do/support/</p> <p>Action for Happiness - a movement which 'is taking action to move towards a happier world' https://www.actionforhappiness.org/</p> <p>Place2Be - provides counselling and training courses for children/families and schools (costed) https://www.place2be.org.uk/</p>	<p>Anna Freud National Centre for Children and Families (NCFF) - Engaging with all Parents and Carers https://www.annafreud.org/engagingparents/</p> <p>Heads Together - Mentally Healthy Schools(Primary Schools) - Parent and Carer Engagement https://www.mentallyhealthyschools.org.uk/whole-school-approach/parentcarer-engagement/</p> <p>MindED for Families https://mindedforfamilies.org.uk/young-people</p> <p>Anna Freud NCCF - Tips for Parents and Carers https://www.annafreud.org/media/7228/tmh-parent-leaflet-final-all-approved-laid-out-for-web.pdf</p> <p>NSPCC Parents Survival Guide https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/</p> <p>Digital Parenting - a free magazine to help parents understand their child's place in the digital world https://parentzone.org.uk/projects/digital-p</p>

		<p>arenting-magazine</p> <p>Understanding Childhood - downloadable leaflets for parents and childcare professionals to help raise emotionally secure children http://www.understandingchildhood.net/</p> <p>NSPCC - Sexting https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/</p> <p>NSPCC - Worried about your child - young Minds https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/</p> <p>Young Minds - parents helpline 0808 802 5544 https://youngminds.org.uk/</p>
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Following a change in our physical catchment, we observed an immediate change in the children and families starting at our school in terms of resilience and emotional health. We realised our skills needed to be developed in order to engage in a different way with parents. We now employ a family support worker for one day per week, although it would be better if it was more. Through this we are now able to offer early help and support, and signpost parents to useful resources. Families can self refer to ask for help. We feel we have much improved parental engagement, and this was recognised in our recent OFSTED report. **C4**

Following a high number of e safety safeguarding issues, we ran parents' workshops and generated information to be sent home. **C8**

Many of our parents were asking for support with student resilience, and there was a lack of external courses available. We organised and ran a parent drop in and also a separate parenting group over 8 weeks. It was positive for some, although there were others who did not complete the course and there was a high drop out rate (advice and signposting about this can be provided by the EP Service). **C4**

Some of our most difficult to reach families now access support from the school counselling service at a central point within the community. This has helped to break the cycle of these families being reluctant to come into the school building. **C12**

d) Curriculum, teaching and learning to promote resilience and support social and emotional learning

Good Practice Suggestions	Resources suggested by schools (* denotes endorsed)	Nationally recognised/ratified resources
<ol style="list-style-type: none"> 1. A school commitment to building resilience in and outside the classroom, developing a culture that celebrates a ‘trial and error’ approach with room to make mistakes and learn from them 2. An emphasis across school life on the importance of social interactions and confidence building 3. A curriculum with teaching approaches that support oracy development, leadership skills and peer mentoring 4. A robust and well planned and orchestrated PSHE curriculum 5. Enabling communication through any means required eg use of visual support, PECS, signing systems as needed 6. Good quality careers and preparation for adulthood planning, as specialised as is required 7. An individualised curriculum to meet special educational needs when appropriate (at SEN Support or via an EHCP), which is flexible 8. The availability of Outdoor Learning/Forest School 9. Using school wide approaches which are underpinned by staff awareness of thinking about thinking and metacognition 10. A space developed in school for pupils to go to if needed 11. Variance in teaching activities to support a range of teaching styles 12. Mental Health First Aid training for all staff 13. Promotion of a Growth Mindset approach 14. Embedding a SEAL based approach to the curriculum 15. Ensuring staff have an embedded awareness of the impact of adverse childhood experiences 	<p>Commando Joe’s https://commandojoes.co.uk/</p> <p>Thinking about Thinking and Metacognition https://cambridge-community.org.uk/professional-development/gswmeta/index.html</p> <p>Lego Therapy (see below for further information)* Drawing and Talking Therapy http://www.drawingandtalking.com/</p> <p>Ten Ten Resources for Sex and Relationships https://www.tentenresources.co.uk/</p> <p>Individual school strategies to promote social skills and resilience: Worry monsters, pegs with childrens names on which they attach to the teachers clothes if they would like to have some talk time, worry box, worry tree, St Bede’s Sparks</p> <p>Mermaids - a charity who provides support and resources to ‘reduce isolation and loneliness for gender variant and transgender children, young people and</p>	<p>Anna Freud NCCF - Supporting Mental Health and Wellbeing in Primary Schools https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/talking-mental-health-animation-teacher-toolkit/</p> <p>Anna Freud NCCF - Supporting Mental Health and Wellbeing in Secondary Schools https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-mental-health-and-wellbeing-in-secondary-schools/</p> <p>Building Children and Young People’s Resilience in Schools Public Health England https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf</p> <p>MindED free online Mental Health Training https://www.minded.org.uk/</p> <p>PSHE association. Maps mental health and sex and relationships onto PSHE curriculum</p>

<p>16. Having mindfulness embedded as part of the school day 17. Explore the SMSC Quality Mark</p>	<p>their families'.* https://www.mermaidsuk.org.uk/</p> <p>Sex Education Forum https://www.sexeducationforum.org.uk/</p> <p>Achievement for All https://afaeducation.org/</p> <p>For more information on Growth Mindset, see https://www.mindsetworks.com/schools/culture</p> <p>SMSC Quality Mark Provides a means by which schools can review their provision of Spiritual, Moral, Social and Cultural Education, and receive accreditation. Young Citizens has worked with experts in the field to create this self review tool and verification service to help schools implement their vision and improve the delivery of pupils SMSC development: https://www.smscqualitymark.org.uk/ Costs apply</p>	<p>https://www.pshe-association.org.uk/ Emotional Literacy Support Assistants (ELSA) Contact psychological services for details of courses available psychservices@northumberland.gov.uk</p> <p>Mindfulness http://www.mindfulness.org.uk/</p> <p>Boing Boing provides opportunities to learn about resilience https://www.boingboing.org.uk/</p> <p>Northumberland Virtual School Resources Directory - for further information https://www.northumberland.gov.uk/Children/Looked-after/Virtual.aspx</p> <p>Further signposts to resources for PSHE curriculum https://padlet.com/gill_finch/pshe</p>
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e) Staff development, health and wellbeing to support their own wellbeing and that of students

Good Practice Suggestions	Resources suggested by schools (* denotes endorsed)	Nationally recognised/ratified resources
<ol style="list-style-type: none"> 1. Conduct an annual staff health and wellbeing audit 2. <u>A school counsellor who is accessible for pupils and staff</u> 3. Establish a 'staff wellbeing' drop in after school 4. Treat staff illness equally whether wellbeing/physical/medical 5. Allow staff a family day off per year 6. Have a relaxed approach to staff family illness 7. Ensure access to appropriate CPD and staff development via appraisal and school development planning, provided by experts when beneficial 8. Provide staff coaching based on organisational development 9. Establish a 'key staff for key pupils' system 10. Good systems for creating and sharing child specific strategies for staff to employ 11. Considering a 'Behaviour 4 Learning' approach 12. Having staff trained in Mental Health First Aid 13. Seeking Union support for priority issues 14. A 'shout out' board in the staff room where members of staff say thank you/recognise the support given by others 15. INSET time devoted to the Health and Wellbeing of staff (e.g sharing resources Calm App, relaxation techniques, Mindfulness exercises 16. Ensure robust and effective policies are in place to support staff wellbeing including guidelines on clear processes to follow in the event of staff illness, requests for absence 17. Leaders to keep staff workload under review 	<p>Mental Health First Aid https://mhfaengland.org/ *</p> <p>B4L https://www.weston.ac.uk/supporting-you/learning-support/behaviour-4-learning-b4l</p> <p>The Key for School Leaders (subscription required) An organisation providing 'authoritative knowledge for school leaders'. Provide quality assured resources including documents to support school policies and frameworks.* https://schoolleaders.thekeysupport.com/</p> <p>Future Learn - access to a collection of online courses around mental health provided by universities and other organisations (subscription required) https://www.futurelearn.com/courses/categories/health-and-psychology-courses/psychology-and-mental-health</p> <p>Apps to promote wellbeing- Headspace (subscription required), Well Mind, Calm, Reflectly</p> <p>Child Outcomes Research Consortium (CORC) is part of the Anna Freud organisation and collects and uses</p>	<p>Learning Together elearning platform contains a range of staff support resources under the heading 'Managing Self'; include courses on personal wellbeing and resilience, self awareness and personal impact, and time management.</p> <p>Anna Freud NCCF - Supporting Staff Wellbeing in Schools https://www.annafreud.org/tmhstaff/</p> <p>Mentally Healthy Schools - Supporting Staff Wellbeing for Primary Schools (but could be adapted) https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/</p> <p>Samaritans - providing emotional support for anyone feeling down, experiencing distress or struggling to cope (116 123) www.samaritans.org</p> <p>Moodcafe - a collection of information and resources relevant to various common psychological problems. Includes a section on wellbeing www.moodcafe.co.uk</p> <p>Living Life to the Full - online free</p>

	evidence to improve children and young people's mental health and wellbeing. Resources include a session to session screening tool, CORE 10 and a YP CORE 10 https://www.corc.uk.net/about-corc/	courses covering low mood, stress and resilience https://lltf.com/
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We provide access to a weekly drop in with a trained counsellor. **E2**

f) School ethos and culture that promotes respect and values diversity

Good Practice Suggestions	Resources suggested by schools (* denotes endorsed)	Nationally recognised/ratified resources
<ol style="list-style-type: none"> 1. An ethos which is supportive of staff wellbeing - Paul Dix work on intrinsic rewards; ‘when the adults change everything changes’ 2. <u>Building a community based on mutual respect and empathy</u> 3. Ensuring that the school and classroom climate is calm and safe, and welcoming 4. Having a positive ethos with a strong focus on affirmation 5. Catholic/Faith ethos which has respect and compassion at its heart (where applicable) 6. Using a Thrive approach 7. Having a consistent, transparent and fair approach to behaviour which is reasonably adjusted to individual SEN and based on positivity - ‘stay on green’ 8. A knowledge of pupils needs and individuality ensures appropriate responses to them 9. Be a ‘Singing School’; develops and sustains positivity, well-being and teamwork 10. A strong commitment to Spiritual, Moral, Social and Cultural development and the development of social skills through a range of activity: both curricular and via nurture groups, social skills groups, mentors 11. Consistent commitment to this through programmes of assemblies and whole school events 12. Ensure that reward schemes have value to the pupil 13. Links with local communities to promote values and roles 14. Use of Northumberland Youth Service eg ‘Respect Equals Change’ (REC) group 15. Token Economy approach - an intensive, in-class positive reinforcement program for building up and maintaining 	<p>Thrive https://www.thriveapproach.com/</p> <p>Token economy - for info see: https://www.wou.edu/~girodm/middle/classroom_token_economy.pdf</p>	<p>Consider a ‘Relationships’ policy in place of a ‘behaviour policy’</p> <p>Equality Act 2010 (Learning Together has courses on Equality and Diversity, including ‘Working with the Equality Act)</p> <p>Equality Act Advice for Schools https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools</p> <p>Time to Change - an organisation striving to change the way mental health is thought and talked about https://www.time-to-change.org.uk/</p>

<p>appropriate classroom performance and behavior</p> <p>16. Use of approaches such as appreciative inquiry with focus on strengths rather than deficits</p> <p>17. Have an increased awareness of neurodiversity</p>		
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A young man who found the lunchtime canteen a very stressful experience due to the noise and stress of choosing his meal. Consequently, school arranged for him to attend a lunch club provision, which is a smaller group of young people who access their lunch in the library. The way that this provision is delivered makes it a prestigious club that these young people can attend; and bring a lucky friend. This has greatly improved the mental health of a number of young people who would otherwise find lunchtime a stressful experience. **F2, H9**

g) Identifying need and monitoring the impact of interventions

Good Practice Suggestions	Resources suggested by schools (* denotes endorsed)	Nationally recognised/ratified resources
<ol style="list-style-type: none"> 1. Have good and clear 2 way communication stream with families 2. Build trusting relationships where teachers and staff are sensitive to changes in the way children behave, then underpin this with rigorous and robust training to support 'what comes next' 3. <u>Ensure a clarity of roles and system for escalating concerns, mentors, form/class teacher, SENCo, H&W Lead, SMT</u> 4. <u>Establish meetings or systems to identify vulnerable pupils</u> 5. Have rigorous monitoring for assessing the impact of interventions based on SMART targets - are we making a difference? 6. Have realistic expectations and appreciate small victories and steps of progress 7. Promote with staff the use of curiosity and interrogation of causes of vulnerability and concerns 8. Use tools to help identify and assess need eg Strengths and Difficulties Questionnaires, Thrive Assessment, Boxall Profile 9. Photos of children in Y7 at start of year, staff to comment, identifies vulnerable learners where no comments made? 10. Make timely referrals to organisations and other services 11. Monitor all systems eg behaviour, and their effectiveness 12. Invite children to attend extra curricular activities, by self selection or staff suggestion, and review impact on overall wellbeing and behaviour ie carry over into class presentation and ability to self regulate 13. Relate targets to necessary EHCP documents such as the Plan itself, SEN Support Plan/Individual Learning Plan 	<p>SDQs https://www.corc.uk.net/outcome-experience-measures/strengths-and-difficulties-questionnaire/</p> <p>Thrive Assessment https://www.thriveapproach.com/</p> <p>CPOMS https://www.cpoms.co.uk/</p> <p>Boxall Profile* https://boxallprofile.org/</p> <p>If applicable, resources related to Operation Encompass/Endeavour programmes. For further information on these https://www.northumberland.gov.uk/Children/Looked-after/Virtual.aspx#safeguardingandschools</p>	<p>Anna Freud NCCF - Measuring & Monitoring C & YP Mental Wellbeing A toolkit for Schools and Colleges https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf</p> <p>Heads Together Mentally Healthy Schools, Audit, Improvement and Strategy https://www.mentallyhealthyschools.org.uk/whole-school-approach/parentcarer-engagement/</p> <p>Draw On Your Emotions By Margot Sunderland & Philip Engleheart http://www.margotsunderland.org/margots-books/draw-on-your-emotions</p>

14. Use of 'Draw On..your emotions' resources to encourage discussions around emotions		
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Our school population now sees a wider number of pupils and families with various pastoral needs, and our pastoral system was outdated. We were not keeping track as well as we could. Following research and recommendations we introduced CPOMS, which provides us with ongoing daily tracking of all pastoral/behavioral/medical needs. We now use this to support and identify children who are struggling in any way. ALL staff use it and the fact that we can edit and add 'buttons' means that we can make it relevant to our children. The biggest impact is that we now feel more confident that 'we know our children'. **G3**

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**Thanks to Queen Elizabeth High School
A8, G4**

h) Targeted support and appropriate referrals

Good Practice Suggestions	Resources suggested by schools (* denotes endorsed)	Nationally recognised/ratified resources
<ol style="list-style-type: none"> 1. <u>Having staff trained in range of targeted support so that they feel confident in delivering programmes as required</u> 2. Having systems in place which clearly signpost staff to external professionals, explaining which service might be appropriate eg PMHW, SN, CYPS 3. <u>Having internal roles and responsibilities established and clear so that all pupils know who they can go to for help, and displaying these visually around school</u> 4. Having systems in place whereby schools can suggest routes of help for parents/carers for their own mental health issues 5. Offering targeted support in school via counselling, 1:1 support where needed, nurture groups, lego therapy, Rainbows Bereavement Support, Family Support Worker, Family Gateway. Ensure that externally commissioned providers are suitably qualified and experienced (see below) 6. Addressing concerns in a timely manner with involvement from external agencies, using Early Help processes/assessments 7. <u>Having a quiet area in school available for students to retreat to when feeling stressed</u> 8. Having a 'Buddy' system or peer support network 9. <u>Lunchtime provision for identified youngsters</u> 10. Seek advice/support from the Virtual School for LAC 11. <u>Being aware of the risks to wellbeing of learners around transitions; between classes, between schools, into adult services. Additional targeted support may be required at these times.</u> 	<p>http://www.rainbowsgb.org/</p> <p>https://www.familygateway.co.uk/</p> <p>https://autismbricksuk.org/lego-therapy-training/</p> <p>https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf</p> <p>Intensive Interaction Therapy https://www.intensiveinteraction.org/</p>	<p>Northumberland SEND Support Services</p> <p>Self Harm Guidance for Schools https://www.psych.ox.ac.uk/news/young-people-who-self-harm-new-resource-for-school-staff-published</p> <p>www.selfharm.co.uk</p> <p>www.childanxiety.net</p> <p>Papyrus is a charity for the prevention of young suicide, offering confidential support and awareness raising www.papyrus-uk.org</p> <p>The Mix - an online guide to life for 16-25 year olds. Straight talking emotional support is available 24 hours per day to chat on moderated discussion boards and live chat www.themix.org.uk</p> <p>Youth Access - Information on youth counselling (02087729900) www.youthaccess.org.uk</p> <p>Young Minds - National charity committed to improving the mental health</p>

		<p>of all babies, children and young people. Provides information for both parents and young people (0808 802 5544), has a helpline for any adult with concerns about the mental health of a child or young person, and a text/phone line for young people www.youngminds.org.uk</p> <p>Royal College of Psychiatrists - website with a wide range of information and resources about mental health problems and treatments https://www.rcpsych.ac.uk/mental-health</p> <p>Northumberland Safeguarding Children's Board Guidance http://northumberlandscb.proceduresonline.com/chapters/p_self_harm_suicid_behv.html</p> <p>Stem4 - website aimed at stemming teenage mental illness and supporting teenage mental health https://stem4.org.uk</p> <p>Friends Resilience programme https://www.friendsresilience.org/about-us/</p> <p>Recently published NCC 'Good Practice Guide to Transitions' available here https://nlandeducation.padlet.org/gill_finch/2/z3xl6w4g5oaw</p>
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Transition work - very stressed young man who was worried about the transition to upper school site participated in a lengthy and bespoke transition plan e.g. photo books, planned visits, meeting a key member of staff. When he started school again in September a process of systematic desensitisation (advised by EP and carried out by school staff) was used to help them adjust to life on a different site. **H1**

We have set up a 'base' where 'vulnerable' young people can start their day in a calm place with key trusted adults. Somewhere they feel safe, can return to at breaks and lunch times and at times receive a debrief at the end of the day. **H7**

QEHS Listening Service. Twenty 6th form students were trained by the Educational Psychologist to offer a peer support 'drop-in' for year 9-11 students (this included clear instruction around safeguarding, etc). This will complement and feed in to our pastoral mentoring systems. It is aimed at students who may feel less comfortable approaching an adult with their problems.
**Thanks to Queen Elizabeth High School
G4, H3**

A young man who found the lunchtime canteen a very stressful experience due to the noise and stress of choosing his meal. Consequently, school arranged for him to attend a lunch club provision, which is a smaller group of young people who access their lunch in the library. The way that this provision is delivered makes it a prestigious club that these young people can attend; and bring a lucky friend. This has greatly improved the mental health of a number of young people who would otherwise find lunchtime a stressful experience. **F2, H9**

When commissioning external providers, please consider DfE guidance:

4.10 It is important that schools commission appropriately qualified and experienced external providers, as this will provide assurance they are properly trained, supported, professionally supervised, insured and working within agreed policy frameworks and standards, and accountable to a professional body with a clearly articulated complaints procedure. Self-reported claims of efficacy are not enough, and schools should be very careful not to use resources to support interventions that may have little impact or potentially exacerbate pupil mental health problems.

(DfE 2018 Mental Health and Behaviour in Schools)

Further Information:

In November 2018 the government published an updated version of their guidance on [Mental Health and Behaviour in Schools](#). This guidance sets out schools' roles and responsibilities in relation to mental health and behaviour, within their existing duties, outlines how schools can identify whether a child or young person's behaviour –disruptive, withdrawn, anxious, depressed or otherwise – may be related to a mental health problem, and how to support them in these circumstances. It provides advice and guidance on working with other professionals and external agencies where appropriate; and provides links to additional support available to schools, including frameworks, audit tools, evidence and resources.

It emphasises the important part that schools play in supporting pupil wellbeing and mental health and in prevention of mental health issues. Where necessary, schools also then play an important role in identifying emerging needs, providing early intervention using evidence based approaches and referring to specialist help when needed. Schools can provide clear and effective protective factors for young people which promote their resilience and are believed to affect mental health outcomes through:

- Clear policies on behaviour and bullying
- Staff behaviour policy (also known as code of conduct)
- Open door' policy for children to raise problems
- A whole-school approach to promoting good mental health
- Good pupil to teacher/school staff relationships
- Positive classroom management
- A sense of belonging
- Positive peer influences
- Positive friendships
- Effective safeguarding and Child Protection policies.
- An effective early help process
- Understand their role in and be part of effective multi-agency working

- Appropriate procedures to ensure staff are confident to raise concerns about policies and processes, and know they will be dealt with fairly and effectively