Promoting Positive Mental Health, Emotional Wellbeing and Resilience

A whole school, college and settings toolkit

BEDFORD BOROUGH COUNCIL

RIGHT SUPPORT · RIGHT ACTION · RIGHT TIME

Public Health England

Protecting and improving the nation's health

NHS East London NHS Foundation Trust

"*Right support Right action **Right time**"

Contents

About Bedford Borough Public Health

Bedford Borough Public Health plays a role in improving and protecting health and wellbeing for the population of Bedford Borough, and reducing health inequalities. Public Health does this by understanding and assessing the needs of the population; taking into consideration the evidence base and the impact and costs associated with different health and wellbeing interventions. It then provides population health advice, information and expertise to the Local Authority and Bedfordshire Clinical Commissioning Group to support them in improving population health and reducing inequalities.

About Bedford Borough Council

Bedford Borough Council's Early Help and Intervention Service and School Improvement Team are supporting with the development and implementation of this toolkit. The School Improvement Team works with and on behalf of schools and early years to ensure high quality education for all children and young people in Bedford Borough from 0 to 19 years. We offer schools and settings the opportunity to talk to our advisers about these services, including how we might tailor and adapt them to the needs of each school or setting.

The Early Help and Intervention Service works alongside schools and other universal services to provide services and support for children and families as soon as a concern starts to emerge. The EH & I Service aims to prevent escalation to specialist and statutory services; improve outcomes for our most vulnerable children and families; and to build family resilience so families can sustain progress made in a universal setting.

About East London Foundation Trust

East London NHS Foundation Trust (ELFT) is the provider for mental health and associated services for Bedford Borough. East London NHS Foundation Trust (ELFT) provides mental health and community services to nearly 1.5 million people in the London boroughs of Newham, Hackney, Tower Hamlets, The City of London, Barnet, Richmond, Redbridge, Bedfordshire and Luton. In 2016 ELFT became the first mental and community health trust in England to be rated 'outstanding' by health regulators, the Care Quality Commission (CQC).

About this resource

This resource is to act as a 'Toolkit' to support schools in Bedford Borough with developing and promoting a Whole School Approach to Mental Health, Wellbeing and resilience. It has been created in conjunction with local schools and services.

We thank all schools who were part of its creation and those that have agreed to be used as case studies and to share their practice.

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Introduction

As stated in the Promoting children and young people's emotional health and wellbeing (Public Health England and Children and Young People's Mental Health Coalition, 2015), It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.

This document sets out key actions that headteachers and college principals can take to embed and promote a whole school approach to promoting emotional health, wellbeing and resilience. These actions are informed by evidence and practitioner feedback about what works. These actions build on what many schools and colleges are doing across the country but, if applied consistently and comprehensively will help protect and promote student emotional health and wellbeing.

Within each chapter a checklist is provided to guide schools and colleges to reflect on implications for practice, and we also link to local good practice, national guidance, links to Ofsted frameworks and children and young people's views.

This document should be read alongside other DfE Statutory Guidance: https://www.gov.uk/government/collections/statutory-guidance-schools and other existing advice and targeted support for pupils with, or at risk of developing mental health problems.

Finally, whilst this toolkit focuses on Mental Health, Wellbeing and Resilience, it cannot be take solely in isolation. All aspects of a pupil's health and wellbeing will affect their Mental Health and Resilience, and so this toolkit has been written to go alongside the established Whole School Review for Health and Wellbeing in Education.

Rationale

Children who are mentally healthy have been defined as able to:

• Develop psychologically, emotionally, intellectually and spiritually

• Initiate, develop and sustain mutually satisfying personal relationships

• Use and enjoy solitude

• Become aware of others and empathise with them play and learn

• Develop a sense of right and wrong

• Resolve / face problems and setbacks and learn from them.

'Bright Futures', a report by the Mental Health Foundation (1999)

In an average class of 30 15-year-old pupils:

• Three could have a mental disorder [xiv]

• Ten are likely to have witnessed their parents separate [xv]

• One could have experienced the death of a parent [vi]

• Seven are likely to have been bullied [vi]

• Six may be self-harming [xvi]

If we were to apply National Statistics to our local population then we could suggest that estimate that there are 2,786 pupils in Bedford Borough Schools with a diagnosable mental health problem.

The National Institute for Health and Care Excellence (NICE) advises that primary schools and secondary schools should be supported to adopt a comprehensive, 'whole school' approach to promoting the social and emotional wellbeing of children and young people. Such an approach moves beyond learning and teaching to pervade all aspects of the life of a school, and has been found to be effective in bringing about and sustaining

health benefits.

DfE also identifies a whole-school approach to promoting good mental health as a protective factor for child and adolescent mental health. The report of the Children and Young People's Mental Health and Wellbeing Taskforce (2015) identifies a national commitment to "encouraging schools to continue to develop whole school approaches to promoting mental health and wellbeing" (p 19).

90% of the financial burden of supporting child mental health falls on schools . (Youth Mental Health: New Economic Evidence), however although schools and colleges play a vital role in supporting mental health and wellbeing a lot of schools report being unclear as to what is the best approach to take and where to go locally for support. Locally, schools have reported a need for a coherent approach to support schools with developing a Whole School Approach to Mental Health, Wellbeing and Resilience, linking schools in with local examples of good practice, local training and resources as well as directing schools to evidenced based national interventions.

It was through this consultation, as well as the DfE's commitment to encourage schools to develop a whole school approach that has led to the creation of this toolkit.

Guidance for using this Toolkit

This Toolkit is not designed to be used by only one member of school staff. It is a whole school review designed to be used by a small team within the school to review the current strengths within the school and also identify any potential areas for development. Using this tool effectively will help our schools, colleges and settings to develop a plan of improvement moving forward to better promote positive mental health, emotional wellbeing and resilience amongst their pupils and staff.

Stage One: Planning and preparation

• Initial meeting to be held to brief key members of staff on this Toolkit

• Identify the member of senior leadership that will lead the audit process in the school and other key members of staff to support with completing the review

• Designate time for this group of staff to meet to work through the 8 different principles contained in this Toolkit

• Consider creating a core team of staff (2-3) that will champion and promote a Whole School Approach to Mental Health, Emotional Wellbeing and Resilience across the school community. (You may want to include pupils, governors and parents)

• Head teacher to be fully briefed on purpose of audit and the type of activities involved.

• Staff briefing to be considered to inform staff of the process of this toolkit and invite them to take part

• It is recommended that SLT undertake the 'Leading A Mentally Healthy School' training to compliment using this Toolkit. Every school in Bedford Borough has two free places on this training. To book your place please go through the Teaching School booking process.

Stage Two: Using the Toolkit to Review the Current Situation

• Work through each of the 8 Principles; it is recommended that a separate meeting be arranged to look at each principle

• Consider the literature included in each Principle and how this relates to your educational setting, identify any areas of good practice within your setting and work through the checklist, listing the evidence to support your RAG rating

• If appropriate, separate groups of staff / pupils / parents can be convened for specific principles; for example gathering the views of pupils for the "Student Voice" Principle, holding staff focus groups for "Staff Development, health and wellbeing" or using SLT , Governors (and staff focus groups) when reviewing the "Leadership and Management" Principle

• Questionnaires, Wellbeing Scales and Focus Groups may be needed to gather information on certain principles; time will need to be allocated and a plan created on how best to undertake this in your setting

Stage Three: Using the Toolkit to Create an Action Plan

• Using the Self Evaluation Checklist for each principle should have enabled you to RAG your setting and provide evidence for that rating, once you have established the current situation you can also use the checklist to record an action plan of any changes your setting can make to improve the RAG rating

• Each principle has information regarding local examples of good practice for each of these principles to help aid conversations about what you might be able to do in your setting

• Each principle lists where you can go locally for more support

• Every school will meet each of the principles in their own way and there is not a 'one size fits all' answer to how each school addresses the principle in their own setting. This toolkit is to facilitate the discussions within your setting and to help you think about what actions you can undertake within your setting.

Stage Four: Implementation

• Once the self evaluation checklist has been completed and an action plan created this should be shared with SLT and the actions agreed

• There will be half termly Professional Study Groups where settings can attend, share good practice and receive advice and guidance on each principle

• Support around implementing change within your setting can also be accessed through speaking to your link CAMH worker (Secondary Schools), consultation at the Chums half termly training and consultation days (Primary), speaking to your Early Help Professional or School Improvement Advisor.

Eight Principles

We are building this toolkit around the Eight Principles developed by Public Health England. The following diagram presents eight principles to promote emotional health and wellbeing in schools and colleges.

Each of these principles will be outlined in the following chapters along with links to local good practice, national guidance, links to Ofsted frameworks and children and young people's views relating to each principle. Each Chapter will also include a checklist relating to each principle.

An ethos and environment that promotes respect and value diversity

Curriculum, teaching and learning to promote resilience and support social and emotial learning

Enabling student voice to influence decisions

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

Targeted support and appropriate referral

Working with parents / carers

Identifying need and monitoring impact of interventions

Staff development to support their own wellbeing and that of students

Leadership and Management

Public Health England states that support from the senior leadership team is essential to ensure that efforts to promote emotional health and wellbeing are accepted and embedded. Having a governor with knowledge and understanding of emotional health and wellbeing 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, policies (such as safeguarding; confidentiality; personal, social, health and economic (PSHE) education; social, moral, spiritual and cultural (SMSC) education; behaviour and rewards) and practice. It is also important to involve pupils, staff and parents in developing these policies so that they remain 'live' documents that are reviewed and responsive to the evolving needs of the school community.

In addition to leadership from senior management, feedback from practitioners highlights the importance of having a champion who will promote emotional health and wellbeing across the organisation. Such champions do not have to be senior managers, but they do need the support of the senior management team and governors in order to take work forward in a way that is embedded across the school.

School leaders have an important executive role in advocating for the needs of children and learners within the context of wider local strategic planning and in influencing local commissioning arrangements. The Children and Young People's Mental Health and Wellbeing Taskforce recommends that schools assign a lead on mental health issues who would be responsible for linking schools with expertise, identifying issues and making referrals.

Links to Local Examples of Good Practice

In the academic year 2015/16 9 local schools worked with 3 National organisations to look at improving wellbeing amongst their pupils. This work was then evaluated with one of the key findings being that in order to have the most significant impact, key contributing factors appeared to be:

• Direct Involvement of the Head Teacher

• Tight-Loose leadership balance which combines empowerment and agency with a tight framework of clear values, shared purpose and joint accountability.

At Lincroft Secondary the Head Teacher allowed a vision of student support to become a reality. The Head supported their SENCO with the creation of a new vulnerability register and a new Tiered Approach to student support. They soon realised its worth in support of attendance and behaviour and from this, created new roles; a Wellbeing Officer, a Family Focus Worker and Behaviour Modification to sit alongside the Safeguarding Lead. This systematic approach now enables early intervention and student support. The Head Teacher was careful with the deployment of roles with the right people, which is essential in making any change work.

At Bedford Nursery Schools Federation the Executive Head Teacher puts wellbeing at the heart of her leadership. She has introduced a wellbeing target into yearly appraisals. Each member of staff has to talk about their levels of wellbeing and the triggers they have noticed when their wellbeing starts to drop. Staff are then asked to choose a target that will help them keep their wellbeing levels as high as possible. This may be linked to health and fitness, leisure time or workload. This has proved a really useful tool to improve staff wellbeing and open up honest conversations. Staff have all been trained in mindfulness techniques and this is now used with the children at the beginnings of group times. Leaders also use a few minutes at the beginnings of staff meetings for staff to breathe and let the previous stresses and strains float away. This has helped with staff focusing better on the task in hand and feeling more relaxed with their colleagues.

Links to Ofsted Framework

One of the four key Ofsted judgements is "the quality of leadership in, and management of the school". Schools have to demonstrate how effectively leadership and management enable all pupils to overcome specific barriers to learning, for example through effective use of the pupil premium and sports premium, and the extent to which leaders and managers create a positive ethos in the school. The framework also specifies that schools should demonstrate capacity for further improvement, for example by working in partnership with other schools, early years providers, external agencies and the community; as well as by engaging with parents.

NICE guidance recommends that:

Head teachers, governors and teachers should demonstrate a commitment to the social and emotional wellbeing of young people. They should provide leadership in this area by ensuring social and emotional wellbeing features within improvement plans, policies, systems and activities. These should all be monitored and evaluated.

What Young People Say about this principle...

"School leaders need to be less distant, they should have a personal interest in each student and listen to what they are saying."

"Although I know that they are busy, school leaders should be approachable and take time out to speak to pupils and not dismiss them when they are spoken to."

"I want to know I can see / speak to the Head teacher about anything, not just when I am in trouble or if something has gone really well."

"You need to have a Head teacher / teacher in authority who understands and talks about mental health"

Self-Evaluation Checklist:

N.B This section should be completed by both the Senior Leaders and other staff members to ensure a range of responses are in place to reflect whether leadership has been distributed across the school

Example	Red	Amber	Green	Evidence / Comments	Actions Identified
Distribute leadership across the school					
A range of staff support systems that include CPD and induction programmes are in place within the school					
Clearly defined communication systems are in place					
Regular opportunities to celebrate success are taken and promoted across the school					
An ethos of openness, honesty and trust is in place					
Active encouragement of innovation and creativity within the staff					
Genuine participation of parents, pupils and staff in policy development and practice across the whole-school community					
Explicit actions to boost staff morale and self-esteem are in place					
Strong focus on inclusion across the school demonstrated by both universal and targeted activity					
Nurturing a sense of being part of a community					

For more information on where to go for more support, both locally and nationally around this principle please see Appendix 1.01

School ethos and environment

Public Health England found that the physical, social and emotional environment in which staff and students spend a high proportion of every week day has been shown to affect their physical, emotional and mental health and wellbeing as well as impacting on attainment.

Relationships between staff and students, and between students, are critical in promoting student wellbeing and in helping to engender a sense of belonging to and liking of school or college.

Links to Local Examples of Good Practice

At Ursula Taylor Primary School, staff were trained on observing children and what to look for. A Decision was made to use the first 6 weeks of Foundation Stage differently with staff observing and talking to children through play. This time allowed staff to really get to know each child before the start of formal teaching. From these observations, changes were then made to the environment – the classroom and outdoor areas were laid out differently with smaller areas, the equipment was laid out to give more responsibility to the children for setting up play. Staff encouraged more confident or imaginative children to join groups with vulnerable children, using modelling as well as teacher scaffolding to draw these children in and grow their confidence to move elsewhere in the setting.

Baseline assessments waited until a child's wellbeing had become good. When more formal work was introduced, children were more relaxed and confident and moved more readily to the next stage.

The first year group to have this approach had the lowest baseline on record but at the end of the year achieved the highest standards of any previous cohort in the school.

Links to Ofsted Framework

When judging behaviour and safety Ofsted looks for evidence of a positive ethos that fosters improvements in the school as well as the promotion of safe practices and a culture of safety.

As part of the inspection process inspectors will ask to see records and analysis of bullying, including racist, disability and homophobic bullying and will ask young people about their experiences of learning and behaviour in the school, including bullying. The school will be judged on the effectiveness of its actions to prevent and tackle all forms of bullying and harassment.

NICE guidance recommends that:

Primary education providers:
- Create an ethos and conditions that support positive behaviours for learning and for successful relationships
- Provide an emotionally secure and safe environment that prevents any form of bullying or violence

Secondary education providers:
- Foster an ethos that promotes mutual respect, learning and successful relationships among young people and staff. Create a culture of inclusiveness and communication that ensures all young people's concerns can be addressed (including the concerns of those who may be at particular risk of poor mental health)
- 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

What Young People Say about this principle...

"Leaflets and booklets about Mental Health should be shared amongst schools and be easily accessible to children to read and learn more about Mental Health. There should be sections in school libraries on topics that affect young people"

"School needs spaces for children to go to. Knowing I have somewhere to go and chill out when I am feeling overwhelmed really helps me"

"I don't feel as nervous about using a timeout card as I know I have a place I can go without being sent straight back to lessons"

"If I didn't have a place to go to in the school when I was struggling I don't think I would go to school at all on a day that I was struggling. Knowing I have that space helps me to come into school even if I am having a bad morning."

"I know almost every teacher at the school and we have a lot of trust. My relationship with staff at the school really helps me and I know who I can talk to about anything"

Self-Evaluation Checklist:

Example	Red	Amber	Green	Evidence / Comments	Actions Identified
Emotional health and well-being is promoted in our school					
Staff and pupils feel safe in school					
Comfortable and appropriate spaces are provided for pupils and staff in non-contact time					
Staff actively promote positive behaviours for learning					
Staff training is provided around managing emotional health and well-being					
There are clear policies and procedures for tackling bullying in school					
Relationships and interactions based on mutual respect between staff and peers are fostered in the school					
Comfortable and well-resourced classrooms and corridors enhance the learning environment					
Healthy meals and snacks are promoted, with access to drinking water when needed					
Diversity and difference, amongst staff and pupils, are valued and celebrated in our school					

The school provides plenty of opportunities for pupils to be physically active throughout the school day (e.g. encouraging active travel, active breaks; all in addition physical activity in the curriculum)					

For more information on where to go for more support, both locally and nationally around this principle please see Appendix 1.02

Curriculum, teaching and learning

Public Health England found that school-based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing.

Opportunities exist to develop and promote social and emotional skills through both a dedicated Personal Social Health and Economic education (PSHE) curriculum and the wider curriculum. The PSHE Association has published advice for teachers on preparing to teach about mental health and emotional wellbeing (www.psheassociation.org.uk/emotionalhealth).

Pupils and students are more likely to engage in lessons that focus on emotional wellbeing if they are of practical application and relevant to them. There are a range of ways of getting insights into pupil need ranging from validated assessment tools to feedback from existing fora such as school councils or local area youth councils. Assessment of learning is important and both teachers and pupils will want to know that what has been taught has been learnt, and that learning is progressing.

There may be stages during the academic year that provide opportunities for a specific curricular focus, for example learning skills for coping with transition periods or learning skills for coping with the pressures of studying for exams. There may also be times when it will be appropriate for a focus to be given to a locally topical issue.

Links to Local Examples of Good Practice

At Goldington Green the school noticed that many of those children struggling to achieve the highest standards, had one thing in common: very low self-esteem and poor levels of resilience. This meant that they showed low perseverance and employed a lot of 'self-preservation' strategies. Children choose from must/ should / could activities for learning and we noticed a core group always choosing the easiest task explaining that they knew they would succeed. Last year only 7% of our pupils were working at age related expectations on entry to Early Years. As such we needed to focus on self-esteem and resiliency skills.

The school decided to fully embed our Growth Mindset approach. They began by ensuring that all staff had a full and accurate understanding of the impact of fixed mindsets and how they are generated. Senior Leadership spent time ensuring that everyone had scripts of positive praise for effort to find effective strategies to achieve.

As a result of this:

- The whole school community now use the language of learning and growth mindset.
- Parents have been offered explanations and training so they know and understand what we do and why. They can now use this shared script.
- Everyone celebrates learning through mistakes. This is modelled by all adults and is a key feature of our marking. Marking is only useful if it moves learning forward and all we do reflects this belief. We created a whole school language of 'mistakes are ok and we are all learning'. We introduced stem sentences so that all members of our school community are using similar language such as 'What else can I do to solve this problem'….
- Younger children learn the concepts of learning through effort and self-belief through the cuddly PeliCAN and 'I can't do it YETI' who teaches that we can't do it… yet, but we can take steps to get there.
- Children and adults use the 'Learning Pit' to discuss what learning is. This helps children to have a shared language to help them through the emotions experienced as they struggle with learning a new concept. Adults work hard to allow children to learn the new skill and come out of the 'learning pit' themselves so they experience the motivation and exhilaration of achievement. This takes skilful open questioning and encouragement.

Links to Ofsted Framework

The quality of teaching in the school is a key Ofsted judgement area. The inspection criteria states that the role of teaching is to promote learning and the acquisition of knowledge by pupils and to raise achievement, but also to promote the pupils' spiritual, moral, social and cultural development.

NICE guidance recommends that:

Primary education providers:

- Include a curriculum that integrates the development of social and emotional skills within all subject areas (these skills include problem-solving, coping, conflict management/ resolution and understanding and managing feelings)

Secondary education providers:

- Provide a curriculum that promotes positive behaviours and successful relationships and helps reduce disruptive behaviour and bullying. This can be achieved by integrating social and emotional skills development within all areas of the curriculum. Skills that should be developed include motivation, self-awareness, problem-solving, conflict management and resolution, collaborative working, how to understand and manage feelings and how to manage relationships with parents, carers and peers
- Tailor social and emotional skills education to the developmental needs of young people. The curriculum should build on learning in primary education and be sustained throughout their education, reinforcing curriculum learning through, for example, extra-curricular activities

What Young People Say about this principle...

"I'm not told if I have received positive point in the lesson, I can find out online but if we were told it would be better as it would be more positive. We get told if we have negative sanctions so we should be told when we have positives otherwise it's just focussing on the negative all the time."

"Having performing arts in the curriculum supports young people with their mental health, it gives young people a chance to express their emotions through song, dance, music or drama. Without performing arts in the curriculum there are no subjects to support children to calm down and find positive outlets for their emotions"

"PSHE is really important. Its stuff every teenager is dealing with and can cause some people anxiety and stress, the lessons should be given as much importance of other lessons and the teachers should be comfortable teaching it, if they are uncomfortable it makes me uncomfortable and less likely to ask questions"

"Youth clubs and extracurricular activities / opportunities are important for children."

"All children need to have an understanding of Mental Health disorders. Understanding what someone is going through means that people may be less likely to say mean things or make fun of people for how they are behaving."

Self-Evaluation Checklist:

Example	Red	Amber	Green	Evidence / Comments	Actions Identified
Social, emotional and behavioural skills are taught across the curriculum					
Social, emotional and behavioural skills are taught in a way that matches pupils' needs					
Diversity is promoted and celebrated in our teaching					
Praise, rewards and recognition systems are embedded to promote positive behaviours and learning					
All teachers recognise the need to develop the pupils' spiritual, moral, social and cultural development as well as raising academic attainment.					
There are many and varied opportunities for pupils to reinforce curriculum learning through extra-curricular activities					

For more information on where to go for more support both locally and nationally around this principle please see Appendix 1.03

Student voice

Public Health England found that involving students 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 students to gain belief in their own capabilities, including building their knowledge and skills to make healthy choices and developing their independence. Collectively, students benefit through having opportunities to influence decisions, to express their views and to develop strong social networks.

Links to Local Examples of Good Practice

Bedford Academy and St Thomas More Secondary Schools took part in a pilot programme of 'Wellbeing Ambassadors'. Young people in year 12 were trained to support other young people within the school community. They were trained how to identify their strengths as well as creating and working towards personal goals and overcoming challenges.

In both schools Students in year 12 have been offering 6 1:1 sessions to students in year 7. In addition to the one to one support delivered by the Ambassadors they have also worked as a group to consider ways in which they can improve wellbeing throughout the school. Students have been incredibly creative with their ideas including a wellbeing week with various event to raise awareness of difficulties and ways to cultivate good mental health, discos for younger students and fundraising for resources to create a space to talk area where students can go during selected lunchtimes to play games or talk to ambassadors who can signpost them to extra support if need. Ambassadors are also keen to develop the programme further, looking to play an active role in the recruitment, selection and training of the next wave of ambassadors.

Links to Ofsted Framework

Ofsted Inspectors must have regard to the views of pupils.

When assessing the level of behaviour and safety in schools, inspections should look at a small sample of case studies in order to evaluate the experience of particular individuals and groups, including disabled pupils and those who have special educational needs, looked after children and those with mental health needs.

NICE guidance recommends that:

That secondary education providers:

- Develop partnerships between young people and staff to formulate, implement and evaluate organisation-wide approaches to promoting social and emotional wellbeing

- Introduce a variety of mechanisms to ensure all young people have the opportunity to contribute to decisions that may impact on their social and emotional wellbeing

- Involve young people in the creation, delivery and evaluation of training and continuing professional development activities in relation to social and emotional wellbeing

What Young People Say about this principle...

"Most Young People want to feel listened to"

"Pupils who are known to the pastoral team are more likely to be listened to but I'm not sure about the majority of pupils in my school"

"I would want to know more about my school's policies, but they need to be written in a way I understand"

"Students are not made aware of school policies, even if they are told about them they are not told the full policy but just a selection."

"If pastoral staff are not approachable then they cant do their jobs. Young people should be involved in the recruitment of pastoral roles so they can give their opinion on whether someone is approachable and able to talk to young people"

Self-Evaluation Checklist:

Example	Red	Amber	Green	Evidence / Comments	Actions Identified
Appropriate and effective mechanisms are provided for pupils' views to inform policy and practice e.g. pupil forums / council					
If the school / setting has any of the above forums, these are a diverse representation of the school community. Equal opportunities are provided to enable all pupils to be active members of the school forum.					
Pupil participation and involvement in activities and school life are continually evaluated and reviewed					
Pupils receive training and support to develop their skills and confidence in organising, facilitating and participating in the full range of pupil voice activities offered by the school					
Peer support services are established within the school					
Pupil views are gathered before implementing new policy or practice within the school					
There are young people written / friendly versions of school policies which are easily accessible for Young People to read.					

For more information on where to go for more support both locally and nationally around this principle please see Appendix 1.04

Staff development, health and wellbeing

Public Health England make it clear that 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 students. This includes being able to refer them to relevant support either within the school or from external services. The report of the Children and Young People's Mental Health and Wellbeing Taskforce recommends that staff working with children and young people in universal settings, including schools, should receive training in children and young people's development and behaviours but should not be expected to replace specialist services.

DfE has produced advice to help schools identify potential mental health problems as well as give advice on commissioning services and how to make a referral to child and adolescent mental health services (CAMHS).

The government has also funded an e-learning platform developed by experts in children and young people's mental health and emotional health and wellbeing called MindEd (www.minded.org.uk/).

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. A good way of driving these changes is through the Workplace Wellbeing Charter National Standards. The standards set out action across a number of areas, including mental health and wellbeing, and provide a roadmap for driving improvements in workplace health. For more information see the Charter website (www.wellbeingcharter.org.uk).

Links to Local Examples of Good Practice

At Elstow School the Principal, who started in September 2017, has implemented a series of initiatives to try and create a culture to support and maintain positive mental health and wellbeing, so that pupils and staff are resilient, happier and more motivated. These initiatives include trying to reduce staff workload through:

- More in-class and peer marking – using best practice of 'over the shoulder' response to pupils to ensure progress within and between lessons
- Less SLT monitoring of lesson plans and more co-planning, including both DHT's and the HT involved weekly in support of subject leads
- Meetings all follow a clear agenda with Phase meetings rotating Staff meetings to minimise meeting overload
- No formal observations of teaching (replaced with teacher coaching)
- A simpler assessment system for reading and mathematics with TA time given to uploading question level analysis to identify gaps
- A writing assessment across the school using comparative judgement and then linking to KPI's to track cohort and group progress and next steps for teaching

In addition, staff wellbeing has been considered with:

- More recognition of successes (staff shout-outs)
- Extended lunch breaks,
- Free staff tea and coffee and a
- 'No books taken home to mark' policy.

In addition, staff are encouraged to manage their workload (school closed at 17:30) and SLT play their part, refraining from e-mailing staff after 16:30.

A weekly bulletin is shared on a Friday morning to allow staff to see the operational events in the next week and plan accordingly.

So far, these initiatives seem to have reduced workloads and work-related stress, leading to a positive effect on staff (and pupils') morale.

At St John Rigby Primary School they have introduced a well-being board in the staff room that celebrates peoples acts of kindness and hard work. The board also promotes staff days out, encouraging the staff group to bond outside of work. The board also includes drawers with sweet treats (should you need a pick up). The SLT have introduced a well-being day this year, this can be taken at highlighted points in the year. The aim is to encourage staff to take some time out for themselves, away from the pressures of busy work and family life, to refresh and re-centre.

Links to Ofsted Framework

The quality of teaching is a key judgement area for Ofsted. The inspection criteria refers to the importance of ensuring that all teaching staff benefit from appropriate professional development and that performance is rigorously managed.

When assessing leadership and management, inspectors must consider the school's use of performance management and the effectiveness of strategies for improving teaching. This should include the extent to which professional development is based on the identified needs of staff and the induction needs of newly qualified teachers and teachers at an early stage of their career.

NICE guidance recommends that:

That primary education providers:

• Offer teachers and practitioners in schools training and support in how to develop children's social, emotional and psychological wellbeing

• Train and develop teachers and practitioners so that they have the knowledge, understanding and skills to deliver a curriculum that integrates the development of social and emotional skills within all subject areas effectively. The training should include how to manage behaviours and how to build successful relationships

• Ensure teachers and practitioners are trained to identify and assess the early signs of anxiety, emotional distress and behavioural problems among primary school children. They should also be able to assess whether a specialist should be involved and make an appropriate request

That secondary education providers:

• Integrate social and emotional wellbeing within the training and continuing professional development of practitioners and governors involved in secondary education

• Ensure practitioners have the knowledge, understanding and skills they need to develop young people's social and emotional wellbeing

What Young People Say about this principle...

"Teachers do marvellous jobs and can't do everything – they need to be supported! Teachers should be trained on how to spot difficulties early and not feel like they are struggling to support their pupils."

"Teachers stress gets passed onto pupils; I know if my teacher is stressed and I sometimes worry about them"

On the impact of Staff Absence on their own wellbeing:

"When I have a supply teacher I get really stressed out, if I needed time out they wouldn't understand and I get anxious they're going to ask me loads of questions in front of the class."

"My school allows me to work in the support centre if I have a supply teacher as they know it makes me too anxious"

On the importance of Staff Training:

"Any child should be able to go to any teacher with their issues. I may have a relationship with one teacher – I don't know what training they have had, I just know if I trust them. If that teacher doesn't know how to handle my issue or 'freaks out' then I'll lose trust in them and maybe lose trust in telling anyone my story"

"My teacher freaked out when I talked about my issues saying 'Oh my God, what are we going to do? We need to deal with this now!' the fact that they were panicked and upset made me feel even worse"

Promoting Positive Mental Health,
Emotional Wellbeing and Resilience

What Staff Say about this principle…

"You cannot pour from an empty cup. If staff emotional wellbeing is being looked after, the pupils, parents and whole school will benefit greatly"

"How can we expect pupils to see the value of wellbeing if it is not being modelled by staff"

"I am a Headteacher and I do not get any support for my wellbeing…. governors need to know how to support the wellbeing of the Headteacher"

"All I want is some appreciation of the things I do little things like 'thank you' means a lot"

"I would like to feel valued"

"Staff need to have a platform to express their views and feelings without being judged or being made to feel like they are complaining"

"Just telling me things like 'don't bring in problems from home' creates a culture of treating stress, no matter how serious, as a minor thing and ignoring the causes of stress in the first place"

"If pupils see that teachers are stressed it can affect their learning. The teachers will be less patient and tired and struggle to come up with strategies to help with behaviour management"

"If staff feel supported it makes for a positive and calm learning environment. If a staff member is feeling stressed and overwhelmed they will struggle to do their job to the best of their ability, especially if they feel they have no one they can turn to for support"

"It's important for staff to know they can support each other and have regular opportunities to be together as a whole staff group"

"SLT need to recognise that staff struggle regardless of their qualities. SLT presume that if you are a great teacher (poor) mental health will never effect you"

Self-Evaluation Checklist:

Example	Red	Amber	Green	Evidence / Comments	Actions Identified
Staff training and support is provided on how to develop children's social, emotional and psychological wellbeing					
The school's Performance Management system ensures that agreed professional development is based on the identified needs of staff					
The school identifies and supports the emotional health needs of all staff, both teaching and non-teaching					
Support is provided to enable staff to reflect on and to take actions to enhance their own wellbeing					
The promotion of an effective work-life balance for staff is seen as integral to the success of the school					
Governors demonstrate awareness of their responsibilities regarding the well-being of staff					

For more information on where to go for more support both locally and nationally around this principle please see Appendix 1.05

Identifying need and monitoring impact

There are a variety of tools that education settings can 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. Examples of validated tools that can measure mental wellbeing include:

- The Stirling children's wellbeing scale - this is a holistic, positively worded scale, developed by the Stirling Educational Psychology Service, that is suitable for educational professionals looking to measure emotional and psychological wellbeing in children aged eight to 15 years www.friendsforlifescotland.org/site/The%20Stirling%20Children's%20Wellbeing%20Scale.pdf
- The Warwick-Edinburgh mental wellbeing scale (WEMWBS) – this is also a positively worded scale that can be used to measure wellbeing with young people aged 13 and over. It is recommended that it is used with samples of over 100 people. The shorter version, which has seven questions, can be found at www2.warwick.ac.uk/fac/med/research/platform/wemwbs/swemwbs_7_item.pdf The more comprehensive scale and advice on how to calculate a wellbeing score can be found at www.nhs.uk/Tools/Documents/Wellbeing%20self-assessment.htm

For tools, such as the strengths and difficulties questionnaire (SDQ), designed to focus more on assessing targeted and specialist mental health needs, please see DfE guidance.

Links to Local Examples of Good Practice

Scott Primary School used the Young Minds Academic Resilience Framework to develop a vulnerability register. This register has identified strategies and various levels of support at each level of the register. The register is regularly updated, raising the awareness of staff to all children, not just those at the extremes. This approach has led to the creation of a common language around resilience that can be shared amongst both staff and children. This is supported through 'learning friends' – cuddly toys used to capture and represent the characteristics of resilience (e.g Bounce Back Bunny who stands for coming back from disappointment).

This identification and shared language had improved the self-confidence of children with the children less afraid to make mistakes and more ready to challenge themselves. With the vulnerability register and new approach to identification, Staff have developed a greater awareness of a broader range of children and their needs and become more confident in responding to these. In the first year of this intervention the attendance of specific targeted children improved on average from 89% to 98.6%.

Links to Ofsted Framework

When inspecting the quality of leadership in and management of the school Ofsted inspectors should consider the effectiveness of monitoring and evaluation and the extent to which it is shared with governors. They should also consider how well the school meets the needs of all vulnerable groups of pupils.

Assessing and responding to the emotional health and wellbeing needs of children and learners, and taking steps to mitigate the impact this has on their capacity to learn could provide supportive evidence in relation to all key judgement areas: the achievement of pupils at the school, the quality of teaching in the school, the behaviour and safety of pupils at the school and the quality of leadership in and management of the school.

NICE guidance recommends that:

That secondary education providers:
• Systematically measure and assess young people's social and emotional wellbeing and use these outcomes as the basis for planning activities and evaluating their impact

What Young People Say about this principle...

"It is important to identify need at the earliest point to put in place support to avoid things getting worse"

"It can be hard for teachers to notice pupils at the earliest point of emotional difficulties, high achieving students can easily fall through the cracks until they hit crisis."

"The support was put in place quickly – people could see I was struggling and it all happened in one day"

"There needs to be better coordination between health, family and education when developing care plans."

"You can tell when teachers are interested in you – you know they are paying attention to you, but not making a big deal of it" but *"Some teachers are better than others at noticing if you are ok"*

(If school were monitoring every child's wellbeing) "It would be helpful to know that the school are keeping an eye out as it can be quire scary having to bring it to someone's attention"

Self-Evaluation Checklist:

Example	Red	Amber	Green	Evidence / Comments	Actions Identified
The emotional health and well-being needs of children and learners are regularly assessed and monitored to mitigate the impact this has on their capacity to learn					
Monitoring and evaluation of emotional health and well-being needs are shared with Governors					
The school meets the emotional and well-being needs of all pupils including the most vulnerable e.g. LAC, Pupil Premium					
There is a system in the school for collecting, recording and managing data relating to emotional health and well-being					

For more information on where to go for more support both locally and nationally around this principle please see Appendix 1.06

Working with parents/carers

Public Health England state that 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.

Links to Local Examples of Good Practice

Cauldwell Primary School operates an open door approach for parents, with a daily staff presence outside school including the Head, Deputy, Inclusion Manager, and Parent support worker. With 41 different language spoken by pupils, the school identified that language may be a barrier to effective engagement with parents. The school has worked with local charities to run 3 free ESOL classes every Wednesday, engaging with over 45 parents from the local community. As a result of attending these classes the school has seen increased engagement from parents in school life and supporting their children academically.

In partnership with Carers in Bedfordshire, Bedford Nursery School Federation(Peter Pan) & Peter Pan Children's Centre, Cauldwell Primary School holds a monthly meeting for Parents / Carers of children with SEND. This is supported by 2 parents and guest speakers are invited to attend. The school has a Well-being working party to support children, staff & parents, with a weekly Wellbeing group at lunchtime and a '50 things to do' at Cauldwell activity. There will also be a Parent self-esteem course running from April 2018

Links to Ofsted Framework

The Ofsted inspection criteria expects schools to be engaging parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development.

Ofsted inspectors have a duty to have regard for the views of parents. Inspectors will also take account of the results of any surveys carried out or commissioned by the school.

NICE guidance recommends that:

That primary education providers:

• Support all pupils and, where appropriate, their parents or carers (including adults with responsibility for looked after children)

• Offer support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners

• Give all parents details of the school's policies on promoting social and emotional wellbeing and preventing mental health problems

That secondary education providers:

• Work in partnership with parents, carers and other family members to promote young people's social and emotional wellbeing

• Help reinforce young people's learning from the curriculum by helping parents and carers to develop their parenting skills. This may involve providing information or offering small, group-based programmes run by appropriately trained health or education practitioners

• 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. This should include support to participate fully in any parenting sessions, for example by offering a range of times for the sessions or providing help with transport

What Young People Say about this principle...

"As a Young Carer it's important that my Mum is able to still be involved with school. She is not able to attend parents evenings so teachers need to use emails and telephone calls to ensure she is able to access the information."

"A lot of parents may not be aware of Mental Health issues and want to know more information about it and how to discuss it with their child. Schools should look at opportunities to put on evenings where parents can learn how to support their children."

"Parents of high achieving pupils need to be shown how to handle them at exam times and not put more pressure on. Schools can support parents with this rather than adding the pressure on as well."

"Teachers being able to talk to parents and parents being able to talk to teachers to make sure I am supported".

Self-Evaluation Checklist:

Example	Red	Amber	Green	Evidence / Comments	Actions Identified
Parents and carers views on the school are sought each year through a stakeholder survey					
Parents/ carers are informed of the school's values and are encouraged to model these values.					
Parents/ carers are encouraged to participate in school organised activities, including those designed to celebrate cultural differences					
Opportunities are made available by the school to support parents/ carers to develop their parenting and behaviour for learning skills					
Parents/ carers are appropriately represented on the school's board of Governors					
Parents/carers are valued and made to feel welcome, promoting positive home school links					
Opportunities are made available by the school to support parents/ carers to develop their knowledge and understanding on social and emotional wellbeing and mental health problems and how these present. Support offered within the school and/or signposting/ referrals made to outside agencies					

For more information on where to go for more support both locally and nationally around this principle please see Appendix 1.07

Targeted support

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. Delays in identifying and meeting emotional wellbeing and mental health needs can have far reaching effects on all aspects of children and young people's lives, including their chances of reaching their potential and leading happy and healthy lives as adults.

There is good advice already available from DfE that focusses on the role of schools in providing targeted support and specialist provision for pupils with particular mental health and wellbeing needs. This document, therefore, purposefully does not duplicate these existing resources.

The Children and Young People's Mental Health and Wellbeing Taskforce has proposed the introduction of transformation plans for children and young people's mental health and wellbeing. These would be developed with the contribution of schools and would articulate the local offer of services for children and young people's mental health and wellbeing.

School nurses and their teams have an important role to play in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating. Student feedback indicates how much they value the trusted adult role, face to face interaction and other support provided through school nursing teams.

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. The directory enables users to search for services in their area and to have the reassurance that the services being promoted adhere to quality standards.

Schools wishing to gain accreditation for the emotional health and wellbeing support they provide could work towards the AcSEED Award (www.acseed.org). This scheme was founded by young people with direct experience of mental illness. The AcSEED quality assurance mark is presented to schools that have made a substantial effort to support the mental health of their students (www.cypmhc.org.uk/resources/acseed_initiative/).

Links to Local Examples of Good Practice

At Lincroft School they use a tiered approach to support with Stage 1a being Form Tutor involvement, Stage 1b being Form Tutor and Parent and Stage 1c being Form Tutor, Parent and Head of Year. If further support is deemed appropriate, then Stage 2 interventions are put in place, with 2a involving the Family Support Worker and 2b involving the Well-being officer and/ or behaviour modification member of staff. The final level of support, Stage 3, leads to Safeguarding Officer involvement (this person manages Early Help Assessments across the school). The school has used this tiered approach for 2 years now and the children in the school are well aware of this approach.

Links to Ofsted Framework

Ofsted inspectors will be interested in how monitoring ensures that individual children or groups of children with identified needs are targeted, and appropriate interventions are secured so that children receive the support they need, including through effective partnerships with external agencies and other providers.

NICE guidance recommends that:

That primary education providers:

• Provide specific help for those children most at risk (or already showing signs) of social, emotional and behavioural problems

• Schools and local authority children's services should work closely with child and adolescent mental health and other services to develop and agree local protocols. These should support a 'stepped care' approach to preventing and managing mental health problems, as defined in NICE clinical guideline 28 on depression in children and young people. The protocols should cover assessment, referral and a definition of the role of schools and other agencies in delivering different interventions, taking into account local capacity and service configuration

• Identify and assess using the Early Help Assessment, children who are showing early signs of anxiety, emotional distress or behavioural problems

• Discuss options for tackling these problems with the child and their parents/carers. Agree an action plan as the first stage of a 'stepped care' approach

• Provide a range of interventions that have been proven to be effective, according to the child's needs

That secondary education providers:

- Ensure young people have access to pastoral care and support, as well as specialist services, including child and adolescent mental health services, so that emotional, social and behavioural problems can be dealt with as soon as they occur

- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality

- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it. This could involve developing a peer education or peer mediation approach where young people who act as peer supporters are trained and supported appropriately

What Young People Say about this principle....

"My school stepped in really well when I was struggling and it made a real difference"

"The school needs to work to reduce the social stigma of people asking for help. I may be worried to be seen talking to my teacher or school counsellor"

"It was good that my school had a clear system, I first spoke to my Geography teacher who listened and then got my Head of House involved and eventually the SENCO became involved. It was a smooth process and I felt supported throughout"

Self-Evaluation Checklist:

Example	Red	Amber	Green	Evidence / Comments	Actions Identified
Monitoring ensures that individual children or groups of children with identified needs are targeted, and appropriate interventions are secured					
The school has developed effective partnerships with external agencies and other providers e.g. CAMHS, Early Help, Virtual School					
The school supports a 'stepped care' approach to preventing and managing mental health problems including setting up an Action plan at the earliest point					
A range of interventions exist to try and meet the needs of the most vulnerable pupils including support from in-school as well as from specialist services where appropriate					

For more information on where to go for more support both locally and nationally around this principle please see Appendix 1.08

Appendices

Appendix 1.01
Leadership and Management

Locally:
Leading Mentally Healthy Schools – Training for Senior Leaders and Governors through Teaching Schools. Funding has been sourced to enable a member of SLT and a Governor from every school in Bedford Borough to access this training free of charge. Training is provided through the Teaching Schools and can be booked through their websites:
www.inspiritteachingschool.org.uk
www.saf.org.uk
www.peterpanteachingschoolalliance.co.uk

Mental Health – Guidance for Governors
https://www.bedford.gov.uk/education_and_learning/schools_and_colleges/school_governors/governor_training.aspx
Julia Newman

Nationally:
Webinar for Senior Leaders on developing a Whole School Approach
https://www.cwmt.org.uk/webinars

Guidance on writing a Mental Health Policy
https://www.cwmt.org.uk/mental-health-policy

Supporting Mental Health in Schools DfE Guidance
https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges

Governors supporting Head Teachers Wellbeing
http://www.headteacherhub.co.uk/images/files/Governors_supporting_HTs.pdf

Appendix 1.02
School Ethos and Environment

Locally:
Half Termly Mental Health, Well-Being and Resilience Professional Study Groups. For more information regarding the PSGs please contact schoolimprovement@bedford.gov.uk

Nationally:
Time To Change Resources
https://www.time-to-change.org.uk/resources

Mentally Healthy Schools Promotion and Prevention, advice and guidance for schools
https://www.mentallyhealthyschools.org.uk/whole-school-approach/school-and-local-commissioning/promotion-and-prevention/

Anti Bullying Resources for schools through Anti Bullying Alliance
https://www.anti-bullyingalliance.org.uk/

LGBT Resources for schools through stonewall
https://www.stonewall.org.uk/our-work/education-resources

Physical Activity- This practice briefing suggests practical strategies for promoting physical activity with children aged 6-11
http://www.ssehsactive.org.uk/young-people-resources-and-publications-item/417/index.html

Appendix 1.03
Curriculum, Teaching and learning

Locally:
Half Termly Mental Health, Well-Being and Resilience Professional Study Groups. For more information regarding the PSGs please contact schoolimprovement@bedford.gov.uk

Nationally:
Incorporating wellbeing into the Primary Curriculum, a Webinar from Charlie Waller Memorial Trust
https://www.cwmt.org.uk/webinars

Teaching about Mental Health, a Webinar from Charlie Waller Memorial Trust
https://www.cwmt.org.uk/webinars

Mentally Healthy Schools Lesson Plans, Resources for Schools, Assembly Plans and whole school activities
https://www.mentallyhealthyschools.org.uk/teaching-resources/

The PSHE Association
https://www.pshe-association.org.uk/

DfE PSHE Guidance
https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education

LGBT Resources for schools through stonewall
https://www.stonewall.org.uk/our-work/education-resources

An emotionally health approach to GCSE's, guidance for teachers:
https://www.cwmt.org.uk/resources

Providing a range of holistic nutrition and physical activity programmes designed to help adults, children and families make small, positive changes to their lifestyles. BeeZee bodies have been commissioned to support families after they receive a National Child Measurement Programme letters.
www.beezeebodies.com

Healthy eating - Published by the Department for Education in July 2013, the School Food Plan sets out 17 actions schools can do to transform what children eat and how they learn about food
http://www.schoolfoodplan.com/resources/

Appendix 1.04
Student Voice

Locally:

Pupil Voice Network – A Network bringing together all school councils. Support is available to all schools irrespective of the stage that their school council is at. For more information contact Hayley Mills, Engagement and Development Manager.
hayley.mills@bedford.gov.uk

Training is available to staff in setting up and supporting pupil forums in your setting. Training is also available to young people to support their role as a school council representative. For more information contact Hayley Mills, Engagement and Development Manager.
hayley.mills@bedford.gov.uk

Half Termly Mental Health, Well-Being and Resilience Professional Study Groups. For more information regarding the PSGs please contact schoolimprovement@bedford.gov.uk

Nationally:

British Youth Council
http://www.byc.org.uk/

NASUWT – Student Voice - a guide to promoting and supporting good practice in schools
https://www.nasuwt.org.uk/uploads/assets/uploaded/575913ac-2530-4c73-b2f398a4dbde7778.pdf

Young Minds 'Amplified' Student Voice Resources
https://youngminds.org.uk/resources/tools-and-toolkits/amplified-resources/

Looking after yourself during your GCSE's, a young persons guide
https://www.cwmt.org.uk/resources

Me First has a collection of resources to improve communication with Young People around a variety of health needs including Mental Health
http://www.mefirst.org.uk/resources/

Appendix 1.05

Staff Development

Locally:

Primary – Chums School Support Program

http://chums.uk.com/information-schools/
for half termly training and consultation for a designated member of staff

Secondary – CAMH School Team can offer Whole Staff Training on a range of topics. Please discuss this with your link CAMH worker.

Bedfordshire Wellbeing Service is a resource staff can access to speak to someone regarding any concerns they have regarding their own Mental Health and Wellbeing

https://bedfordshirewellbeingservice.nhs.uk/

Staff Peer Supervision Groups can be supported to be set up in Secondary Schools. For more information please contact Katolo Curtis on
katolo.curtis@nhs.net

Half Termly Mental Health, Well-Being and Resilience Professional Study Groups. For more information regarding the PSGs please contact
schoolimprovement@bedford.gov.uk

Nationally:

Webinar on developing staff wellbeing in schools through Charlie Waller Memorial Trust
https://www.cwmt.org.uk/webinars

DfE Reducing Teacher Workload Policy Group and sub groups:
https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload

Example of a work-life Policy from a 'Good' Primary School
http://www.clarendon.surrey.sch.uk/policies/Work_Life_Balance_Policy.pdf

Example of a Staff Wellbeing and Work-Life Balance Policy from an 'Outstanding' Secondary School
http://www.farlingaye.suffolk.sch.uk/Information/SchoolPolicies/Updated_School_Policies/Staff_well_being_and_work-life_balance_Policy_2012_-_updated_04_16v2.pdf

NUT Example Work-Life Policy
https://www.teachers.org.uk/sites/default/files2014/work-life-balance-model-policy_1.pdf

The Education Support Partnership are the UK's only charity dedicated to improving the health and wellbeing of the entire education workforce:
Education Support Partnership Helpline 08000 562 561
Website: www.educationsupportpartnership.org.uk

Self-evaluated 'Stress Test' for teachers
http://bewellteachwell.org.uk/self-evaluation

Line Managers' Resource and 10 Keys to Happier Living (poster)
https://mhfaengland.org/mhfa-centre/resources/posters/10-keys-to-happier-living-poster

Appendix 1.06

Identifying need and monitoring impact

Locally:

Half Termly Mental Health, Well-Being and Resilience Professional Study Groups. For more information regarding the PSGs please contact schoolimprovement@bedford.gov.uk

Nationally:

Anna Freud Toolkit for measuring and monitoring children and young peoples mental wellbeing
https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf

SDQ Website for standardised Strength and Difficulties Questionnaires:
http://www.sdqinfo.com/a0.html

Appendix 1.07

Working with parents / carers

Locally:

Schools can complete Early Help Assessments to support parents and their families to access support when there are emerging needs. These needs can range from parenting issues, substance or domestic abuse, family functioning, housing issues or any other issue that is having a detrimental impact on the family.

Every school has the opportunity to host a Triple P Parenting Workshop within their school, to find out more about how you can take advantage of this to support your parents speak to your link Early Help Professional.

SEND Advice Service offers free confidential information, advice and support on Special Educational Needs and Disabilities to children, young people and parents.
http://www.bedford.gov.uk/education_and_learning/parental_support/send_advice.aspx

Half Termly Mental Health, Well-Being and Resilience Professional Study Groups. For more information regarding the PSGs please contact schoolimprovement@bedford.gov.uk

Nationally:

NFER Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children
https://www.nfer.ac.uk/publications/OUPP02/OUPP02.pdf

MindEd for Families is a free learning resources for parents or carers to use
https://mindedforfamilies.org.uk/

Young Minds Parent Helpline 0808 802 5544

Young Minds Guidance for supporting Parents Wellbeing
https://youngminds.org.uk/resources/tools-and-toolkits/parents-wellbeing/

Coping with Self Harm, a parents guide
https://www.cwmt.org.uk/resources

A Parents guide to self harm, University of Oxford
http://www.healthtalk.org/files/upload/Self%20harm%20parents%20guide.pdf

A parents guide to depression:
https://www.cwmt.org.uk/resources

An emotionally healthy approach to GCSE's, a parents guide:
https://www.cwmt.org.uk/resources

Engaging with Parents, a short video from Anna Freud:
https://www.mentallyhealthyschools.org.uk/resources/engaging-with-parents/

Guidance: How to support pupils' parents:
https://www.educationsupportpartnership.org.uk/sites/default/files/resources/2012_guidance_for_head_teachers_and_school_staff_how_to_support_pupils_parents.pdf

Appendix 1.08
Targeted Support

Locally:
If you are concerned about the mental health and wellbeing of a child in Bedford Borough you can speak to a CAMH Clinician by calling 01234 310670 and requesting to speak to the Clinician Of the Day

Secondary Schools in Bedford Borough have a named CAMH Link worker with whom they can have pupil consultations to talk about individual cases.

Primary Schools in Bedford Borough have a linked Chums Clinician. Primary Schools can call Chums on 01525 863924 should they wish to talk to their linked clinician.

Through completion of an Early Help Assessment support can be offered to pupils and their families through parenting interventions, Protective Behaviour 1:1 interventions, Solution Focussed Brief Therapy Sessions, Relate Family counselling and other services.

Bedford Open Door
www.bedfordopendoor.org.uk

Healthy Eating Support
www.beezeebodies.com

Adult Drug and Alcohol Support
https://www.elft.nhs.uk/service/299/Path-to-Recovery-P2R-Bedford-Borough

C& YP Drug and Alcohol Support
www.aquarius.org.uk

Sexual Health (YP and adult)
www.icash.nhs.uk

C&YP and Adults Weight management
www.beezeebodies.com

C&YP and adults stop smoking service
www.smokefreebedfordshire.co.uk

Half Termly Mental Health, Well-Being and Resilience Professional
Study Groups. For more information regarding the PSGs please contact
schoolimprovement@bedford.gov.uk

Nationally:
A breakdown for schools of all Mental Health Needs:
https://www.mentallyhealthyschools.org.uk/mental-health-needs/

Specialist webinars on a range of concerns from self harm, eating
disorders, anxiety and body image
https://www.cwmt.org.uk/webinars

The Youth Wellbeing Directory helps service users and funders find
high-quality services to improve the emotional wellbeing and/or mental
health of children and young people directly
www.youthwellbeingdirectory.co.uk

Finding out more

If you would like further copies, a large-print copy or information about us and our services, please telephone or write to us at our address below.

Për Informacion   معلومات کے لئی   برای اطلاع   Za Informacije

للمعلومات

ਜਾਣਕਾਰੀ ਲਈ   Informacja   Per Informazione   তথ্যের জন্য

☎ **01234 718430**

✉ **Chris Morris**
Early Help
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Bedford MK40 9AP

@ chris.morris@bedford.gov.uk

🌐 www.bedford.gov.uk