

Emotional and Mental Health:

A Resource for Schools

Reducing barriers to learning



Contents

| | |
|---------------------|-----------|
| Foreword | 3 |
| Introduction | 4 |
| Promote | 10 |
| Identify | 39 |
| Assess | 49 |
| Provide | 56 |
| Review | 82 |
| Celebrate | 84 |

If you have any questions about this document or would like to receive it in another format please contact yvonne.wright@derbyshire.gov.uk

Foreword

It's essential that all children and young people have the opportunities they need to achieve their full potential and grow into happy and healthy adults.

Good mental health is a vital part of developing the skills and character they need to do that.

Young people face many challenges ranging from stress and anxiety about exams, to complex, serious and debilitating long-term conditions.

'In an average class of 30 schoolchildren, three will suffer from a diagnosable mental health disorder.'¹

Everyone who works with children and young people has a vital role to play in identifying any mental health issues they may have early on and helping them get the support they need.

To support you with this work we're doing more to help schools develop knowledge about mental health, identify issues when they arise and take action as soon as possible.

'Children with higher levels of emotional, behavioural, social and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.'²

'Emotional and Mental Health – A Resource for Schools' is designed to provide you with the practical support you need to improve the mental health and wellbeing of your pupils, prevent minor problems from escalating into more serious long-term issues and intervene earlier through a whole school approach.

Derbyshire County Council and Derby City Council are pleased to support this resource:

'The Future in Mind transformation programme provides us with a fantastic opportunity for schools, along with partner agencies, to work together for children and young people.' Councillor Sarah Russell, Cabinet Member for Education and Skills Derby City Council.

We hope this resource helps you make your contribution to improved emotional health and wellbeing for children and young people in Derbyshire and Derby City and make a real difference to their lives.

Thank you to all who have contributed and to Yvonne Wright and Jane O'Byrne for leading this exciting and innovative work.

Andy Smith,
Director of People's Services
Derby City Council.

Jane Parfremment,
Director of Children's Services
Derbyshire County Council.

¹ Pugh K NHSE update on progress with Future in Mind 2015.

² The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes, DfE 2012.

Introduction

In this section...

- **About this resource**
- **What do we mean by emotional and mental health?**
- **Why address emotional and mental health?**
- **What impact does positive emotional and mental health have on learning?**
- **What does Ofsted say about Mental Health?**
- **A whole school approach - identifying your current strengths and areas for development**
- **The wellbeing pathway - introducing the sections of the resource**

Why the resource?

1. Background

- 1.1 Future in Mind (Department of Health/NHSE 2015) is a 5 year national transformation programme that aims to promote, protect and improve children's and young people's mental health and well-being. Schools have a pivotal role to play.
- 1.2 Despite strong evidence to show many schools actively and effectively support their pupils with mental health, "more can be done to help schools develop knowledge about mental health, including identifying issues when they arise and therefore offering earlier support." Councillor Jim Coyle.
- 1.3 This resource was developed in response to an innovative pilot project funded by NHS England, with six schools in Derbyshire and Derby City, to develop a good practice model for schools around emotional health and well-being (EHWB). Consultation with pupils highlighted "Different options are needed as one approach does NOT fit all". Pupils told us that what makes a real difference is:
 - a key person to talk to
 - time out space
 - distraction activities
 - being included
 - making and keeping friends
 - a smooth transition between schools

Children and young people often talk about the importance of their relationship with key professionals, particularly teachers.

This resource is designed to help all those working in the school context to improve the way they respond to children and young people's needs.

Frank McGhee, Director of Integrated Commissioning Peoples Directorate (leading children's commissioning across Derby City and Southern Derbyshire CCG).

Dr Isobel Fleming, Service Director, County Wide Commissioning.

Sponsors for the Derbyshire and Derby Future in Mind Transformation programme 2015-2020.

Why a 'scrapbook' style?

The purpose of the resource is to provide practical ideas and examples to support schools in promoting emotional and mental health and responding to mental health problems in school. Our work with the pilot schools identified that they wanted to see "what was out there" and to know "what other schools are doing." Our resource, in an informal scrapbook format, aims to respond to this brief.

Although it includes some guidance around implementation of specific activities, it is not designed to be a comprehensive guide or a strategic framework. The area of children's emotional health is enormous and diverse! This resource represents 'the tip of the iceberg' in terms of what is available and can be applied. We hope it provides some inspiration and ideas to help address this sensitive area and support you on your ongoing development of provision.

What do we mean by emotional and mental health?

Emotional and mental health refers to our overall psychological well-being. It includes the way we feel about ourselves, the quality of our relationships, our ability to manage feelings and deal with difficulties, and how much meaning and joy we derive from life.

Good mental health isn't just the absence of mental health problems such as depression or anxiety. Rather, it's the presence of positive characteristics, such as being able to cope with life's challenges, handle stress, build strong relationships, and recover from setbacks.

Why address emotional and mental health?

Research shows that up to 10% of pupils aged 5-15 years experience mental health issues at some point in their life. It is essential that they get the help they need as quickly as possible. Issues such as lack of confidence, anxiety, low mood, and depression, conduct and eating disorders can impact significantly on pupils' happiness, education and life chances.

- **20% of adolescents may experience a mental health problem in any given year.**
- **50% of mental health problems are established by age 14 and 75% by age 24.**
- **10% of children and young people (aged 5-16 years) have a clinically diagnosable mental problem.**
- **70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age.**

See more at: <https://www.mentalhealth.org.uk/statistics/mental-health-statistics-children-and-young-people#sthash.4EyU6fAL.dpuf>

Schools can have a significant impact on children's emotional and mental health in the following ways:

- preventing children and young people from developing poor mental health
- identifying those who are at risk and who are developing problems
- providing initial and complementary support within schools, colleges or children's service settings
- helping children and young people access specialist services where they need them

What impact does positive emotional and mental health have on learning?

Public Health England, in the document 'The link between pupil health and wellbeing and attainment - A briefing for head teachers, governors and staff in education settings', has brought together evidence of the links between school wellbeing, learning and school improvement. This evidence confirms that:

- Pupils with better health and wellbeing are likely to achieve better academically.
- Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.
- The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.
- A positive association exists between academic attainment and physical activity levels of pupils.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf

What does Ofsted say about emotional and mental health?

Positive emotional and mental health underpins many aspects related to school improvement and the Ofsted framework, including spiritual, moral and social and cultural education; removing barriers to learning and working with vulnerable groups.

It is specifically referenced with regard to 'Personal Development, Welfare and Behaviour'.

In order for schools to gain good status, pupils must 'enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships'.

To be outstanding schools must enable pupils to be able to 'make informed choices about healthy eating, fitness and their emotional and mental wellbeing'.

Many other aspects of emotional and mental health are also referenced e.g. having confidence, being proud of their work and achievements, being self-disciplined, and having positive attitudes to learning.

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

A whole school approach

A whole school approach is one that goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school. Robust evidence shows that interventions taking a ‘whole school approach’ have a positive impact in relation to outcomes including: body mass index (BMI), physical activity, physical fitness, fruit and vegetable intake, tobacco use, and levels of bullying.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf

Introducing the sections of the resource – ‘The Wellbeing Pathway’

The Wellbeing Pathway describes the process schools can undertake in order to most effectively support a child who may have emotional or mental health needs.

By addressing each stage of the pathway, schools can work to ensure that:

- Pupils learn in an environment that supports their emotional and mental health and in which they can thrive.
- Staff have knowledge and awareness and there are schools systems to help identify those in need.
- Pupils identified as needing support are assessed to establish their specific emotional and mental health needs.
- The interventions provided are evidence-based and suitably matched to the pupils’ specific need.
- The effectiveness of the intervention is reviewed against specific success criteria and next steps identified.
- Progress and developments are celebrated, reinforcing a positive school culture.

‘The Wellbeing Pathway’

Promote

... a universal whole school ethos and environment that supports the emotional and mental health of every pupil.

Identify

...individual children who may need support around emotional and mental health.

Assess

...a pupil's specific needs in order to provide the most appropriate intervention.

Provide

...evidence-based quality interventions, both universal and targeted, matched to pupil's specific needs.

Review

...how the provision is meeting the pupil's needs, and identify the next steps.

Celebrate

...effort and success: reflect on and value the positives.

Emotional and Mental Health Whole School Audit

The Emotional and Mental Health Whole School Audit (below) has been written to help you review your current approach to Emotional and Mental Health, allowing you to identify strengths and areas for development.

The following audit is based upon the eight principles of the whole school approach, as laid out in the document ‘Promoting children’s and young people’s emotional health and wellbeing - a whole school and college approach’ published by Public Health England and the Children and Young People’s Mental Health Coalition March 2015. It would be useful to view this document whilst completing the audit.

Schools can consider the descriptors and record how they are currently meeting them. The self-assessed ‘RAG’ (red, amber or green) rating helps to identify which areas need more attention in developing a whole school approach.

Schools can then use the action plan template at the end of the audit to plan ‘next steps’.

| Area of whole school approach | Current position | rag rating | | |
|--|------------------|------------|---|---|
| | | R | A | G |
| 1. Leadership and management that supports and champions efforts to promote emotional health and wellbeing | | | | |
| a. School leaders recognise the contribution that positive emotional and mental health makes to school improvement. | | | | |
| b. A commitment to emotional and mental health is referenced in school development plans, mission statement and other key documents. | | | | |
| c. Funding is allocated to resource the development of pupils and staff emotional and mental health e.g. Use of Pupil Premium ,parents' liaison worker, counselling services, non-contact time, CPD, etc. | | | | |
| d. Relevant policies such as Safeguarding, Confidentiality, PSHE, Equality, Behaviour and Anti-Bullying are owned and implemented by the whole school and regularly reviewed. | | | | |
| 2. School ethos and environment that promotes respect and values diversity | | | | |
| a. The school's organisation and culture supports pupils' spiritual, moral, social and cultural development. | | | | |
| b. Systems are in place that build a sense of belonging to class/school e.g. house systems, class identities, circle time, performances, class presentations, team sports and school council? | | | | |
| c. Staff treat pupils and each other with respect and kindness, modelling positive relationships. | | | | |
| d. All members of the school community are valued and significant events and achievements celebrated. | | | | |
| e. Displays in school reflect school's commitment to promoting emotional health e.g. anti-bullying displays, 'qualities' posters, school council information, pupils' work valued, celebrating difference and diversity, anti-stigma messages, where young people can access help and support. | | | | |
| f. Systems are in place to make visitors, parents and carers feel welcome in school e.g. friendly and helpful staff, staff information in entrance, pupils acknowledge visitors. | | | | |
| g. The school environment is safe and inclusive e.g. bullying 'hot-spots' and stigma addressed, information available in different languages, good access for differently-abled, safe spaces, a range of playtime/break activities. | | | | |
| h. An emotionally healthy lifestyle is promoted through the school ethos and environment e.g. healthy options at lunchtimes and in vending machines, water available, friendship benches and quiet areas in the playground, after-school and lunchtime clubs, pleasant comfortable staff room, safe spaces for meetings/ time out. | | | | |

| Area of whole school approach | Current position | rag rating | | |
|--|------------------|------------|---|---|
| | | R | A | G |
| 3. Curriculum, teaching and learning to promote resilience and support social and emotional learning | | | | |
| a. PSHE is delivered via a spiral curriculum using a whole school approach that includes emotional literacy, social skills, communication skills, resilience and coping strategies. | | | | |
| b. Links are made between emotional health promotion and other curriculum areas, for example science, creative arts, physical education. | | | | |
| c. The classroom climate is respectful, participative and day-to-day practice promotes emotional health. | | | | |
| d. The PSHE and wider curriculum is well matched to pupils' learning styles, age and stage, and includes differentiation and targeted work for vulnerable pupils and those with additional needs. | | | | |
| e. Resources used to teach about emotional and mental health are age appropriate, relevant, inclusive and up to date. | | | | |
| f. Lessons around emotional and mental health are taught in a safe environment, e.g. with ground rules, avoiding triggers, using distancing techniques, ensuring pupils know where / how to ask for help if affected and pastoral support. | | | | |
| g. Lessons around emotional and mental health are monitored and evaluated for impact and pupil progress is assessed. | | | | |
| 4. Enabling pupil voice to influence decisions | | | | |
| a. Pupils are involved in school decisions e.g. policy development, staff appointments, for example through a school council. | | | | |
| b. Pupils are consulted regularly and their views influence teaching and learning, including in PSHE and citizenship. | | | | |
| c. Pupils have the opportunity to take responsibility for some aspects of school / college life e.g. peer support, reception duties, enterprise activities, school performances, charity events. | | | | |
| d. School uses effective strategies to ensure that vulnerable pupils are also engaged in pupil voice activities. | | | | |
| e. Pupils are regularly asked about the impact of curriculum, school practices and interventions that aim to address their emotional and mental health. | | | | |
| 5. Staff development to support their own wellbeing and that of pupils | | | | |
| a. Staff receive training in PSHE, Citizenship and aspects of emotional and mental health, and this is regularly updated. | | | | |
| b. Staff can recognise the signs and symptoms of pupils at risk of / with emotional and mental health needs and are confident in dealing with disclosures and incidents. | | | | |
| c. Staff Stress Management Policy is reviewed and updated regularly to address staff needs. (Available from Derbyshire Human Resources Advisory Service Cayahrenquiries@derbyshire.gov.uk) For Derby City contact occupational.healthservice@derby.gov.uk | | | | |
| 6. Identifying need and monitoring impact of interventions | | | | |
| a. There is a whole school approach to identifying the emotional and mental health needs of pupils. For example, all staff know warning signs, have regular review meetings to identify pupils, use well-being scales, are aware of risk and resilience factors etc. | | | | |
| b. The emotional health needs of potentially vulnerable pupils e.g. young carers, those who are lesbian, gay, bisexual or transgender, children in care, those at risk of exclusion from school, pupils with SEND etc are identified and addressed. | | | | |
| c. There are effective routes for self-referral for pupils, young people and staff to seek help if they have a concern or are in need of support e.g. worry boxes, school support, email addresses, visible Pastoral Leads, resources, agencies etc. | | | | |
| d. Provision and interventions designed to meet the emotional and mental health needs of pupils are monitored and evaluated for impact. | | | | |

| Area of whole school approach | Current position | rag rating | | |
|---|------------------|------------|---|---|
| | | R | A | G |
| 7. Working with Parents and Carers | | | | |
| a. The school/college communicates to parents and carers how they support pupils' emotional and mental health needs e.g. through home-school booklets, on the schools website, | | | | |
| b. Parents and carers know whom to approach if they have concerns or information regarding their child's emotional or mental health, behaviour or any other concerns. | | | | |
| c. The school provides / signposts to resources for parents and carers which facilitate discussion of common issues such as change, losing friends, fear and divorce e.g. through books, leaflets, displays and school website. | | | | |
| d. Parents and carers report that they feel welcome and included in the school community, e.g. through participation in learning activities, assemblies, parent-teacher associations, policy development, etc. | | | | |
| 8. Targeted support and appropriate referral | | | | |
| a. All staff are aware of processes and procedures for support and referral when there are concerns about a pupil's emotional or mental health. | | | | |
| b. Targeted support is matched to a pupil's specific needs through quality assessment practices. | | | | |
| c. The school uses a range of evidence-based interventions and programmes to meet the emotional and mental health needs of targeted pupils e.g. Thrive, Forest schools, Nurture, Peer Support, etc. | | | | |
| d. Pupils and staff have access to counselling services where necessary. | | | | |
| e. The school works collaboratively with other professionals working with the pupils, for example Public Health nurses, educational psychologists, CAMHS etc to support the emotional and mental health needs of targeted pupils. | | | | |

| Emotional and Mental Health Whole School Action Plan | | | | | |
|--|------------------------------|---------|------|----------|-----------|
| Area e.g 1a | What do you want to achieve? | Actions | Who? | When by? | Achieved? |
| | | | | | |
| | | | | | |
| | | | | | |

For support and consultancy in completing the audit or action plan please contact Health and Well Being Consultants: Jane O'Byrne, Yvonne Wright or Gertie Whitfield, at the Education Improvement Service 01629 532827.

Promote...

...a whole school ethos and environment that supports the emotional and mental health of pupils, staff and the wider school community

Here you will find ideas for promoting...

- A whole school approach
- Emotional literacy
- Anti-Stigma work
- Pupil participation
- The importance of PSHE
- A healthy environment
- Staff health and wellbeing
- Anti-Bullying work
- Resilience

A whole school approach

A whole school approach involves planning and progressing aspects of emotional health and wellbeing across all areas of school life. Developments that are coherent, well co-ordinated and embedded in school practices are more effective in bringing about change than those which focus on only one or two areas.

The diagram below illustrates the eight principles of the whole school approach. It is taken from 'Promoting Children and Young People's Emotional Health and Wellbeing' - a 'Whole School and College Approach' published by Public Health England and the Children and Young People's Mental Health Coalition March 2015, which provides some guidance and key questions for each principle.



Case study

Crich Junior

Promoting Good Emotional Health Through A Whole School Approach



Our commitment and approaches to nurturing this environment have evolved and become embedded over a number of years. The following we consider to be key features:

Environment - a warm, welcoming and calming environment as soon as you walk through the front door: music playing (themed to the term's topic), flowers grown in the garden when in season, colourful displays a warm welcome from front of house staff.

Emotionally healthy staff - this is the bedrock. There is a strategic approach to nurturing this culture. Leadership have:

- confidence in our staff - let's be creative and try new things
- an INSET day each year devoted to whole school wellbeing
- trust - it's ok to make mistakes - we learn from them
- appreciation of the contribution that every member of the school team makes to the outcomes of our pupils
- staff expertise and enthusiasms developed and used through the school e.g. administrator teaches recorders

Leadership takes account of individual staff needs - families matter.

Performance Management has a low profile; we work on joint targets; staff report that they don't feel continually under pressure.

"It is wonderful to be welcomed into an environment based on trust rather than fear, allowing me the confidence to be creative and passionate about teaching"
New Member of Staff

"When everyone feels happy the children learn best and the teachers teach best"
Senior Teacher

Inclusion - is at the heart of the school. We positively welcome children with additional needs - we learn so much to improve practice for all children.

"All children are given the right to be who they are with the security of emotional acceptance"
School Governor.

Curriculum

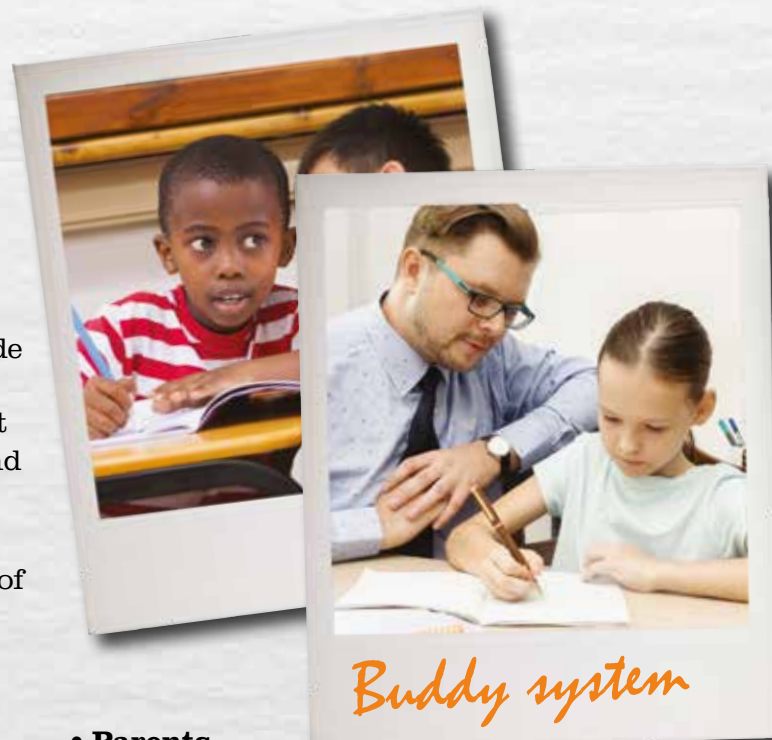
- **Emotional literacy** - this is timetabled for all pupils. Much of the work is around resilience, developing the ability to overcome problems and not be consumed by them. A particular strategy is to take a word a pupil has used and to think of as many other words as possible with a similar meaning, and then to rank them. This work has improved the ability of pupils to express themselves accurately in their discussions, with the consequent effect of making them feel more in control.

"Encouragement and self-confidence was reflected in the motivational messages written for Year 6 during SATS"
Parent

- **Music** - every child plays an instrument in school and has the opportunity to play in our school orchestra. This work has played a huge role in improving children's skills for learning, being team players, and enjoying the satisfaction of producing something of far greater quality than they believed themselves capable of. This experience is enriching, energising and empowering.

Crich Junior (continued)

- **Outdoor Learning** - All our pupils are regularly involved in gardening, looking after our school chickens and solving engineering problems such as designing a watering system for the poly-tunnel. Positive outcomes we have observed include raised self-esteem, developing skills in taking responsibility, co-operation, respect for others and nature as well as mental and spiritual health being enhanced.
- **Pupil Leadership** - Our pupil leadership programme has developed over a number of years. Children apply and are interviewed for a wide variety of roles - Sports Leader, Leader of the Orchestra and Creative Arts Leader. Teams are given complete responsibility for organising events - putting together a programme and delivering activities to pre-school. We have never been disappointed - only amazed.
- **Pupil Voice** - We see it as evidence of an emotionally healthy school that our pupils expect their ideas and views to be listened to, discussed and acted upon in all areas of school life. For example, a quiet lad in school expressed the view that not everyone wants to be a leader. He wanted to offer his services as an IT expert. We now have pupil experts popping up in other areas of school life, thus engaging more pupils and giving value to their talents.
- **Adult Buddies** - During the Autumn Term each child chooses an adult from amongst the staff team to be their buddy. Over time it has been interesting to observe how their choices change - children are making active choices according to the issues they think they may have i.e. the girls choosing a particular female member of staff for puberty concerns. A surprise has been that their parents are also making choices about whom they speak to depending on the matter - either the class teacher or the buddy.



Buddy system

- **Parents** - A further development of the 'buddy system' has been the teaming up of Parent Governors with vulnerable parents or those with particular needs, especially on the playground. Parents who have been buddied in this way have reported how supported they have felt and how it has alleviated anxieties - as a bonus we've also gained volunteers and parent governors through this scheme.
- **Community** - We place a huge emphasis on our work within the community - submitting articles for the local magazine, performing at the Old People's Luncheon Club or taking part in community issues such as the Neighbourhood Plan. This gives the children a real sense of belonging to the community. It pays us back in buckets - we get lots of community volunteers in school. We hold with the African proverb -

"It takes a whole village to raise a child."



All pupils have a voice

Ingredients of an Emotionally Healthy and Happy School

Ingredients of an Emotionally Healthy and Happy school

A bucketful of respect
 An abundance of listening
 A large spoonful of community
 A dash of creativity
 A trickle of humour
 A jugful of learning
 A stirring of boundaries and responsibilities
 A tablespoon of safe spaces
 A large helping of good food
 A fountain of water
 A cupful of kindness
 A pinch of time for everyone
 A handful of smiles

A sprinkle of positivity
 A huge amount of fun
 A cupful of colours
 Plentiful praise
 A dollop of dedication
 A tad of mindfulness
 A fountain of friendships
 A gigantic growth mind-set
 A large amount of physical activity
 A good helping of support for everyone

WARNING:
Not to be cooked in a pressure cooker!

Written by colleagues who attended the 'Future in Mind' Conference, 2016.

Promote emotional literacy

Some emotions (such as sadness, anger) can block learning, while others (such as a sense of wellbeing, feeling safe and feeling valued) promote learning. So learning to manage the emotions can assist learning. (Greenhalgh, 1994)

Why is it important?

Because it gives us “the ability to recognise, understand, handle and appropriately express emotions”.

Emotional Literacy involves having self-awareness and recognition of your own feelings and knowing how to manage them, such as the ability to stay calm when you feel angry or to reassure yourself when in doubt. It includes empathy, i.e. having sensitivity to the feelings of others.

Emotional literacy also includes being able to recognise and adapt to the feelings of other people, whilst at the same time, learning how to manage and express your own emotions effectively.

This is helpful in developing good communication skills and the development and enhancement of relationships.

How do you promote ‘emotional literacy’ in your school?

5 important questions to consider

- 1 How can you help children/young people to identify and gain a deeper understanding of the feelings they regularly experience?
- 2 How can you help children/young people develop an emotional vocabulary?
- 3 How can you help children/young people empathise with others and become aware of how their personal feelings and behaviours can impact upon others?
- 4 How can you encourage children/young people to be reflective and to understand the consequences of their actions?
- 5 How can you help children/young people to develop a range of strategies and encourage them to express emotions in appropriate ways?

A famous Greek philosopher Aristotle said:

“Anybody can become angry, that is easy; but to be angry (i) with the right person (ii) to the right degree (iii) at the right time (iv) for the right purpose (v) in the right way, that is not within everybody’s power; that is not easy.”



Social and Emotional Aspects of Learning (SEAL)

If you remember... The SEAL (Social and Emotional Aspects of Learning) publication was developed as a result of 500 schools taking part in the Primary National Strategy’s Behaviour and Attendance pilot. Although the resource was written way back in May 2005, there are still so many useful resources that can be built into your current PSHE programme or can be used to target particular children and families.

This resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning.

It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

For more information on SEAL: <http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009> or to enhance provision contact: www.sealcommunity.org/

An activity taken from the SEAL resource Green Set Year 5

Ask pupils to think of an emotion, for example ‘embarrassed.’ Read the following statement: Your friend says loudly in class. ‘hmmm nice shampoo-smells like head-lice lotion.’ Ask the pupils to say how embarrassed they would feel using a blush-o-meter. Once the pupils are clear what it means to be embarrassed, using the gingerbread man outline, ask the pupils to draw/write how embarrassed makes them feel, look and behave. Discuss possible strategies that would help them to cope in embarrassing situations.



Secondary SEAL Resources Year 7- 9 Materials

Just a few examples...

‘Feelings cards’. Contains cards for cutting out, showing 30 different feelings, including confused, terrified, lonely, jealous...

‘How do our brains work?’ Explains the different parts of the human brain illustrated with a diagram and also describes the functions of these parts

‘Breathing, relaxing, visualising’. Contains step-by-step instructions on how to help the body relax through breathing, relaxing and visualising exercises. Can be used by pupils to develop strategies for managing impulses and strong emotions. <http://teachfind.com/national-strategies/secondary-seal-curriculum-resource>

Have you ever used ‘Emotion Blob Cards’ or



‘Bear Feeling Emotion Cards’ to talk about feelings?

Another activity which is great for building up vocabulary is to have an A-Z of emotions. You can add to it throughout the year and also refer to it when there has been an incident. You could even add pictures, photographs or drawings to support it!

Links: <http://www.blobtree.com/>
<http://www.qcards.com.au/the-bear-cards>

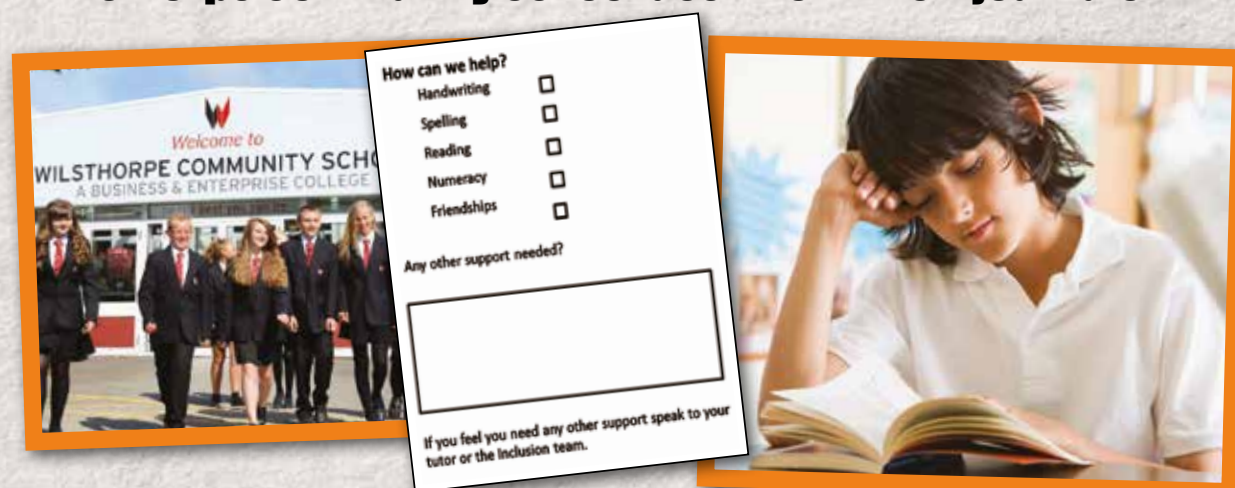
Worries

Everyone gets distracted by worries and concerns, but sometimes these mental formations can spill over, seeping into the fabric of our daily activities. Having a place to contain your worries may help you to set them aside so that you can focus on the more fulfilling and meaningful aspects of your life. Books and literature are great ways to help children understand how worries/ feelings may manifest themselves.

What books would you recommend?



Willsthorpe Community School use this in their journals...



It is less stigmatising to work with everyone, which means those with problems are more likely to use services offered and feel positive about them than if they feel they are being singled out.

(Weare and Gray, 2003)

Case study

The Bemrose School, Derby Promoting social skills

At The Bemrose School we have a significant number of students with ASD and a common issue that was identified by specialist and mainstream teachers was the difficulties these students face responding appropriately in social and emotional situations. In an attempt to help improve the approaches and techniques that these students employ in such situations we launched a programme of social skills. This programme is designed to allow students to access up to 2 hours a week of lessons whereby they learn acceptable, empathetic and



responsible reactions to themselves and those around them. The course is heavily focused on discussion-based learning, interspersed with role-play and practical demonstrations. Having now been running for almost three years, we have seen a marked improvement in the coping mechanisms that the students employ on a day-to-day basis.

Case study

Kingsmead School, Derby Promoting Emotional Health and Wellbeing



We are both a Special School for SEMH and a Pupil Referral Unit for Key Stages 3 and 4. We are based in Derby and have 4 main sites across the city which provide full-time education for up to 200 students. We also provide extra support for LAC students through our Enhanced Care Project focusing on trying to support young people in care to engage in education and we also work with students in hospital or unable to attend school through ill health.

The majority of our students are boys but there is a significant number of girls and a very high proportion of our students receive Pupil Premium. The range of need is wide and increasingly complex and multi-layered.

One of the guiding principles of the school is "We never give up on a student" and most of our students would recognise this to be true. We don't exclude students and we offer every student a personalised programme.

We realise that so many of our students have multiple issues often linked to emotional health needs that we have a range of ways we try to support students to cope with their own challenges.

- Strong pastoral support – each student has a key worker who supports them in class and liaises with home at least weekly.
- A curriculum which is flexible allowing each student's needs to be managed e.g. some capacity for individual support and Nurture sessions.
- Capacity to try to meet student need by altering the timetable where possible to offer an appropriate session for student/s e.g. Equine Therapy is offered to students who are struggling to stay in the classroom and regulate their emotions.
- The Senior Leadership Team are aware and supportive of the needs of the students. They understand that the ethos of the school is vital in order for students to engage positively in learning.



Police links



Drama Therapy

- Strong links with other agencies: LA, Police, Gangs Team, Safeguarding managers, CSE Champion in school, Youth Offending Team etc.
- A curriculum which is wide and flexible including enrichment and vocational options i.e. D&T, Outdoor Education, Engineering, Drama Therapy Group, Catering, Land Management, Therapeutic Farm Project etc.
- PSHE is given a high status in the school – taught by specialist staff, given curriculum time – linked to other areas and whole school events.
- Each base has a common room where staff and students spend time together.
- Therapy is offered to over 70 students a year on a weekly basis for individuals and some group-based activities.
- Breakfast club is available as well as food club. This means all students have the opportunity to learn how to cook for themselves. Students more likely to be going into independent living are given extra sessions in cooking.
- The school has a strong School Health Team which the school supports financially – the team offer enhanced sexual health services, health roadshows, one off events to support health and safeguarding.
- Staff are offered training on emotional health e.g. responses to trauma, self-harm, IAPT training etc.
- Post-16 mentors are available to support vulnerable students into college/training and to maintain provision.
- Spiritual, Moral, Social and Cultural Education is embedded into curriculum planning providing a framework to support emotional health as part of a whole school approach.



Breakfast club



Post 16 mentor

Standing up to stigma in your School

- 3 people in an average classroom will experience a mental health problem
- 3 in 4 of those people fear the reaction of friends
- 1 in 4 say negative reactions from friends made them want to give up on life

Stigma means the discrimination of people, in this case because of a mental health problem. When people feel stigma they can feel isolated, ashamed, blame themselves and not want to seek help and support for their problems.

The anti-stigma strategy will help to enable the emotional health and wellbeing of young people and families to improve across Derby City and Derbyshire.

We need to facilitate change to improve:

- attitudes around mental health and reduce stigma
- knowledge and understanding of mental health
- behaviour towards people who have mental health problems

Promoting an ethos and environment which allows discussion around mental health will help support and challenge stigma for children, young people and staff.

Visit 'Time to Change' for free resources, such as posters, leaflets, resources for senior leaders, assembly ideas and lesson ideas. Watch how 3 schools started a conversation about mental health.

www.time-to-change.org.uk/resources-youth-professionals/free-resources

www.time-to-change.org.uk/resources



Stop Stigma

Cornwall Healthy Schools

A resource produced by Cornwall Healthy Schools Team to help address mental health stigma and support awareness of mental health in the secondary classroom.

<http://www.cornwallhealthyschools.org/stop-stigma/>

YoungMinds, offers information about mental health and emotional wellbeing.

- YoungMinds website - you are not alone. Find out more about mental health and wellbeing.
- A-Z of mental health - find out about symptoms and different mental health conditions.

The little things

When you teach children and young people it is the little things that can really make a difference to the way that the child or young person responds. These are a few of the 'little things' that when asked children and young people said made a real difference.

I kept concentrating miss because I stood up for most of the lesson, doing my Science investigation. You know how I find it hard to sit still miss.
(Harry, Age 10)

I like it when my teacher smiles at me.
(Lily, age 6).

My teacher always opens the window because she says it helps us to think and not get too hot. I don't like it when I get too hot.
(William, age 8)

I like it when we have brain breaks. It's fun as it gives me a rest.
(Ben, age 9).

Sometimes I just need some time out. Some where to go. So I go to the toilet and shut the door.
(Danny, age 14).

I have a really good relationship with my teacher. He just gets me.
(Carl, age 13).

When I was at primary school I just wanted somewhere to be quiet at playtime. I didn't always want to be running around.
(Millie, age 16).

I really enjoy my Science lessons because my teacher has got a sense of humour.
(Kirsty age, 12)

Boost your staff's self-esteem by asking the pupils to tell you something positive about the staff in your school. The little things can make a difference to everyone.

Promote pupil participation

Participation is not a one-off, event-based undertaking or an end-in-itself but an overarching principle which builds a meaningful, effective and ongoing dialogue between children and staff. Children's experience of participation is monitored and structural and systemic barriers are identified and tackled, for instance by challenging negative views which devalue children's voices.

For children and young people, knowing that they have the right to be heard in decisions which affect them boosts not only their sense of security but also their self-confidence. This opens the way to developing and applying the skills, language and concepts that empowers them to claim their rights and to advocate for the rights of children everywhere.

The Rights Respecting Schools Award is a Unicef UK programme that aims to put children's rights at the heart of schools in the UK.

In order to develop a sense of self-efficacy and confidence, pupils need to feel that they have influence and a genuine voice. Pupil participation can happen in a variety of ways and at different levels of school life. Some of these are:

- having an authentic voice in teaching and learning
- processes such as circle-time, focus groups, and consultations
- participatory groups such as the class / school council, eco-committee, healthy schools and peer mentors, including peer-led approaches
- having structures in place so that all pupils can be involved in decision-making, including those with additional learning needs

UNICEF UK's Rights Respecting School Award

UNICEF UK offers an award enabling schools to work within the principles of the Convention of the Rights of the Child. Schools that have worked for this award find that pupils are happy to engage and talk about the rights of the child and can explain the importance of respecting each other's rights. Aspects of the work towards the award are included in a range of subjects but also form the core of whole-school themes in citizenship. It takes about eighteen months for a primary school to attain Level 1 of the award, for a secondary school, longer. Go to the UNICEF website. www.unicef.org.uk/rights-respecting-schools/about-the-award/

Derbyshire Youth Council

The Derbyshire Youth Council 2016-2018 is elected by its peers in Derbyshire Schools and Academies in the Big Vote process. The (46) DYC members represent their schools at the Derbyshire Youth Council meetings held at Matlock and Chesterfield. The DYC have 6 meetings a year + other local youth forum and local area committees to attend.

The young people are elected for a 2 year term and sit on the council, along with decision makers who add value to consultations, commissioning work, policies and procedures.

They work tirelessly on the National Campaign 'Make Your Mark' Ballot to get young people in Derbyshire to vote on the top ten issues they feel are important to them. They take the issues down to the House of Commons and again vote. The top two issues go to the current Government to include in their manifesto in conjunction with the British Youth Council.

Each year the DYC produces a report on the work they have taken part in; last year this included producing a series of short youtube clips on Why Stand for the Big Vote? – the importance of young people's voices, a Poetry Make a Change Self-Harm resource, Big Vote Campaign Trail videos and DYC Manifesto Pledges.

We have representatives on the DYC from the SEND, Children in Care Council, NHS Youth Forum, Young Carers, local Council Youth Forum.

The DYC is working on its Manifesto Pledges:

- Improving Mental Health Services for young people,
- Tackling Religious and Racial Discrimination and
- Tackling the negative images of young people.

If you would like more information about the DYC please email youthcouncil@derbyshire.gov.uk or the CICC Childrensrights@derbyshire.gov.uk or visit the Derbyshire County Council Youthinc website <http://derbyshireyouthinc.com/>

Derby Voices in Action

Voices in Action is a Youth Council for young people aged 11 to 19 years representing their school, support group or youth project. Each year, Voices in Action Youth Council identifies one issue that is of particular significance to young people in the city, such as homelessness, new communities or mental health. This issue is then looked at in detail and at the end of the year, findings and recommendations for improvement and change are presented to senior decision makers. Any young person living in Derby aged 11 to 19 can join the Youth Forum, Voices in Action. To find out more: <http://www.derby.gov.uk/council-and-democracy/consultations/voices-in-action-youth-council/> or email via@derby.gov.uk

Voices in Action Youth Council discussed the following:

What support works well in school?

Key messages from Young People:

- having the right person to talk to who is friendly, approachable and trustworthy
- peer support
- making and keeping friends
- transition
- being included
- distractions
- trained support workers/teachers
- knowing where to get help and accessible support on site school/college e.g. Counselling
- time-out room that has a calming environment such as sensory equipment
- acknowledging need and providing appropriate support
- raising awareness to help reduce stigma and understand and respect differences

How do you hear the voices of your children in school?

Student Voice Audit-Action Plan-Project Planner

It's really easy to keep on going with student voice, without ever looking back and taking stock of what's happened.

This tool helps you to think about what's worked well, what could be improved and what effect it's having on your school - so things can be even better in the future!

<http://www.smartschoolcouncils.org.uk/resources/simple-student-voice-audit/>

<http://www.smartschoolcouncils.org.uk/resources/staff-student-voice-action-plan/>

<http://www.smartschoolcouncils.org.uk/resources/small-steps-project-planner/>

Promote the importance of Personal Social Health Education

How can PSHE benefit pupils?

PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

There is evidence to show that PSHE can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improving employability and boosting social mobility. (as cited on the PSHE Association website).

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

PSHE Association

For more information about PSHE contact the PSHE Association - the subject association for all professionals working in Personal Social Health and Education. Their mission is to raise the status, quality and impact of PSHE and enable high quality PSHE teaching and learning for all children and young people. Here you'll find access to a range of resources, policy, training, and guidance.
www.pshe-association.org.uk



There is a clear consensus from research and practice that work on EHWP needs to be co-ordinated, coherent and developmental.'

(Weare and Gray, 2003)

Raising the profile of PSHE at Grange Primary School

One of the deputies has the remit for the strategic development of Behaviour and Safety/PSHE throughout the whole school and monitors year group medium-term planning and provision as part of this role. Spending time with teaching staff in their PPA time helps to ensure PSHE is woven into other curriculum areas whilst providing a vehicle to share good practice and new activities.

Guidance and lesson plans for schools on preparing to teach about mental health and emotional wellbeing - PSHE Association

This mental health guidance has been produced under a grant from the Department for Education and is accompanied by a set of lesson plans spanning Key Stages 1-4.

Key issues are covered, including:

- why it is important to teach about mental health and emotional wellbeing
- building teaching about mental health into a planned PSHE programme
- promoting wellbeing and resilience from an early age
- ensuring teaching is appropriate to the age and maturity of pupils
- key principles in teaching about mental health and emotional wellbeing safely and confidently
- using visitors to the classroom to support lessons
- addressing challenging mental health issues such as eating disorders, self-harm and suicide

The lesson plans are designed to be used in conjunction with the guidance, with topics including teaching children how to describe emotions; talk about anxiety and worries and develop coping strategies. Lessons aimed at key stages 3 and 4 also cover eating disorders, self-harm and depression and anxiety.

www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and

Mental health teaching checklist - PSHE Association

Teaching pupils about mental health and emotional wellbeing as part of a developmental PSHE programme can support them in developing the skills, language and knowledge they need to keep themselves and others healthy and safe. These guidelines are designed to help you ensure the safety of your pupils when addressing these topics.

www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-teaching-checklist

Ground Rules

Ground rules for teaching about mental health and emotional wellbeing - PSHE Association

It is important that before teaching about issues like mental health and emotional wellbeing, clear 'ground-rules' are established or reinforced and the concepts of confidentiality and anonymity covered at the start of the lesson. Ground rules need to be consistently adhered to, regularly revisited and, if necessary, renegotiated and reinforced. The teacher should lead the way by modelling the ground rules in their own communications with the class.

Where time allows, ground-rules are most effective when they have been negotiated and agreed with the pupils, rather than imposed by the teacher. For further guidance about negotiating ground rules and the use of distancing techniques, please download the resource.

www.pshe-association.org.uk/curriculum-and-resources/resources/handling-sensitive-or-controversial-issues-through

Talking to pupils when they make mental health disclosures - PSHE Association

It is important that PSHE teachers are aware that when they lead whole-class sessions on issues like mental health, such discussions can trigger responses in individual pupils who may then choose to make a disclosure about a personal situation. The way in which that disclosure is first handled will be critically important, both in terms of the pupil's immediate feelings and his or her likelihood of engaging in future support. It is crucial, therefore, that clear ground rules are set for PSHE lessons, one of which will be that personal matters should not be discussed in a group setting, another that while PSHE teachers are always willing to talk to pupils about the pupil's personal situation in a one-to-one setting, they can never promise confidentiality, since disclosures may have safeguarding implications. What teachers can do, however, is to listen sensitively and supportively while at the same time gathering the information they need to consider what to do next.

The advice in the downloadable guidance below is from pupils themselves, in their own words, together with some additional ideas to help you in initial conversations with pupils when they disclose mental health concerns. This advice should be considered alongside relevant school policies on pastoral care and child protection and discussed with relevant colleagues as appropriate.

<http://www.pshe-association.org.uk/curriculum-and-resources/resources/talking-pupils-when-they-make-mental-health>

It is important that the skills and competences children and young people are taught are indeed generic and not just tied to specific situations. Help learners generalise to real life.

(Durlak et al, 1995)

Active learning

The methodologies of teaching and learning that are used in the classroom have a high degree of influence on how effectively emotional and social competences are learned.

Herbert and Lohrmann (2011) conducted a content analysis investigating instructional strategies used in ten health education curricula which were research-based and proven via empirical testing, to positively influence any of six health risk behaviours.

They identified three active learning strategies which were evidenced in all ten curricula: role play, group cooperation and small group discussion. Interactive technology and team games were also used in some curricula.

They concluded that active learning strategies are key to effective health education, as they allow students to apply knowledge through practice. They argue that substantial instructional time needs to be devoted to involving students in skills practice.

www.ncb.org.uk/media/78006/teaching_pshe_in_secondary_schools.pdf

Promote across the curriculum

The title of our project was "Flaws, Perfections, Ideals and Compromises", and I immediately felt interested in looking at body image and vanity. I've always been drawn to art with strong messages and meaning behind them, so I began by researching some key questions and themes, such as 'How does society perceive beauty'? What are the pressures on women and young people to be seen in a certain way? What is the concept of vanity and do we live in a vain society - the age of the selfie?



I am also very interested in mixed media art, so I incorporated newspaper and magazine cuttings, stitching and tablets to represent the various methods people use when they are influenced by appearance, and their desire to be seen as 'beautiful' (Photoshop in magazines, plastic surgery and diet pills). I used symbols of vanity and the Vanitas movement within my piece, such as the Narcissus flower, the skull and the peacock feather. I was particularly drawn to the works of Gustav Klimt (who is known for his highly-detailed paintings of women, adorned with gold backgrounds, and heavy symbolism) as well as Barbara Kruger (who takes clippings from the media in order to address issues in society and the difficulties women face) and Jenny Saville (who paints people for what they actually are as opposed to heavily 'beautifying' them).

I studied my own appearance and liked the concept of using my reflection as the basis for the piece, separating them by having the grey reflection with the symbols of vanity, the plastic surgery lines and stitching, with the 'true' version in colour looking away from the viewer and completely absorbed in their appearance and reflection.

Amy Marples, Netherthorpe Secondary School.

Promote a healthy environment

Manifesto for learning outside the classroom

Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Learning outside the classroom is defined as: **"the use of places other than the classroom for teaching and learning."** The rationale is that such learning often makes **"the most memorable learning experiences"** and **"help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa."**

Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn. It is not an end in itself but rather a vehicle to develop the capacity to learn. Good quality learning outside the classroom adds great value to classroom learning. Much has been learnt in recent years about how the brain works and learning styles - the different ways in which we prefer to learn. The potential for learning is maximised if we use the powerful combination of physical, visual and naturalistic ways of learning. This is the case for 'experiential' or 'authentic' learning.

There are clear educational benefits by helping young people apply their knowledge across a range of challenges, learning outside the classroom builds bridges between theory and reality, schools and communities, young people and their futures. Quality learning experiences in 'real' situations have the capacity to raise achievement across a range of subjects and to develop better personal and social skills. When these experiences are well planned, safely managed and personalised to meet the needs of every child they can:

- Improve academic achievement.
- Provide a bridge to higher order learning.
- Develop skills and independence in a widening range of environments.
- Make learning more engaging and relevant to young people.
- Develop active citizens and stewards of the environment.
- Nurture creativity.
- Provide opportunities for informal learning through play.
- Reduce behaviour problems and improve attendance.
- Stimulate, inspire and improve motivation.
- Develop the ability to deal with uncertainty.
- Provide challenge and the opportunity to take acceptable levels of risk.
- Improve young people's attitudes to learning.

Giving young people responsibility for achieving these outcomes helps them to learn from their successes and failures.



School trips

Quality can be the defining factor influencing participation in learning outside the classroom

Activities have to be carefully planned and, when well-taught, should extend learning before and after the event. Just as important as the quality of individual activities, is the importance of well planned learning outside the classroom into the curriculum, and incorporating this more widely so that it can provide a regular and frequent diet from 0-19.

The quality of:

- leadership and management
 - curriculum
 - teaching and learning
 - health and safety
 - equality of opportunity
- needs to be monitored and evaluated. Working in partnership, schools, local authorities and those that support them will be better able to provide high quality experiences. Agreed quality assurance, recognised and trusted by schools, will encourage more activity outside the classroom.

To see the full Manifesto, visit: www.lotc.org.uk

'The first-hand experiences of learning outside the classroom can help to make subjects more vivid and interesting for pupils and enhance their understanding. It can also contribute significantly to pupils' personal, social and emotional development.'

(Learning outside the classroom. How far should you go? OFSTED, 2008).



'It's been the best muddiest day of our lives and we can't wait till next Friday!'

What is Wild Time for Schools?

Wild Time for Schools is an easy-to-use, web-based tool, to help teachers take learning outside. You can use it any time you like, as many days as you like, whenever you like.

The site gives you learning activities tagged against curriculum learning topics and key learning stages - all set out by time. So, whether you want to try out an easy ten minute activity for KS1, a one hour version or a whole day exploring data handling, writing, or investigating with KS2, have a look. http://www.thewildnetwork.com/wild_time_for_schools

Grounds for Learning - Secondary School Play

Two interesting reports produced by Grounds for Learning and Inspiring Scotland regarding the value and opportunity for play in a secondary school environment (often school grounds-based but transferable to a Forest School setting) <https://www.forestschoools.files.wordpress.com/2015/02/play-in-secondary-schools-ideas-and-inspiration1.pdf>

We don't stop playing because we grow old; we grow old because we stop playing.

George Bernard Shaw

Autism and the Senses

Many people on the autism spectrum have difficulty processing everyday sensory information. Any of the senses may be over- or under-sensitive, or both, at different times. These sensory differences can affect behaviour, and can have a profound effect on a person's life. Follow the link to find out more information. There are so many really useful resources including how to help, sensory profiles and ideas for minimising triggers.

<http://www.autism.org.uk/sensory>

Often, small changes to the environment can make a difference. Creating a sensory profile may help you to work out what changes are needed. Three points to remember are:

- Be aware. Look at the environment to see if it is creating difficulties. Can you change anything?
- Be creative. Think of some positive sensory experiences.
- Be prepared. Tell the person about possible sensory stimuli they may experience in different environments.

Useful books

- Laurie, C. (2014) Sensory Strategies London: The National Autistic Society.
- Higashida, Naoki (2014) The Reason I Jump: One boy's voice from the silence of autism. Sceptre.
- Grandin, T. (2006) Thinking in Pictures. Bloomsbury Publishing.

Forest Schools

The philosophy of Forest Schools is to encourage and inspire individuals of any age through an ongoing programme of positive experiences and participation in engaging and motivating achievable tasks and activities in a woodland environment. Forest Schools have demonstrated success with children, young people and adults. The developmental programmes run throughout the year with groups going to the woodland in almost all weathers. Children and young people work with tools, play, learn boundaries of behaviour; both physical and social, grow in confidence, self-esteem and motivation.

The long-term, child-centred nature of Forest School programmes provide opportunities to promote and develop emotional literacy, resilience, self-awareness and regulation and provide time and space to practise different strategies, develop social skills and to be reflective.

To find out more about Forest Schools, visit the page <https://forestschoools.wordpress.com/>



Case study

Wilsthorpe Community Secondary School

Promotes the importance of relationships

The key to supporting students is positive & trusting relationships. Sounds like a cliché but it is the foundation to the good work at Wilsthorpe Community School.

- Always follow through on information all students give you, give time scales and be realistic, if you can't deal with it immediately let them know when it will be dealt with and by whom.
- Be open & honest about restrictions that you must follow & things you must report.
- Give students your time. Listen, be genuine and honest. Sit and have a drink with them, talk openly, judge their mood. Can you make them smile? Find a way to get them to open up, find something in common.
- Educate your staff on not using punitive measures. Often school is the last thing on students' minds. Do your staff understand your students, and do they need more information about them in order to build that relationship?
- Have an open-door policy. Even if you know you can't talk to them for long, if they have come to see you, then give them some time and then arrange either someone else to talk to in whom they have confidence or give them a time you will see them. Prioritise, which is more important, does that student need your time immediately or can they wait?
- Let them know they are important to you and cared about.
- Create a team of people who share the same values as above and build the trusting relationship between them and the students.

All of these apply to students, but don't forget all the other people involved with these students.

- Be mindful of your school staff and their own needs. Support your staff in managing difficult situations; check they are ok at the end of the day. Do they need to talk or give vent to feelings? If you are the lead, always make sure you listen to your staff, they may well have the answer to the questions. Recognise your staff's good work.
- Build a trusting relationship with agencies involved. Mutual professional respect will lead to a better outcome for the student. Speak regularly (as regularly as possible) and ask for plans you can support in school or strategies you can implement. Feedback to agencies on positives, areas of concerns and any strategies that you have used that work. Attend meetings and leave with actions and agreed plans with dates and accountability. Be realistic with actions set.
- Educate parents on how to support their child, pointing them in the right direction. Remember parents will be more scared than we are as professionals and will sometimes bite at us and be hostile towards us as in their eyes we are giving them bad news, or creating a problem or over stepping the line. Give them time to adjust, change the worker involved with the family if necessary.

Helen Scott,
Assistant Headteacher
SENCO



Promote staff health and wellbeing

By enhancing staff mental health and wellbeing, schools will be investing in their future by increasing staff retention rates and ensuring a consistent teaching experience for children and young people and increased opportunities to build effective personal and professional relationships between staff, children and young people.

Model Policy for the management of stress in schools

Derbyshire County Council has produced a model policy for the management of stress in schools. This model policy can be used and amended for your school.

Healthy Workplaces Derbyshire

Healthy Workplaces Derbyshire aims to help your workplace become a healthier, happier and more productive place. It's a health and wellbeing programme that's tailored to an organisation's specific needs and requirements. The service is free to all workplaces within Derbyshire County Council boundaries.

The Healthy Workplaces team will work with you to identify any key health and wellbeing issues within your setting. They'll then help you work towards finding simple and cost effective solutions. Whether it's helping you improve your employees' mental wellbeing or getting your workforce more active they can offer as much, or as little, help as you need.

The programme is aimed at all businesses, including schools, across Derbyshire whether you're a small, medium or large organisation.

For more information or to register your interest visit;

www.derbyshire.gov.uk/healthyworkplaces

Tel 01629 537021 / 01629 537662 or

email healthyworkplaces@derbyshire.gov.uk

Something to try ...

3 Positives

The experience of happiness rises if you, once a day, write down, draw or tell 3 good things about yourself and your life - big or small. It could be thoughts, experiences or actions. You have to do it every day at the end of the day for at least a month in order to feel the effect, and the longer you keep on, the better the effect. For more ideas visit <http://robusthed.dk/en/>





Questions for school leaders and governors:

- Are all our staff trained to understand the emotional development of children and young people and how this affects their learning?
- Have we sought to discover the needs of our staff in terms of their own EHWB?
- Are our staff confident and competent in using a range of learning and teaching strategies that promote social and emotional skills and enhance the EHWB of our children and young people?
- Is extra support available and accessible to those members of staff working with the most vulnerable or challenging children and young people?
- Do we run training days where our staff can explore EHWB related topics such as relaxation, stress management and problem solving in order to promote the support that staff can access?
- Do we make good use of local and national CPD opportunities for all staff in teaching EHWB related issues?
- Are governors invited and encouraged to take part in whole school CPD on EHWB related issues?

Do you know about the 5 Ways to Wellbeing?

<http://www.fivewaystowellbeing.org/>

There are simple ways that we can all use to make a difference to the way we feel, think and react to life's ups and downs.

The **5 Ways to Wellbeing** are tried and tested actions to improve both mental and physical wellbeing.

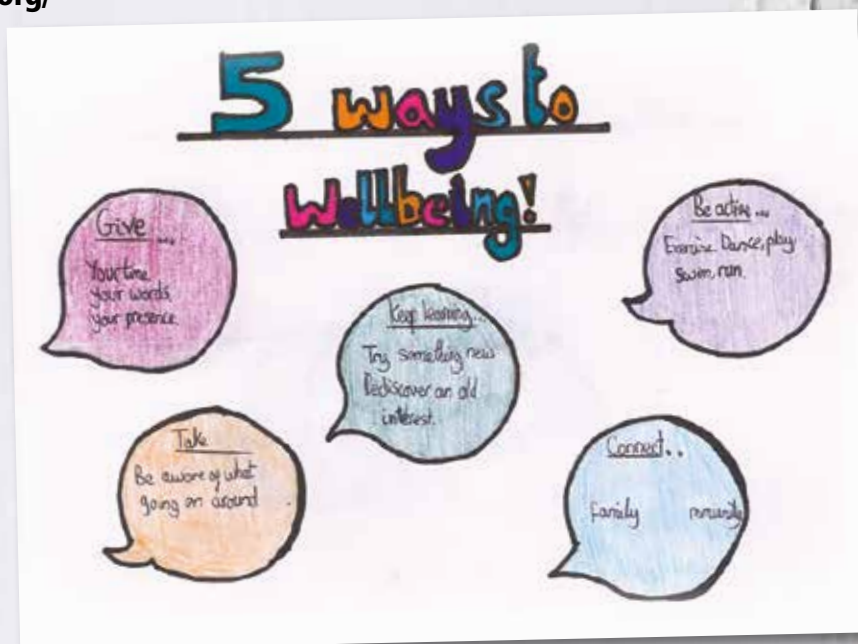
It takes a bit of practice to build them into your life, but they are fun and these small changes can make a real difference. (Elaine Michel, Director of Public Health)

The '5 Ways to Wellbeing' are to 'Connect,' 'Be Active,' 'Take Notice,' 'Keep Learning' and 'Give.'

Explore the 5 ways with children, young people, parents/carers and staff. Share ideas and think about the simple ways to support positive mental wellbeing.

Visit the **Derbyshire Public Health annual report to see more:**

https://www.derbyshire.gov.uk/social_health/public-health/about_public_health/default.asp



Promote Anti-Bullying

Bullying and emotional and mental health

Bullying, being a bully and also being a bystander can have serious effects on the health of children and young people. Being bullied can make victims feel miserable. It can affect their confidence and destroy their sense of security. It can also affect attendance and progress at school.

Feeling sad, lonely, scared, anxious and having poor concentration can be some of the side effects. This can sometimes lead to self-harm, depression, suicidal thoughts and in some cases suicide. There is also evidence that, for some people, being bullied regularly as a child can also be linked to emotional problems as an adult.



Derbyshire's strategy

Our strategy to prevent and tackle bullying has been informed in consultation with children and young people, their families and partner agencies.

Developed and led by the Derbyshire's Preventing and Tackling Bullying Strategic Group, it builds on the effective practice we already have in place to prevent and respond to bullying behaviour. It sets out a range of challenging commitments from all our services and communities as a crucial contribution to meeting this challenge.

The strategy comprises eight strategic priorities, and will be for all Children's Services (schools, settings and partner organisations) and is designed to achieve the overall aim of reducing incidents of bullying in Derbyshire. It will also help to inform the further development of schools and other organisations' anti-bullying policies and action plans.

Accompanying the strategy is the Preventing and Tackling Award for schools and settings. This has been designed to give accredited recognition to the commendable work of Derbyshire schools and settings in effectively responding to and managing incidents of bullying and peer conflict. The award builds upon the good practice that is already in place, supporting the development and implementation of robust anti-bullying practice and policy across seven standards of achievement.

A prejudice incident form has been created to replace the racist incident form. The new prejudice incident form now uses the protected characteristics of the Equality Act 2010. Accompanying the prejudice incident form is guidance on completing and the purpose of the forms. The documents have been developed in conjunction with schools, support centres and Derbyshire County Council.

Visit the 'Learning in Derbyshire' page for the Preventing and Tackling Bullying Award and other useful links such as audit tools, pupil diaries and parent/carer information.

<https://derbyshire.inthehive.net/learning/safeguarding/antibullying/default.aspx>



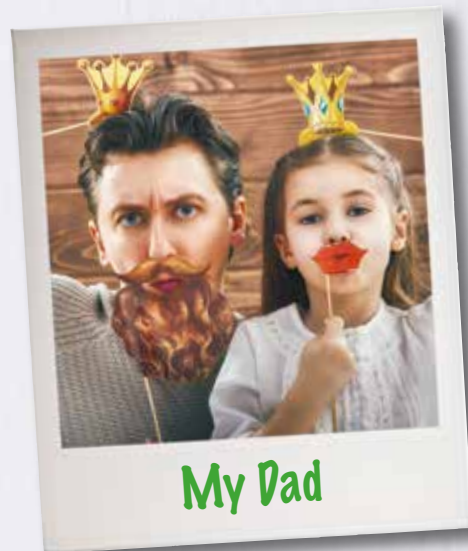


Stonewall

Acceptance without exception

Homophobic, biphobic and transphobic (HBT) language and bullying are widespread in UK schools, affecting young people's well-being as well as their attendance and attainment. Celebrating difference and tackling HBT bullying is crucial to making all children feel welcome, and enabling them to learn how to accept others for who they are... Using displays, posters and leaflets can reinforce messages, model and reinforce ideas and promote a conversation. Have a look on the Stonewall website following the link below...

www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/5737.asp



I Know...

*I know a girl who lives with her Dad
He likes to tell jokes and he acts a bit bad
I know a boy who lives with his Mum
She's big and round and lots of fun
I know a girl who lives with her Gran
She likes strong mints and eats beans from a can
I know a boy who's got six sisters
They chase so hard his feet are all blisters
I know a girl who lives in hope
Her auntie loves her but her parents can't cope
I know a boy who has to be strong
He's left behind and his parents are gone
I know a girl who lives in a house
With a cat, twelve rabbits, six dogs and a mouse
I know a boy who's always smiling
He's got a Mum called Esther and another called Eileen*

By Paul Whitfield



Mermaids provides a helpline aimed at supporting transgender youth up to the age of 19, their families and professionals working with them. The helpline offers: emotional support; a gateway to the parents and teens forums and signposting to training and resources.

VISIT THE WEBSITE FOR RESOURCE IDEAS AND FURTHER UNFORMATION.

<http://www.mermaidsuk.org.uk/>
info@mermaidsuk.org.uk

Useful sites WITH LESSON IDEAS

www.gires.org.uk/education/classroom-lesson-plans
www.uktrans.info/70-topic-overviews/328-resources-for-schools

Bucket Fillers



Mrs Wilkinson said that using the concept of bucket filling at Shirland Primary School has reduced the number of incidents after playtimes / lunchtimes.

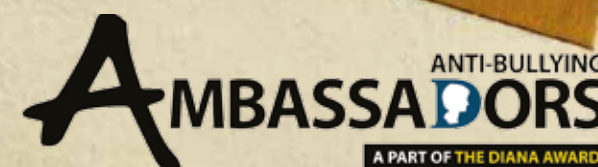
Children now come into the classroom focusing on the positives and how they have been kind or helpful to others:



Kindness Day

The story behind Kindness Day... Kindness Day is inspired by the bestselling novel 'Wonder', written by R J Palacio. Wonder is a book about Auggie, a 10 year old boy who likes doing normal 10 year old things. But Auggie does not look like other 'normal' kids. The book shares his experience of joining Secondary School and shows us how small acts of kindness can have a huge impact on an individual's life and reinforces that it is okay to be them. See more at:

<http://www.antibullyingpro.com/kindnessday2016/#sthash.nSz8GI0e.dpuf>
http://www.kindnessuk.com/world_kindness_day_kindness_day_uk.php



Anti- Bullying Ambassadors

The Anti-Bullying Ambassador programme offers fun, informative and interactive training to young people, staff, and parents to help them tackle bullying in their schools and communities. Their practical ideas, information and top tips leave staff, young people and parents feeling confident, motivated and inspired to stamp out bullying.

Watch the Anti-Bullying Ambassador Facebook Showcase Event 2014 - Springwell Community College.
<https://www.youtube.com/watch?v=-NXDsHeLKIw>

Promote work on resilience

Resilience

Resilience is important because it is part of achieving good health and wellbeing for all children and young people. It is often described as supporting young people's ability to 'bounce back'.

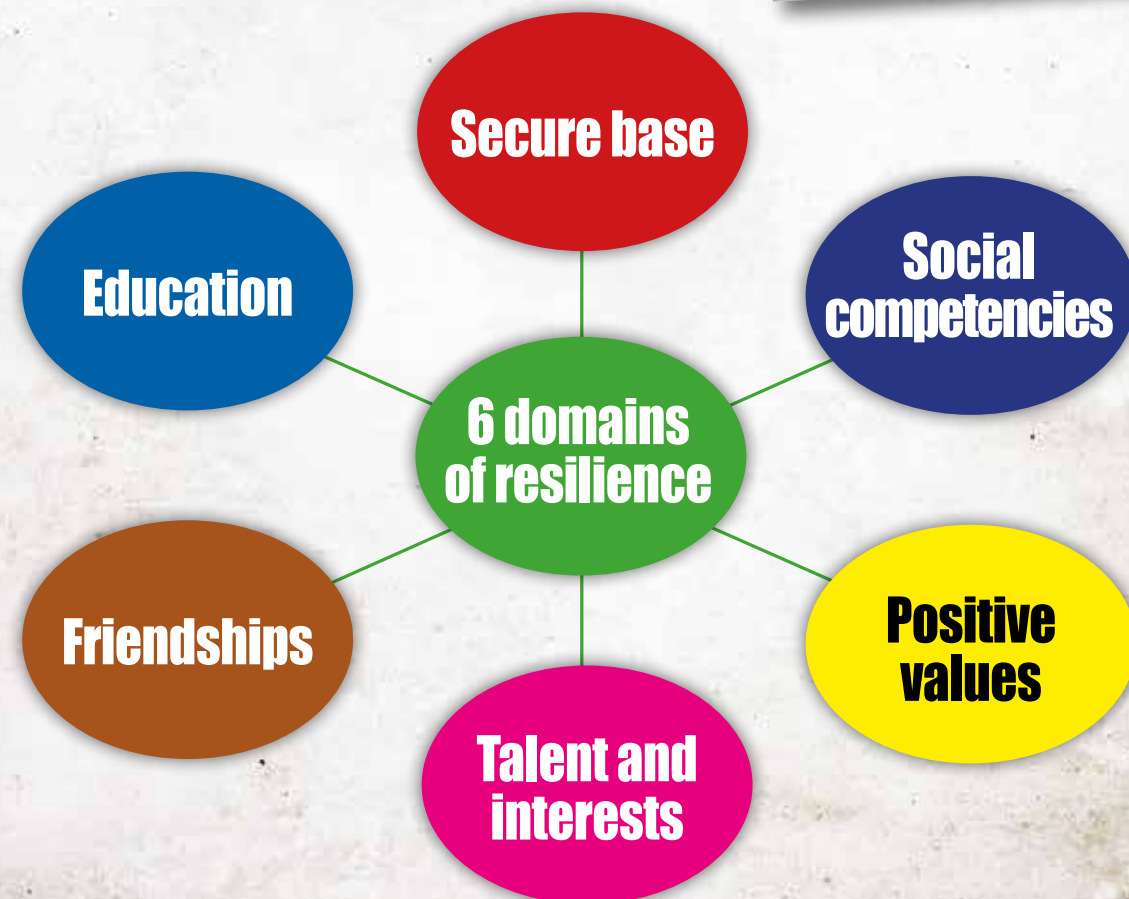
(Barnardos, 2009).

What is resilience?

Resilience is a key factor in protecting and promoting good mental health. It is the quality of being able to deal with the ups and downs of life, and is based on self-esteem.

We can look into many different factors that affect resilience:

- secure early attachments
- confidence of being loved and valued by one's family and friends
- clear sense of self-identity (personal, cultural and spiritual)
- sense of self-efficacy (being able to make decisions and act independently)
- confidence to set goals and attempt to achieve them



Quality Protects Research Briefing – No 9 : Promoting the mental health of children in need. (Dr Heather Payne & Professor Ian Butler) 2003 DfES, Research in Practice.
http://www.barnardos.org.uk/arch/arch_what_is_resilience.htm

Young Minds Resilience Framework

The Resilience Framework summarises a set of ideas and practices that promote resilience. These are under 5 concepts: basics, belonging, learning, coping and core self. It is based on a body of research and practice development called Resilient Therapy (RT). It can be used to pick out where a young person is, and plan the next move towards developing their resilience.

The different areas of the Resilience Framework are not designed to be used as a step-by-step guide one after the other, but rather can be called upon when needed and several can be used at the same time.

| Resilient Therapy - Magic Box (Children & Young People) 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk | | | | | |
|---|--|---|---|--|--|
| | BASICS | BELONGING | LEARNING | COPING | CORE SELF |
| SPECIFIC APPROACHES | Good enough housing | Find somewhere for the child/YP to belong | Make school/college life work as well as possible | Understanding boundaries and keeping within them | Instil a sense of hope |
| | Enough money to live | Help child/YP understand their place in the world | | Being brave | |
| | | Being safe | Tap into good Influences | Engage mentors for children/YP | Solving problems |
| | Access & transport | Keep relationships going | Map out career or life plan | Putting on rose-tinted glasses | Help the child/YP to know her/himself |
| | | The more healthy relationships the better | | Fostering their interests | |
| | Healthy diet | Get together people the child/YP can count on | Help the child/YP to organise her/himself | Calming down & self-soothing | Help the child/YP take responsibility for her/himself |
| | Exercise and fresh air | Responsibilities & obligations | | Remember tomorrow is another day | |
| | | Enough sleep | Focus on good times and places | Highlight achievements | Lean on others when necessary |
| | Play & leisure | Make sense of where child/YP has come from | Develop life skills | Have a laugh | There are tried and tested treatments for specific problems; use them. |
| | | Predict a good experience of someone or something new | | | |
| | Make friends and mix with other children/YPs | | | | |
| NOBLE TRUTHS | | | | | |
| ACCEPTING | | CONSERVING | COMMITMENT | ENLISTING | |

What is Academic Resilience?

Have a look at the film by using the link below which features Hove Park School (Secondary) in Brighton where the Resilient Classroom resource was developed as part of a whole school approach to promoting resilience.
www.youngminds.org.uk/training_services/academic_resilience/what_is_academic_resilience/academic_resilience_framework

The Resilient Classroom

Want a resource so you can promote resilience in PSHE/ tutor groups? Have a look here:

http://www.youngminds.org.uk/training_services/academic_resilience/what_schools_can_do

http://www.youngminds.org.uk/assets/0001/1548/The_resilient_classroom.pdf

Mental Health and Resilient Therapy Toolkit

Mental Health and the Resilient Therapy Toolkit book is written by young people, for any parent or carer who is at all concerned about the mental health of their child but this is also really useful for school staff to use. (Free download)

www.boingboing.org.uk/index.php/resources/category/2-rt-toolkit



What the evidence says... Basics

In order for students to feel more resilient, basic structures need to be put in place. In this context, such structures are translated as: a safe and comfortable school and tutor/classroom; sufficient sleep (students who have slept well will feel more alert and motivated to learn) and a healthy diet (that can improve behaviour, mood and ability to learn).

If these basic structures are in place, then students will feel a greater sense of security and peace of mind and can better deal with the challenges of school life. Although some of these improvements may seem beyond the reach of 'school duty' and are linked to family life and social circumstances, they can still be addressed through taking an interest or exploring sensitively with students and could make significant changes to your student's wellbeing and enhance their ability to learn.

Belonging

Belonging is an important aspect of resilience-building. When a student has good relationships in their life, and they belong to a group that accept them as they are, this helps create a good sense of self and identity.

Schools can help by trying to encourage good relationships with friends, teachers and other members of staff. It is important that students have somewhere they feel they belong (clubs, activities and favourite places in school) and that they meet people who are good influences, who can help them make sense of where they have come from and their place in the world.

It is really important for the student to find something they are good at, an activity or a talent, a way of expressing themselves, whether it's sport, music, writing, helping out in the library... it can be almost anything. The important thing is that being part of a group where they do or talk this activity can have a positive effect.

Learning

Learning is a fundamental part of the student's ability to function successfully in the world.

Helping your students to develop talents, interests and life skills, encouraging them to learn how to cope, how to express their emotions, understand boundaries and have aspirations, are crucial parts of helping them become more resilient. Helping your student have life plans, visions and getting organised allows them to develop new skills that are an essential part of increasing their learning ability.

Coping

Coping helps the student build up a particular set of skills to help them with the challenges of everyday life. Encouraging the student to cope helps them develop a sense of bravery, an ability to solve problems, to stand up for their own views and beliefs, foster interests and make themselves feel better.

Core self

Core self focuses on the importance of the student's understanding of who they are and their own personal strengths.

Encouraging the student to put themselves into other people's shoes and be sensitive to how to other people feel, can help raise awareness of how they feel and how their behaviour can affect other people's feelings. It is important to help them be self-aware and take responsibility for themselves and their behaviour towards others, whilst at the same time believing in them.

Help them try out different things and they might find something they are talented at.

Cited in (Taylor, Hart and Hove Park)

www.youngminds.org.uk/assets/0001/1548/The_resilient_classroom.pdf

What do you already do in school to promote resilience?



Using the Resilience Framework demonstrates that small resilient moves, if used persistently over time by school staff and family members (a focus on basics and belonging), can go a long way to address a child's well-being, before the need to seek specialist therapeutic help.

Educational Psychologist

Grotberg (1995) devised a model for developing resilience. The model has three components:

I have...

I am...

I can...

In terms of the above model, a young person who has developed resilience would be able to say:

I Have:

- people around me I trust and who love me, no matter what
- people who set limits for me, so I know when to stop before there is danger or trouble
- people who show me, by the way they do things, how to do things right
- people who want me to learn to do things on my own
- people who help me when I am sick, in danger or need to learn

I Am:

- a person people can like and love
- glad to do nice things for others and show my concern
- respectful of myself and others
- willing to be responsible for what I do
- sure things will be all right

I Can:

- talk to others about things that frighten me or bother me
- find ways to solve problems that I face
- control myself when I feel like doing something not right or dangerous
- figure out when it is a good time to talk to someone or to take action
- find someone to help me when I need

Find the Guide to promoting Resilience in Children: Strengthening the Human spirit below:

<http://www.bibalex.org/search4dev/files/283337/115519.pdf>

'Resilience' for the digital world

'Resilience for the Digital World' is the report produced by Young Minds and research and consultation company Ecorys calling for more focus to given to building young people's digital resilience. Digital resilience is the ability for young people to respond positively and deal with risks they encounter online – rather than focusing solely on protecting them from risky content.

Sarah Brennan, Chief Executive of Young Minds, said:

"Our research shows that children and young people understand the online world a lot better than most adults, they are active creators of content, and are discerning when it comes to navigating social media. They're more likely to listen to other young people, including older siblings, than adults warning them about the dangers of the online world."

"It's important to encourage children to stay safe, but we should also encourage them to create positive content, to offer support to others who are struggling, to build empathy and responsibility, to identify and deal with challenging content, and to explore how to balance their lives online and offline."



PSHE Education Character Curriculum Planning Toolkit for Key Stage 1 and 2

This guidance is designed to support teachers with integrating character education within their PSHE programme. Character-aspect learning outcomes include self-awareness, values and resilience.

www.pshe-association.org.uk/news/pshe-association-launches-new-character-curriculum

RISE Above

Rise Above is a website that is aimed at young people. It is about sharing experiences, questions and challenges to support young people to be ready for anything life throws at them.

<http://www.riseabove.org.uk/>



Derbyshire Healthy School Communities Award

Derbyshire Community Health Services (DCHS) has developed a toolkit which will support schools in achieving a 'Healthy School Communities Status', including an emphasis on emotional health and wellbeing.

This toolkit encourages the school community to work in collaboration with public health nurses and healthy child assistant practitioners to analyse the health needs specific to their local area and school. Building on the evidence gathered, a plan is developed, and DCHS along with partner agencies then supports schools to raise awareness of, and address, these identified health concerns, aiming to reduce health inequalities and improve outcomes for children and young people.

After successful evaluation, schools are awarded the Healthy Schools Community Award in recognition of their commitment to promoting health and wellbeing through education.

Through its holistic approach to 'health', the Healthy School Communities model strives to build a positive attitude to well-being into every aspect of school life and into its community.

The overarching aims of the award are:

- to work with others in identifying and meeting the health needs of the whole school and its wider community
- to enable schools to adopt strategies and practices that seek to improve pupil health and wellbeing, which will consequently offer important benefits not just for its pupils but for the school community as a whole
- to promote the spiritual, moral, cultural, mental, emotional and physical development of pupils at the school and the wider school community, including staff and volunteers, and to prepare pupils for the future

It should be noted that the overall purpose of this award is to offer coordinated support, and not overburden schools or school staff with further targets to meet. Additionally, this investment in its young people also supports schools to fulfil the Ofsted 2015 requirements to 'improve educational attainment, relationships, employment and engagement in society.'

Currently the 'Healthy Schools Community Award' is available with a package of support to the 12 targeted Derbyshire senior schools and their cluster primary schools.

These schools are identified by DCC and change annually. However, schools can still access the toolkit for self-assessment and action planning.

Please contact your local area Public Health Nurse (School nurse) for further information.

Identify...

...pupils who may need support around emotional and mental health.

This section provides ideas and case studies around identifying pupils who may be at risk of poor emotional or mental health. It also gives examples of ways to identify current issues that may be affecting pupils' emotional wellbeing and mental health.

Identifying:

- pupils displaying risk factors for poor emotional or mental health
- pupils in need through working with parents and carers
- pupils through self-disclosure
- pupils through increased staff awareness
- pupils who are young carers
- pupils who are affected by substance misuse



These are the five critical emotional needs found in Dr. Gerald Newmark's book 'How To Raise Emotionally Healthy Children'.

<http://emotionallyhealthychildren.org>

Schools often use a range of strategies to identify children and young people at risk of poor emotional and mental health. Usually more serious cases can easily be identified, e.g. through change in academic progress or application, attendance or behaviour, or through sudden trauma or bereavement where the school have been informed.

Some cases are less easy to spot, particularly where early signs are subtle and can be attributed to various causes. Some pupils may try to 'hold it together' or want to keep their school life as 'normal' as possible, and don't want to share any worries or concerns they have. Some may fear the consequences of disclosing, not knowing what will happen next and how their disclosure will be dealt with.

Sometimes low level disruptive behaviour can also indicate that there may be an unmet mental health need. At times rewards and sanctions can be put in place which are designed to modify the behaviour and encourage the child to conform, but ultimately may not address any underlying needs. Applying the principle – behaviour is a form of communication – can help to identify any potentially unmet emotional and mental health needs and ensure that these are addressed.

Identifying pupils displaying risk factors for poor emotional or mental health

Early intervention is essential in supporting a child to cope, preventing escalation and the need for more serious intervention

One approach to early intervention is assessing a child’s level of risk and protective factors before their behaviour indicates they might have an issue. Using this preventative approach, it is important to recognise that the presence of any one risk factor does not mean that the child is going to develop an emotional or mental health problem. However, two or more combined is likely to increase the risk.

Table 1: Risk and protective factors for child and adolescent mental health

| | Risk Factors | Protective Factors |
|------------------|---|---|
| In the child | Genetic influences Low IQ and learning disabilities Specific developmental delay or neuro-diversity Communication difficulties Difficult temperament Physical illness Academic failure Low self-esteem | Being a planner and having a belief in control Humour Problem-solving skills and a positive attitude Experiences of success and achievement Faith or spirituality Capacity to reflect |
| In the family | Overt parental conflict including domestic violence Family breakdown (including where children are taken into care or adopted) Inconsistent or unclear discipline Hostile and rejecting relationships Failure to adapt to a child’s changing needs Physical, sexual, neglect or emotional abuse Parental psychiatric illness Parental criminality, alcoholism or personality disorder Death and loss – including loss of friendship | At least one good parent-child relationship (or one supportive adult) Affection Clear, consistent discipline Support for education Supportive long term relationship or the absence of severe discord |
| In the school | Bullying Discrimination Breakdown in or lack of positive friendships Deviant peer influences Peer pressure Poor pupil to teacher relationships | Clear policies on behaviour and bullying ‘Open door’ policy for children to raise problems A whole-school approach to promoting good mental health Positive classroom management A sense of belonging Positive peer influences |
| In the community | Socio-economic disadvantage Homelessness Disaster, accidents, war or other overwhelming events Discrimination Other significant life events | Wider supportive network Good housing High standard of living High morale school with positive policies for behaviour, attitudes and anti-bullying Opportunities for valued social roles Range of sport/leisure activities |

From Mental Health and Behaviour (DFE March 2016)

How can your school contribute to resilience factors in the child, the family, the school and the community?

Resilience factors in the school can also be developed as a preventative measure. The table below provides some reflection questions and examples of how this might look in a school.

Resilience factors in the child

| Reflection questions | Examples |
|--|--|
| How do you develop communication and problem-solving skills in your pupils? | SEAL activities, PSHE, small group work, collaborative working, character education, outdoor education etc. |
| How do you support pupils to develop positive attitudes? | ‘Random acts of kindness’ celebrated in school, ‘growth mindset’ approach to learning, promoting appropriate and positive language etc. |
| What opportunities are there for pupils to experience self-efficacy, contribute to school decisions and develop planning skills? | School council / parliament, setting own targets, enterprise activities, volunteering, school responsibilities. |
| How are pupils supported in recognising and celebrating experiences of success and achievement? | Reflection diaries, achievement displays, positive phone calls home to parents, assemblies etc. |
| How are pupils’ faith and spirituality nurtured and expressed in the school environment? | Diversity of faiths reflected in curriculum Difference celebrated Assemblies include prayer and or quiet reflection Awe and wonder experiences Prayer spaces |
| How and when are pupils encouraged to reflect? | During assemblies During lesson plenaries- ‘what have I learnt, enjoyed today’? Reflection diaries, mind maps |

Resilience factors in the family

| Reflection questions | Examples |
|---|---|
| How does school work to support families? | Parents’ Liaison Worker on school staff Parenting sessions e.g. Solihull approach Open door policy Sharing information with parents about resilience |
| How does school nurture parents’ engagement in their child’s education? | Personalise learning Curriculum evenings Hard to reach parents included |
| What outside agencies do school work collaboratively with that they can signpost families to? | Specialists Young Carers service, Domestic Abuse services etc |

Resilience factors in the school

| Reflection questions | Examples |
|--|--|
| Does the school have clear policies on behaviour and bullying? | Developed, owned and understood by all stakeholders Regular review and updates |
| What systems do the school have for children to raise problems? | Worry Boxes All staff trained and confident to respond to children’s emotional health needs |
| Are there consistent whole-school techniques and strategies for positive classroom management? | Whole-school behaviour policy, regularly reviewed |
| How do you develop a sense of belonging? | House / Class names and rituals, all pupils have a voice |
| How does the school support positive peer influences? | Peer buddies, Circle time |
| Is there a whole-school approach to promoting good mental health? | See this whole resource!! |

Resilience factors in the community

| Reflection questions | Examples |
|--|---|
| How does the school work with others in the locality to model wider supportive networks? | Shared activities with local sports and activity clubs, care homes, places of worship |
| How does the school prepare children to attain a high standard of living? | Develop aspirations Provide role models for careers / education e.g. STEM Ambassadors. Quality work experience Financial education |

A leaflet is available that gives parents information about the risk and resilience factors around children’s mental health and tips on how to support their child.

https://www.kidsmatter.edu.au/sites/default/files/public/KMP_C3_RPFCMH_MentalHealthRiskAndProtectiveFactors.pdf

“The only way to change someone’s mind is to connect with them from the heart.”

Rasheed Ogunlaru



Identifying pupils in need through working with parents and carers

Working with parents to identify children’s emotional and mental health needs can provide valuable information; often the ‘missing pieces of the jigsaw.’ Often parents are acutely aware of the difficulties they and their children are experiencing yet do not raise this with schools or refer them to programmes. The evidence indicates that, while parents are well-placed to recognise risks they need to feel confident that they can approach school staff and will be actively listened to by professionals before a situation reaches crisis point.

Given that family members may be best placed to know that young people are at risk, more effort needs to be made to facilitate self-referrals and to listen to parents’ concerns when they first seek help and support.

Intervening to improve outcomes for vulnerable young people.

Research Report DFE-RR078

Case study

Ladywood Primary Working with parents

At Ladywood Primary we recognise that poor emotional health can be a barrier to learning and ways to address this include supporting parents and families.

At Ladywood, we operate an open door policy. This gives parents and carers the opportunity to come into school without an appointment. Often, situations arise that need dealing with at the earliest opportunity. We make sure there is always a senior member of staff or a pastoral staff member available to help with any problems.

Our Learning Mentors greet parents on the two gates into school. A senior teacher is also situated on the main reception ready to greet everyone. This strategy helps us get to know the families in a more personable way, allowing trust to be built and strengthening relationships between school and home. After six months this strategy had made a difference to the way parents have opened up to members of staff about situations at home and have asked for our help.

Recently, Ladywood Primary has taken on a whole school approach called ‘Thrive’. Based on neuroscience and attachment research, Thrive results in children becoming more self-assured and ready to engage with life and learning. We are able to assess social and emotional interruptions, put strategies into place and build action plans through an online assessment tool. We fully involve parents in the process in a number of different ways.

First of all, when responding to pupils and parents we use something called the Vital Relational Functions (VRF) which are essential for building a good stress management system. There are four VRFs used to help dysregulation.

Attunement – Tuning into someone’s body language shows you can match the pitch and intensity of an emotion and select an appropriate response.

Validation – Showing an understanding of the person’s needs and feelings. Letting them know that you absolutely get it. Until you can show this understanding, the person cannot regulate themselves.

Containment – This can be done as a physical containment (putting your hand on their shoulder, eye contact, rubbing their arm) or as an environmental containment. If a person has ‘dysregulated’, they need to be in a safe, quiet place to help them feel safe and calm. We contain the emotion by making the unbearable survivable by digesting the information, absorbing it and then feeding it back in manageable chunks. It allows the person to see the problem and start to think about solutions. This is where the last VRF comes in.

Calming and Soothing – At this stage, we give options. We offer ideas of how to deal with a situation and we ask if the person has ideas of their own. We work out the problem together.

An example of this work would be during the following incident- as the learning mentor was greeting on the school gate, a ‘hard-to-

reach’ parent came in to speak about how their child had behaved at home the previous evening and that he would not get out of the car now. The parent had obviously dysregulated through tiredness, frustration and fear of having to show their fragility to school. The learning mentor was able to catch her emotional state.

“Oh! You look so stressed, you must be feeling so tired after the night you’ve had. I can imagine that it’s taken a lot of courage for you to come and tell us, this is a big step for you. (Attune) You know what, I get it. I get where you’re coming from and if you’ll let me, I can help you. (Validate) If you want to come into the Maple Tree room with me, we’ll have a hot drink and I’ll find someone to get X to come into school. Don’t you worry, we are here to help.”

At this point, the Learning Mentor was able to guide the parent into our Family Room and give ideas of how we could help with the situation. (Calm and Soothe)

Thrive is underpinned by an online assessment tool which produces an action plan after answering a series of questions based on the child’s emotional state. As well as action plans to be utilised in school, there are also plans that parents can access as a home activity aid. This has been invaluable to the school. It has enabled trusting relationships to be developed as well as giving an insight into the child at home. Parents have opened up whilst filling out the questionnaires and they feel that their views are being valued.

The screening takes around an hour to complete which gives plenty of time for parents to chat about issues that arise from the questions. Examples of assessment statements are are; X... ‘is aware and knows when activities or people feel safe’

... ‘can signal and seek help when upset, unhappy, angry or afraid’

The questions open up discussion between practitioner and parent, with parents giving examples of things that have happened. We can then give ideas and help to problem solve with them. We are able to shine a light on certain behaviours that the parent may not have picked up on and vice versa. This strategy works well for both school and the parents and carers. It has strengthened relationships with our parental community and has helped build bridges with otherwise resistant families.

Parents have said the work being done has made a great impact on their children. They say the children feel safe to express their feelings and to work on the sensations that go with the emotions.

The Thrive Approach is an integrated approach designed to help adults understand children’s behaviour as communication.

For more information go to <https://www.thriveapproach.co.uk/approach/>



Identifying pupils through self-disclosure

How are your pupils developing the essential skill of recognising for themselves when they need help and what to do about it?

Having the confidence, knowledge and skills to ask for help themselves can contribute to pupils' willingness to access health or voluntary services later in life. Methods such as worry boxes, bubble time (primary) email addresses, helplines, self-help websites and apps provide pupils with an opportunity to be proactive in seeking help for themselves. To do this effectively they may need to be explicitly taught: that all children and young people have worries - they are not the only one - it is nothing to be ashamed of or embarrassed by.

Boys especially need this message. Childline reports have indicated that only a third of those that contact the service are boys, and when they do, they are often at crisis point

- the parameters for using the method e.g. examples of the types of issues they can raise - none too big or too small - how and where to seek help early or in an emergency
- the language to use - could include feelings 'I feel scared, worried, angry because...' 'I think I need x to happen/talk to' etc. They may want to mention frequency of the event, intensity of their response e.g. 'I feel 8 out of 10 anxious most days,' etc
- what they can expect adults to do once they've shared their worry; e.g. when will they be contacted, by whom, who will be told, what might happen next
- that they can keep asking for support until the issue is resolved / manageable
- that they can tell someone else their worry if they are not getting the support they need
- that if they have special or additional needs there are alternative methods that they can use
- that they can approach any adult in the school that they feel comfortable with. It doesn't have to be their class teacher / form tutor, Head of Year, etc.

"An emotion does not cause pain. Resistance or suppression of emotion causes pain."

Frederick Dodson

Case study Brooklands Primary Worry Monsters



At Brookland's Primary school the year 3 pupils in the Kingfisher Class have their own version of a worry box - it's a Worry Monster!

It's used in the same way- slips of paper are left next to it and pupils can write their concern on the slip of paper, insert in the monster's mouth and zip it up! The use of the worry monster is well-established and part of the reason for this is that a monster appeals to the pupils more than a box. It appears to 'eat' their worries and this helps to lessen the burden of the worry on them. It's like a weight off their shoulders and helps the children who struggle to verbalise their worries or don't like to share what they are worrying about with an adult or peer. Also, because the concerns are dealt with promptly by the teacher pupils are confident that this method is 'live' and works for them.

This method helps the class teacher to monitor the range of issues that are currently affecting the pupils. Some will be related to individuals - e.g. concerns over 'losing my spelling book and getting into trouble'. Other issues have appeared across a range of pupils. One such issue is that of body image. As the PSHE curriculum is currently being reviewed and updated in school further teaching and resources around positive body image will be integrated in the PSHE scheme, in response to pupil need. There are also plans to introduce more worry monsters into each class, so that pupils across the whole school know that the monsters are there for them!

Case study Belper Secondary School Bullseye!

At Belper school pupils who are being bullied can access a dedicated email address to let staff know that they need support.

Every pupil has an anti-bullying section in their school planner which includes details of Bullseye - tutors go through this at the start of the year and draw their attention to it. The anti-bullying section on the website also makes this information available to pupils and parents.

When pupils use it they immediately get a return email that lets them know that the senior member of staff will come to talk to them and that no-one else knows at this point. When investigating an accident, staff will not disclose how they were alerted to it, so the pupil concerned can remain anonymous. This system allows for these issues to be picked up and dealt with fairly quickly, so that they do not escalate or become more entrenched.

Bullseye is used by a range of pupils: any child can be a victim of bullying, and parents use it also.

However many are the quieter, less-resilient pupils who find this an easier route. Types of bullying disclosed through this route have tended to be around friendships issues, being excluded from groups, and having personal information used against them.

At Belper School the focus on mental health and other routes of referral has increased over the years. Many pupils use the school nurse drop-in to seek support around emotional and mental health. Pupils have chosen the charity Mind as their featured charity for the forthcoming year, following an impassioned plea via a presentation from one of our Y11 pupils who accessed their support. The School Council will be helping us to take some of the work forward, and we expect will be our eyes and ears to help us further identify issues affecting our pupils' emotional and mental health that we can address.



Identifying pupils through increased staff awareness

Skilling up staff to identify signs that a child or young person may be struggling emotionally or mentally can make a big difference to ensuring early intervention and addressing barriers to learning. The following list of potential symptoms is not exhaustive, but can be used with staff to start a conversation about what they might notice in the classroom.

- **Mood changes:** Look for signs of withdrawal that last at least two weeks or severe mood swings that are causing problems in relationships with peers.
- **Intense feelings:** Be aware if any child reports feelings of overwhelming fear for no reason - sometimes with a racing heart or fast breathing - or worries or fears intense enough to interfere with daily activities.
- **Behaviour changes:** These include drastic changes in behaviour or personality, as well as dangerous or out-of-control behaviour. Fighting frequently, using weapons and expressing a desire to badly hurt others also are warning signs.
- **Difficulty concentrating:** Look for signs of trouble focusing or sitting still, both of which might lead to poor performance in school.

- **Unexplained weight loss:** A sudden loss of appetite, frequent vomiting or use of laxatives might indicate an eating disorder.
- **Physical symptoms:** Compared with adults, children with a mental health condition may develop headaches and stomach aches rather than sadness or anxiety.
- **Physical harm:** Sometimes a mental health condition leads to self-injury, also called self-harm. This is the act of deliberately harming your own body, such as cutting or burning yourself. Children with a mental health condition also may develop suicidal thoughts or actually attempt suicide.
- **Substance abuse:** Some children and young people use drugs or alcohol to try to cope with their feelings.



Further information re signs and symptoms can be found at MindEd -

<https://www.minded.org.uk> provides free, completely open access, online education, available on tablets, phones or computers - bite sized chunks of 'e-learning', to help adults to support wellbeing and identify, understand and support children and young people with mental health issues.

Case study

Brackenfield Special School

Whole School Strategies for identifying emotional and mental health needs in pupils

Following intensive staff training on Attachment Awareness, Brackenfield School has embedded mental health awareness into all aspects of school life, including the ethos, structure and organization of the school day. This whole school focus means that all staff have a good working knowledge of how to identify pupils with emotional health needs and has transformed the way our school understand and support pupils.

School Ethos: Our school vision ethos puts a kind and proactive approach to the emotional, mental health needs of all at the centre of our work. This provides an overarching shared framework for identifying when a pupil needs emotional support throughout the school day.



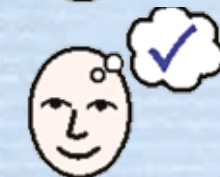
Opportunities for kindness are never missed



Your needs will be met with dignity, privacy and sensitivity.



The best learning opportunities are promoted in a tension free environment.



We learn from everyone to understand each other.



Learning is bespoke and personal to you.



Everyone has a voice.



Staff training: Our commitment to this ethos has involved an intensive package of staff training around mental health awareness to further increase staff skill in identifying pupils' specific needs. For example all staff have been trained in motivational coaching, Attachment Disorder Awareness, Conduct disorder as well as specific training around mental health in adolescents. We recognize the behaviours associated with a range of conditions related to emotional and mental health, meaning that we can respond appropriately to that child's specific needs in an informed and timely fashion, preventing escalation of distress and keeping pupils safe and learning.

Pupil groupings and staffing: Pupils are grouped not just according to their academic pathway built also by social, emotional and mental health needs and staffed accordingly. A key worker model has been created for groups of pupils- this model has eradicated any 1:2:1 dependency. Pastoral/co-regulation times punctuate the day at key times to ensure constant support is available when needed.

Measuring pupil welfare: Following training around attachment awareness we have developed a whole school tool called A Journey To Learn, to measure the wellbeing of our students and to highlight their areas of need. We have mapped out what the nine stages on the 'Journey to Learn' like for our students so that staff are able to benchmark the pupils against it. We have then mapped each of the 9 areas against our therapeutic/enhanced offer so we are able to refer pupils in for appropriate intervention from class based strategies, to internal enhanced provision with our staff to an external referral. Using this tool we can now measure pupils' progress in wellbeing and also measure impact of intervention. This runs alongside our academic data and informs conversations on pupil progress. This holistic picture of the child not only highlights their needs and helps to identify suitable interventions, but supports us in providing an appropriate academic offer suited to each pupil.

Identifying young carers

Many young carers feel different from their peers. Their responsibilities and caring activities can often result in a lifestyle which affects peer friendships and relationships. They can become socially isolated either because they don't have enough free time to spend with their friends or they may not be able to relate to the interests/ priorities of their peers. Young carers can often feel embarrassed or ashamed of their parent's disability, can experience stigma and are more prone to being bullied. This can have a big impact on their emotional health. 38% of young carers surveyed by the Carers Trust reported that they had a mental health problem including stress anxiety, depression, self-harm and suicidal thoughts.

The Derbyshire Guide 'Supporting Young Carers in Derbyshire Schools and Colleges' provides a checklist to help identify pupils who may be young carers.



The Children's Society

The Young Carers in Schools programme has developed a step-by-step guide to supporting young carers in schools and section 7 provides guidance on raising awareness of young carers with school staff. Tools include a checklist of signs that a pupil may be a young carer, exemplar staff noticeboard material, and staff training PowerPoint and handouts.

<https://professionals.carers.org/step-by-step-guide-raising-awareness-schools-staff>



An e-learning module for school staff to help identify young carers is available at:

<http://www.childrensociety.org.uk/what-you-can-do/resources/school-resources/supporting-young-carers>

Identifying pupils affected by substance misuse

Joe grew up in a family where there was amphetamine use, dealing and prison. Children affected by someone else's drug use are often hidden but here is

Joe's story...

Hi there. When I think back to being five I can remember my sister Jasmine toddling around the place either crying or touching stuff she shouldn't. She seemed to always have a dirty nappy and a snotty nose. I can remember chasing her around the house trying to wipe her nose, but she was fast. She'd run in to everything – the door, the telly and even the wall.

When mum had Jasmine, Bob moved in. He's Jasmine's dad, I don't know mine, but Bob was alright – most of the time. Loads of his mates would always be hanging around and then I would be sent upstairs out of the way to watch Jasmine. As long as we stayed out of the way we'd be fine.

Sometimes my mum could be dead cool, I can remember she'd sing to us and play her music dead loud, dancing around the house, swinging us around but it never lasted. The next morning she'd be dead to the world and just couldn't get off the sofa.

School was my favourite place back then - I suppose it felt safe. It was always warm and I guess I knew what would happen. I was always the first there and the last to leave. Mrs Jackson was my first teacher and I think I had a crush on her or something; she was just really kind.

A couple of times the teacher would ask where my mum was when it came to home time and I'd say she was waiting round the corner or something.

I didn't really get too involved in school stuff because mum had made it clear I shouldn't mention home or my family because she was 'poorly' and if school found out they would take me away to a naughty boys' home and I'd never see her or my baby sister Jasmine again. So if we had to talk about what we had done in the holidays or weekend I'd just make

stuff up. Now I come to think of it I was a right little liar.

Sometimes I couldn't go to school because mum didn't wake me up in time. So me and Jas would stay upstairs out the way. I hated missing school.

I know I said school was my favourite place but... Well I didn't have many friends, they used to call me names like 'Joe Stink' or they'd call my mum a 'pincher' you know a shoplifter, a thief. At the time I don't think I believed them but it still really hurt.

'We' could or should have noticed Joe was alone, unhappy, cold, being bullied and developing a whole host of strategies to avoid disclosing what his home life was really like.

Now we will move forward a few years Joe has started secondary school.

When I think back to starting secondary school I just remember the dread. My uniform was one of my mum's mate's kids who'd outgrown it. It didn't fit and looked well shabby, but what could I say. Bob would go mental if I complained. I used to take Jas to school then run to my school, more often than not starting the day in trouble for being late. By now the liar in me was on a roll, I'd never say why I was late, sometimes I just shrug or say that I'd over slept or something lame.

I'd worked it out by now, mum wasn't ill she used powder – amphetamines. And good old Bob sold it – they weren't exactly his mates that came round, well they were but they were also his 'customers'. It was weird because when she was using mum was really lively and singing and dancing around but the next minute she was either asleep, crying or getting mad about nothing.

She just kept getting thinner and thinner and I know we never had any food in but she never seemed to say she was hungry. But when she did – we had loads. One day she went to the chippy and brought back chips, sausages, fishcakes, peas, beans and curry sauce. We ate that much I thought I'd be sick.

By now Jasmine and me just stayed out of the house as much as possible. Anything was better than being stuck upstairs listening to Mum and Bob laughing and joking one minute then trying to kill each other the next.

Sometimes the next-door neighbours would call the police – they'd come round tell 'em off or something and then go again. Mum and Bob would either burst out laughing or just carry on falling out.

School was definitely no longer my fav' place – I just got into trouble from start to finish every day. No 'pen, pencil or ruler' detention, No PE kit detention, No Homework – again detention. The thing is I loved PE and especially football but you couldn't find anything at our house and mum didn't do the washing very often. My P.E kit was in this mountain of clothes that ran up the stairs and across the landing. Even if it had been washed I could hardly ever find it. I really hated missing PE. And then there was the homework issue – well you can't do that on the park or down the shops can you. I thought about homework club but what with all the detentions and having Jasmine to look after I didn't go.

I missed some school too. Mum used to drink – vodka and some mornings she'd be crashed on the sofa with an empty bottle next to her. They said in PSHE once that people can die from choking on their own puke and I didn't like leaving her like that, so sometimes I'd run Jas to her school and come home and just sit there looking at her to check she was breathing.....

What should be happening for Joe in school to support him?

WARNING:
Children affected by someone else's drug use are often hidden!!

See page 74 for Services who may be able to help Joe.

Assess...

...a pupil's specific needs, in order provide the most appropriate intervention

Emotional and Mental Health is a wide area that can encompass many facets and can prove tricky to measure. The tools/measures/practices that have been included below can be useful when the person using them knows exactly what it measures and understands how it contributes to a child's or young person's emotional health and well-being.

In this section find out about..

- Boxall Profiles
- Socio-Emotional Profile Questionnaires
- My Class' Survey
- 'My Feelings' Survey
- Butler Self-Image Profile
- Adolescent Well Being Scale
- The Hope Scale and the Locus of Control Scale
- The Leuven Scale (Early Years, Primary and Secondary)
- Emotional Literacy: Assessment and Intervention
- The Warwick- Edinburgh Mental Wellbeing Scale
- Strengths and Difficulties Questionnaire
- PASS Survey

'I think the key is not the tool itself, but the careful choice of the best tool to use to answer the question being asked, and the understanding of the person using the tool and their skill in interpreting it.'

(Dr Paul Kelly, Senior Psychologist, Derbyshire).

Boxall Profiles

The Boxall Profile is an observational tool that focuses on identifying children's developmental needs and the levels of skills they possess to access learning. It supports staff in developing greater observational skills and deepens understanding of children's difficulties and can support the development of interventions. It is used extensively as part of monitoring nurture group provision.

<http://www.nurturegroups.org/publications/essential-boxall/beyond-boxall-profile-strategies-and-resources>

Measuring and monitoring children & young people's mental wellbeing: a toolkit for schools and colleges was launched on October 10th, 2016.

Visit the page below to find a wider range of validated instruments that can be used to measure and monitor student mental wellbeing.

<http://www.annafreud.org/services-schools/mental-health-in-schools/schools-in-mind/resources-for-schools/mental-health-toolkit-for-schools/>

Please note: The development of the toolkit was commissioned by Public Health England (PHE) and led by Anna Freud National Centre for Children and Families (AFNCCF) in collaboration with PHE.

Case study

Using the Boxall to identify strengths and developmental needs

Sky joined Y3/4 mid-way through the Autumn Term. In her previous school there had been difficulties with friendships and progress in the classroom was slow. She was performing well below her potential. She joined a class with well-established friendship groups and, despite the best efforts of her teachers, she found group work and social interactions very difficult. Sky was very unhappy and spent a lot of time in tears. Her Boxall Profile showed a child who had good learning potential and whose personal organisation was age-appropriate. However, she lacked trust in adults and was struggling with her emotions and perceptions of her peers.

Sky joined the Nurture Group at the beginning of Spring Term. During the first couple of weeks she chatted with the adults and confided much about her home life. She shared a bedroom with two older sisters but was never allowed in except to sleep. They kept her awake until late with loud music and DVDs. She was responsible for taking the dog out "when it rained". There weren't enough chairs for everyone so she always sat on the floor and she was always the one who had to fetch and carry things for everyone else.

No one was interested in helping her with her homework or reading. Her self-esteem was in her boots.



The routines and range of activities Sky was able to engage in, during her time in the group, provided her with the opportunity to develop a whole range of skills which gradually changed her perception of herself and her feelings towards her peers. Her teachers noticed quite quickly that she was being more assertive in class, without being 'bossy', and that she was a natural organiser and leader in group work. She put greater effort into her work and was able to ignore distractions around her. Her concentration improved and she moved around school with increasing confidence. Sky was proud to bring her peers to the group to see her art work.

For Sky, the Nurture experience was very positive. For the first term she attended 3 afternoons a week (7.5 hours) which continued for the first half of the second term. After that her time was reduced until she was in class 100%. She still visits the group occasionally for a 'top up' and goes for tea when invited by one of the group members.



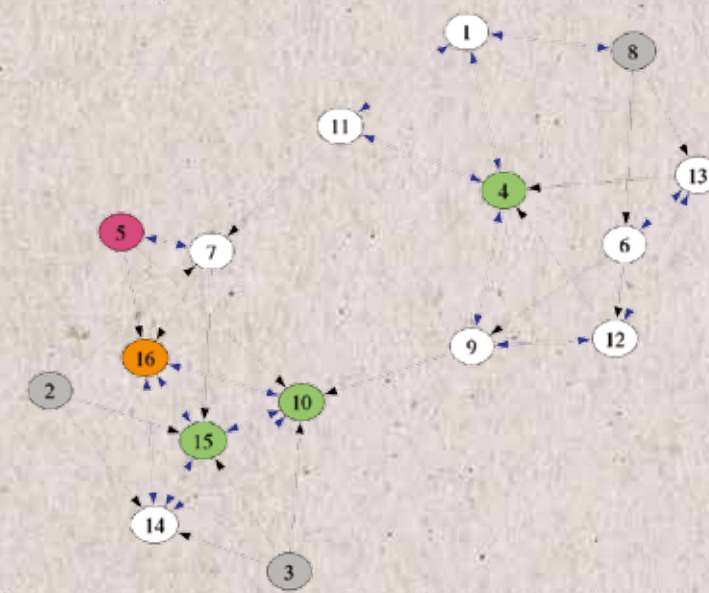
Socio-Emotional Profile Questionnaires (Free download)

<http://www.sussex.ac.uk/psychology/cress/tools>

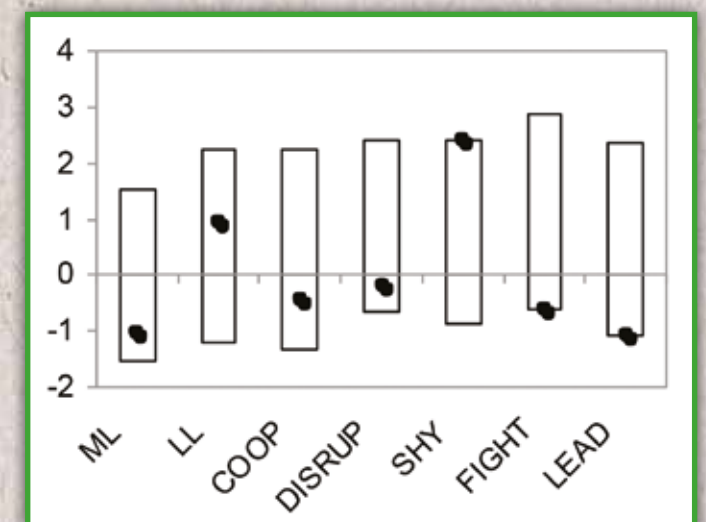
'My Class' Survey

This sociometric survey asks children to nominate three classmates with whom they most like to play/spend free time and three classmates with whom they least like to play/spend free time. In Key Stage 2 and above the survey also asks pupils to make nominations of peers for a number of behavioural characteristics: co-operative, disruptive, shy, starts fights, and leader. Children are provided with a brief explanation of each characteristic.

The numbers of most-like and least-like nominations received by pupils are compiled and standardised within the class to produce a sociogram, which is a visual representation of interpersonal relationships within the class group. It is often a useful starting point for identifying and addressing the social and emotional needs of pupils. The sociogram reveals the peer group dynamics of a class or other pupil groups in a visual and accessible way and is a valuable tool to help school staff identify those children who are isolated and/or actively rejected by their peers. Isolation and rejection by peers can often be an early indicator of issues that may increase the likelihood of the child developing mental health issues.



Each child is represented by a number in the circle.
Each black arrow shows a positive (most-like) nomination
A blue arrow shows a positive nomination that is reciprocated
Each child is a colour-coded based on the nominations received:
Green = popular



Each bar shows the range within the class or group.
The grey horizontal line shows the average within the class (set to 0).
The black dot shows where the child is in relation to the range and average.
For example, this graph shows the child was perceived by peers as above average for least-liked, highest in the class for being shy and lowest for showing leadership characteristics.

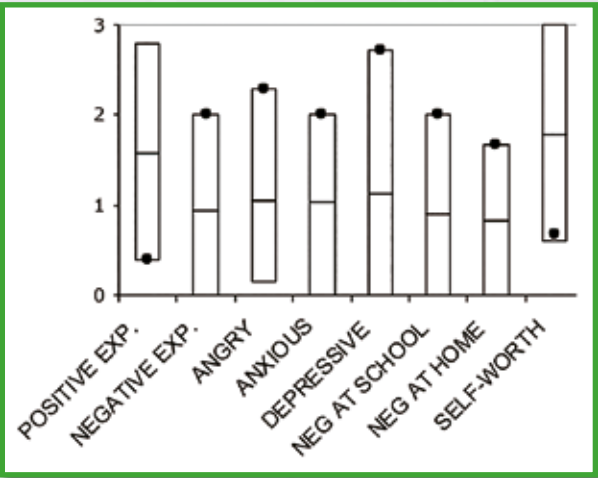
My Feelings' Survey

Each bar shows the range within the class or group.

The small horizontal lines show the average within the class.

The black dot shows where the child is in relation to the range and average.

For example, this child gave the highest ratings in the class for anger, anxiety and depressive symptoms, and was low on self-worth and positive experiences at school.



Butler Self-Image Profile

The Self Image Profiles (SIP) are brief self report measures that tap the individual's theory of self. There are 2 forms; the SIP-C for children aged 7 to 11 years and the SIP-A for adolescents aged 12 to 16 years. The SIP provides a visual display of self-image, enabling the child / young person to reveal to him / herself, as well as to the clinician, the way in which they construe themselves as they complete it. The SIP also provides a measure of self-esteem, which is calculated by the discrepancy between ratings of 'How I am' and 'How I would like to be'. The SIP can be used in both an educational context by Teachers, Specialist Support Services and Educational Psychologists, and in health service environments by Psychologists, Paediatricians, School Nurses, Counsellors and Specialists working with children and adolescents.

[http://www.pearsonclinical.co.uk/Psychology/ChildMentalHealth/ChildMentalHealth/SelfImageProfiles\(SIP\)/SelfImageProfiles\(SIP\).aspx](http://www.pearsonclinical.co.uk/Psychology/ChildMentalHealth/ChildMentalHealth/SelfImageProfiles(SIP)/SelfImageProfiles(SIP).aspx)

Adolescent Wellbeing Scale (Free to Download)

This a self-rating scale for depression in young people aged 11-16 years. It involves 18 questions each relating to different aspects of an adolescent's life, and how they feel about these. The scale is intended to enable practitioners to gain more insight and understanding into how an adolescent feels about their life. A score of 13 or more has been found to indicate the likelihood of a depressive disorder.



https://www.cafcass.gov.uk/media/215234/adolescent_well-being_tool.pdf

The Hope Scale and the Locus of Control Scale

The Hope Scale and the Locus of Control scale can be found in the GL Measures of Children's Mental Health & Psychological Wellbeing. This is a comprehensive and usable set of tools for schools. It is a set of measures of emotional and psychological wellbeing and each tool clearly sets out what it is measuring and then has photocopiable tools and a scoring key. You can find this on this link:

<http://www.gl-assessment.co.uk/catalogues>

The Leuven Scale Early Years, Primary and Secondary

This tool has been developed by a team based at the Research Centre for Experiential Education (Leuven University – Belgium) under the supervision of Dr. Ferre Laevers. The tool focuses on two central indicators when planning any educational setting: 'Wellbeing' and 'Involvement'. Wellbeing refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to secure 'mental health'. Wellbeing is linked to self-confidence, a good degree of self-esteem and resilience. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.

Assessment of Wellbeing and Involvement

Laevers has created a 5 point scale to measure both wellbeing and involvement. If there is a lack of wellbeing and or involvement, it is likely a child's development will be threatened. The higher the levels of wellbeing and involvement we can achieve for the child, the more we can add to the child's development. When there are high levels of wellbeing and involvement, we know that deep level learning is taking place.

The evaluation starts with assessing the levels of wellbeing and involvement using the tables. The procedure is simple and can be compared to 'scanning': observe the children for about two minutes to ascertain the general levels of wellbeing and involvement using the five-point scale. The observation can focus on groups of children or can be used to focus on a particular individual. Unless a child is operating at 4 or 5, learning will be limited. However, children cannot peak at levels 4 or 5 all the time and levels will fluctuate throughout the day.

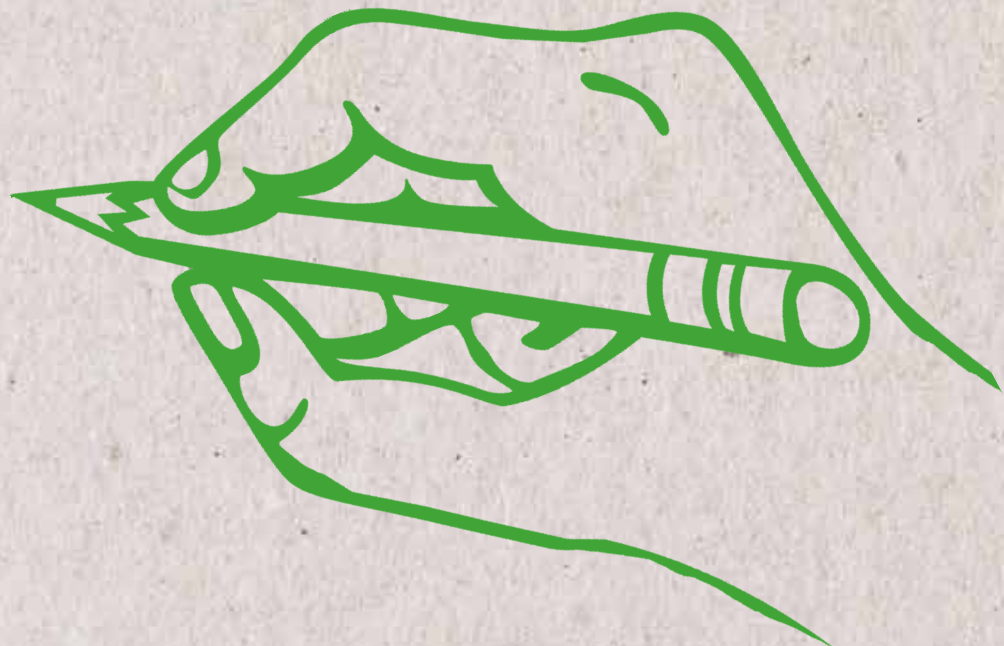
Leuven Scale of Wellbeing

| Level | Wellbeing | Signals |
|-------|----------------|--|
| 1 | Extremely Low | The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him / herself or others. |
| 2 | Low | The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time. |
| 3 | Moderate | The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort. |
| 4 | High | The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity. |
| 5 | Extremely High | The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He / she is open and accessible to the environment. The child expresses self-confidence and self-assurance. |

Leuven Scale of Involvement

| Level | Involvement | Signals |
|-------|----------------|--|
| 1 | Extremely Low | Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing. |
| 2 | Low | Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around. |
| 3 | Moderate | Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted. |
| 4 | High | Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted. |
| 5 | Extremely High | The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period. |

Reference: Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument, Ferre Laevers (Ed.)
Research Centre for Experiential Education, Leuven University. ISBN: 978-90-77343-76-8)



Emotional Literacy: Assessment and Intervention

Emotional Literacy: Assessment and Intervention identifies the status of pupils' emotional literacy and provides follow-up activities for intervention where necessary.

Emotional Literacy: Assessment and Intervention Primary covers ages 7 to 11 years and

Emotional Literacy: Assessment and Intervention Secondary covers ages 11 to 16 years.

The assessment covers five key areas of emotional literacy addressed in the Social and Emotional Aspects of Learning (SEAL) curriculum including: Self-awareness; Self-regulation; Motivation; Empathy; Social skills.

<http://www.gl-assessment.co.uk/products/emotional-literacy-assessment-and-intervention-0>

The Warwick-Edinburgh Mental Wellbeing Scale

This tool uses WEMWBS, a scale which is often used by scientists and psychologists to measure wellbeing. To get the wellbeing score, you ask the participant to read through the following statements and tick the box that best describes their thoughts and feelings over the last two weeks.

<http://www.nhs.uk/Tools/Documents/Wellbeing%20self-assessment.htm>

Strengths and Difficulties Questionnaire

What is the SDQ?

The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire designed for 3-16 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists.

<http://www.sdqinfo.org/>

PASS Survey (Pupils Attitudes to Self and School)

Pupil Attitudes to Self and School (PASS) is an all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school, suitable for pupils aged 4 to 18+.

<http://www.gl-assessment.co.uk/products/pass-pupil-attitudes-self-and-school>

Provide...

...evidence-based quality interventions, both universal and targeted, matched to pupils' specific needs

This section aims to provide theories, strategies and evidence-based interventions to support schools working with pupils to improve their emotional wellbeing and mental health. Please note this is not an exhaustive list. It also gives details of external providers who can offer support or advice.

In this section, ways to provide:

- for basic needs first
- a safe space and feelings of security
- relationships and social skills development
- interventions to develop self-esteem and self-efficacy
- a person centred approach
- someone to talk to
- mindfulness opportunities
- support for exam stress
- support from an external agency

Provide for basic needs first

Maslow (1954) suggested that different needs have different priorities and that lower order needs take precedence over higher order needs. If the lower order needs are not met the theory is that this is a major barrier to learning and development of children and young people. In summary, the principle is that individuals will not achieve the higher order needs until the lower level needs have been met.



How can a whole school approach to food and health contribute to emotional wellbeing and mental health?

Healthy eating and a balanced diet play a huge role in our Emotional Wellbeing and Mental Health. Our food/drink choices can affect our mood; weight; concentration; energy levels; sleep etc.. Although our pupils may not cook their own meals at home they are often independent in their choices of drinks, snacks and lunchtime food, particularly from the school canteen. Increasing children's and young people's knowledge (food and drink and its benefits, a balanced diet and portion sizes) and skills (to read labels, make healthier choices and cook safely) can all help to change behaviour now and influence the next generation of independent young adults and future parents/carers.

Healthy eating

www.nhs.uk/Livewell/Goodfood/Pages/healthy-eating-teens

NHS healthy eating information specifically for teenagers, with links to more general health information.

www.nhs.uk/change4life

NHS Change4life information for families about healthy eating and physical activity.

www.teenweightwise.com

British Dietetic Association website for young people.

www.foodafactoflife.org.uk

Loads of information and activities for young people and those working with them about food and healthy eating.

www.firststepsderbyshire.co.uk

Local help, advice and support for sufferers of eating disorders.

www.b-eat.co.uk

National advice and information on eating disorders, for those seeking support and professionals supporting young people.



Providing a balanced diet

What is the contribution of physical education, physical activity and sport to emotional wellbeing and mental health?

Physical activity and involvement in sport and outdoor education can play a big part in supporting Emotional Wellbeing and Mental Health. Enabling young people to integrate physical activity into daily routines can be the best way to increase the amount and the longevity of being active. Making it as easy as possible by reducing the barriers to being and keeping physically active will help young people maintain such a behaviour change. You can integrate physical activity into group or individual sessions through: warm up and wake up activities; active learning; taster sessions of different exercises or sports; after-school clubs; walk and talk meetings and promotion of and visits to local clubs and leisure services.

Physical activity

www.activederbyshire.co.uk

Not specifically designed for young people but lists many activities, clubs and events promoting physical activity in Derbyshire.

www.derbyshire.gov.uk/leisure

Information about leisure and countryside services across the county.

www.britishorienteering.org.uk
and www.xplorer.org.uk

Two websites to help young people get involved in orienteering.

Visit Sport England's website:

<https://www.sportengland.org/>
for up to date information and research.

Do pupils in your school understand the importance of sleep?

Sleep problems can be a very serious issue and lack of sleep has been linked to obesity, depression, anxiety and impaired learning. Many pupils have poor sleep patterns and complain about having little or no energy. How is the importance of sleep promoted in your school? Do children and young people know what can affect sleep? Do they need extra help/support if sleeping is becoming a real problem for them?

<http://www.sleepcouncil.org.uk/wp-content/uploads/2013/01/Get-a-Good-Nights-Sleep.pdf>



Having Fun



Trying new things



Provide a safe space and feelings of security

Do your pupils feel safe?

Do they have a safe space in school if they need it?

Pupils comments about their safe spaces:

If you've had an annoying day you can go and dig the garden, pick up a spade and get rid of your anger in the hole.

The sound of the water from the pond and the fountain help me calm down I sit by the fountain, I go to the other pond and try to catch tadpoles that helps me to calm down.

I just need to be by myself, I don't want to talk to staff... a big bean bag, nice lights and nice smells so that I can lie down in comfort and totally relax.

I go in the tent in my classroom and then I'm ok.

Time out, listening to music or reading a book. Chewing gum helps as well.

Singing or playing my guitar just takes me away from reality.

Ask your pupils what their safe place is.

Does your provision match the needs of the child/young person?

Are agencies working within a space that is appropriate when discussing sensitive issues with children and young people?

Attachment Aware Schools Programme

Attachment awareness in schools is aimed at helping schools to develop an ethos and school community which is attachment aware and able to provide a nurturing environment and positive relationships to promote secure attachments.

By developing an understanding of attachment theory, practitioners are able to apply this knowledge to their own practice for the benefit of all pupils; in particular those with attachment difficulties and other vulnerable learners.

This can help to improve attainment, behaviour and overall wellbeing for both pupils and staff. It certainly does not seek to turn teachers into therapists, but rather to emphasise the importance of understanding the emotional and learning needs of their pupils, which is what we suggest good teaching is about.



'It is really important to have somewhere that is private, comfortable and safe to see young people.' MAT Worker

One of the most important factors when recognising and responding to a child with attachment issues is to understand how that child is feeling.

Recent advances in neuroscience have confirmed Bowlby's theory, demonstrating the connections between emotion, social functioning and the priority of attachment.

While the school itself cannot replace an insecure attachment with the primary care-giver it can offer a secure base, a place of safety and attachment - like relationships with trusted adults who can help the young person through the day. Moreover, recent research suggests that approximately one third of children have an insecure attachment with at least one care - giver, and one in four have experienced a trauma event which has resulted in behavioural / emotional disturbance. This means, in effect, that an attachment-aware approach to teaching which recognises the importance of emotions will benefit all members of the class. Indeed, there is growing evidence that such approaches also reduce stress among teaching staff; in turn reducing absenteeism, improving continuity of learning experience, and ultimately overall school attainment.

The Derbyshire Virtual School has created an exciting training opportunity to develop all of our understanding around promoting secure attachments in schools, whilst also recognising the behaviours and issues that can arise from (poor) attachment difficulties in early life: thus enabling all of us to create even safer and more nurturing learning environments for children in care and all vulnerable learners.

Please contact the virtualschool@derbyshire.gov.uk if you need any further information.

Provide relationships and social skills development

R-Time

www.rtime.info/uk/

What is R time?

R time is a Personal and Social Education programme. The emphasis is upon creating effective, respectful relationships by way of Random Pair work.

The essence of R time's approach is short bursts of planned activities for 10-15 minutes, ideally once a week, for a period of 30 weeks each school year. The programme is for all Early Years Foundation Stage and Primary-aged children of all abilities. It is a whole-school, every-pupil programme and each lesson is made of the following component parts:

Step 1 - R time rule and instruction:

Once the rule and instruction have been stated it gives the children a clear context within which R time is to be conducted. R time, being first and foremost a relationship programme, highlights the rule, "Show respect and good manners at all times".

Step 2 - Random pairing

The children work each time with a different partner enabling them, over time, to work with all of the children in the class.

Step 3 - Introduction (Greeting)

Once the children are in pairs they greet one another, using given names, with a positive statement e.g. "Hello my name is Simon. I'm glad you're my partner today Lia".

Step 4 - The activity

For each year group there are 30 short, easily achievable, age-appropriate activities. The children take part in these activities with their partner.

Step 5 - Feedback

The children feedback their experiences to the whole group and the teacher helps them reflect on their learning.

Step 6 - Conclusion

At the end of the session the children thank their partner and say something positive to finish.



Fairmeadows Foundation Primary School, Derbyshire

Children's quotes.

'I like R time because it is great fun and I like it when we work together with friends.'
(Grace Year 2)

'R-time makes me think about others and working as a team.'
(Luke, Year 4)

'The activities are always fun, I like it when we used play dough to make shapes.'
(Archie, Year 1)



Evaluations carried about with two Derby City Schools 2013/14:

'The children enjoy it. They have a constant smile on their faces'

'It's benefitted me as a teacher as the children are more eager to work with anyone'

'Classroom environment has become calmer'

'Less conflicts at playtime, more compliments and respect for each other'

'They enjoy working with different children, especially boys and girls working together'

'I can refer to the R time rules at anytime, supports behaviour management'

'They praise each other more regularly and use each other's names'

'Children enjoy R time and mimic R time sessions in their own play' EYFS

'R time forms a routine and process in which they feel confident and safe, able to respond to others they don't normally work with'

The full evaluation report can be found here:
<http://rtime.info/uk/rtime-evaluation.php>

For Assessment/Evaluation ideas visit
<http://rtime.info/uk/downloads.php>

Grange Primary School Developing relationships



Throughout the year, we run three workshops. These last for seven weeks (an hour weekly) and finish with a showcase where the children present to the school. The children choose their activity and work with different year groups. The children learn different skills which are planned carefully by the staff that are leading the sessions. These also promote our Learn to Learn skills. At the end of the workshop, they receive a certificate to take home. The teachers change their workshops regularly and a wide range are offered. A few examples are:

Board Games, German, Orienteering, Keyboards, Pet Care, Mosaics, Media, First Aid, Puzzles and Riddles, Lego, Ballet and Tap, Street Dance, Stories through ICT, Engineering, a variety of sports, Superheroes, Musical Theatre, Design Challenge, Problem Solving, Cookery, Graffiti Art AND MANY MORE!

Feedback from the children is extremely positive and the workshops are always mentioned by them as being "special" at Grange.

Nearly two thirds (30, 60%) of children and young people made comments under most of the headings about support to make friends



Making Music



The Nurture Group Network

<http://www.nurturegroups.org/> promotes the development of nurture groups. These are small groups of children, who need short-focused support to help address issues connected to social, emotional and behavioural difficulties. They ensure the continuing quality of their delivery through accredited training programmes, research on effective practice, relevant publications and information exchange.

The original groups were started by Marjorie Boxall, an Educational Psychologist working in Hackney, in 1970. She was greatly concerned by the levels of disturbance, staff stress and referrals to Special Education and Support Services from Primary Schools. Many of the children referred to her showed good potential for learning but were not succeeding because they had not developed the social and emotional skills to adapt to school life. They were often insecure and lacked trust in adults. In short, barriers to successful learning had been created and could be surmounted by adopting a Nurturing regime.

Most Local Authorities in UK value, and make provision for Nurture in schools and there are an increasing number of groups running in KS3 settings. Derbyshire celebrated 10 years of Nurture in 2009.

Nurture Group Principles

- Children's learning is understood developmentally.
- The nurture room offers a safe base.
- Nurture is important in the development of self esteem.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in children's lives.



Ofsted 2011 “Supporting children with challenging behaviour through a nurture group approach.”

Between November 2010 and March 2011 inspectors visited 29 schools to explore their use of Nurture group provision. All the groups had been established to cater for pupils whose behaviour was causing concern. Concerns fell into three main categories:

- overt, acting out behaviour
- disruptive behaviour that interrupted their and other's learning
- withdrawn behaviour and a reticence to interact with others

The main findings from the report states...

“Nurture Groups were found to make a considerable difference to the behaviour and social skills of the pupils who attended them. Through intensive, well-structured teaching and support, pupils learned to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions.”

A Nurture Network Group 3-day Training Course is available annually. This leads to a nationally accredited qualification in Nurture work and also provides credits toward degree status. For more information contact Derbyshire Nurture Team: Janet.stuart@derbyshire.gov.uk, SuzanneMeikle-Janney@derbyshire.gov.uk

Case study

Nurture Groups - Measuring Success by Ann Cresswell

Two Y6 boys were recommended for the group. There was a history of fighting, abusive language and gang making. They vied for ‘Top Dog’ within their year group.

Ideally, both these boys should have had Nurture much earlier in their school careers and in separate groups. Y6 is often ‘too little, too late’

Neither boy would tolerate being anywhere near the other. They refused to take part in any activity. They complained that the activities were too babyish; they spoiled other members’ games and activities; they acted out and would not speak in Circle Time sessions for fear of the other making fun or a derogatory comment.

For 2 weeks they attended on different days. Both calmed down, joined in (mostly), opened up and joined in Circle Time and began engaging positively with the adults. This gave opportunities for explanations/discussions about difficulties. The boys asked to come back to the group full-time.

They agreed to a code of conduct and strategies for when things might go wrong between them. Their first target was to sit next to each other during craft sessions. Once this was achieved they moved onto paired work where they need to co-operate by sharing equipment and helping each other with tricky bits. They washed up together with an adult at first and then unsupervised. They played side by side without interfering with each other’s activity and the day finally came when one of them invited the other to build a Brio train track with him. They planned and built the track, adapting and agreeing changes as they went along. They asked for a photo together with the finished track and both took a copy home.

This success took 6 weeks in a group of 8 children with 2 (sometimes 3) adults in each session. These boys were never going to be best friends but they had learned how to work with each other and could discuss this in terms of how they might deal with other peers in the future.

Targets!

Setting SMART targets is an important part of the Nurture experience and to start with focus on the very basics of social interaction. The beauty of many activities is that they can accommodate a whole range of targets. Take the simplest of activities - **Paired Colouring!** Colouring a picture with someone else can teach many skills:

- **Taking turns** to choose the colours to use.
- **Waiting** for the partner to finish a certain part of the picture.
- **Non-verbal communication** - ask the children to complete the task without talking using eye-contact, gentle physical contact to guide the other or indicating by pointing.
- **Accepting others** - perfectionists find it hard to have anything less than neat and tidy on the page.
- **Accommodating differences** - working with different members of the group/peers they might not like much.
- **Paying compliments** - being positive towards others. Something as simple as saying “I like the colour you chose for that flower” can make a child’s day.



Provide ways to develop self esteem and self efficacy

How to help pupils to develop their strengths

Notice children’s strengths and talk about them. Perhaps they are enthusiastic, creative or curious. If you focus on these things, their strengths are likely to increase and their weaknesses may become less obvious.

Some children will find it difficult to learn to read and write. But every child has the potential to develop their character strengths, for example, to use their sense of humour, to be braver, to be kinder or to be more grateful.

Young people aged 10-17 years can do the youth version of the strengths test at www.authentichappiness.sas.upenn.edu - click on the “VIA Strength Survey for Children”. It will take them about 45 minutes to answer all the questions. Then they will get a rating of their top 5 strengths which are called ‘signature’ strengths.

Discuss their top five strengths with them. Ask them to think about whether they agree that these are their top 5. Ensure their understanding of these strengths by asking for examples of when they use each one in their lives.

http://www.handsonscotland.co.uk/flourishing_and_wellbeing_in_children_and_young_people/flourishing_topic_frameset.htm



Positive Play

Positive Play Support

We offer support for vulnerable children and young people using play to raise self-esteem and confidence, to help those young people reach their full potential in life.

What do we offer?

We offer presentations, training, and on-going mentoring and support to schools. Our service helps school staff to deliver high quality structured support sessions for children and young people.

Our service is free for maintained schools; we make a small charge for academies.

Why choose us?

Positive Play Support allows young people a space to express and communicate feelings and difficulties in their lives, through a variety of media in constructive rather than aggressive ways, and in a safe non-threatening environment. It provides activities that look at the strengths of children and young people and values what they do and makes them special. It is non-authoritarian, safe and unconditional. It provides the opportunity for children and young people to experience some of the early experiences that might have been missed but which are necessary for formal education and social interaction.

Young people with emotional and behavioural problems often have a negative view of school which can persist through their school career, a positive experience can change that perception.

Contact Us:

Sharon Brown, Manager on:

01246 862854 or

e-mail sharonj.brown@derbyshire.gov.uk

Positive Play Support Programme, Pilsley Road, Danesmoor, Chesterfield, Derbyshire

Meta-cognition and self-regulation

Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. Teaching meta-cognition, or any other meta-skill, demands the deliberate deployment of two venerable and unfashionable teaching methods; scaffolding and modelling.

A few examples:

- The child who taught me how to spell rhythm (Rhythm Helps Your Two Hips Move).
- The young person who says "I wrote it this way because ..."
- The child who, until recently always crouched protectively over his work, now pushes his writing over and asks, "Is that how you spell it?"
- Or the young person who says, "Slow down Miss! I can't take it all in. Can you tell me bit by bit?"

How effective is it?

Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.

These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion. (As cited on the Education Endowment Foundation Website)

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/meta-cognition-and-self-regulation/bsite>



Case study

Ladycross Infants

Growth mindset supporting meta-cognition and self-regulation



Our Growth Mindset project focused on raising aspirations for all and removing barriers to learning, including low confidence and resilience. Growth Mindset is the belief that intelligence is not a fixed characteristic and can be increased through effort. The Growth Mindset project, carried out at Ladycross Infant School, sought to improve academic attainment and raise self-esteem by supporting children to develop a Growth Mindset.

What needs did we identify?

- Children's lack of confidence in their own ability to learn
- Low self-esteem and aspirations in both children and families

We used PASS surveys to help us understand how our children feel about themselves and their experience of school. Our school's scores came out high in children's feelings towards school and in preparedness for learning. However, scores were lower in questions which addressed perceived learner self-worth. These findings showed that children were positive about school and learning but were less confident in their own ability to learn.

What outcomes did we focus on?

- Resilience
- Self-esteem
- Academic attainment
- Celebrating mistakes

As a school we aimed to encourage children to become more resilient within their learning and raise self-esteem. We felt strongly that if children became more resilient learners who were willing to take risks and take on challenges with their learning, this would in turn impact on academic achievement.

What activities/interventions did we put in place?

- The Ladycross Growth Mindset was first launched to staff. We needed all staff to fully invest in this initiative and it was introduced to staff during an interactive whole school staff meeting.
- Another key element for us was to involve our parents. Growth Mindset parent workshops were well attended and these allowed us to really share our exciting project in an informal and interactive way.
- Each class developed its own display with our mindset characters 'Really Hard Ratty' (Fixed) and 'Work at it Wiz' (Growth). From here the children were introduced to the concept and to our absolute

delight they immediately took to it. When you walk through school you will now hear, "Don't be a Really Hard Ratty" or "Don't give up. Be a Work at it Wiz!"

- Children have participated in a range of activities to learn more about it and try to display a Growth Mindset in school (and at home). Children are taught how their brains work and how new connections are formed when we try new things and practise them, over and over. Pupils have learnt about famous and influential people who have succeeded due to having a growth mindset and not giving up on their goal. We have had PSHE lessons and assemblies about Growth Mindset, but more importantly, teachers and children have embraced the language and the way of thinking that promotes using a Growth Mindset in all lessons.
- We now have student brain ambassadors who are taking Growth Mindset to our local community. The local Cooperative store and library are both involved and get regular visits from our ambassadors. The children are also set weekly Growth Mindset challenges which involve activities to take part in with their families. We have been inundated by twitter and email-based photos from families getting involved together.

What did we achieve?

- The children's resilience and determination has visibly increased during lessons. Children who, prior to their introduction to Growth Mindset, would give up when challenged and disengage, now embrace the challenge.
- We are even finding that children will take on extra challenge themselves, not fearing the failure which sometimes comes with stretching your limits. Children are even starting to relish the failure which comes before the inevitable success to follow. The children now have the opportunity to choose their own level of challenge during a session. It is fascinating to see the challenge children set themselves. Children for whom the teacher would have probably chosen an easier challenge now choose a more difficult challenge and often succeed, growing their brain by that much more each lesson.

We look forward to continuing to track the impact of our Growth Mindset project as the year continues. We will also retest using the PASS survey at the end of the year to assess whether perceived learner self-worth scores have increased.

Forest Schools

Forest School is a unique educational process that offers pupils of all ages the opportunity to succeed, develop confidence and self-esteem through hands-on learning experiences in a woodland environment. The Forest School concept originates in Denmark where it has been used extensively with school children. Pupils attending forest schools arrive at school with stronger social skills, the ability to work in groups more effectively and generally pupils had higher self-esteem and confidence in their own capabilities. This proved to be a fantastic foundation for learning that had a very positive influence on later academic achievements.

Forest School Leader training provides staff with the knowledge, skills and abilities to develop long-term, sustainable programmes. This training, combined with the long term, child-centred nature of Forest School, provides opportunities to promote and develop resilience, emotional literacy, self-awareness, self-regulation and connection to nature.

It also provides an alternative environment, time and space for children to practise different strategies, develop social skills and be reflective.

To find out more about Forest School, find out what is happening in Derbyshire Forest Schools, get started yourself, share ideas, resources and discover forthcoming events visit the page <https://forestschoools.wordpress.com/>



Teacher from Kirk Hallam Support Centre talks about the impact of Forest Schools

“The fire circle worked particularly well, as pupils were all able to express their thoughts and preferences about the activities and they seemed happier to listen to their peers too, particularly when we were able to get the fire going!”

“I really enjoyed being outside and often felt a weight being lifted from being hemmed in by four walls; I imagine pupils shared this feeling. It was lovely to share a calm moment sat on a log watching the bees, who were buzzing around the bug hotel we had made.”

Connection to Nature Index (CNI)

“Empirical research has demonstrated that nature experiences have a positive influence on children, helping them to develop positive values about nature and increasing psychological well-being. Contact with nature is important for children, is inseparably linked to their wellbeing and also promotes healthy personal development. Nature allows for unstructured play, generating a sense of freedom, independence and inner strength which children can draw upon when experiencing future incidents of stress. Children with ADHD may benefit from more time in contact with nature. In addition children’s relationship with nature is a fundamental part of their development, allowing opportunities for self-discovery and natural environmental experience.”

(BRAGG et al, 2013)



Useful Links:

The Council for Learning Outside the Classroom is the national voice for learning outside the classroom.

They believe that every young person (0-19yrs) should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

<http://www.lotc.org.uk/>

The Learning Through Landscapes site is for anyone who shares their passion for creating stimulating outdoor learning and play experiences for children and young people. They hope you’ll find within it the practical inspiration to embark upon a new adventure in learning.

<http://www.ltl.org.uk/>

Derbyshire Environmental Studies Service offer a wealth of opportunities for learning outside the classroom across Derbyshire - including day fieldwork programmes, training opportunities, Forest Schools and outreach visits.

For full details follow the link: www.derbyshire.gov.uk/environmentalstudies

Writing skills boosted by nine months

An evaluation of a writing project, which increased pupils’ progress by an extra nine months of schooling on average, was published by the Education Endowment Foundation (EEF).

The programme gives pupils in their final year of primary school a memorable experience, and then offers them a structured approach to writing about it. It was tested in a trial involving 842 pupils across 23 primary schools. Three secondary schools also participated in the project, offering the scheme to pupils in their first term of Year 7. Pupils participated in the writing scheme during the summer term, after finishing their SATs. The programme began by involving all pupils in a memorable experience which they could then write about. These included a trip to a castle, a session with a World War II veteran and a visit to local caves.

A structured approach to writing about the experience was then put in place, which included pupils learning how to self-evaluate and improve their work.

<https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo/>



Makes learning more memorable

We often hear that there is no time to do outdoor learning because of the pressures of maths, literacy and other curriculum learning, but we should be taking maths, literacy, science, geography, etc outside. Research shows that learning outside the classroom is more memorable and more engaging; it can have a much greater impact on students than sitting in the classroom.

Victoria Wilcher, communications and marketing manager for the Council for Learning Outside the Classroom.

Social Pedagogy

Social Pedagogy is about working with children and younger adults where care and education come together. The aim is to create a rich learning environment where they can thrive.

It sees children and young adults as active and resourceful people in their own right and cares for them in a way which helps them find their own potential and connect to society. You'll find more information about social pedagogy and our regular social pedagogy newsletter in the related documents section by following the link.

http://www.derbyshire.gov.uk/social_health/children_and_families/children_we_look_after_the_virtual_school/social_pedagogy/default.asp



Creative Mentors

Young people have Creative Mentors for reasons such as exclusion from school, poor school attendance, because they are struggling with behaviour difficulties or perhaps where they are experiencing a significant life challenge (e.g. bereavement, mental health problems or moving foster home).

Creative Mentoring offers young people one-to-one support through a carefully designed programme that is both nurturing and education-focused, seeking opportunities to help unearth where the gems of talent lie in each and every one of them.

This is achieved by the mentor and young person working together in a practical way; using a wide range of activities e.g. eco skills, digital media, outdoor pursuits, art, science, computing, craft making, sport, music etc. Emphasis is placed on transferable skills

e.g. communication, planning, reflection, organisation and team work, using creative tools such as film and photography to record and share the work.

The Creative Mentor supports the child for as long as schools, professional agencies and carers feel it is needed and there is a review of progress at each PEP meeting.

Compelling evidence is emerging that, over time, it has had a positive, transformative impact on young people's confidence and willingness to engage in education.

Creative mentors focus on emotional readiness for learning; and approach activity in a way that is in line with international education development - where the emphasis is shifting to work readiness skills such as empathy, leadership, teamwork, problem solving, determination, calmness and respect; all are skills that employers are increasingly requesting.

Creative Mentors encourage other supporting adults to be aspirational for the children we care for, by helping to make visible their unique talents and so reveal their often hidden ambition. We have seen young people grow in confidence and go on to achieve way beyond what they thought they could, becoming successful in school, gaining qualifications, making friends, gaining apprenticeships and going to University. 'Human resources are like natural resources; they're often buried deep. You have to go looking for them, they're not just lying around on the surface. You have to create the circumstances where they show themselves.' Ken Robinson

For more information contact Kim. Johnson@derbyshire.gov.uk at the Virtual School.



Provide a person centred approach

Originally developed for use in a psychotherapy setting, it has been widely applied in health and disability services. It is now a key principle and technique when reviewing provision for children with special educational needs and disabilities, introduced by the government as part of the SEND reforms and the new Code of Practice.

http://www.derbyshire.gov.uk/images/Person%20Centred%20Planning%20Leaflet_tcm44-244305.pdf

Person centred thinking tools

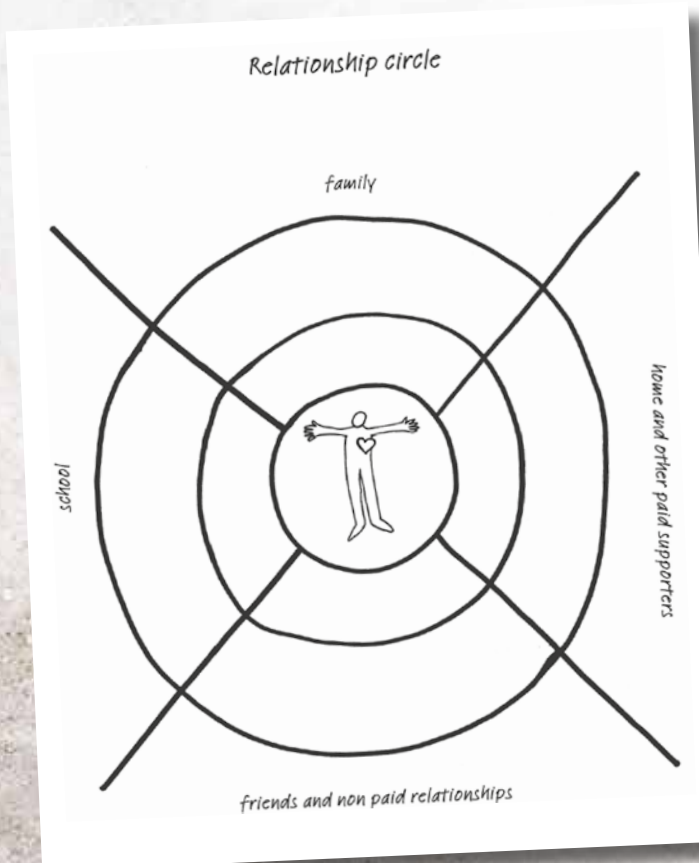
There are a range of practical person-centred thinking tools that can provide the foundation of person-centred planning.

www.personalisededucation.org/person-centred-practices/

Relationship circle

This tool is a visual summary of who is important in the pupil's life. It is a way to understand the number, spread and depth of relationships that the pupil has, and to then think about how to strengthen existing relationships and develop new ones. The information about who is important can then be added to the pupil's **one-page profile**. Pupils can use photos or draw the people in their life. It can be represented as circles or as a map.

www.personalisededucation.org/person-centred-practices/relationship-circle/



One page profile

Originally developed by Helen Sanderson Associates, a One Page Profile is a profile of a person which is positively focused on his or her core qualities. There are three key sections to a One Page Profile:

1. What other people like and admire about the person.
2. What makes the person REALLY happy and is most important to them.
3. How the person likes to be supported.

Visit this page for an example.

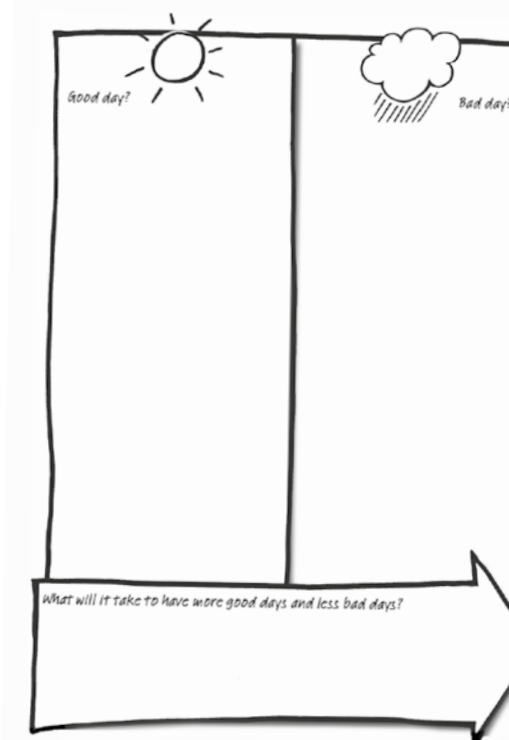
www.personalisededucation.org/camerons-one-page-profile/

Good day / bad day

This involves gathering information about what makes a good day and what makes a bad day for each pupil. Then, by asking specific questions, we can use this information to begin to understand what is important to a pupil and learn how best to support them in school.

For more personalise learning ideas visit:

www.personalisededucation.org/person-centred-practices/good-daybad-day/



Provide someone to talk to

Have you ever asked children and young people 'What makes someone a good person to talk to?'

Quotes from pupils

- **My key worker has a good sense of humour; get on the wrong side of her she is strict, but then she is bubbly. When I'm bullied she gives me the time and listens to me.**
- **Head of House she's really nice. When I was in year 7, I was struggling. She did everything. If I was confused she'd help me understand, if I had a problem I know I could go to her.**
- **School nurse - trust, kind, listens, helps you if she can, worksheets for somethings, thinking bubbles, always bubbly, smiling, good sense of humour, she looks at you, she replies to what you ask.**

Childline posters and wallet cards

The series of posters and handy credit card-sized wallet cards encourage children to contact Childline if they need to talk.

<https://www.nspcc.org.uk/services-and-resources/research-and-resources/helpline-posters-and-wallet-cards/>



Lego Therapy

Lego®-based therapy was pioneered by Dr. Dan Legoff, Clinical Neuropsychologist in Philadelphia, USA. He noticed that otherwise aloof children on the autism spectrum came alive and socialised with each other when playing with Lego®. He then developed the collaborative building central to the Lego®-based therapy approach, and published research into its effectiveness. Visit this page for research evidence and resources.

<http://www.bricks-for-autism.co.uk/>



'We used this intervention to address the needs of children who required social and emotional support, including children with ASD. It has made a significant impact on these children by developing their self-esteem, confidence and engagement with others.'

Diane Hicklin, Teacher at Hasland Infant and Nursery

Interesting articles:

Introduction to Lego Therapy as a potential intervention for facilitating social competence in children with Autism Spectrum Disorder. Specialist MSc essay by Girija Kadlaskar, PhD Student, Purdue University, USA.

Andras (2012) The value of Lego® therapy in promoting social skills in children with autism. Good Autism Practice 13 (2) p17-24.

Provide opportunities to be mindful

Mindfulness has been talked about a lot almost to the point that it has lost all meaning – just another buzzword. We have to remember what it means to be mindful, and how beneficial a mindful approach is to students and teachers respectively. A mindful approach for students can encourage them to connect more with the world around them, be more open with their peers and teachers, as well as to instil empathy and provide them with the necessary tools to become emotionally mature later in life.

For teachers, being mindful amongst colleagues can increase motivation, communication and team work.

<http://nurturegroups.org/publications/programmes/60-mindful-minutes>

.b mindfulness

.b, pronounced [dot-be], stands for 'Stop, Breathe and Be!' A simple act of mindfulness for schools.

.b Foundations is an 8-week training for teachers and staff who wish to learn the foundations of mindfulness. It has been designed with school staff in mind. The training sessions (90 minutes) and recommended home practices are designed to be accessible, yet still effective, for busy educational staff. The course includes aspects of the **.b** and **Paws b** curricula, along with sessions exploring the challenges facing those in educational settings.

By the end of the course, participants may find their mindfulness practice supports them to:

- feel happier, calmer and more fulfilled
- get on better with others, including students and colleagues
- work more effectively by bringing increased awareness to the process
- increase resilience in the face of stress and difficulties

.b is a 10-week course for young people aged 11-18, delivered in the classroom. At the most simple level **.b** is an awareness-raising exercise to give all students a taste of mindfulness so that they know about it and can return to it later in life if they choose to do so. However, for many pupils the course can lead to immediate and striking results: they feel happier, calmer and more

fulfilled; they can concentrate better; they have a toolkit to deal with stress and anxiety.

The **.b** curriculum is a set of ten lessons, each teaching a distinct mindfulness skill, and designed to do so in a way which engages young minds. The lessons typically include a brief presentation by the teacher with the help of lively, pupil-friendly visuals, film and sound images, and practical exercises and demonstrations to make the ideas vivid and relevant to their lives.

Paws b is for children aged 7-11 and is offered formally as a series of PSHE lessons, and informally through integrating the learning and practice of mindfulness in all National Curriculum subjects and in the children's everyday lives. Paws b provides a programme of six, one hour lessons, or twelve 30 minute lessons.

More Information can be found here <https://mindfulnessinschools.org/>



Find calmness and focus

Just providing space outside for revision can help to calm and focus the mind. All the teachers I have been working with who have mindfulness programmes in their schools have found that 'sit' spots or 'magic' spots in natural outdoor spaces really help with their mindfulness practice – both indoors and outdoors. Being alone but not lonely in a special outdoor place really helps students tune into the present and focus their thoughts and feelings, while acknowledging all the other 'stuff' that enters our heads. Using the sensory faculties then brings us back to the present. It is often a real de-stressor.

Jon Cree, chair of the Forest School Association and training coordinator for Bishops Wood Centre

Provide support for exam stress

School Stress

With the stress of exams and revision having an increasingly detrimental effect on many young people, YoungMinds Vs has launched its 2015 School Stress Campaign.

Download the 2015 School Stress Campaign Pack below.

www.youngminds.org.uk/assets/0002/2076/YM_Vs_Digital_Campaigns_Pack_2015.pdf



ChildLine carried out 3,077 counselling sessions about exam stress to young people last year, a rise of 9 per cent on 2014/15. There was also a rise of 20 per cent of concerns about exam results, with 1,127 counselling sessions compared to 2014/15.

Major themes include:

- not wanting to disappoint their parents
- fear of failure
- general pressures linked to academic achievement

Stresses about exams can affect young people's ability to sleep, trigger anxiety attacks, depression and tearfulness and eating disorders. In some cases it also led to self-harm and suicidal feelings.

ChildLine has launched a new video featuring advice and tips aimed at helping children and young people cope with exams.

Six Tips to Managing Exam Stress is available on **ChildLine's** YouTube channel and is part of a series dedicated to exam season.

Downloadable leaflet

www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/beat-exam-stress/

Chill Skills for KS1/2

1. Fizzy Lemonade

Jump up and down or shake your body as fast as you can for as long as possible. Now, stop and feel your body fizzing like lemonade.

This exercise helps children feel the energy in their body and helps them to notice the difference between moving and relaxing.

2. Thumb Massage

Hold your left hand with your right hand, placing your right thumb in the middle of your left palm. Very gently, stroke and circle your thumb around your palm.

You can do this whenever you are feeling anxious or stressed.

3. Icy Breaths

Imagine you are blowing on a cold window. Take in a deep breath, open your mouth and breathe out very slowly and steadily. Can you see how misty the window is? Repeat.

This exercise is to help you control your out breath to help you feel relaxed.

4. Tension/ Relaxation

Imagine you are holding something precious and you don't want to let go. Clench your hands as tight as you can and then relax them. Repeat. This helps children understand the difference between tension and relaxation.

5. If you're sitting, place your arms on the chair arms. If you're sitting or standing, place both feet flat on the ground. Whatever position you're in, place your feet roughly hip-width apart.

- Let your breath flow as deep down into your belly as is comfortable, without forcing it.
- Try breathing in through your nose and out through your mouth.
- Breathe in gently and regularly. Some people find it helpful to count steadily from one to five. You may not be able to reach five at first.
- Then, without pausing or holding your breath, let it flow out gently, counting from one to five again, if you find this helpful.
- Keep doing this for three to five minutes.

What techniques help children to calm down?

Explore more ideas. www.relaxkids.com

Story as therapy

'We dream in narrative, day dream in narrative, remember, anticipate, hope, despair, believe, doubt, plan, revise, criticise, construct, gossip, learn, hate and love by narrative.'

(Hardy, 1968)



Useful books

<http://www.margotsunderland.org/>



Provide support from an external agency

Talk Time - A child-focused early intervention support service working with children between the ages of 4 and 18 and their families, where the children are unhappy or emotionally distressed. Referrals may include: Loss, Self-Harm, Bullying, Friendship Issues or children who have witnessed domestic violence.

Email: talk.time@actionforchildren.org.uk

Impacts of Talk Time

Impacts

We ask schools and children to score issues at the start of our work and again at the end.

Schools report:

- 25% to 32% improvement in attendance, behaviour, readiness to learn and the child's ability to maintain friendships
- 43% improvement in child's happiness/confidence

Bereavement

Did you know that 1 in 29 children aged 5-16 in the UK have been bereaved. That's roughly one pupil per class. Grief isn't an illness, but does increase risk. Rates of mental health difficulty are 1.5 x higher among bereaved children.

Useful websites to support you when addressing death and bereavement:

Child Bereavement UK
<http://childbereavementuk.org/>

Winston's Wish
<http://www.winstonswish.org.uk/>

Child Bereavement Network
<http://www.childhoodbereavementnetwork.org.uk/>

Derbyshire T3

Derbyshire T3 is a specialist outreach service for young people who are using drugs or alcohol, feel they have a problem and want some support to stop using or to cut down. Derbyshire T3 can also offer specialist help to reduce the risks and harm associated with alcohol or drug misuse, or to help young people avoid relapsing if they have already made changes.

If you want to know more information, or would like to make an appointment, get in touch:

Phone **01773 417560** or
email: derbyshiret3@cgl.org.uk

Aquarius - Derby

Aquarius family drug and alcohol service offers the Choices Programme which is an evidence based programme designed to support the resilience of young people affected by parents/carers substance misuse.

Contact information:
Aquarius Family Drug and Alcohol Service
Tel: 0300 7900265
<http://aquarius.org.uk/derby>

Space 4 U

Action for Children's Space 4 U service supports young people aged 5 to 18 who are seriously affected by someone else's substance misuse. This could be a parent, sibling or close friend.

<https://services.actionforchildren.org.uk/derbyshire-and-derby-city/space-4-u/>

BREAKOUT

Derby's Substance Misuse service

What we can do for schools:

- basic drug and alcohol training sessions for staff
- targeted group work in schools with young people who are at risk of developing problems with their drug or alcohol use
- we can visit young people in school if they prefer

Breakout

Space@Connexions
Curzon House
8 Curzon Street
Derby, DE1 1LL

Tel: 01332 641661

E: breakout@derbysheft.nhs.uk



Safe Speak www.safespeak.org.uk/

SafeSpeak is a confidential service run by Relate for children and young people.

Safe Speak offer a safe place to talk to a specialist counsellor about anything that's worrying children and young people aged 5-18 years



LiveChat - counselling on the web

Our Safe Speak LiveChat service is for you if you prefer chatting online to one of our counsellors rather than going to see them face to face. Also if it's difficult for you to get to one of our venues then using LiveChat can be much easier.

We have free services for 11-18 year olds in Derby City and Derbyshire.

We also work with some schools to provide LiveChat counselling to students.

Call or email us for more information and to find out if we offer LiveChat in your area.

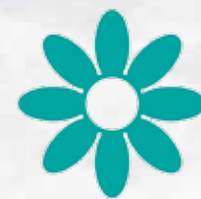
There are lots of ways to get in touch with us:

Email us at: info@safespeak.org.uk

Call us on: 0800 093 5264 (free from land lines) or 01332 349301

Write to us at:

Relate Safe Speak, 3 Wentworth House, Vernon Gate, Derby DE1 1UR



**TALKING
MENTAL HEALTH
DERBYSHIRE**

This is a free and totally confidential service to anyone over the age of 16. We are a CCG qualified counselling provider working in conjunction with the NHS. Anyone within Derbyshire can self-refer to us. We are able to work with our clients in premises close to their home. All of our counsellors are BACP Accredited and we achieve recovery rates that are regarded as one of the best in the UK.

Derwent Rural Counselling Service (DRCS)

www.drcs.org.uk

Tel: 01629812710

Public Health Nurses 0-19yrs

Public Health Nurses are qualified nurses who have completed specialist training in public health for children, young people and families. They usually specialise in either health visiting or school nursing. The School Nursing Service works with school-aged children, their parents/carers, other health professionals, education staff and other agencies to promote the health and wellbeing of children and enable them to reach their full potential. The School Nursing team is made up of specialist public health nurses, community staff nurses, and assistant practitioners.

How can I learn more about school nursing in Derby City?

<http://www.derbyshirehealthcareft.nhs.uk/services/childrens-services/school-nurses/>

How can I learn more about school nursing in Derbyshire County?

<http://www.dchs.nhs.uk/schoolnursing>

Support for Families and Early Help

<http://www.derby.gov.uk/health-and-social-care/safeguarding-children/early-help/>

https://www.derbyshire.gov.uk/social_health/children_and_families/support_for_families/default.asp?VD=startingpoint

AUTISM

The Derby City Team for Autism

This website includes the local offer and provides lots of information, contact details, support and resource ideas.

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/autism/#Team>

The Autism Education Trust supporting effective education practice

The Autism Education Trust is dedicated to coordinating, supporting and promoting effective education practice for all children and young people on the autism spectrum. The AET website provides tailored advice and resources for professionals, parents, carers and children and young people with autism. The Autism Education Trust (AET) is funded by the Department of Education (DfE) and was founded by Ambitious about Autism (formally TreeHouse), The Council for Disabled Children (CDC) and The National Autistic Society (NAS).

<http://www.autismeducationtrust.org.uk/Good-Practice/Written%20for%20you/professionals/P%20Preventing%20exclusions.aspx>

Derbyshire Autism Services

Derbyshire Autism Services is a small charity, working across Derbyshire. They offer information, advice, guidance and support to children, young people and adults affected by autism - with or without a diagnosis - and their families.

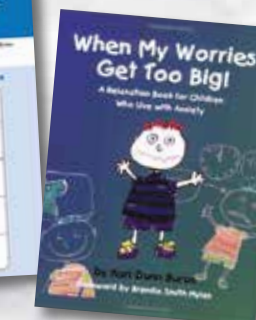
For more information visit:
www.derbyshireautismservices.org/

Derbyshire Autism Outreach

Autism Outreach is a small team of specialist teachers available across the County (excluding Derby City) to support pupils and schools. The team works with pupils with autism in mainstream schools.

For more information contact: 01332 880208/01663 750324

Have you used these books?



Emotionally Based School Refusal (EBSR) – School anxiety

It is common for young people to experience worries around school at some point in their education. For most children this is short lived; however for others the anxiety can be prolonged leading to a period of non-attendance often referred to as Emotionally Based School Refusal (EBSR).

Regular attendance at school is central to ensuring pupils fulfil their potential, academically and socially. Sustained patterns of non-attendance over a period of time can impact on an individual's opportunity for social interaction with peers, their self-esteem and mental health.

Educational Psychology Service provide help to schools (and other places), parents, carers and children by training, advising and getting involved with children directly.

https://www.derbyshire.gov.uk/education/schools/special_educational_needs/psych_soc/default.asp

<https://sip.derby.gov.uk/steps/steps-handbook/>

Special Educational Needs and Disabilities - Local Offer Derby City and Derbyshire

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>
<http://www.derbyshiresendlocaloffer.org/>

How inclusive is your school?

The IQM scheme will allow you to explore all aspects of education within the school and collate the information into a coherent holistic story.

Further information on the Inclusion Quality Mark can be found on the following website:

www.inclusionmark.co.uk



What do the services provide?

The service offers impartial information, advice and support to:

- children and young people with special educational needs (SEN)
- parents of children with SEN
- children and young people with disabilities
- parents of children with disabilities

www.derbyshireiass.co.uk

www.derby.gov.uk/sendias

The Behaviour Support Service can provide advice and consultancy to all staff to enhance their knowledge, understanding and skills to meet pupil's diverse social, emotional and mental health (SEMH) needs. We provide bespoke training in a range of universal and targeted interventions, including:

- how to access the needs of children with SEMH in your school.
- emotional regulation and de-escalation
- social skills interventions
- peer mentoring
- circle-time

For further information, please speak to your Behaviour Support Teacher, or Tel: **01332 831316 / 01246 207709**

Email: Behavioursupportenquires@derbyshire.gov.uk



Gifted and Talented

First Steps <http://firststepsderbyshire.co.uk/index.php/about-us-first-steps/>

First Steps is a Derbyshire eating disorder charity. They support people all over Derbyshire and the surrounding areas who are affected by eating difficulties and disorders; this includes parents, partners and families. The majority of staff and volunteers have personal experience of an eating disorder either as a sufferer or as a parent/carer or friend and can understand the difficulties that eating disorders cause.

Anyone can get an eating disorder regardless of their age, sex or cultural background. People with eating disorders are preoccupied with food and/or their weight and body shape and are usually highly dissatisfied with their appearance. The majority of eating disorders involve low self esteem, shame, secrecy and denial.

Case study

First Steps an eating disorder charity

Charlie came to First Steps after hearing about us at school; she was suffering from Anorexia and commenced 1:1 sessions with a Young Person's Support Worker. She was also receiving clinical input from a CAMHS consultant who weighed her on a weekly basis. Initially she was very anxious and had zero ability to manage her eating disorder.

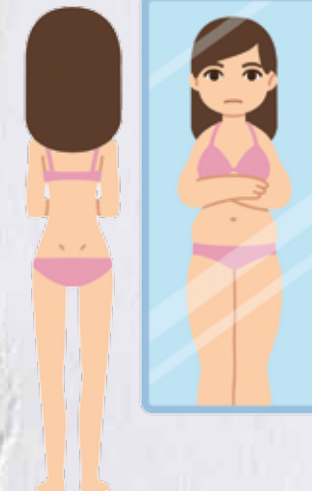
She was also dead set on NOT attending First Steps Young Persons (YP) Group, as it interfered with her meal time rituals.

However, she finally built up the confidence to attend and began to access the YP Group most weeks. In only a few weeks, Charlie improved in her recovery significantly.

This largely related to her self-esteem and confidence. Since attending the YP Group, Charlie gathered the belief that she can recover and the group has provided her with HOPE that recovery is possible. By communicating with her peers Charlie realised that she is not the only one who is struggling. This helped to reduced her feelings of isolation.

Charlie had to give up all of her dancing activity due to her losing weight; however the YP Group has given her a new focus and she is now able to not feel as guilty for withdrawing from dance.

Charlie is now working in a team throughout each group and is able to share her experiences and viewpoints in a positive manner (she was previously unable to do this due to the anxiety associated with communicating).



Outside Agencies which can provide additional support around eating disorders are listed below:

First Steps info@firststepsderbyshire.co.uk

CAMHS – Amber Valley 01773 880554

CAMHS – Derby City 0300 7900264

CAMHS – EREWASH 0115 9464548

CAMHS – South Derbyshire 01283 227070

First Steps is offering your primary and secondary students the opportunity to experience a unique, interactive workshop. By participating in this training First Steps will ensure that your pupils are able to understand:

- the different body types (including mesomorph, endomorph and ectomorph)
- the terms 'self-esteem' and 'body image'
- how the media affects body image and self-esteem
- the differences between cosmetic and plastic surgery
- how to develop skills for positive self-esteem and body image

“Before watching the videos (from the body image and self-esteem presentation) I looked in magazines and said, ‘I wish I had a body like that, I’m fat, not skinny.’ But after finding out it’s technology that makes them thin I feel happy about my body image.”

(Year 5 pupil, Shelton Junior School)

If you are interested in finding out more about these workshops, please contact Sophie Proffitt at First Steps on 01332 367571 or email sophie@firststepsderbyshire.co.uk

Useful Resources to show how photoshop is used in advertising:
https://www.youtube.com/watch?v=9j656_Ri00k
<https://www.youtube.com/watch?v=T4y5b7INvqE>

Self-harm

The most important thing is not to tell people to stop, but to listen to them, find out what they need to stop and help them find ways of achieving that. This way people heal in their own time. Telling people to stop makes them more secretive, more dangerous, and more dishonest about it. People need to not feel threatened by people that are ultimately trying to help them.

The Truth Hurts, 2006

About self-harm

Self-harm describes a wide range of behaviours that people use to cope with difficult feelings and distressing life experiences. The majority of people have no intention of ending their life, most do so to manage their feelings. It is estimated that 1 in 15 young people in the UK have deliberately self-harmed at some point, and the most common age is between the ages of 11 and 25. Around four times as many girls as boys self-harm. Young men with similar problems are more likely to get into fights or trouble with the police.

Think about yourself

Self-harm in children and adolescents can lead to strong feelings of anxiety, fear and frustration in the people who are trying to support them. The management of these feelings is an important factor in supporting the child or adolescent. To help you do this, try not to focus too much on the actual self-harm behaviour; ensure that you engage with the person and the issues underlying the self-harm. Offering what support you can, being there for the person and their feelings and problems can be very helpful, but it's important to be aware of your own limitations and not offer more than you can cope with.

How self-harm works

What young people have said:

Distraction - the physical pain takes the focus away from emotional pain.

Self-punishing - some experience self-hatred or blame and use self-harm to punish themselves.

Cleansing - may be a way of symbolically ridding themselves of contamination, often as a result of abuse.

Control - may be a way of regaining control, by being in charge of their injuries.

Communication - as a means of letting people know something without using words.

Comfort - a release of tension, or a means of seeking care and nurture from others.

Making themselves unattractive - to keep someone away, fear of sexual abuse.

Feeling real or alive - pain can be a way of breaking through feelings of numbness and of actually experiencing something.

Things to think about

- Is the child/adolescent being bullied?
- Do you know if they've suffered any other abuse?
- Do you know if they've experienced a bereavement?
- Are they in conflict with parents or other family members?
- Do they or their parents/carers have a chronic illness, disability or mental health problems?
- Are they subject to high expectations?
- Are they worried about school work?
- Do they have problems with race, culture or religion?
- Are they afraid or ashamed of their sexuality?
- Is there a possibility they are pregnant?
- Have they experienced the self-harm or suicide of someone else?
- Are they feeling isolated or low in self-esteem?

What can you do?

Listening and caring is the most important thing you can do to help - showing that you want to know and understand, can make a lot of difference.

Seeing the person behind the self-harm is important to show that you care about the whole person and not just the self-harm. Acknowledge that self-harm is a symptom of other problems, it is not the problem to focus on. Accepting the self-harm helps them cope and can help to show that you understand that at the moment, self-harm works for the person when nothing else can, the goal is to find alternatives to self-harm.

Accepting mixed feelings is very helpful - one of the conflicts may be that they hate their self-harm, even though they might need it. It helps if you accept all of these changing and conflicting emotions.

Help the child/adolescent find further support - they may need help in addition to what you can give and you can help support and encourage them in finding this. Remember though that if the young person has begun to talk to you, you are well-placed to continue to work with them.

Show concern for their injuries - by showing the same compassion and respect you would show for any other injury, you are showing them that their body is worth caring about.

It is important to recognise how hard it is for them to talk - gentle, patient encouragement may help.

Some children/adolescents find it helpful to develop a list of alternatives to their self-harm.

Some successful alternatives are:

- hitting a punch bag to vent anger
- going out for a walk
- writing down thoughts and feelings and possibly tearing this up
- keeping a diary
- talking to friends
- self-help websites
- draw on skin with pen where they would cut
- holding an ice cube against skin instead of cutting

Useful websites:

<http://www.nshn.co.uk/downloads.html>

<https://www.childline.org.uk/info-advice/your-feelings/self-harm/https://www.papyrus-uk.org/>

When to consider CAMHS

It is usually best not to make decisions about risk on your own, but rather in consultation with a senior colleague, or with a CAMHS worker (see below). In order to make a judgement about the level of risk, it is important to take time to talk to the child/adolescent and to enquire about their intentions.

- If there is a risk of serious self-harm or suicide, treat as a medical emergency i.e. emergency GP or A&E. CAMHS will become involved thereafter.
- If you feel there is evidence of depressive symptoms e.g. sleep disturbance, loss of appetite or sense of hopelessness.

How to contact CAMHS in North Derbyshire

North Derbyshire (Chesterfield, North East Derbyshire & Bolsover, High Peak & Dales)
Contact CAMHS directly by phone:

- for advice on whether or not to refer
- for a discussion about what to do

Chesterfield, North East Derbyshire & Bolsover
- **01246 514412**

High Peak & Dales - **01298 72445**

How to contact CAMHS in South Derbyshire

Derby City, Amber Valley, South Derbyshire, Erewash

If it is non urgent:

Contact Derby City and South Derbyshire CAMHS single point of access (SPOA)

This online referral form is for professionals to contact the SPOA team to request support for children and young people with emotional and behavioural problems in the Derby City and South Derbyshire area only.

<http://www.derbyshirehealthcareft.nhs.uk/services/childrens-services/camhs/spoa/>

If it is urgent:

Contact CAMHS RISE (Rapid Intervention Support and Empowerment) on **0300 123 3124**. If the young person is already known to CAMHS it would be best to talk things through with the relevant worker at the locality team.

www.derbyshirehealthcareft.nhs.uk/services/childrens-services/camhs/rise/

'Self-Harm Practice Guidance' has been developed by Derby and Derbyshire Safeguarding Boards.

This guidance includes information, useful websites, incident report forms etc.
www.derbyshirescb.org.uk/images/self-harm-practice

This guidance should be read in conjunction with the Derby and Derbyshire Safeguarding Children procedures via the DSCBs' websites: www.derbyscb.org.uk or www.derbyshirescb.org.uk

CAMHS

CAMHS - For all non-urgent referrals, please contact the main CAMHS service for your area:

CAMHS – Amber Valley 01773 880554

CAMHS – Derby City 0300 7900264

CAMHS – EREWASH 0115 9464548

CAMHS – South Derbyshire 01283 227070



What service does the CAMHS RISE team provide?

The team is working to ensure that children and young people who are in urgent need of care due to self-harming or suicidal thoughts get the support they require. The CAMHS RISE team will speak with the GP and the young person and provide specialist advice. Where the team recommends that a young person goes to the children's emergency department at Royal Derby Hospital, the team (based at the hospital) will make every effort to meet with that young person, maximising the continuity of care. Where a visit to hospital is not required, but a more detailed mental health assessment is needed, the team will arrange that with the GP and the young person. The end result should be that young people get the care and support that meets their needs – and there should be fewer young people being admitted unnecessarily to hospital. That reflects the key aims of the 'joined up care in the south of Derbyshire' programme – meeting the demand for quick access to complex care and for care close to home.

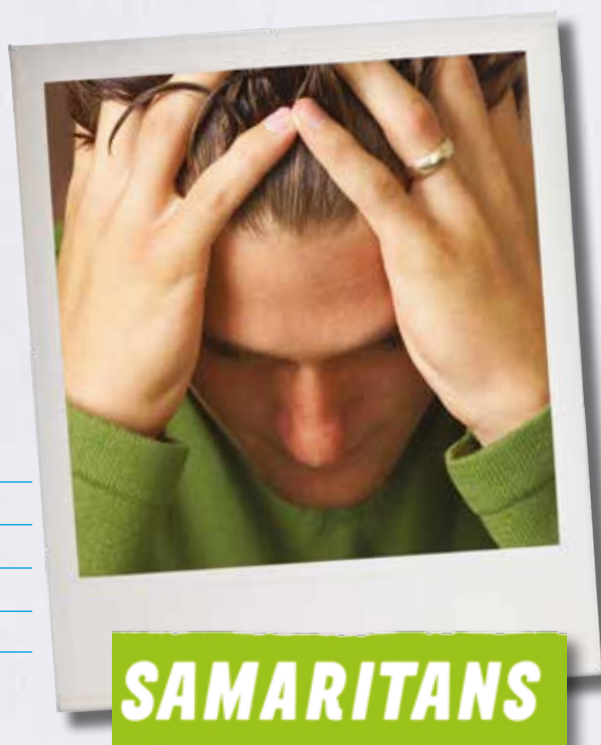
Please call the team on 0300 123 3124. The team is available from 8am to 11pm every day. It is important to note though that though the team members are around at these times, they cannot guarantee to answer the phone immediately because of other pressures and expectations as part of their role.

Help lines might be more useful- Childline, Samaritans, Hopeline, NHS helpline 111, NSPCC

Please note - the CAMHS RISE team are here to help you when young people who present themselves are experiencing acute mental distress – such as when they have seriously self-harmed or are experiencing suicidal feelings

In addition to this CAMHS and partner agencies use SPOA as the referral process, this is on the CAMHS webpage if you follow this link:

<http://www.derbyshirehealthcareft.nhs.uk/services/childrens-services/camhs/>



Samaritans

Samaritans has produced resources providing information about the emotional health of young people aged 16-24.

A factsheet for those working with young people

Key facts from research

Warning signs to watch out for

Sources of help and further information

<http://www.samaritans.org/about-us/our-organisation/read-our-publications/young-peoples-emotional-health-resource>



"You, yourself, as much as anybody in the entire universe, deserve your love and affection." Buddha

Peer support

Many young people prefer to turn to other young people when they have a problem. Peer support approaches are intended to equip school students with the skills to support each other effectively.

It is not an alternative to professional counselling and other interventions or treatments, but it is an important intervention in its own right.

Useful Contacts



Harmless

Harmless is a user-led organisation that provides a range of services about self-harm including support, information, training and consultancy to people who self-harm, their friends and families and professionals.

<http://www.harmless.org.uk/>

What is HOPELineUK?

HOPELineUK is a confidential support and advice service for:

- young people under the age of 35 who may be having thoughts of suicide
- anyone concerned a young person may be having thoughts of suicide

A HOPELineUK advisor will hear about the things that are happening in your life which are contributing to your thoughts of suicide and provide advice about how you can cope with your thoughts of suicide, or where you can access help. You can also speak to our HOPELineUK advisors to get advice about how to start a conversation about suicide with someone you are concerned about, and how to best support them.

Call: 0800 068 41 41

Text: 07786209697

Opening hours are 10am-10pm weekdays, 2pm-10pm weekends, and 2pm-5pm Bank Holidays.

Derbyshire Friend - LGBT Support and Advocacy Services

A confidential support service for lesbian, gay, bisexual and transgender people across Derbyshire. Support around sexuality and sexual orientation, homophobia, isolation, sexually transmitted infections, sexual abuse, self-esteem and family and relationship issues. Although the majority of initial contacts are by telephone and e-mail, we operate a daily 'drop-in' service at our friendly and comfortable Pavilion Centre premises on Friary St, Derby. Many of our clients will subsequently call in for a coffee and a chat or face to face supportive listening sessions. We are not, however, office bound and try to be flexible and adaptable to meet the needs of our clients where necessary – we are able to meet people 'out of hours' where appropriate. LGB&T Pavilion Centre, 2-3 Friary Street, Derby, Derbyshire DE1 1JF

01332 207704

info@gayderbyshire.org.uk

www.gayderbyshire.co.uk



Review...

...how the provision is meeting the pupils' needs, and identifying the next steps

This section provides questions for practitioners to use to help them to reflect and review how effectively the current provision is meeting their pupils' needs.

Provision for any one pupil could take a range of forms: it may be universal, class room based, one to one, ongoing, time limited, intensive, involving many professionals and agencies – no one size fits all. Whatever the approach, it is easier to measure its effectiveness when we are clear about what we want to achieve and have developed some clearly defined success criteria by which to measure it.

The Wellbeing Pathway'

Promote

...a universal whole school ethos and environment that supports the emotional and mental health of every pupil.

Identify

...individual children who may need support around emotional and mental health.

Assess

...a pupil's specific needs in order to provide the most appropriate intervention.

Provide

...evidence-based quality interventions, both universal and targeted, matched to pupil's specific needs.

Review

...how the provision is meeting the pupil's needs, and identify the next steps.

Celebrate

...effort and success: reflect on and value the positives.

These questions included under the headings of the 'Wellbeing Pathway', provide an opportunity to reflect on the provision provided for children and young people.

Promote

- How does the school environment and ethos support the pupil's emotional wellbeing and mental health?
- What day to day systems are in place for this pupil?
- What universal services/interventions has this pupil been accessing?

Identify

- How has the school identified that this pupil needs extra support/interventions? (For example observation, disclosure, behaviour, grades, attendance, family situation etc.)
- Have you spoken to the pupil/parent/carer to find out their views?
- Have you spoken to other services or agencies? (For example Social Care, MAT, Virtual School, Educational Psychologist, Behaviour Support, SSSN, Nurture etc.) Does a referral need to be made?
- Does the school require training to meet the needs of the pupil? (For example e-learning <https://www.minded.org.uk/> or external provider/cpd.)

Assess

- What information has been used to provide an holistic view of the pupil's needs? (Academic attainment, teacher assessment, observations, friendships, other agencies, parents/carers, pupil voice, family situation, medical history etc.)
- Has there been a personalised approach to find out what the pupil needs?
- Is it suitable to use an evidence based tool to assess the pupil's needs? (For example Boxall Profile, PASS survey, Strengths and Difficulties Questionnaire.)

Provide

- What are you trying to achieve? What are your goals? Have they been set with the pupil/parent/carer? Are they realistic?
- Who is delivering the intervention/support? Are they trained/the right person? Do they feel confident/ equipped? Have you set a review date?
- How are some of the principles/strategies transferred consistently to the learning environment? How do you know?

Review

- Have the goals set been achieved? How do you know? (For example revisit the assessment tool.)
- What is/are the pupil's/parent/carer's view/ views of the provision provided?
- What was effective, what could be improved?
- What are the pupil's needs now?
- What are the next steps? (Referral to more specialist services e.g. CAMHS, Educational Psychologist, First Steps, Derbyshire Friend, application for GRIP, Staff training/CPD.)

Celebrate

- Think about what has been achieved? Focus even on the little things. Every success is positive. Use activities, work, friendships, kindness, attendance, hobbies as examples. Collect visual evidence to share.
- Congratulate yourself and colleagues for the provision and reflect on the positives before you decide what to do next.

Celebrate...

...effort and success: reflect on and value the positives

Why celebrate?

In the current climate of time and workload pressures in schools, it can often be too easy to finish one project or intervention and dive headlong into the next.

If we are not careful, this 'endless treadmill' can take the joy out of life and leave us feeling at the least unmotivated and at the worst stressed and burnt out, affecting not just the quality of our work but our own emotional and mental health also. It is important to build in time, where we can take a breath, reflect and celebrate our achievements - which, when we really think about it, far outweigh our disappointments! This way, celebration becomes part of our whole school ethos that in turn promotes emotional and mental health.

It's also important to spend time with pupils in receipt of interventions, not just measuring progress but also celebrating the positive impact on the child or young person - raising their awareness of how life, learning or relationships have improved for the better. This approach can re-inforce essential resilience factors (see table in the Identify Section) by:

- helping them to recognise and value their experience of success and achievement
- developing their capacity to reflect
- developing problem solving skills and a positive attitude.
- strengthening their experience of self-efficacy by valuing their participation

Celebration helps us all to:

- recognise progress
- increase the feel-good factor
- take a breath
- reflect on the next stage of the journey
- better identify the next step
- value ourselves and each other
- recognise what achievement means on a personal level
- feel good about ourselves, even when there is still work to be done
- enthuse us to keep going and to do our best



Case study

Virtual School Celebrate, 2016

Having recognised the fantastic skills and talents of our children in care, the Virtual School believes that our young people deserve the very best opportunities to showcase their work to their peers, families and DCC staff.

And so we have #VSCELEBRATE - check out our Twitter hashtag!

VS Celebrate 16 event took place at DCAS on Saturday 7 May, a culmination of work done by children and young people over the past year. This included a multi-media art installation featuring ceramics, mosaic, films, painting and textiles. The event was attended by over 140 people and was a great success.

Young people compered the event, which included music and drama presentations from a number of individuals and groups. Although very nervous, the young people managed to harness the adrenaline



and performed brilliantly - they were a credit to themselves, carers. Other carers and other supporters found it emotional and uplifting to see their young people participating with such confidence.

Young people and their families were also able to join in with a rich variety of hands-on workshops, all planned, designed and delivered by young people, supported by their creative mentors.

A number of young people have recently achieved Arts Award and proudly received their certificates from Councillor Caitlin Bisknell.

For more information contact Kim Brooks Virtual School Headteacher: kim.brooks@derbyshire.gov.uk or Kim Johnson Virtual School Arts Education Consultant: kim.johnson@derbyshire.gov.uk

Brimington Junior School - Celebration

At Brimington Juniors we use the Jigsaw PSHE scheme which has a strong emphasis on celebration.

The scheme includes celebration certificates which are awarded weekly. The recipients are nominated by other pupils. This has helped to develop a culture in our school where pupils appreciate each other for their personal qualities and their efforts and achievements.

We delivered the topic of 'Celebrating Difference' from the scheme with Y3-Y6. The aim of this was to develop children's tolerance, to help them focus on the strengths that can be associated with difference. For example, we looked at the skills and abilities of the Paralympic athletes and disabled people within our community and looked at the other strengths they have developed through their disability.

We continued this theme with Y6 using 'Star of the Week' awards. This is a system that our staff use to acknowledge children's efforts and achievement. In this case, we asked pupils to write 'Star of the Week' awards. They praised others for things such as; being a good friend, always being helpful, and reaching their handwriting goal! Celebration helps us to understand (and influence to some extent) what children value and to share what our school community values.



The power of gratitude

Studies from the University of California show that the simple practice of gratitude can help people feel more positive emotions, relish good experiences, improve their health, deal with adversity, and build strong relationships.

Two psychologists, Dr. Robert A. Emmons of the University of California, Davis, and Dr. Michael E. McCullough of the University of Miami, have done much of the research on gratitude. In one study, they asked all participants to write a few sentences each week, focusing on particular topics.

One group wrote about things they were grateful for that had occurred during the week. A second group wrote about daily irritations or things that had displeased them, and the third wrote about events that had affected them (with no emphasis on them being positive or negative). After 10 weeks, those who wrote about gratitude were more optimistic and felt better about their lives. Surprisingly, they also exercised more and had fewer visits to physicians than those who focused on sources of aggravation.

Thank you letters

In 2016 The Jubilee Centre organised a competition providing an opportunity for children and young people to write a thank you letter to anyone in their lives. The winning entry was from a girl thanking her younger, adopted brother with Down's Syndrome for being part of their family and all the benefits that has brought to them.

<http://www.jubileecentre.ac.uk/544/projects/current-projects/thank-you-letter-awards>

Gratitude can be fostered in school in the following ways:

- work it into daily conversation - e.g. saying thank you after paired working in class
- always find the silver lining - a wet play may be a miserable prospect for some, but find ways to identify how it might have worked out for the best in the end e.g. you got that homework completed, enjoyed a game
- write class thank you cards where appropriate e.g. thanking parent helpers at the end of the year
- encourage pupils to appreciate the little things - a smile from a class mate, a new spelling learnt, a healthy meal etc.

A final thought...

All behaviour is an attempt to communicate - for some it may be their only form of communication to tell us that something is wrong. Difficult behaviour does not always mean that a child has mental health issues or special educational needs and disabilities. However, behaviour can be an indication of an underlying need. An examination of unmet needs often enables schools to interpret the language of behaviour and match interventions to need and prevent serious mental health problems occurring.

Teachers and support staff make an invaluable contribution to the wellbeing of children. An ounce of prevention is worth a pound of cure and topping up is always useful for children and staff alike.

Carol Brown, Head of the Behaviour Support Service, Derbyshire

Acknowledgements:

Thank you to all the staff, agencies, pupils and schools who have contributed to and supported us in the development of this resource.

Developed by:

Yvonne Wright And Jane O'Byrne
Derbyshire Health and Wellbeing Consultants.

December, 2016.

Designed by Monodesign.co.uk

