

Supporting Pupil's Mental Health and Wellbeing

Developing a whole school approach

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**Gloucestershire
Healthy
Living and Learning**



Summary of responsibilities where a mental health issue is affecting attendance

February 2023



Support for pupils where a mental health issue is affecting attendance

Effective practice examples

February 2023



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What should school staff be doing to support pupil mental health?

- School staff are not expected to diagnose mental health conditions or perform mental health interventions, but they are expected to work to ensure regular attendance for every child, as per the Working together to improve school attendance.
- Broadly speaking, the role of school staff is to ensure that the school is a calm, safe, and supportive environment where all pupils want to be and are keen and ready to learn, which is the foundation of securing good attendance.
- Generally, schools will achieve this by promoting children and young people's mental health and wellbeing through a **whole-school approach** to pupil mental health, and by developing a trusted relationship with parents/carers and families that involves them in the conversation about the school's ethos, and emphasises the importance of supporting mental health and regular attendance.
- Schools also play an important role in teaching pupils about respectful relationships, emotional wellbeing, mental health and supporting social and emotional development, such as through a high quality, evidence-based and age-appropriate RHSE curriculum

Whole school approach to promoting positive mental health and wellbeing:

Check list

1. Creating a culture	Shared vision statement. Positive well-being in this school is... Mental health and well-being policy in the school. Identified Senior Mental health Lead SLT/Governor liaison Including mental health and wellbeing as a standing agenda item in meetings with staff, governors, the senior leadership team, parents/carers, as well as in any newsletters
2. Identifying vulnerable groups	Pastoral and Teaching staff: Recognised Vulnerable groups Use of Data OPS Student voice
3. Creating a curriculum. Age appropriate /sequential and inline with the needs of your school	DFE statutory guidance RAG rate the RSHE curriculum Cross-Curricular links with PE/Food tech/
4. Creating interventions for promoting positive mental health	<u>Promoting key events across the academic year, like Children's Mental Health Week (held every year in February)</u> <u>World Mental Health Day (held every year on 10 October)</u> and Mental Health Awareness Week (held in May) Five ways to wellbeing Gratitude journals
5. Staff CPD	Providing Mental health and wellbeing CPD opportunities How to deliver successful Mental health and wellbeing lessons Identify signs and symptoms of Mental health and wellbeing
6. Sign-posting support	In classrooms/corridors/ Students aware of staff mental health champions Use of website for triage
7. Use of External agencies	Are you are Trailblazer school?
8. Engaging and supporting parents	Parental voice Parental training opportunities

Creating a Culture

Promoting positive mental health and wellbeing

Developing a culture to promote positive mental health and wellbeing

The World Health Organisation (WHO) defines mental health as 'a state of wellbeing in which the individual realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her community'.

- ▶ Shared vision statement: It is important that all staff have a shared definition of what mental health is. It does not have to be the WHO definition it can be agreed by student and staff voice. This will enable you to have shared vision in the institution of what positive mental health is and the signs and symptoms of poor mental health
- ▶ School Mental Health and Wellbeing policy
- ▶ Standing item on governor meeting agenda and in newsletters
- ▶ Mental health governor appointed
- ▶ Identified Senior Mental Health lead
- ▶ Enabling student voice to influence decisions
- ▶ Working closely with parents and carers
- ▶ Early identification, targeted support and appropriate referral

Guidance

Promoting and supporting mental health and wellbeing in schools and colleges

Find out what help you can get to develop a whole school or college approach to mental health and wellbeing.

From: [Department for Education](#)

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Senior Mental Health Lead

Identifying a senior mental health lead

- Schools and colleges can decide who is best placed to take on the role of senior mental health lead and undertake the training as every setting's circumstances are different.
- Training could be for your: headteacher, deputy headteacher, member of the senior leadership team (SLT)
- If not a senior leader, an appropriate member of staff, working with colleagues, who is empowered to develop and oversee your setting's whole school or college approach to mental health and wellbeing
- **Second DfE grants now available if SMLH has left the post.**

Senior Mental Health Lead Training



Did you know the Department for Education is offering a grant of £1,200 for eligible state-funded schools and colleges to train a senior mental health lead?



Schools and Colleges can now claim a **2nd grant** if the trained lead has left the setting.



Don't Miss Out!
[Click here](#) to claim your grant now!



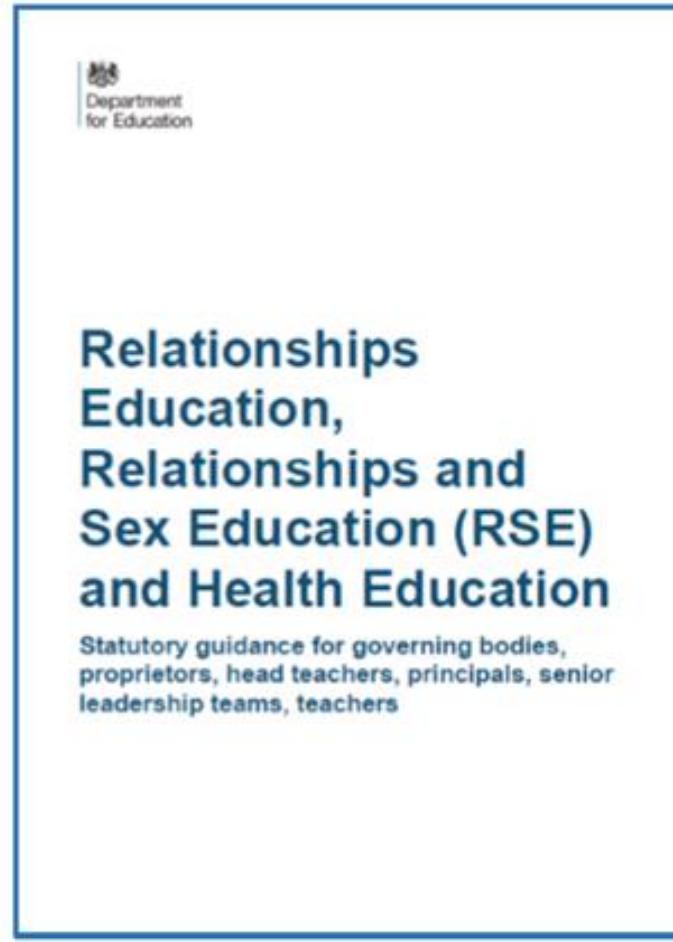
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RSHE Curriculum

Developing a robust Relationships, Sex and Health Education
Curriculum

RSHE Curriculum

- Relationships Education
- Health Education
- Sex Education



- What does PSHE look like in our school?
- How is it led?
- How is it delivered?
- Who delivers it?
- Is the curriculum progressive and spiral?
- Does the curriculum cover the statutory requirements?
- What resources are used?
- Are staff regularly updated on current practice and changes, etc?

Relationships Education

Families and people who care for me

- Importance of family
- Characteristics of healthy family life
- Respect for family diversity
- Importance of stable relationships
- Marriage/civil partnership as legally recognised commitment
- How to recognise unsafe situations and how to seek advice/help

Online relationships

- People behave differently online
- Same relationship principles apply online
- Rules for keeping safe online
- How to critically consider online content
- How information and data is shared and used online.

Caring friendships

- Importance of friendships
- Characteristics of friendships,
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise unhealthy friendships and seek help

Being safe

- Appropriate boundaries
- What privacy means
- Your body belongs to you
- How to respond to adults you do not know
- Asking for help and reporting feeling unsafe and abuse
- Where to get advice and support

Respectful relationships

- Importance of respecting others
- Conventions of courtesy and manners
- Importance of self-respect
- Requirement to respect others
- Types of bullying , impact and how to get help
- Stereotypes and their impact
- Permission seeking

Changing Adolescent Body (Health Ed.)

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle.



Health Education Curriculum

Mental wellbeing

- mental wellbeing is a normal part of daily life
- there is a normal range of emotions
- how to recognise and talk about emotions
- exploring feelings and behaviour which are appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques
- bullying (including cyberbullying) and its impact on mental wellbeing
- where and how to seek support
- it is common for people to experience mental ill health

Internet safety and harms

- internet is an integral part of life
- benefits of rationing time spent online
- Respectful online actions and behaviour
- importance of keeping personal information private
- Internet safety
- Online bullying
- reporting concerns and getting support with issues online

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into routines
- the risks associated with an inactive lifestyle (including obesity)
- Getting help with health

Healthy eating

- what constitutes a healthy diet
- the characteristics of a poor diet and risks associated with unhealthy eating

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

- signs of physical illness
- Sun safety
- Sleep
- Dental hygiene
- personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- allergies, immunisation and vaccination

Basic first aid

- calling to emergency services
- concepts of basic first-aid

Changing adolescent body

- puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

Curriculum Development

When writing a bespoke R(S)HE policy and curriculum, a whole school approach is essential in ensuring the whole school community understands the value of putting the emotional and mental health of pupils, staff and the wider school community at the heart of the decision-making process

This, in turn, is identified as being a protective factor for child and adolescent mental health, whilst also recognising that, in order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy. Having leadership and management teams within schools giving this the highest priority is at the core of the whole school approach.

It is important to remember that R(S)HE needs to be taught regularly, through a spiral curriculum, to ensure progression throughout the key stages.

R(S)HE beyond discrete lessons

Good PSHE practice is responsive to the needs of the pupils. Therefore, there are times when a need arises for a spontaneous session, often in the form of a Circle Time, where the children have a safe space to unpick and explore a concern, worry, incident, misconception, etc. which has come to the fore.

External visitors

Inviting external visitors into school can be a great way to compliment and enrich your R(S)HE curriculum. For example, local Schoolbeat Officers will come into school and deliver whole school assemblies and class sessions, the NSPCC will deliver assemblies and workshops, etc.

GHLL Primary RSHE resource

Available on the GHLL website



Mental Wellbeing

End of Primary Statement	YR	Key Stage One	Lower Key Stage Two	Upper Key Stage Two	
That mental wellbeing is a normal part of daily life, in the same way as physical health.		GHLL Y1 Lesson: Introduction to the Five Ways to Wellbeing GHLL Resource: Make Me a Superhero GHLL Y2 Lesson: How Are You Feeling? GHLL Y2 Lesson: What Makes Me Feel Good? SEAL Good to be Me Y2 Lesson 1	GHLL Y3/4 Lesson: Understanding Menstruation and the Menstrual Cycle GHLL Y3/4 Lesson: How can I keep my brain healthy? PSHE Association Y3/4: Everyday Feelings Uforl Bk2 Module 5 Topic 23	GHLL Y5 Lesson: My Brain and Me GHLL Resource Make Me a Superhero GHLL Resource: Understanding Dementia GHLL Y6 Lesson: Body Image and Advertising GHLL Signposting Y5/6: Dove 'Amazing Me' PHE Y6: Physical and Mental Wellbeing PHE Y6: Building Connections PHE Y6: Self Care PHE Y6: Social Media and Wellbeing PHE Y6: Worry Uforl Bk3 Module 1 Topic 5 Uforl Bk3 Module 3 Topic 12	
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.		GHLL YR Lesson: Exploring Feelings SEAL Relationships YR Lessons 1,2 and 3 Getting On and Falling Out 4 SEAL Say No to Bullying YR Main Lesson SEAL Good to be Me Lessons YR 1,2 and 3 Uforl Bk1 Module 4 Topic 20, 21	GHLL Resource: Make Me a Superhero SEAL Relationships Y1 Lesson 2 SEAL Getting On and Falling Out Y1 Lessons 2 and 3 SEAL Good to be Me Y1 Lesson 1, 2, 3 GHLL Y2 Lesson: How Are You Feeling? GHLL Y2 Lesson: What Makes Me Feel Good? SEAL Relationships Y2 Lessons 1 and 2 SEAL Getting On and Falling Out Y2 Lessons 2 and 3 SEAL Good to be Me Y2 Lesson 1, 2, 3 Uforl Bk1 Module 4 Topic 20, 21	SEAL Relationships Y3 Lessons 2, 3 & 4 SEAL Getting On and Falling Out Y3 Lessons 2 and 3 SEAL Good to be Me Y3 Lesson 1, 2, 4 PSHE Association Y3/4: Everyday Feelings GHLL Y3/4 Lesson: Understanding Menstruation and the Menstrual Cycle SEAL Relationships Y4 Lessons 2 & 3 SEAL Getting On and Falling Out Y4 Lesson 2 SEAL Good to be Me Y4 Lesson 1, 2, 4, 5 Uforl Bk2 Module 5 Topic 23	GHLL Y5 Lesson: My Brain and Me GHLL Resource Make Me a Superhero GHLL Resource: Understanding Dementia PSHE Association Y4/5: (Medway) Emotions and Feelings SEAL Relationships Y5 Lesson 2 SEAL Getting On and Falling Out Y5 Lessons 4 and 5 SEAL Good to be Me Y5 Lesson 1 PHE Y6: Social Media and Wellbeing PHE Y6: Transition to Secondary School PHE Y6: Worry SEAL Relationships Y6 Lessons 2, 3 and 4 Getting On and Falling Out Y6 Lessons 2 and 5



RSE for disabled pupils and pupils with special educational needs

Interventions

Developing interventions to support positive mental health

Things that help.....

“Every interaction is an intervention. You don't have to be a therapist to be therapeutic”

Dr Karen Treisman MBE, Clinical Psychologist and Founder of *Safe Hands Thinking Minds*

- ▶ Talk time – take time to listen
- ▶ Class check-ins
- ▶ Books available for the children to read
- ▶ Celebration of all achievements, not just academic
- ▶ Playtime monitoring and interventions (commonly a difficult time due to the lack of structure and social expectations)
- ▶ Events – e.g. Hello Yellow -World Mental Health Day – [download toolkit](#)
- ▶ Pupil voice opportunities – School council, suggestion boxes, worship, circle time.
- ▶ Incorporate regular physical activity
- ▶ Consider the 5 ways to wellbeing
- ▶ Physical activity
- ▶ Interventions e.g. Lego therapy, breakfast club, soft start, TEAA, positive playtimes.
- ▶ Signposting around school e.g. Childline posters

Five Ways to Wellbeing

The Five Ways to Wellbeing Framework was developed by the New Economics Foundation as a set of five evidence based actions that promote wellbeing. Based on the latest scientific evidence the simple actions, if taken regularly, can improve wellbeing and enhance quality of life.

Connect – connecting with others

Give – giving – looking outward as well as inward

Be active – doing something active

Take Notice – taking notice of the world around you

Keep Learning – learning new things



[GHLL Five Ways to Wellbeing resource](#)

Physical activity

- Research has found that for mild depression exercise can be as good as antidepressants or psychological treatments like cognitive behavioural therapy.
- It can relieve stress, help people to sleep better, and feel more relaxed and positive about themselves and their lives. Not only does it release powerful chemicals in the brain, exercise can also give people a distraction from their worries which help to break negative patterns of thought.
- Exercise can help people to cope in a healthy way with challenges that come along instead of resorting to drugs, alcohol or other risk taking behaviour

- Daily Mile or school alternative
- Forest Schools
- Playleaders at breaktimes to lead activities
- Alternative PE activities
- Activity on referral ([Link to website](#))
- Include parents/carers
- Promote active ways to get to school e.g. Walk to school week
- Use of pupil voice



What works in schools and colleges to increase physical activity?

A resource for head teachers, college principals, staff working in education settings, school nurses, directors of public health, Active Partnerships and wider partners.

Trusted Emotionally Available Adult TEAA



TEAA Resource and Training

GHLL have recently produced the TEAA (Trusted Emotionally Available Adult) resource. The TEAA is a resource that aims to support practitioners in delivering mental health interventions. Schools need to attend the free TEAA training before receiving the resource.

To find out more about the TEAA Resource and training, visit the GHLL website –

[Training Calendar and Search : Gloucestershire Healthy Living and Learning \(ghll.org.uk\)](https://www.ghll.org.uk/training-calendar-and-search)

Lumi Nova



Does your child struggle with worries or anxiety?

Help your child build confidence with a new digital therapy game

LUMI NOVA
TALES OF COURAGE

✓ For 7-12 year olds
✓ NICE recommended
✓ Free instant access

Free for families in Gloucestershire

To learn more visit: luminova.app/glos

Google Play App Store

One Gloucestershire Transforming Lives, Transforming Communities

The poster features a young girl with her hands raised in excitement, sitting on the floor. The Lumi Nova logo is prominently displayed. Text on the poster includes: 'Does your child struggle with worries or anxiety?', 'Help your child build confidence with a new digital therapy game', 'LUMI NOVA TALES OF COURAGE', 'Free for families in Gloucestershire', '✓ For 7-12 year olds', '✓ NICE recommended', '✓ Free instant access', 'Free for families in Gloucestershire', 'To learn more visit: luminova.app/glos', and logos for Google Play and the App Store.

Self sign up: Families can sign up themselves by visiting <http://luminova.app/glos> (or by scanning the QR code on the poster) where they will find information about the service and the registration form.

You can find more information about Lumi Nova by visiting Lumi Nova : Gloucestershire Healthy Living and Learning (ghll.org.uk) but please feel free to contact GHLL if you have any queries – ghll@gloucestershire.gov.uk

- Is recommended by NICE (National Institute for Health and Care Excellence) for use across healthcare to support children with anxiety
- Is development funded by NHS England
- Is clinically safe and secure
- Is co-developed with children, families, educators, clinicians and academics
- Can be used by children with mild to moderate needs across various parts of the UK, where they may not meet thresholds for CAMHS, are on the waiting list, or alongside other therapeutic support.
- Case studies of families who have used Lumi Nova: <https://www.bfb-labs.com/case-studies>



NHS

Visit onyourmindglos.nhs.uk or text 07984 404388

On Your Mind Glos (OYMG)

A mental health support finder for young people in Gloucestershire. The website includes a support finder, a directory of trusted local mental health services, self-help resources, and self-referral access to many NHS services in the county.

The way that this service looks, feels and works been informed by extensive research and testing with children and young people. This is an innovative and exciting step for children and young people's mental health services in Gloucestershire.

Can be accessed by anyone up to the age of 25.

▶ [Link to website](#)

Public Health England

Healthmatters

Social prescribing – addressing people's needs in a holistic way

GPs and other health care professionals can refer people to a range of local, non-clinical services, supported by a link worker or connector



▶ [Link to further information](#)

CPD and Resources

Possible CPD

- Senior Mental health Lead funded by the DFE grant for £1200
- Mental Health e-package GHLL
- Mental Health Lite
- Mental health First Aid (Two day training)
- Self harm awareness training GHLL
- Trusted Emotionally Available Adult (TEAA) Universal Training
- PSHE Association training/Conference
- Place2be
- <https://www.youngminds.org.uk/professional/find-a-course/>
- <https://beingmankind.org/education/educational-programme/>
- ACES awareness training (mental health tab GHLL website)
- Educational Phycologist and Teaching advisory service training



Mentally Healthy Schools

About Website feedback Login / Register [Concerned about a child or young person?](#)

Anna Freud
Mentally Healthy Schools

Resources Mental health information Whole-school approach Targeted support [q](#)

Targeted support toolkit

A guide and tool for providing effective targeted mental wellbeing support in your school or college.

[Go to resource](#)  [Save resource page](#) 



This resource belongs to the [resource hub for a whole-school or college approach](#).

AUTHOR
 Department for Education

WHOLE-SCHOOL OR COLLEGE APPROACH PRINCIPLES

KEY
8 Targeted support

SHARE
   

This toolkit will help education staff review, refresh and develop effective targeted support for social, emotional and mental wellbeing.

The toolkit is split into two sections:

Guide: a practical guide to developing effective targeted support in schools or colleges, exploring how to identify the right type of targeted support and how to implement it successfully

Tool: a filterable tool with multiple types of targeted support options, which education staff can filter by options including which outcomes they want to address, the phase of education and delivery method

GHLL Website



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ACEs - Adverse Childhood Experiences

Best Practice, Innovation, and Social Prescribing

Local Mental Health Services and Links

Mental Health Resources

Mentally Healthy Schools

Racism and Mental Health

Young Minds Matter (Trailblazer Programme) for Schools

Yoga - Emotional Health and Wellbeing

Mental Health



DfE -Designated

ACEs - Adverse

Best Practice

Useful sites

GHLL website

<https://www.ghll.org.uk/>

GHLL training alerts. Sign up

<https://www.ghll.org.uk/training-programme/ghll-alert/>

GHLL Bulletin produced termly

<https://www.ghll.org.uk/covid19/ghll-pshe-bulletin/>

Anna Freud

<https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/promoting-wellbeing/integrate-mental-health-and-wellbeing-across-curriculum-and-culture/>

PSHE Association

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

Gloucestershire Safeguarding Children Board <http://www.gscb.org.uk/>

For further information please email ghll@gloucestershire.gov.uk

