

SUPPORTING YOUNG MINDS THROUGH TOUGH TIMES



The Whole School and College Approach to
emotional health and mental wellbeing in Oldham

Contents

Introduction	05
Whole School and College Approach	08
How to begin	10
The eight principles	
• Management and leadership	12
• School/college ethos and environment	16
• Curriculum, teaching and learning	20
• Student voice	26
• Staff development, health and wellbeing	30
• Identify need and monitor impact	34
• Working with parents and carers	40
• Coordinated support	42
Directory of Oldham services and organisations	48
Useful resources	55
Acknowledgements	59

Foreword

Children and young people face many challenges in life ranging from stress and anxiety about exams, to complex, serious and debilitating long-term mental health conditions. At the same time, poor attachment, peer rejection, and experiences of bullying and discrimination can affect their mental health. However, good social, emotional and mental wellbeing can create the foundations for healthy behaviours and educational attainment. This also helps to prevent behavioural problems (including substance misuse) and mental health problems.

Therefore, schools and colleges play an important role in supporting children and young people by helping them become resilient and mentally healthy. Schools and colleges in Oldham are already promoting mental wellbeing by providing access to education, giving a sense of belonging, and developing social and emotional skills (these are all protective factors for children and young people's wellbeing).

The Oldham Whole School and College Approach to Emotional Health and Mental Wellbeing has been developed to provide schools and colleges with practical guidance to develop knowledge and skills, develop mental health and wellbeing of pupils, prevent minor problems from escalating into more serious long-term issues and intervene earlier through a whole school approach. The framework is not about schools and colleges becoming mental health experts but is there to help them understand the positive impact they can make on a child or young person's emotional and mental health, making a real difference to their lives.

The framework has been developed using guidance from Public Health England (2015) Promoting children and young people's emotional health and wellbeing: A whole school approach. We also took the opportunity to source similar guidance documents relating to children and young people's social, emotional and mental wellbeing developed elsewhere. We would like to thank other councils who have made their resources available on-line, and in turn we are happy for others to use this framework as appropriate.

A full list of acknowledgements can be found on page 59.



Councillor Eddie Moores,
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Introduction

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.

The aim of the Oldham Whole School and College Emotional Health and Mental Wellbeing Framework is to promote social, emotional and mental wellbeing across all Oldham schools and colleges, tackling mental health problems of pupils with more serious difficulties and provide guidance to commission safe and effective emotional health and mental wellbeing interventions or services.

The framework sets out key actions that head teachers and college principals can take to embed the whole school / college approach to emotional health and mental wellbeing. The actions contained in the eight principles are informed by national evidence of what works.

It is important that schools and colleges have an awareness of the extent and nature of mental health problems in children and young people:

- **One in 10 children have a diagnosable mental health disorder – that's roughly three children in every classroom.**
- **One in five young adults have a diagnosable mental health disorder.**
- **Half of all mental health problems manifest by the age of 14, with 75% by age 24.**
- **Almost one in four children and young people show some evidence of mental ill health (including anxiety and depression).**
- **Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age.**
- **One in 12 young people self-harm at some point in their lives, though there is evidence that this could be a lot higher. Girls are more likely to self-harm than boys.**
- **Three in four children with a diagnosable mental health condition do not get access to the support that they need.**

However, this framework is not about schools or colleges becoming mental health experts but more about understanding their responsibility to make a positive impact on children's and young people's emotional health and mental wellbeing through the eight principles.

The eight core principles are designed to promote emotional health and mental wellbeing in schools and colleges. Each of these principles has a set of evidence based interventions with objectives and outcomes to deliver the principle. Alongside each principle is a key question and examples of good practice.

To gain the most insight and effectiveness from the framework it is recommended that it is read alongside the following statutory guidance and other supporting documents:

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

Department for Education (2014) Keeping children safe in education: statutory guidance for schools and colleges.
London: Department for Education.

Department for Education (2014) Supporting pupils at school with medical conditions: statutory guidance for governing bodies of maintained schools and proprietors of academies in England.
London: Department for Education.

Department for Education (2014) Mental health and behaviour in schools: Departmental advice for school staff.
London: Department for Education.

Department for Education and Department of Health (2015) Promoting the health and wellbeing of looked-after children: statutory guidance for local authorities, clinical commissioning groups and NHS England.
London: Department for Education and Department of Health.

Department for Education (2015) Counselling in schools: a blueprint for the future: departmental advice for school staff and counsellors.
London: Department for Education.

Children and Young People's Mental Health Coalition (2012) Resilience and results: how to improve the emotional health and mental wellbeing of children and young people in your school.
London: Children and Young People's Mental Health Coalition.

Public Health England (2014) The link between pupil health and wellbeing and attainment. London: Public Health England.

PSHE Association: Guidance on preparing to teach about mental health and emotional wellbeing to support schools in teaching about mental health safely and effectively.

Please follow this link to the Oldham Council website for all of the online and downloadable resources mentioned in this document:
www.oldham.gov.uk/emhwresources

Eight principles for promoting a whole school and college approach to emotional health and mental wellbeing

1 Management and leadership

2 The school/college ethos and environment

3 Curriculum, teaching and learning

4 Student voice

5 Staff development, health and wellbeing

6 Identifying need and monitoring impact

7 Working with parents and carers

8 Coordinated support

Whole School and College Approach

Research shows that schools and colleges that adopt a multi-component approach are more effective in promoting social, emotional health and mental wellbeing. The whole school approach involves pupils, staff, parents and the community as well as outside agencies in addressing emotional and mental health issues.

It recognises that all aspects of the school community can impact upon students' learning and mental health and that they are inextricably linked. Children and young people spend a large proportion of their time in the school environment; school is not only the focal point of children's academic development but also their social and emotional development.

The Department of Education (DfE) recognises that the whole school approach will help pupils succeed, as the approach supports them to become resilient and mentally healthy. Moreover, such an approach moves beyond learning and teaching to include all aspects of school and college life which has been found to be effective in improving long term outcomes for children and young people.

The whole school and college approach to emotional health and mental wellbeing employs eight principles (page 7). Each of the principles will be outlined along with a key question and examples of good practice relating to each principle.

If the eight principles are consistently and comprehensively applied across the whole school and college setting they can positively impact on:

- The cognitive development of children, their learning, motivation, and sense of commitment and connectedness with learning and with school/college.
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school/college and throughout life.
- The prevention and reduction of mental ill health such as depression, anxiety and stress.
- Improving school behaviour, including reductions in low-level disruption, incidents, fights, bullying, exclusions and absence.
- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime, early sexual experience, alcohol and drug use.

Notes

How to begin

Schools and colleges are encouraged to begin by familiarising themselves with the eight principles. It is recommended that the Senior Leadership Team establish a group with representation from teachers, SENCO, pastoral staff, children and young people. The group should be charged with considering the eight principles, auditing areas of strength and identifying improvement opportunities.

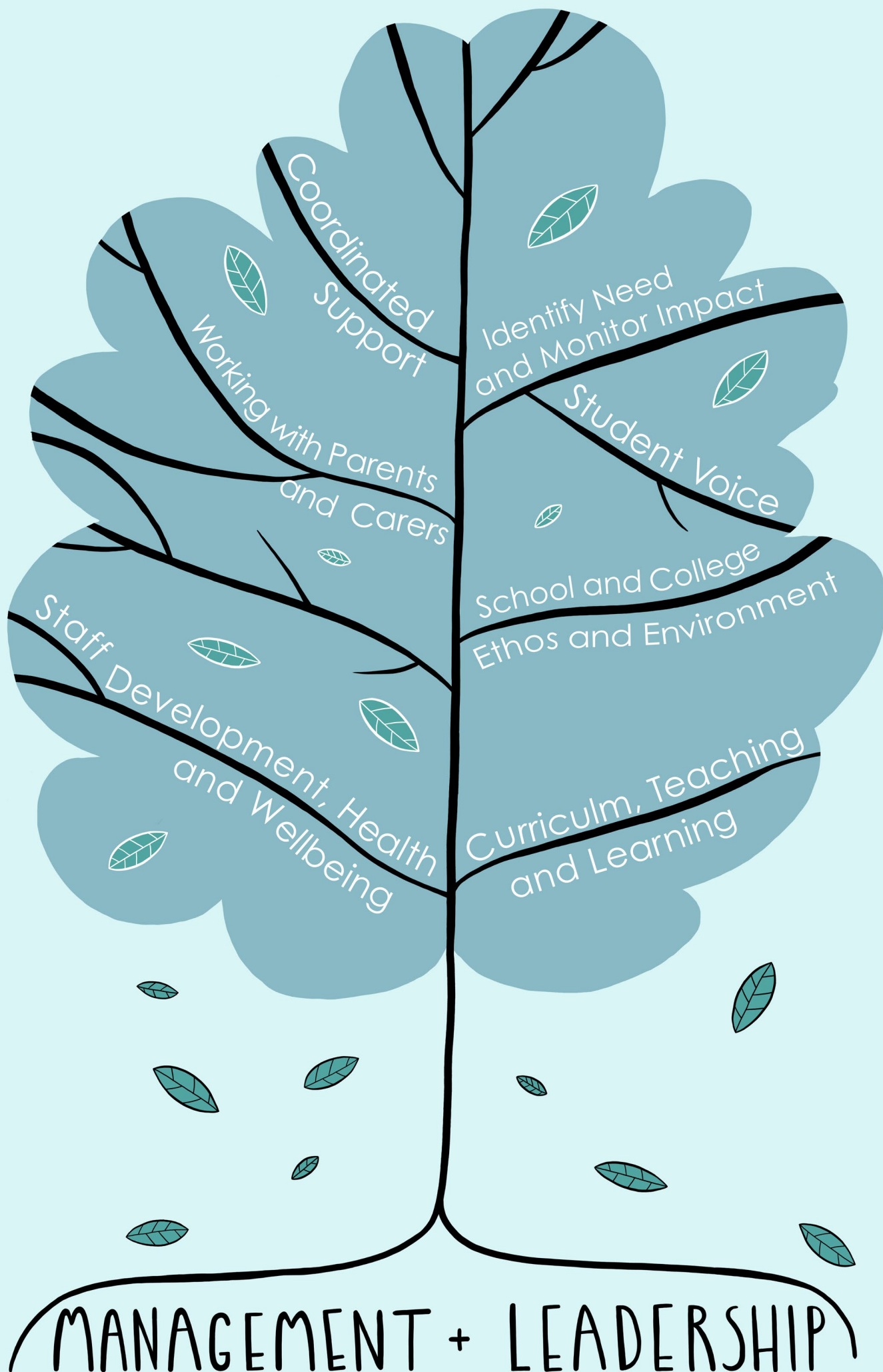
To support the audit a self-assessment check list has been produced which provides a structured approach to establish a baseline against each of the core principles in promoting emotional health and mental wellbeing. The baseline will enable the school or college to make comparisons for planning, monitoring and evaluation. In addition, it provides:

- An opportunity to raise awareness of emotional health and mental wellbeing with school / college staff and pupils.
- A reason to begin a conversation about emotional health and mental wellbeing, and establish new relationships with parents / carers, local community and providers of specialist mental health services.
- Evidence for the school / college to use to highlight the work that is being carried out to promote positive emotional health and mental wellbeing which are linked to the Ofsted inspection criteria (personal development, behaviour and welfare) and NICE (National Institute for Health and Care Excellence) guidance.

The self-assessment uses the key questions from this emotional health and mental wellbeing framework, indicators of good practice and progress rating against each core principle. The good practice indicators will help you consider how well current arrangements are working within school / college to support emotional health and mental wellbeing.

Once the self-assessment check list has been completed the school or college will be able to create an action plan (included with the self-assessment checklist). The information gathered during the self-assessment process will highlight key areas of strengths and opportunities for improvement that can form the basis of the action plan. This will support the development of a tailored action plan for each school and college.

Implementing the eight principles to promote a whole school and college approach to emotional health and mental wellbeing will allow schools, colleges and other educational organisations to take a systematic approach to improving emotional health and mental wellbeing. To gain the most from this resource the whole educational setting needs to be fully engaged with the process.



1 Management and leadership

Key question: How is the school and college providing visible senior leadership for emotional health and mental wellbeing?

Support from the senior leadership team and school governors is essential to ensure that the whole school approach to emotional health and mental wellbeing is accepted and embedded. This means that the school policy, environment and ethos all promote the mental health of the whole school. Mental health issues are integrated into the school curriculum as a cross cutting principle and throughout the school years.

To ensure actions are sustained and monitored for impact, it is important that a commitment to addressing social and emotional wellbeing is intergrated within improvement plans, policies (such as safeguarding; confidentiality; personal, social, health and economic (PSHE) education; social, moral, spiritual and cultural (SMSC) education; behaviour and rewards) and practice. It is also important to involve pupils, staff and parents in developing these policies so that they remain 'live' documents that are reviewed and are responsive to the evolving needs of the school community.

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

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

Good practice tips

- Emotional health and mental wellbeing are clearly referenced in relevant school/college plans and key documents. For example, the school health and wellbeing plan, the development plan, the school/college website and the prospectus.
- A named member of the senior leadership team to support emotional health and mental wellbeing.
- A named member of staff to link the school and college to mental health providers and specialist services.
- Support and training for school governors to enable them to champion emotional health and wellbeing.
- Mental health problems reported and monitored through pastoral care and child protection.
- The school/college promotes positive messages about emotional health and wellbeing as well as tackling myths about mental health by signing up to and promoting key campaigns such as **Time to Change** www.time-to-change.org.uk. This includes consistently challenging negative images and stereotypes via health and wellbeing policies, anti-bullying, behaviour policy and PSHE curriculum.



Links with the Ofsted inspection framework

Adopting strategies and practices that seek to improve pupil emotional health and wellbeing offers important benefits for whole school effectiveness as well as for pupils.

Ofsted inspection framework: key judgement	Links to pupil health and wellbeing
Quality of leadership in, and management of the school.	Schools have to demonstrate how effectively management and leadership enable all pupils to overcome specific barriers to learning, for example through effective use of the pupil premium and sports premium, and the extent to which leaders and managers create a positive ethos in the school. The framework also specifies that schools should demonstrate capacity for further improvement, for example by working in partnership with other schools, early years' providers, external agencies and the community; as well as by engaging with parents.
	Ofsted reported a close correlation between the grade that schools were awarded for overall effectiveness in their last section five inspection and their grade for PSHE.
	The quality and nature of relationships, spanning pupil to pupil and pupil to teacher relationships, are key to engendering a sense of belonging and pupils' liking of school. This influences pupil wellbeing and readiness to learn.

NICE guidance recommends that:

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

Examples of schools promoting emotional health and mental wellbeing

The Children and Young People's Mental Health Coalition brings together leading charities to campaign jointly on the mental health and wellbeing of children and young people. To support the whole school and college approach to emotional health and mental wellbeing, they have provided examples of how schools are actively working to promote the emotional health and wellbeing of their pupils. These examples can be accessed at: www.cypmhc.org.uk/schools

As well as school examples, there are a number of programmes and projects that are working in or with schools to promote emotional health and wellbeing.

The following are a few examples of these programmes and projects:

- **The ACSEED Initiative** http://cypmhc.org.uk/sites/cypmhc.org.uk/files/THE_ACSEED_INITIATIVE.pdf
- **Healthy Schools London**
http://cypmhc.org.uk/sites/cypmhc.org.uk/files/HEALTHY_SCHOOLS_LONDON.pdf
- **How To Thrive/Penn Resilience Programme**
http://cypmhc.org.uk/sites/cypmhc.org.uk/files/PENN_RESILIENCE_PROGRAMME.pdf
- **Leeds Whole Area Approach**
http://cypmhc.org.uk/sites/cypmhc.org.uk/files/A_WHOLE_AREA_APPROACH_IN_LEEDS.pdf
- **Place2Be**
<http://cypmhc.org.uk/sites/cypmhc.org.uk/files/PLACE2BE.pdf>
- **PSHE Association**
http://cypmhc.org.uk/sites/cypmhc.org.uk/files/PSHE_Association.pdf
- **St Albans Youth Council**
http://cypmhc.org.uk/sites/cypmhc.org.uk/files/ST_ALBANS_YOUTH_COUNCIL.pdf

2 School/college ethos and environment

Key question: How does the school/college's culture promote respect and value diversity?

The physical and social environment in which staff and pupils spend a high proportion of every week day may have profound effects on their physical, emotional and mental health as well as effecting attainment.

Positive relationships between teachers and pupils, and between pupils, are critical in promoting pupil wellbeing and encouraging them to avoid risky behaviour. Having a sense of belonging to school and having good teacher – pupil relationships contribute to liking school and college. School belonging is stronger in schools where children feel safe and have lower levels of bullying, and these have been found to be high achieving schools.

The organisational features of some schools may actively undermine such relationships, for example, through limited involvement of students in decision making, which may result in some students feeling they do not have a 'stake' in their school community.

Good practice tips

- The senior leadership team provides clear leadership to create and manage the physical, social and emotional environment as this impacts on staff and pupils/ students emotional health and mental wellbeing.
- The pastoral lead who is responsible for emotional health and mental wellbeing is part of the senior management team.
- The school and college development plan has reference to emotional health and mental wellbeing including work life balance for staff.
- Develop a climate and ethos which supports 'connectedness', a feeling of being accepted, respected and bonded to the school environment.
- Dedicated staff training, signposting information (staff and students), PSHE and library resources and targeted mental health campaigns (including tackling stigma and discrimination).
- A programme of social and emotional learning is delivered within the school as well as across subjects. The Social and Emotional Aspects of Learning (SEAL) or similar is being delivered and is cross referenced in PSHE schemes of work. Implementation of the graduated response (see Oldham Graduated Response document).

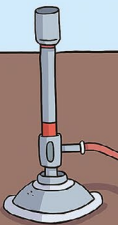


WHAT'S THE
POINT OF IT?

YOU KNOW I'M
ALWAYS HERE IF YOU
NEED TO TALK



IOLOGY



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Links with the Ofsted inspection framework

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

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

Ofsted inspection framework: key judgement	Links to pupil health and wellbeing
Behaviour and safety of pupils at school.	Pupils sense of belonging to school is a key determinant of their wellbeing and is higher in schools where children feel safe and have lower levels of bullying. These are also more likely to be high achievers.

NICE guidance recommends that

school and colleges:

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

secondary education providers:

- Foster an ethos that promotes mutual respect, learning and successful relationships among young people and staff. Create a culture of inclusiveness and communication that ensures all young people's concerns can be addressed (including the concerns of those who may be at particular risk of poor mental health).
- Provide a safe environment which nurtures and encourages young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence and promotes positive behaviours.

Examples of schools promoting emotional health and mental wellbeing

The Children and Young People's Mental Health Coalition has provided examples of how schools are actively working towards developing a school/college ethos and environment which promotes the emotional health and wellbeing of their students: www.cypmhc.org.uk/schools

Epsom Downs Primary School

At Epsom Downs Primary School, the children are taught to embrace and value difference and this is incorporated into the curriculum wherever possible. The school takes an active role in anti-bullying week and children from across the key stages take part in workshops and activities to teach them to address diversity in a positive way.

Framwellgate School

Framwellgate School, Durham, sees emotional wellbeing as a key factor in enabling students to achieve their full educational potential and to become responsible individuals who are well prepared for life beyond school. It has peer mentoring schemes and anti-bullying ambassadors. It has commissioned a social enterprise to run inspirational workshops with the students which focus on personal, social and employability skills. Evaluation of the work demonstrates that it has helped students gain an insight into why they behave in the way they do, and has made them more confident, and more empathic.

SEAL Programme

The Social and Emotional Aspects of Learning (SEAL) programme, delivered in England, focused on creating an ethos and climate in schools to promote social and emotional skills. The evaluation found 50% of teachers perceived that pupil listening skills had improved and 44% perceived that pupil concentration levels had improved. Factors identified as contributing to the programme's efficacy included the commitment of senior management, sufficient time allocated for staff to develop an understanding of the programme and to plan for its implementation, appointing a designated coordinator and adopting a whole school approach.

www.gov.uk/government/publications/social-and-emotional-aspects-of-learning-seal-programme-in-secondary-schools-national-evaluation

3 Curriculum, teaching and learning

Key question: What focus is given within the curriculum to social learning and promoting personal resilience, and how is learning assessed?

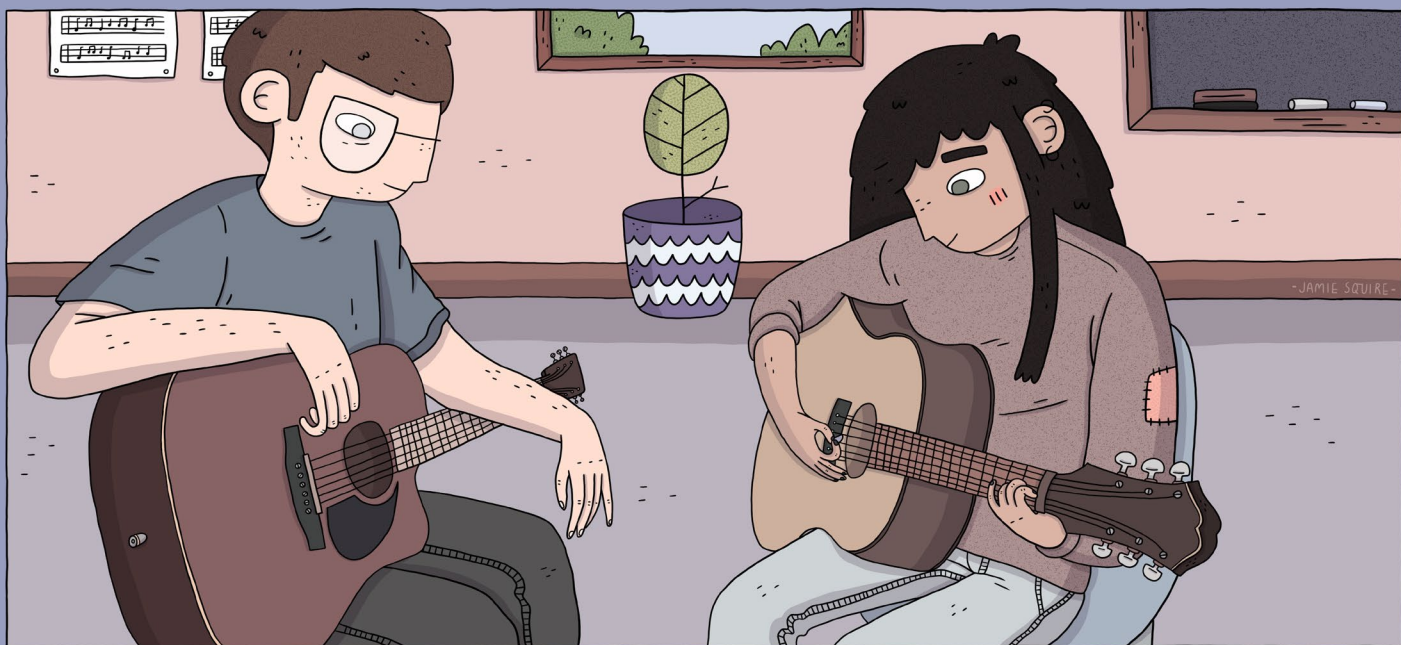
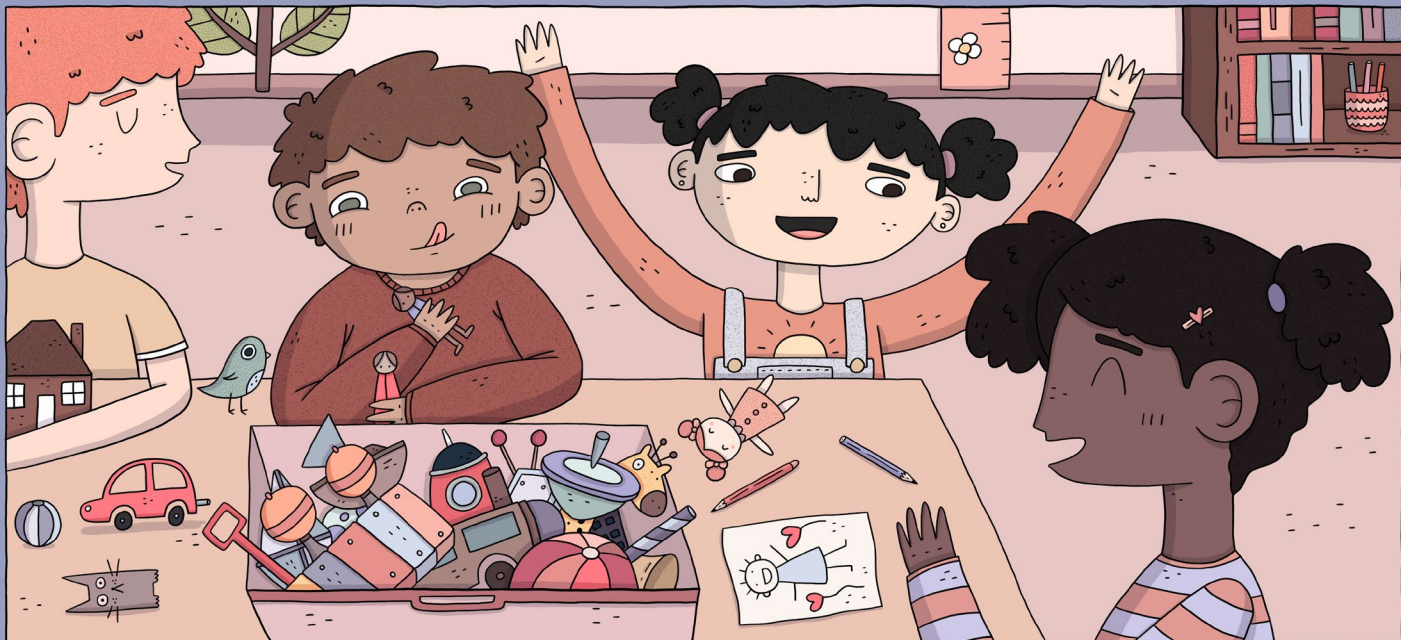
Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, or to their community and life events.

Risk factors are cumulative. Children exposed to multiple risks such as social disadvantage, family adversity, cognitive or attention problems are much more likely to develop behavioural problems.

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 development delay or neuro-diversity - Communication difficulties - Difficult temperament - Physical illness - Academic failure - Low self-esteem	- Being female (in younger children) - Secure attachment experience - Outgoing temperament as an infant - Good communication skills, sociability - 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 or college	- 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 and leisure activities

Source: Department for Education (2016) Mental health and behaviour in school: departmental advice for school staff



In order to promote children's emotional health and mental wellbeing it is important to understand the protective factors that enable children to be resilient when they encounter problems and challenges.

School-based programmes of social and emotional learning have the potential to help children and young people acquire the skills they need to make good academic progress as well as benefit their health and wellbeing.

Opportunities exist to develop and promote social and emotional skills through both a dedicated Personal Social Health and Economic Education (PSHE) curriculum and the wider curriculum.

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

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

Good practice tips

PSHE Association

The PSHE Association, in partnership with the Department for Education (DfE), provides guidance for schools on preparing to teach about mental health and emotional wellbeing. The guidance is accompanied by set of lesson plans spanning key stages 1–4. The guidance covers key issues 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 mental health and emotional wellbeing safely and confidently.
- Using visits to the classroom to support lessons.
- Addressing challenging mental health issues such as eating disorders, self-harm and suicide.

The Penn Resilience Programme

The Penn Resilience Programme (PRP) is an evidence-based training programme that has been demonstrated to build resilience, wellbeing, and optimism. These strengths-based prevention programmes equip individuals with a set of practical skills that can be applied in everyday life to strengthen an individual's ability to overcome adversity and challenges, manage stress, and thrive in their personal and professional life.

Decades of empirical studies indicate that the programme:

- Increases wellbeing and optimism.
- Reduces and prevents depression, anxiety, and conduct problems.

- Results in fewer substance abuse and mental health diagnoses
- Improves physical health

www.cypmhc.org.uk/media/common/uploads/PENN_RESILIENCE_PROGRAMME.pdf

Young Minds

Young Minds offer a range of resources to support emotional wellbeing in schools, designed specifically for education professionals. These include simple and practical ways of incorporating emotional wellbeing into the curriculum.

<https://youngminds.org.uk/what-we-do/commission-us/for-schools/#mental-health-and-awareness-and-resilience-training-school>

SEAL

Social and emotional aspects of learning (SEAL) are materials used in primary and secondary school to deliver a whole school approach to promoting social, emotional and behavioural skills.

www.gov.uk/government/publications/social-and-emotional-aspects-of-learning-seal-programme-in-secondary-schools-national-evaluation

The Wellbeing Toolkit – The Nurture Group Network

The Wellbeing Toolkit (through the Nurture Group Network) provides 20 training sessions which can be delivered in house to put in place a whole school approach to emotional wellbeing and mental health.

For those looking to increase awareness there are topics designed to outline the basics of mental health and wellbeing. For those looking to put into place procedures, provision and policies there are a range of different topics that have direct, real world applications in mainstream and specialist school settings.

<https://nurturegroups.org/news/wellbeing-toolkit-0>

Links with the Ofsted inspection framework

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

Ofsted inspection framework: key judgement	Links to pupil health and wellbeing
Quality of teaching.	Systematic structured teaching of social and emotional life skills and values throughout school life has the potential to increase emotional wellbeing and academic achievement.

NICE guidance recommends that

primary education providers:

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

secondary education providers:

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

Examples of curriculum, teaching and learning

See www.ofsted.gov.uk/resources/goodpractice for case study examples.

Feeling good: promoting children's mental health are activity sheets aimed at children aged four to seven

www.centreformentalhealth.org.uk/publications/feeling_good.aspx?ID=510

How to get up and go when you are feeling low is a booklet providing top tips for year four students when they are feeling upset or stressed

www.annafreud.org/data/files/CAMHS_EBPU/Publications_and_Resources/year4_help4pupils.pdf

Stop stigma is a classroom-based resource for secondary schools that helps address mental health stigma and raise awareness about mental health

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

Notes

4 Student voice

Key question: How does the school and college ensure all students have the opportunity to express their views and influence decisions?

Children and young people spend a lot of time at school and college. After the family, school and college has the most significant influence on children and young people's development, so making pupils' time at school and college enjoyable and worthwhile supports their emotional health and mental wellbeing. Part of this process involves supporting pupils to be active contributors to their own learning.

The sense of belonging, positive relationships and improved self-esteem achieved when children are active contributors in their school and college community are significant protective factors that support their mental health and wellbeing now and in the future. While listening to student voice is important, research shows that the benefits for students don't come from just hearing their own voices; it's more about how other people (students, teachers, schools) respond to students' voices and work with them to make ideas come to life. In other words, the opportunities for students to participate in shaping their experiences at school and college must be real rather than simulated.

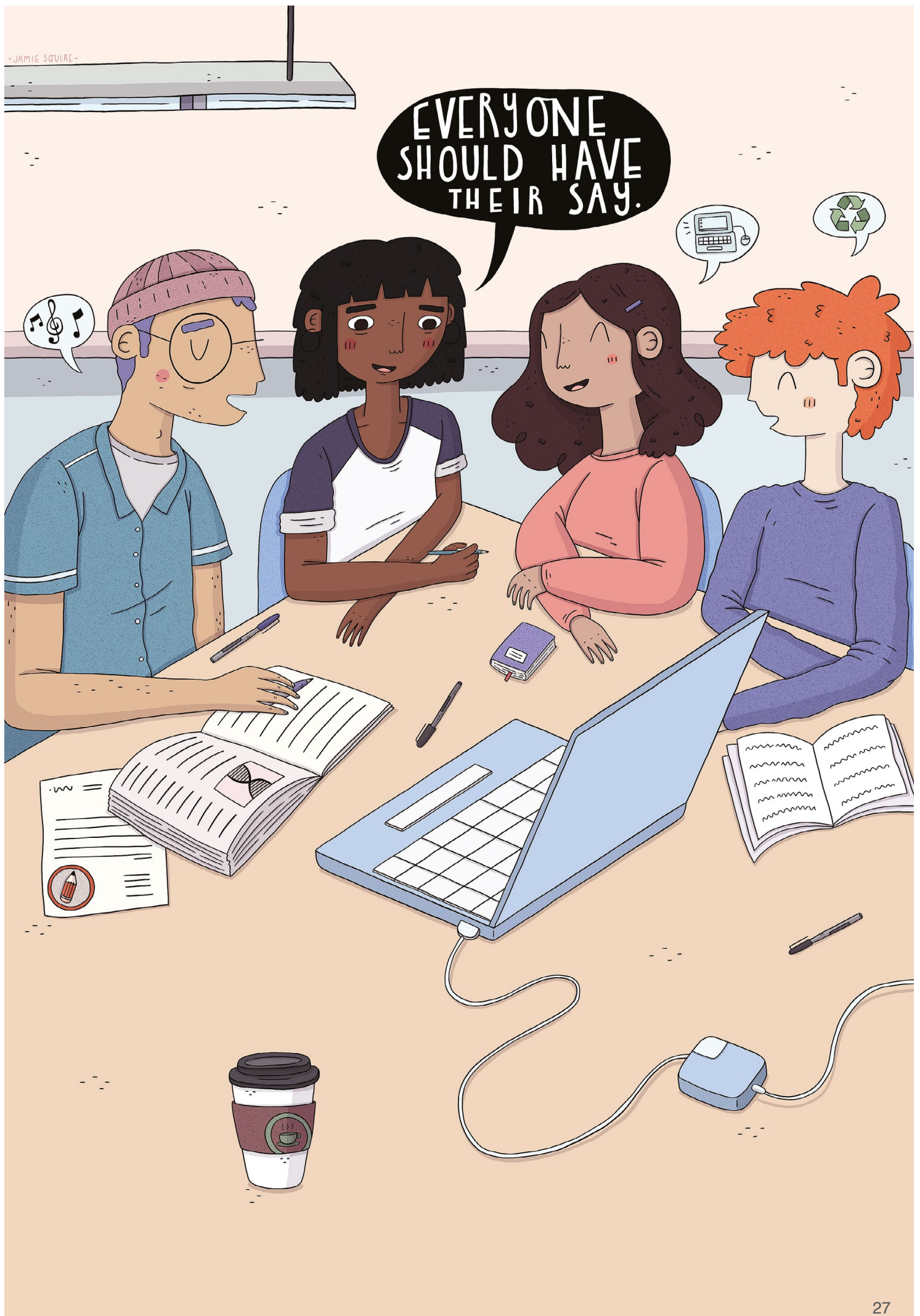
Good practice tips

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, questionnaires and consultations.
- Participatory groups such as the class / school council, eco committee, healthy schools and peer mentors, including peer-led/education approaches.
- Having structures in place so that all pupils can be involved in decision making, including those with additional learning needs.

Links with the Ofsted inspection framework

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



NICE guidance recommends that:

secondary education providers:

- Develop partnerships between young people and staff to formulate, implement and evaluate organisation-wide approaches to promoting social and emotional wellbeing.
- Introduce a variety of mechanisms to ensure all young people have the opportunity to contribute to decisions that may impact on their social and emotional wellbeing.
- Involve young people in the creation, delivery and evaluation of training and continuing professional development activities in relation to social and emotional wellbeing.

Effective examples of student voice in schools and colleges

The Children and Young People's Mental Health Coalition has provided good practice examples on student voice in:

St Albans Youth Council

Budehaven Community School

www.cypmhc.org.uk/schools

School Council Organisation

Student voice research has been carried out for The Children's Commissioner in 16 schools in England with a reputation for excellent student voice practice. The schools studied have very different circumstances and take a variety of approaches to student voice, but these approaches share some important elements:

- Laying the foundations
- Creating the right structures
- Making it powerful
- Maintaining it

<http://www.schoolcouncils.org/news/student-voice-new-research/>

School Council Good Practice indicators - Checklist 16

This is an example of a guide written for Brighton and Hove Children and Young People's Trust.

www.school-portal.co.uk/GroupDownloadFile.asp?ResourceId=3809603

Ofsted examples of good practice in further education and skills

This document contains examples of student voice and students making the right decisions.

www.gov.uk/ofsted-examples-of-good-practice-in-further-education-and-ski

The Smart School Council

The Smart School Councils Community (SSCC) is a teacher-led charity that helps young people to become active, democratic citizens. To do that, they implement the Smart School Councils model into schools which means everyone is involved in developing skills and experiencing democracy.

<https://www.smartschoolcouncils.org.uk/about-us/>

Notes

5 Staff development, health and wellbeing

Key question: How are staff supported in relation to their own health and wellbeing and able to support student wellbeing.

Good staff wellbeing is important in supporting pupil emotional health and wellbeing.

Promoting staff health and wellbeing is also an integral principle of the whole school approach to emotional health and wellbeing. Teaching and learning establishments can demonstrate a commitment to staff health and wellbeing in a number of ways. For example, by providing opportunities for assessing the emotional health and wellbeing needs of staff, by providing support to enable staff to reflect on and to take actions to enhance their own wellbeing and by promoting a work-life balance for staff. A good way of driving these changes is through the Workplace Wellbeing Charter National Standards. The standards set out action across a number of areas, including mental health and wellbeing, and provide a roadmap for driving improvements in workplace health. For more information see the Charter website www.wellbeingcharter.org.uk.

It is important for staff to access training to increase their knowledge of emotional wellbeing and to equip them to be able to identify mental health difficulties in their students. This includes being able to refer them to relevant support either within the school or from external services. The report of the Children and Young People's Mental Health and Wellbeing Taskforce recommends that staff working with children and young people in universal settings, including schools, should receive training in children and young people's development and behaviours but should not be expected to replace specialist services.

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

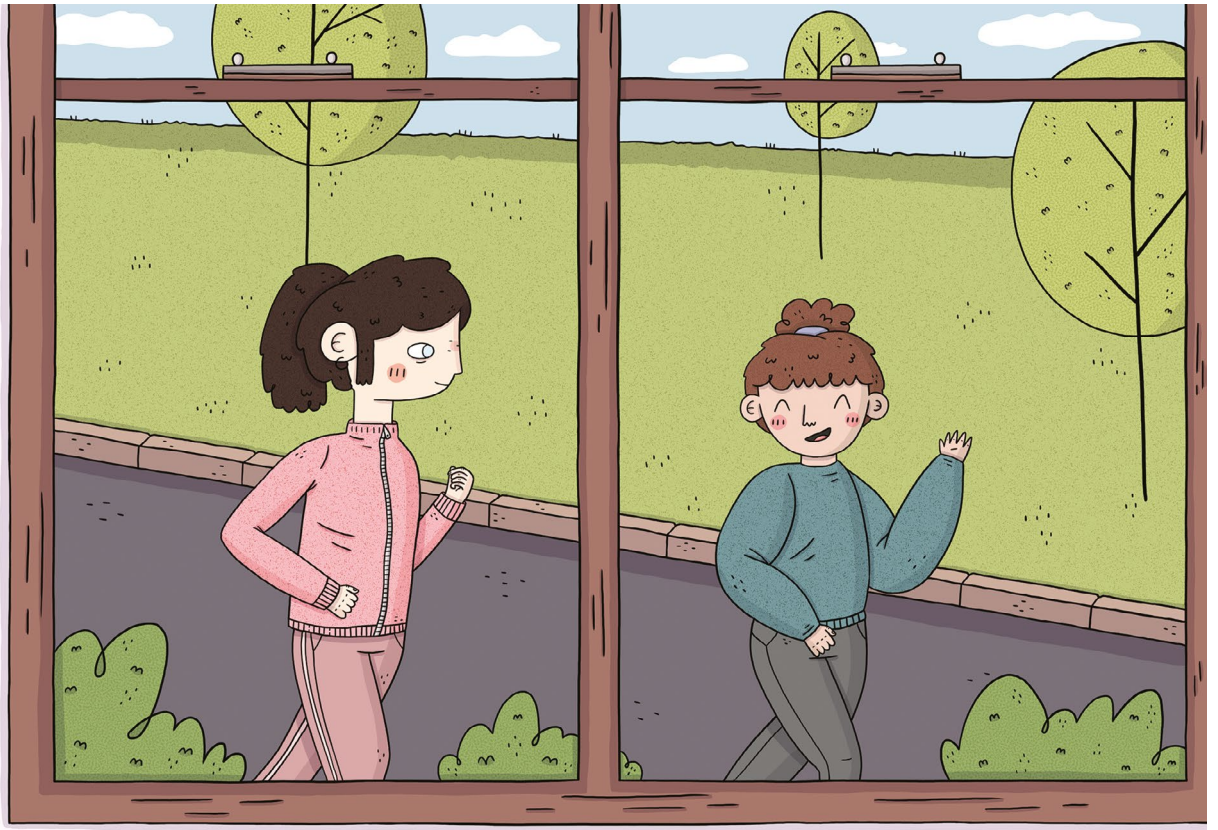
Pennine Care Foundation Trust (PCFT) has produced guidance to help schools to commission safe and effective interventions or services to support children and young people at risk of developing mental health problems. Please see the link below for the full guidance document.

Emotional health and wellbeing services:

Quality assurance framework to support schools (2016)

www.healthyyoungmindspennine.nhs.uk/media/1024/qaframework_191016_fv.pdf

TTER!



Good practice tips

- The workplace charter provides a set of national standards for workplace health (including mental health) www.wellbeingcharter.org.uk
- Opportunities are provided to staff to enhance their own health and wellbeing and by promoting a work-life balance for staff. <https://youngminds.org.uk/resources/tools-and-toolkits/caring-for-the-wellbeing-of-teachers-and-school-staff/#the-causes-of-stress-among-teachers>
- Ensure there is time for staff to access internal or external supervision (e.g. clinical supervision) to enable them to support individual children with emotional or mental health problems.
- Use the staff appraisal system as a way to monitor staff health and wellbeing
- Encourage staff to try out the Five Ways to Wellbeing with an open mind to improve mental wellbeing. <http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx>
- All staff delivering aspects of children and young people's social, emotional and psychological wellbeing are fully trained, confident and competent.
- There is dedicated time in CPD for all teaching staff and practitioners delivering emotional health and mental wellbeing interventions.

Links with the Ofsted inspection framework

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

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

NICE guidance recommends that

primary education providers:

- Offer teachers and practitioners in schools training and support in how to develop children's social, emotional and psychological wellbeing.
- Train and develop teachers and practitioners so that they have the knowledge, understanding and skills to deliver a curriculum that integrates the development of social and emotional skills within all subject areas effectively. The training should include how to manage behaviours and how to build successful relationships.

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

secondary education providers:

- Integrate social and emotional wellbeing within the training and continuing professional development of practitioners and governors involved in secondary education.
- Ensure practitioners have the knowledge, understanding and skills they need to develop young people's social and emotional wellbeing.

Effective examples of staff development, health and wellbeing

Re:mindme initiative

Hitchin Girls School's re:mindme initiative actively encourages staff to think about their own emotional health and wellbeing.

http://www.cypmhc.org.uk/media/common/uploads/HITCHIN_GIRLS.pdf

The Wise Project

Bristol University is undertaking a research project that is looking at the effects of providing school staff with support for their wellbeing through a peer support service, and training in supporting student wellbeing using Youth Mental Health First Aid (MHFA). The project is called Wellbeing in Secondary Education (WISE).

www.bris.ac.uk/social-community-medicine/projects/wise/

The Solihull Approach

The Solihull Approach promotes emotional health and wellbeing in children and families. The model supports practitioners to work with children and families and supports parents and foster carers to understand their child. The Solihull Approach is an evidence based model with a strong theoretical foundation. This approach is currently used in Oldham as part of the Early Years Delivery Model.

The approach if adopted by schools can give school staff a framework to help them work with children and parents and gives them a better understanding of mental health issues and how they can help support their students. The training also gives schools a shared language with the CAMHS workers which helps support integrated working.

<https://solihullapproachparenting.com/quick-guide-to-the-solihull-approach/>

NHS Choices – Live Well provides information on workplace health for both employers and employees. This includes:

- Long term conditions
- Stress
- Back pain
- RSI
- Mental health

www.nhs.uk/Livewell/workplacehealth/Pages/Workplacehome.aspx

6 Identifying need and monitoring impact

Key question: How does the school and college assess the needs of students and the impact of interventions to improve wellbeing?

Schools and colleges 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 has 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 or how their disclosure will be dealt with. Sometimes low level disruptive behaviour can also indicate that there may be an unmet mental health need. 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.

Working with parents to identify children's emotional and mental health needs can provide valuable information; often the 'missing pieces of the jigsaw.' In many cases parents are acutely aware of the difficulties they and their children are experiencing yet do not raise this with schools or refer them for support. 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.

Defining pupil need on a more formal basis can help to inform commissioning decisions at school level, across clusters of schools or at a local authority level. It is equally important to be able to record and monitor the impact of any support that is put in place.

Good practice tips

- Validated tools are used to assess pupil emotional health and mental wellbeing (including identifying those who need extra support) as well as evaluating outcomes of interventions.
- Effective use of data so that changes in pupil patterns of attainment, attendance or behaviour are noted and acted on.
- Ensure that there is an effective pastoral system in place so that at least one member of staff (e.g. form teacher or class teacher) knows each pupil well and can spot changes in individual behaviour patterns and that the root cause can be addressed.
- Schools and colleges should be mindful that some groups of children are more vulnerable to mental health difficulties than others.
(Please see table in curriculum, teaching and learning on page 20).



- All children and young people are signposted to relevant helplines and have access to free information, support and guidance in relation to their emotional health and mental wellbeing development.
- Record, monitor and evaluate the impact of any support that is put in place as per the **Oldham Graduated Response**.
- Develop a school and college provision map to highlight areas of the curriculum or settings where social, emotional health and mental wellbeing interventions are taking place.
- Ensure there is a clear plan (coordinated by the pastoral lead, form teacher or SENCO) on how pupils progress and achievement in emotional health and mental wellbeing is assessed, recorded and reported using the **Oldham Graduated Response**.

Links with the Ofsted inspection framework:

Ofsted inspection framework: key judgement	Links to pupil health and wellbeing
Management and leadership.	When inspecting the quality of leadership and management of, the school, Ofsted inspectors should consider the effectiveness of monitoring and evaluation and the extent to which this information is shared with governors. They should also consider how well the school meets the needs of all vulnerable groups of pupils.
Quality of teaching.	Assessing and responding to the emotional health and wellbeing needs of children and learners, and taking steps to mitigate the impact this has on their capacity to learn could provide supportive evidence in relation to all key judgement areas: the achievement of pupils at the school, the quality of teaching in the school, the behaviour and safety of pupils at the school and the quality of leadership and management of, the school.

NICE guidance recommends that

secondary education providers:

- Systematically measure and assess young people's social and emotional wellbeing and use these outcomes as the basis for planning activities and evaluating their impact.

Examples of validated assessment tools to enable teachers and other support staff to measure the impact of interventions are listed below:

These tools should not be used in isolation but as part of the Oldham Graduated Response and overall holistic assessment

Stirling children's wellbeing scale

The Stirling children's wellbeing scale: this is a holistic, positively worded scale, developed by the Stirling Educational Psychology Service, that is suitable for educational professionals looking to measure emotional and psychological wellbeing in children aged eight to 15 years.

www.liveitwell.org.uk/wp-content/uploads/2015/.../SCWBS-Table-V-0.1-260314.doc

Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)

The Warwick-Edinburgh Mental Wellbeing Scale: this is also a positively worded scale that can be used to measure wellbeing with young people aged 13 and over. It is recommended that it is used with samples of over 100 people. The shorter version, which has seven questions, can be found at:

www2.warwick.ac.uk/fac/med/research/platform/wemwbs/swemwbs_7_item.pdf

A more comprehensive scale and advice on how to calculate a wellbeing score can be found at:

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

The Boxall Profile

Often when interventions are implemented the impact is largely observational and anecdotal but the Boxall profile enables teachers to refine their observations gaining a deeper understanding of a student's difficulties, supporting the planning of further interventions.

www.boxallprofile.org

The Butler Self-Image Profiles (SIP)

The Butler Self-Image Profile is a brief self-report measure that provides a visual display of self-image and self-esteem. The profile taps into the individual's theory of self, looking at how I am and how I would like to be.

www.pearsonclinical.co.uk/Sitedownloads/Informationpacks/Health-and-Wellbeing-in-Education-Pack.pdf

Strengths and Difficulties Questionnaire (SDQ)

The Strengths and Difficulties Questionnaire (SDQ) is a brief child mental health questionnaire for children and adolescents ages two to 17 years old, developed by the UK child psychiatrist Robert N Goodman. Due to copyright laws it is not possible to include electronic copies in this toolkit but schools and individuals may use paper copies accessible from the SDQ website <http://www.sdqinfo.com>

The SDQ asks about 25 different attributes relating to:

- Emotional symptoms
- Conduct symptoms
- Hyperactivity/inattention
- Peer relationship problems
- Prosocial behaviour

The same 25 items are included in questionnaires for completion by parents or teachers.

The Children and Young People's Mental Health Coalition has provided examples of how schools are actively working to measure the impact of emotional health and mental wellbeing interventions on their students:

Epson Down's Primary School

Langley Primary School

Smithy Bridge Primary School

Framwellgate School

www.cypmhc.org.uk/schools

The Anna Freud National Centre for Children and Families

The Anna Freud National Centre for Children and Families has designed a mental health toolkit which supports schools and colleges by providing information about the range of validated tools that are available to help measure subjective mental wellbeing amongst the student population.

These tools focus on subjective measures of positive wellbeing, for example asking a child or young person about what they are feeling. They can be complemented by other objective measures, such as attendance and attainment, which are collected routinely in schools, helping education professionals to identify the mental wellbeing needs of students and determine how best to address these.

www.corc.uk.net/information-hub/mental-health-and-wellbeing-toolkit-for-schools

Notes

7 Working with parents/carers

Key question: How does the school and college work in partnership with parents and carers to promote emotional health and wellbeing?

The family plays a key role in influencing children and young people's emotional health and wellbeing. There is strong evidence that well implemented universal and targeted interventions supporting parenting and family life have the potential to yield social as well as economic benefits.

Good practice tips

- Provide parents and carers with regular opportunities to give their views on emotional health and mental health provision.
- Ensure parental/carer participation and training is part of a whole school programme.
- Provide information for all parents/carers on the need to provide an effective emotional health and mental wellbeing programme and the resources used.
- Ensure parents or carers and other family members are supported to enable them to participate in activities to promote social and emotional wellbeing. Some parents or carers may need additional support, for example by offering a range of times for the sessions or providing help with transport and childcare. This might involve liaison with family support agencies.
- Parents or carers are aware of the school's emotional health and mental wellbeing policy and how school will deal with sensitive issues and specific questions from pupils.

Links with the Ofsted inspection framework:

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

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

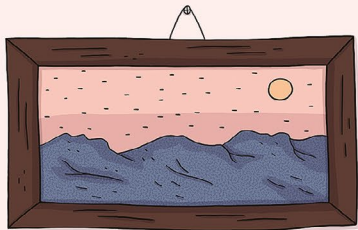
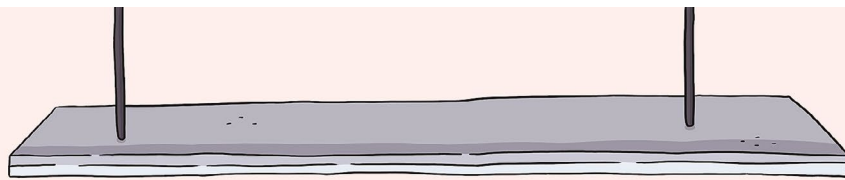
Examples of working with parents and carers

The Children and Young People's Mental Health Coalition has provided examples of how schools are actively working with parents and carers, as well as information on the importance of parenting programmes and evidence based interventions in schools.

Samuel Rhodes Primary School

Kings Hedges Primary School

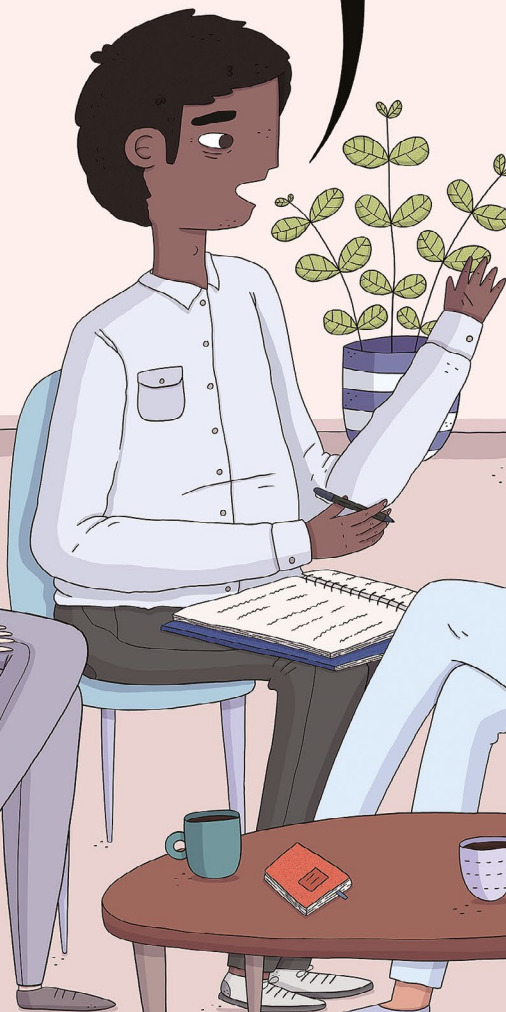
www.cypmhc.org.uk/schools



WE JUST WANT
TO MAKE SURE
HE'S OK...



LET'S WORK
TOGETHER.



8 Coordinated support

Key question: How does the school and college ensure timely and effective identification of pupils who would benefit from coordinated support and ensure an appropriate response takes place?

Some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to Child Adolescent Mental Health Services (CAMHS) those living with parents/carers with a mental illness and those living in households experiencing domestic violence. Delays in identifying and meeting emotional health and mental wellbeing needs can have far reaching effects on all aspects of children and young people's lives, including their chances of reaching their potential and leading happy and healthy lives as adults (see table in curriculum, teaching and learning).

There are a number of things schools and colleges can do for those children showing early signs social, emotional and mental health problems as well as those children exposed to several risks. The Oldham Graduated Response uses the principles of universal, selected and targeted support as described below:

- 1 Universal support refers to whole school approaches to promoting emotional health and wellbeing supporting individuals. Typically, this is support embedded within every classroom and intrinsic to the wider school/college ethos and environment. The aim is to develop all students' social, emotional and behavioural competencies and focuses on primary prevention, including classroom-based approaches (e.g. PSHE, SEAL and Circle Time), changes to the school environment as a whole (safe/talking spaces, displays) and whole school activities (assemblies, focus weeks). Staff modelling is part of this and universal support might also involve more formal wellbeing or resilience building programmes for children who are showing mild or transient signs of difficulty, sometimes reaching beyond the school to include the family and community. According to the health promotion model and the evidence base, the greatest amount of time and resources should be spent on these universal approaches.
- 2 Selected support is for students identified as being at risk of developing emotional or behavioural difficulties. Here school support for some pupils is embedded in a whole school approach and focuses on identifying the small number of young people who are at risk of developing unhealthy patterns of behaviour or those who are already showing early behavioural signs of mental health difficulties. A school support team/ pastoral team may be established in schools to support the needs of all children in school but with particular regard to the needs of this small group of children. This is usually made of group approaches and some 1:1 opportunities with pastoral staff and keyworkers that sometimes reach out to families to help prevent the onset of behaviour or emotional problems. They do not necessarily require direct involvement of an external professional to deliver them but a practitioner (e.g. school health nurse, mental health nurse, educational psychologist) may be able to add value or another dimension to the programme e.g. skills building, supervision and consultation and evaluation.



- 3 Targeted interventions also build on a whole school approach and have a particular focus on putting interventions in place for children with more complex and enduring emotional or mental health needs. These children, relatively few in number, are likely to require the involvement of external agencies that support and complement the work of the school. The staff member coordinating the plan for a child may need the support of other staff members and external agency support. Support for children at this level will generally be more intensive and individualised. These require an appropriately qualified professional to deliver them (e.g. evidence based therapeutic interventions).

Good practice guidance is available from the Department of Education which focuses on the role of schools in providing targeted support and specialist provision for pupils with particular mental health and wellbeing needs:

Department for Education (2014a) Mental health and behaviour in schools: Departmental advice for school staff. London: Department for Education.

Department for Education and Department of Health (2015) Promoting the health and wellbeing of looked-after children: statutory guidance for local authorities, clinical commissioning groups and NHS England. London: Department for Education and Department of Health.

Department for Education (2015) Counselling in schools: a blueprint for the future: departmental advice for school staff and counsellors. London: Department for Education.

Department for Education (2014) Supporting pupils at school with medical conditions: statutory guidance for governing bodies of maintained schools and proprietors of academies in England. London: Department for Education.

Good practice tips

- Ensure all children and young people can be sign posted to relevant help lines / websites and have access to free information and self-help resources in relation to emotional health and mental wellbeing.
- Pupils should be able to understand the pastoral and self-referral arrangements within the educational setting.
- Where pupils experience difficulties, use the Graduated Response and provide more intense work with clear plans, evaluations, information or referral to specialist service.
- The school/college provides targeted and intense work on social and emotional skills development for pupils identified as having difficulties, including one to one support and group work.
- Use specialist staff to initiate innovative and specialist programmes to ensure they are implemented authentically, transferring responsibilities to mainstream staff whenever possible, to ensure longer term sustainability and integration
- Individual health care plans are available to support children and young people with medical needs. Guidance is available at:

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3;

If medication is recommended by mental health professionals, school and

college staff should be aware of any medication that they are taking and comply with their statutory duty in caring for pupils with medical needs.

Links with the Ofsted inspection framework

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

NICE guidance recommends that

primary education providers:

- Provide a range of interventions that have been proven to be effective, according to the child's needs.
- Provide specific help for those children most at risk (or already showing signs) of social, emotional and behavioural problems.
- Identify and assess, in line with early help assessments, children who are showing early signs of anxiety, emotional distress or behavioural problems.
- Schools or colleges and local authority children's services should work closely with child and adolescent mental health and other services to develop and agree local protocols. These should support a 'stepped care' approach to preventing and managing mental health problems (as defined in NICE clinical guideline 28 on depression in children and young people). The protocols should cover assessment, referral and a definition of the role of schools and other agencies in delivering different interventions, taking into account local capacity and service configuration.
- Discuss options for tackling these problems with the child and their parents or carers. Agree an action plan as the first stage of a 'stepped care' approach.

secondary education providers:

- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality.
- Ensure young people have access to pastoral care and support, as well as specialist services, including child and adolescent mental health services, so that emotional, social and behavioural problems can be dealt with as soon as they occur.

Effective examples of coordinated support in schools

Case study - Hardenhuish School (Secondary)

Hardenhuish School has recruited non-teaching staff, known as pastoral managers, to support pupils with mental health needs prior to, during and after CAMHS's involvement. They are a central contact point for parents, pupils and teachers. The pastoral managers support pupils in a number of ways depending upon the individual. This can include providing daily support, liaising between the pupil and teachers and offering a morning check-in to discuss possible trigger points during the day. Pastoral managers are specifically trained to deal with mental health issues and have the

opportunity to attend mental health cluster group networking meetings. The school also provides a fully qualified counsellor for two days each week to speak with pupils with identified needs and difficulties.

Pupils and young people, who can sometimes feel vulnerable and are in need of a base that feels safe and secure at all unstructured times such as before school, break and lunch times and after school are invited to come to the 'House' where there are always learning support staff on duty. This provision is part of the school's enhanced learning provision. During these times pupils and young people are able to talk through their day or to discuss any issues that may be worrying them.

Useful Websites:

TaMHs

Targeted Mental Health in Schools (TaMHs) was a national project supported by the former government Department for Children, Schools and Families and the National CAMHS Support Service. It was a three year project established in 2008. The learning and resources have been made available on what works:

www.chimat.org.uk/camhs/tamhs/toolkits

The Wellbeing Toolkit – The Nurture Group Network

The Wellbeing Toolkit (through the Nurture Group Network) provides 20 training sessions you can deliver in house to put into a place a whole school approach to emotional wellbeing and mental health within the educational establishment. This includes therapeutic tools to foster social, emotional development in children and young people.

www.nurturegroups.org/news/wellbeing-toolkit-0

National Children's Bureau

The National Children's Bureau has produced guidance for schools and services on 'what works' in promoting emotional wellbeing and mental health in schools. The guidance has been developed by the country's leading academic in this field, Professor Katherine Weare and offers an evidence-informed, straight forward and practical framework to help services and schools improve outcomes for children and young people.

www.cumbria.gov.uk/eLibrary/Content/Internet/537/6381/42179102926.pdf

Schools in Mind network

Schools in Mind is a network for school staff and allied professionals. It aims to provide a trusted source of up-to-date and accessible information and resources that teachers and school leaders can utilise to support the mental health and wellbeing of their whole school community.

www.annafreud.org/services-schools/schools-in-mind/

AcSEED Award

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

www.acseed.org

Youth Wellbeing Directory

The Youth Wellbeing Directory helps service users and funders find high-quality services to improve the emotional wellbeing and/or mental health of children and young people directly, or by supporting their families and care givers. The directory enables users to search for services in their area and to have the reassurance that the services being promoted adhere to quality standards.

www.youthwellbeing.co.uk

Directory

Organisations and services for children, young people and their families in Oldham

*Before considering signposting or onward referral it is important you have followed the **Oldham Graduated Response**

Coping with significant life events

Sexual assault

St Mary's 0161 276 6515 www.stmaryscentre.org/

Female genital mutilation

AFRUCA 0161 205 9274 www.afruca.org/

Families of offenders

i-HOP: 0808 802 2013 www.i-hop.org.uk/

Domestic violence

Refer to Early Help Offer who will identify appropriate service including IDVA, Early Help Offer, Greater Families Together

Early Help: 0161 770 6672

www.apps1.oldham.gov.uk/EarlyHelpReferral/EHR00Referral.aspx

Parental separation

Relate: 0845 165 1830 www.relate.org.uk

KOOTH.com: www.kooth.com

Consider referral to:

Mind: 0161 330 9223 www.togmind.org/

Off the Record: 0161 355 3553 www.otr-tameside.org

Parental ill health

KOOTH.com: www.kooth.com

Consider referral to:

Mind: 0161 330 9223 www.togmind.org/

Off the Record: 0161 355 3553 www.otr-tameside.org/

Anger management

1 Discuss with school, if school or Mind are already running a group refer to this.

2 If no resources in school consider referral to Mind.

Mind: 0161 330 9223 www.togmind.org

3 If it is felt a family based approach is required refer to Early Help Offer

Early Help: 0161 770 6672

www.apps1.oldham.gov.uk/EarlyHelpReferral/EHR00Referral.aspx

Anxiety

1 After discussion with child/young person/parent/carer, if felt to be low level minimal impact on daily functioning, speak to SENCO or school health adviser for low level interventions.

2 Refer to Mind if step one not successful.

Mind: 0161 330 9223 www.togmind.org

3 If there is no improvement consider consultation or referral to Healthy Young Minds: 0161 716 2020 www.withinmind.nhs.uk/

Attention deficit hyperactivity disorder (ADHD)

1 In first instance consider referral to Early Help Offer for parenting advice. Early Help :0161 770 6672

www.apps1.oldham.gov.uk/EarlyHelpReferral/EHR00Referral.aspx

2 School to identify that symptoms of inattentiveness, impulsiveness and restlessness are evidenced at home and at school and discuss with SENCO. Identify if Jigsaw/QEST/Educational Psychology is appropriate in the first instance.

Jigsaw (term time only): 0161 770 4485 claire.taylor@oldham.gov.uk

QEST Educational Psychology: 0161 770 3110 acns@oldham.gov.uk

3 Referral to Community Paediatrics or Healthy Young Minds. Both teams meet regularly to discuss all referrals concerning ADHD.

Healthy Young Minds: 0161 716 2020 www.withuinmind.nhs.uk/

Community Paediatrics: 0161 622 6631

4 For children or young people already having a diagnosis support can be accessed by POINT or consultation with Healthy Young Minds.

POINT: 0161 667 2054 www.pointoldham.co.uk

Autistic Spectrum Disorder (ASD)

1 School to identify symptoms including social communication, routines or obsessive behaviour, and rigidity are present in home and school environment.

2 Discuss with SENCO and identify if Educational Psychology /QEST/ Jigsaw is appropriate in the first instance.

Jigsaw (term time only): 0161 770 4485 claire.taylor@oldham.gov.uk

QEST/ Educational Psychology: 0161 770 3110 acns@oldham.gov.uk

3 Refer to Community Paediatrics or Healthy Young Minds. Both teams meet regularly to discuss all referrals concerning ASD.

Healthy Young Minds: 0161 716 2020 www.withuinmind.nhs.uk

Community Paediatrics: 0161 622 6631

4 For children or young people who already have a diagnosis of ASD, support can be accessed through:

POINT 0161 667 2054 <http://pointoldham.co.uk>

National Autistic Society 0800 800 4104 www.autism.org.uk

Healthy Young Minds: 0161 716 2020

www.withuinmind.nhs.uk/

Behavioural issues

Primary schools

1 Discuss with SENCO or school health advisor.

2 Consider Jigsaw self assessment tool and follow advice or implement strategies.

3 If no improvement liaise with Educational Psychology /QEST/ Jigsaw

Jigsaw (term time only): 0161 770 4485 claire.taylor@oldham.gov.uk

QEST/ Educational Psychology: 0161 770 3110 acns@oldham.gov.uk

4 Consider referral to Mind, Off the Record, Early Help Offer or learning mentor.

Mind: 0161 330 9223 www.togmind.org

Off the Record: 0161 355 3553 www.otr-tameside.org/

Early Help: 0161 770 6672

<https://apps1.oldham.gov.uk/EarlyHelpReferral/EHR00Referral.aspx>

5 Telephone consultation with Healthy Young Minds: 0161 627 8080
www.withuinmind.nhs.uk/

Bereavement

Allow the child or young person time to grieve. Sadness, anger, tearfulness are all natural signs of 'normal' grieving process. Grieving is individual to each person; it can be varied and age dependent.

1. Information can be accessed via:

Mind: 0161 330 9223 www.togmind.org/

Winston's Wish: 084203 0405 www.winstonswish.org.uk/

2 If concerns continue referral can be made to the Bereavement Support Service on 0161 627 8207.

Drug and alcohol

1. Oasis 0161 621 9676 www.positive-steps.org.uk/index.php/oasis

2 Consider referral to Social Care dependent on risk, severity and concerns: 0161 770 3730

Encopresis and enuresis

1 Discuss with school health advisor.

2 Advise family to see GP.

Parenting Difficulties

Refer to Early Help Offer: 0161 770 6672

www.apps1.oldham.gov.uk/EarlyHelpReferral/EHR00Referral.aspx

Self-esteem

1 Refer to any group or individual work available within school or pastoral team.

2 Refer to Mind: 0161 330 9223 www.togmind.org/

Bullying

1 Follow school policy and address the bullying.

2 Offer school support via pastoral team or a web based support www.kooth.com/

3 Refer to Mind or Off the Record.

Mind: 0161 330 9223 www.togmind.org/

Off the Record: 0161 355 3553 www.otr-tameside.org/

Eating difficulties

Discuss with child or young person and parent or carer to gain a greater understanding.

1 Depending on outcome, if concerns are physical or emotional then the school health advisor to complete a full health assessment. If concerns are social or neglect follow safeguarding policy.

2 Refer to GP and/or community dietician.

3 Consult with or refer to Healthy Young Minds: 0161 716 2020
www.withuinmind.nhs.uk

Serious Mental Health Disorders

1 Consultation with Healthy Young Minds: 0161 716 2020
www.withuinmind.nhs.uk

2 If there are immediate concerns or risk, advise to attend local accident and emergency department and follow up with a telephone call to Healthy Young Minds: 0161 716 2020

Self harm

- 1 Follow school policy and consider level of risk. Give National Self Harm Network www.nshn.co.uk/ for support.
- 2 Consultation with Healthy Young Minds to discuss referral to Mind self-help group and/or refer to Healthy Young Minds: 0161 716 2020
www.withuinmind.nhs.uk/
- 3 If high risk, please direct to accident and emergency department.

Low mood

- 1 Discuss with school health advisor or learning mentor or pastoral team to do self-help work including increasing activity, diet advice, sleep hygiene and relaxation.
- 2 Referral to Mind or Off the Record.
Mind: 0161 330 9223 www.togmind.org/
Off the Record: 0161 355 3553 www.otr-tameside.org
- 3 Consultation or referral to Healthy Young Minds: 0161 716 2020
www.withuinmind.nhs.uk

Before a referral to services, discuss with child/young person/parent/carer any professional already involved to consider

Length of problem

Impact on daily functioning

Are there any safeguarding or risk issues

If in doubt, please contact the duty worker at Healthy Young Minds on 0161 716 2020.

If serious concerns or risk, please use accident and emergency department.

Available Resources for Schools and Colleges

Training in emotional wellbeing and mental health

These national organisations provide training around children and young people's emotional wellbeing and mental health, as well as other resources that you may find helpful.

MindEd - www.minded.org.uk

MindEd 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. The learning material were written and edited by leading experts from the UK and around the world. Once you sign up to MindEd, a Learning Path, based on the role you choose in your profile, will be recommended to you. There is even a default Learning Path, so that everyone who signs in has somewhere to start.

ADDISS – National Attention Deficit Disorder Information and Advice Service - www.addiss.co.uk/

This organisation provides training for schools on ADHD management and information and advice about ADHD. They produced 'School Report: Perspectives on ADHD', which illustrates what it is like to be a child with ADHD in the school system - www.addiss.co.uk/schoolreport.pdf

Alumina - alumina.selfharm.co.uk/ is an online course for young people aged 14 to 19 years, which was first set-up by selfharm.co.uk – selfharm.co.uk/ home They provide group and individual courses for young people.

How to Thrive – www.howtothrive.org

How to Thrive provide training for teachers who want to teach the UK Penn Resilience Programme (PRP). More information about the PRP is in the Promoting Emotional Wellbeing Through the Curriculum section. How to Thrive provide a 5 day programme that provides the skills and knowledge required to teach the PRP curriculum to children and young people. Participants develop their own personal resilience and then apply this insight to teaching the curriculum to young people. The PRP is a licenced model, and only those who have received training through an accredited body such as How to Thrive, can legitimately teach the PRP curriculum.

In Our Hands - www.inourhands.com

In Our Hands provide training on a wide range of emotional wellbeing and mental health issues, from promoting positive mental health, to sessions on eating disorders, and self-harm. They aim to ensure that their advice, guidance and any support provided is completely practical and relevant to the school environment by working with school staff whenever developing new materials. They also provide workshops for both young people, and parents. The In our Hands website includes some free resources, which can be delivered to young people, teachers and parents.

Mindfulness in Schools Project <https://mindfulnessinschools.org/>

The Mindful in Schools Project has developed a range of courses which can be used with different age groups.

Making Sense of Mental Health E-Learning Resource

www.nassschools.org.uk

National Association of Independent and Non-Maintained Special Schools (NASS) is a membership organisation working with and for special schools in the voluntary and private sectors within the UK. 'Making Sense of Mental Health' is an e-learning resource for staff working in schools with children and young people who have complex SEN. The e-learning training aims to increase staff knowledge about mental health and how this relates to children with disabilities - www.nassschools.org.uk/making_sense_of_mental_health.aspx

Place2Be - www.place2be.org.uk

As well as providing counselling services for children and support for teachers and parents, Place2Be provides continuous professional development training sessions that address themes related to children's emotional wellbeing in schools, such as safeguarding, attachment, understanding risks and resilience etc. The sessions help reduce teacher and staff stress by providing practical approaches that help them deliver effective support. They also provide a range of professional qualifications around counselling in schools.

YoungMinds – www.youngminds.org.uk

Young Minds provide a range of support to schools, including training. They provide a varied training calendar, bespoke training for schools or colleges and consultancy.

Organisations that work with schools to provide emotional wellbeing support

The AcSeed Initiative - www.acseed.org

The AcSeed Initiative encourages all UK schools to achieve and maintain an acceptable threshold of support, and to align on good practices that provide a common language and understanding between schools, parents, young people, and associated organisations and charities. AcSEED Initiative was founded by young people with direct personal experience of mental illness at a young age, and is entirely dedicated to supporting the emotional wellbeing and mental health of young people in schools

Achievement for All (AfA) - www.afa3as.org.uk

The AfA programme delivers a whole school improvement framework that raises the aspirations, access and achievement of vulnerable and disadvantaged pupils, including those with special educational needs and disabilities, EAL, looked-after children and children on free school meals. The programme has 4 elements: Leadership, Teaching and Learning, Parental Engagement, and Wider Outcomes. You can read about how this programme has been used in both primary and secondary schools www.afa3as.org.uk/achievement-for-all/achievement-for-all-3as/case-studies

ADDISS – National Attention Deficit Disorder Information and Advice Service - www.addiss.co.uk

This organisation provides training for schools on ADHD management and information and advice about ADHD. They produced 'School Report: Perspectives on ADHD', which illustrates what it is like to be a child with ADHD in the school system - www.addiss.co.uk/schoolreport.pdf

BeatBullying - www.beatbullying.org

Beat Bullying provide mentor training for up to 30 students in schools and youth organisations across the UK. It helps keep young people aged 11-17 to develop strategies which keep themselves and other young people safe, both on and offline - www.beatbullying.org/gb/information-for-adults/teachers-professionals

Boing Boing - Resilience Therapy and the Resilience Framework www.boingboing.org.uk

Boing Boing has developed a number of useful products to help develop resilience. They have produced an evidence based Resilience Framework which is for parents, practitioners and young people to use. They can use this to help them think about how they can build resilience in children and young people. Their website contains lots of useful information and there is a useful video which explains resilience therapy - www.boingboing.org.uk/index.php/resilience-in-practice

Childline School Service - www.nspcc.org.uk/help-and-advice/for-schools/schools-service/our-schools-service_wda73313.html

As well as Childline's free helpline for children and young people – 0800 1111, there is a service that uses specially trained volunteers to talk to primary school children about abuse. The aim is to give them the skills to protect themselves and know where to go for help.

Family Links - www.familylinks.org.uk

Family Links offers a range of Transforming Learning workshops for schools and trainee teachers to create a school community in which children aspire,

flourish and achieve. It also offer training in a parallel programme for parents, providing a consistent positive approach at home and at school. You can read about how they have helped schools by following this link - www.familylinks.org.uk/shop/Schools-shop

Humanutopia - www.humanutopia.com

Humanutopia is a social enterprise group who work with schools and run a range of inspirational workshops and courses for students that focus on personal, social development and employability skills. These workshops can help to build confidence, leadership skills, peer mentoring skills and help students overcome barriers to engage in their own education.

The Nurture Group Network - www.nurturegroups.org

The Nurture Group Network 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) and to ensure the continuing quality of their delivery through accredited training programmes, research on effective practice, relevant publications and information exchange.

Mentoring and Befriending Foundation - www.mandbf.org

The Mentoring and Befriending Foundation provides services which aim to increase the effectiveness and quality of mentoring and befriending as methods of enabling individuals to transform their lives and/or reach their full potential. They have produced guidance and quality standards to help schools implement peer mentoring support for students.

Place2Be - www.place2be.org.uk

Place2Be provides one-to-one counselling, and group work with children and young people.

YoungMinds in Schools

www.youngminds.org.uk/training_services/young_minds_in_schools

The YoungMinds in Schools programme was funded by the Department for Education and piloted a programme of consultancy and training to four cluster schools in England. This section of the Young Minds website provides a library of resources that would be very useful for schools. The school in the programme implemented a range of projects and interventions to help improve emotional wellbeing and includes Zumba, mindfulness, counselling, and therapeutic story writing.

Measuring mental health and emotional health and wellbeing

The School Health and Education Unit (SHEU)

You can buy in the services of an organisation to help you measure emotional wellbeing. The School Health and Education Unit (SHEU) has been conducting surveys relevant to schools for many years and helps to get feedback from students, parents and schools. Schools can buy off the shelf surveys, but they can also be customised to meet particular needs. Many of these surveys have been commissioned by public health departments, and local authorities, giving opportunity to buy in to an area wide survey.

www.sheu.org.uk/surveys/pupil-surveys.htm

The Children's Society

The Children's Society has produced a way of measuring subjective wellbeing – what children and young people think about their own wellbeing. Its measure is called the Good Childhood Index - www.childrenssociety.org.uk/what-we-do/research/wellbeing/background-programme/good-childhood-index. They have produced national reports about subjective wellbeing - www.childrenssociety.org.uk/what-we-do/research/wellbeing-1

They are currently piloting an index with schools and local authorities. Schools interested in becoming part of this pilot should contact: wellbeing@childrenssociety.org.uk

There are also a few international surveys of children's wellbeing that may be useful and are included here for information.

Health behaviour in school aged children (HBSC) - www.hbsc.org

This cross-national study aims to gain insight into young people's wellbeing, health behaviours and their social context. It is a research collaboration with the World Health Organisation (WHO) Regional Office for Europe and is conducted every four years in 43 countries, including England, Scotland and Wales, and regions across Europe and North America. However reports can be downloaded which provide data about wellbeing at a national level, but data about individual schools or local areas is not easily accessible.

The United Nations Children's Fund (UNICEF)

UNICEF measure objective wellbeing in children and young people in 29 of the world's most advanced economies. It is this study which recently ranked the wellbeing of UK's children and young people as being 16th out of the 29 countries. The difference between this survey and many of the others listed here is that it uses existing data such as how many children are living in poverty, quality of housing and so on, rather than asking children directly about how they feel about certain things relevant to their lives. The latest UNICEF report can be found at www.unicef-irc.org/publications/pdf/rc11_eng.pdf

Useful resources for schools about emotional wellbeing and mental health classroom materials

Beat Bullying

Beat Bullying provides materials for teachers- www.beatbullying.org/gb/resources/teachers-professionals/intro/

Catcher Media

Catcher Media has worked with Walsall Council and other local organisations to produce a film and Teaching Resource Pack called 'Notes to Self'. This film can be used in lessons to help students get a better understanding of mental health issues and why they should seek help. There is a cost for the film and teaching pack, but the trailer is freely available online - www.easysre.net/get-resources/notes-to-self

Childhood Bereavement Network

The Childhood Bereavement Network has produced some resources to help schools deal with a bereavement within the school - www.childhoodbereavementnetwork.org.uk

Feeling good: promoting children's mental health

These activity sheets from the Centre for Mental Health, are aimed at children aged four to seven

www.centreformentalhealth.org.uk/publications/feeling_good.aspx?ID=510

Learning to ride elephants

Provide teaching in happiness and wellbeing in schools, by Ian Morris from Wellington College.

www.bloomsbury.com/uk/teaching-happiness-and-wellbeing-in-schools-9780826443038/

Make time to change -

www.maketimetochange.co.uk/downloadable_resources.html

Time to change includes an educational resource for secondary age students, from Time to Change, the national campaign to reduce stigma - www.time-to-change.org.uk/youngpeople

Ofsted good practice films on bullying.

Ofsted provides some useful short videos that help to illustrate what a primary school and a secondary school have done to reduce bullying.

www.ofsted.gov.uk/resources/good-practice-film-hillcrest-school-and-community-college-bullying

On Edge: Learning about self-harm

On Edge is a resource pack for teachers and other professionals working with young people. It includes lesson plans and a film to use in the classroom. It was developed by NHS Greater Glasgow and Clyde, so there is a Scottish context to the pack, but it is relevant for English students.

www.seemescotland.org/getinvolved/590-on-edge-learning-about-self-harm

The Samaritans

The Samaritans can support schools in three ways. They can give talks, they provide a teaching resource around emotional health called DEAL, and they have a suicide response service to support schools following a suicide

www.samaritans.org/your-community/supporting-schools

BEAT (Beating Eating Disorders)

School packs from BEAT (Beating Eating Disorders) - www.b-eat.co.uk/about-beat/shop/school-packs/

Stop Stigma

Stop Stigma was produced for Cornish schools, but is a useful classroom based resource for any secondary school. It aims to help address mental health stigma and raise awareness about mental health.

www.cornwallhealthyschools.org/stop-stigma/

What's on Your Mind?

A resource pack for teachers to help them introduce the subject of emotional wellbeing and mental health to their students. The pack includes a video and useful activities with downloadable lesson plans. It is produced by the Scottish anti-stigma programme 'See Me', but is relevant to English students as well

www.seemescotland.org/whatsonyourmind/teachers

Useful information

Centre for Mental Health

Briefing for schools on childhood behavioural problems:

www.centreformentalhealth.org.uk/pdfs/parenting_briefing_schools.pdf

Better Outcomes, New Delivery (BOND)

were a consortium of organisations funded by the DfE to increase the ability of the voluntary and community sectors to respond to the needs of schools, local authorities and the NHS to deliver early intervention services

www.youngminds.org.uk/training_services/bond_voluntary_sector

Children and Young People's Mental Health Coalition - www.cypmhc.org.uk

The Children and Young People's Mental Health Coalition has a guidance document for schools called Resilience and Results. This document helps schools understand why it is important to promote emotional wellbeing within the school, and gives some tips on how to do this

www.cypmhc.org.uk/resources/resilience_results/

ChiMat School Health Hub - www.chimat.org.uk/schoolhealth

ChiMat provides access to resources relating to the commissioning and delivery of health services for school children and young people and its associated good practice, including the new service offer for school nursing.

Good practice guidance for counselling in schools - fourth edition from the British Association for Counselling and Psychotherapy (BACP)

www.bacp.co.uk/media/index.

Other resources from the BACP on school based counselling www.bacp.co.uk/research/publications/School_Counselling.php

Peer mentoring in schools

www.mandbf.org/wp-content/uploads/2011/02/Peer_Mentoring_in_Schools.pdf

PSHE Association - www.pshe-association.org.uk/

PSHE Association helps support PSHE practitioners across all phases to raise the quality of PSHE teaching and raise its status in the curriculum.

Reach Out North East Newsletters -

www.mhne.org.uk/our-work/young-people-and-mh/mhne-s-steering-group

This newsletter about mental health is written by young people for young people.

School Based Counselling – What it is and Why we Need it – is a short paper from the British Association for Counselling and Psychotherapy

www.bacp.co.uk/admin/structure/files/pdf/11791_sbc_may2013.pdf

Promising or evidence based programmes

It is important to remember that evidence based programmes will only produce the desired outcomes if they are implemented properly.

Circle time - www.circle-time.co.uk/page/our-approach/quality-circle-time-1

Circle time is an approach used in classroom with a group to children, and can help develop social and emotional skills

Classroom Dinosaur Curriculum

www.incredibleyears.com/programs/child/classroom-curriculum/

Friends for Life

A Friend for Life is a cognitive behavioural (CBT) intervention designed to help children with significant emotional problems - anxiety, depression, self-esteem. On the official Friends for Life website you can buy materials and find out how it has been implemented.

www.friendsinfo.net

The PATHS Curriculum

The PATHS Curriculum is a comprehensive programme from the USA that promotes emotional and social competencies, reducing aggression and behaviour problems in preschool and primary age children

www.prevention.psu.edu/projects/PATHSCurriculum.html

Roots of Empathy - www.rootsofempathy.org/en

Offers empathy-based programming for children. It was originally from Canada, but is now being used in the UK. Watch a video about how it is being used in schools.

www.tes.co.uk/teaching-resource/Teachers-TV-Babies-in-School-6044451/

Therapeutic Story Writing from Young Minds –

This intervention helps support students' emotional wellbeing, but it also improves their writing skills.

www.vimeo.com/40733400

UK Resilience Programme/Penn Resilience Programme - How To Thrive

www.howtothrive.org/

How to thrive provides leading-edge expertise in the skills that allow children and young people to thrive and flourish.

Zippy's Friends - www.partnershipforchildren.org.uk/zippy-s-friends.html

This is a programme that helps young children aged five, six and seven to develop coping and social skills.

Resources aimed at promoting emotional wellbeing in children and young people with learning disabilities, physical disabilities and chronic illness

Children and Young People with Learning Disabilities: Understanding their Mental Health. Resource created by Mental Health Foundation as part of the BOND

www.mentalhealth.org.uk/content/assets/PDF/publications/children-and-young-people.pdf?view=Standard

Making Sense of Mental Health E-Learning Resource - National Association of Independent and Non-Maintained Special Schools' (NASS)

This is a membership organisation working with and for special schools in the voluntary and private sectors within the UK. 'Making Sense of Mental Health' is an e-learning resource for staff working in schools with children and young people who have complex SEN. The e-learning training aims to increase staff knowledge about mental health and how this relates to children with disabilities.

www.nassschools.org.uk/making_sense_of_mental_health.aspx

FRIENDS for Life: Learning Disabilities. FRIENDS for Life is a group programme that teaches children and young people techniques to cope with anxiety and promote wellbeing, social and emotional skills and resilience. The FRIENDS for Life – Learning Disabilities development project was adapted from the internationally recognised “FRIENDS for Life” programme to be accessible for children and young people with learning disabilities www.learningdisabilities.org.uk/our-work/health-wellbeing/friends-for-life

Feeling Down: Looking After My Mental Health.

This is an easy read guide for people with learning disabilities, from the Foundation for People with Learning Disabilities. This pack provides information and advice on how to look after yourself and get the best out of life

www.learningdisabilities.org.uk/publications/feeling-down-looking-after-my-mental-health/

Intellectual Disability Mental Health First Aid Manual.

This document provides guidance on how to support people with a learning disability who are experiencing difficulties associated with emerging mental health problems, including mental health crises. It is an Australian document, but much of the information is still relevant to the UK.

www.nassschools.org.uk/%20NASS/

National Autistic Society's www.autism.org.uk

The society provide lots of information about autism.

Circle of Friends - www.autism.org.uk/working-with/education/educational-professionals-in-schools/resources-for-teachers/circle-of-friends-promoting-inclusion-and-interaction.aspx

This approach aims to help children, especially those with a disability to build a support network.

I Can - www.ican.org.uk

The children's communication charity, produce factsheets, about speech, language and communication difficulties, and a helpline for parents and practitioners who are concerned about a child.

Schools in Mind Network

Schools in Mind is a network for school staff and allied professionals. It aims to provide a trusted source of up-to-date and accessible information and resources that teachers and school leaders can utilise to support the mental health and wellbeing of their whole school community.

www.annafreud.org/services-schools/schools-in-mind/

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