



Together We Thrive

Ethelbert Road Primary School

Mental Health and Wellbeing Policy and Procedures

Written: January 2020 by Mental Health and Wellbeing Manager (Amended
January 2023)

Approved by Governors: February 2023

For Review: September 2026

Policy Context - Why Mental Health and Wellbeing Matters to Schools

- The Departments of Education (DfE) and Health (DH) are committed to improving the mental health and wellbeing of children and young people: In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy.
- The DH policy Future in Mind, expects schools to be active partners in local areas, developing Mental Health and Wellbeing provision, through the Local Transformation Plans.
- Ofsted include consideration of wellbeing in the Personal development, behaviour and welfare section of the schools' inspection framework.
- Research indicates that supporting children and young people's social and emotional health and well-being contributes to positive academic progress. It helps them to manage their lives including their physical health, tackle any mental health problems early and develop high level social and emotional, as well as academic, skills thereby enhancing future employability.
- Supporting the wellbeing of teachers and staff contributes to staff retention, whole school ethos and classroom effectiveness

National Children's Bureau Framework (2016)

'The Ethelbert Way'

We are a school that helps children flourish, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience.

Our school sees positive mental health and wellbeing as fundamental to our values, mission and culture. Ethelbert Road is a school where the mental health and wellbeing of the children, staff, parents and carers is seen as 'everybody's' business. Positive mental health and wellbeing is promoted through the curriculum, early support for pupils and families, staff-pupil relationships, leadership and a commitment from everybody.

We wish to build strong mental health, early in life, so that our children grow their self-esteem, learn to settle themselves and engage positively with their education. Which, in turn, can lead to improved academic attainment, enhanced future employment opportunities and positive life choices.

Our school strives to be a place for children and young people to experience a safe, nurturing environment that has the potential to develop confidence and self-belief, by providing positive experiences for overcoming adversity and building resilience. Our school community is welcoming, inclusive and respectful.

For some, our school will be a place of respite from the challenges of home and the wider community. We endeavour to offer positive role models and relationships, based upon the principles of 'Protect, Relate, Regulate, Reflect and Repair', P.A.C.E (Playfulness, Acceptance,

Curiosity and Empathy) and 'Windows of Tolerance'. These relationships are critical in developing children's wellbeing and can help to heal, create identity and a sense of security and belonging.

Our aim is to identify risk factors early, to help develop the protective factors which build resilience to mental health problems and to be a school where:

- Everybody is nurtured and valued
- Everybody has a sense of belonging and feels safe
- Everybody feels able to talk openly about their problems, without judgement
- Positive mental health and wellbeing is celebrated
- Kindness is visible and bullying is not tolerated

(Dix 2017, Mentally Healthy Schools 2019, Hughes 2018, Perry 2017 and Siegel 2012 cited in Brooks 2020, Trauma Informed Schools UK 2019)

By fostering positive relationships within our school community, we hope to support each other to follow the: Wheel of Wellbeing and the Ten Keys to Happier Living:

- Connect (People)
- Be active (Body)
- Take notice (Place)
- Keep learning (Mind)
- Give (Spirit)
- Care (Planet)

www.gov.uk/government/publications/five-ways-to-mental-wellbeing

www.livewellkent.org.uk/six-ways-wellbeing/

www.actionforhappiness.org/

GREAT DREAM

Ten keys to happier living

- GIVING**  Do things for others
- RELATING**  Connect with people
- EXERCISING**  Take care of your body
- AWARENESS**  Live life mindfully
- TRYING OUT**  Keep learning new things

- DIRECTION**  Have goals to look forward to
- RESILIENCE**  Find ways to bounce back
- EMOTIONS**  Look for what's good
- ACCEPTANCE**  Be comfortable with who you are
- MEANING**  Be part of something bigger

ACTION FOR HAPPINESS

www.actionforhappiness.org

Links to Other Policies

This policy links to our policies on Safeguarding, Bereavement, and SEND and Equalities. It should also be read in conjunction with our Behaviour policy because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be a symptom of an unmet mental health need.

Lead Members of Staff

Whilst all Ethelbert Road staff have a responsibility to promote the mental health of our children, staff with a specific, relevant remit include:

Mrs Michele Kirkbride – Headteacher, Designated Safeguarding Lead and Senior Mental Health Lead

Mrs Lisa Vitello – Deputy Headteacher, SENCo, Deputy Safeguarding Lead and Designated Teacher for LAC and PLAC

Mrs Claire Cornall – Mental Health and Wellbeing Manager/Mental Health and Trauma Informed Schools Practitioner and Deputy Safeguarding Lead

A Common Language – What is Mental Health and Wellbeing? – Defining Terms

The World Health Organisation defines mental health as a state of wellbeing in which every individual achieves their potential, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to their community. Mental health includes our emotional, psychological and social wellbeing. It affects how we think, feel and act.

Like physical health, mental health is something we all have. It can range across a spectrum from healthy to unwell; it can fluctuate on a daily basis and change over time.

Mental health spectrum



Adapted from Centre for Mental Health

Good mental health helps children:

- Learn and explore the world

- Feel, express and manage a range of positive and negative emotions
- Form and maintain good relationships with others
- Cope with, and manage change and uncertainty
- Develop and thrive.

'Social and emotional well-being' refers to a state of positive mental health and wellness. It involves a sense of optimism, confidence, happiness, clarity, vitality, self-worth, achievement, having a meaning and purpose, engagement, having supportive and satisfying relationships with others and understanding oneself, and responding effectively to one's own emotions.

'Mental health problems' refer to the wide range of mental health, emotional and social challenges, difficulties, conditions and illnesses that can beset both pupils and staff, including anxiety, depression, trauma/attachment difficulties, neurodevelopmental differences and behaviour that challenges when needs are unmet.

(National Children's Bureau Framework 2016, Young Minds 2019 and Mentally Healthy Schools 2019)

Coping Skills

Mental health doesn't mean being happy all the time. Neither does it mean avoiding stress altogether. Coping and adjusting to setbacks are critical life skills for children, but it's important that they develop positive, rather than negative, coping skills.

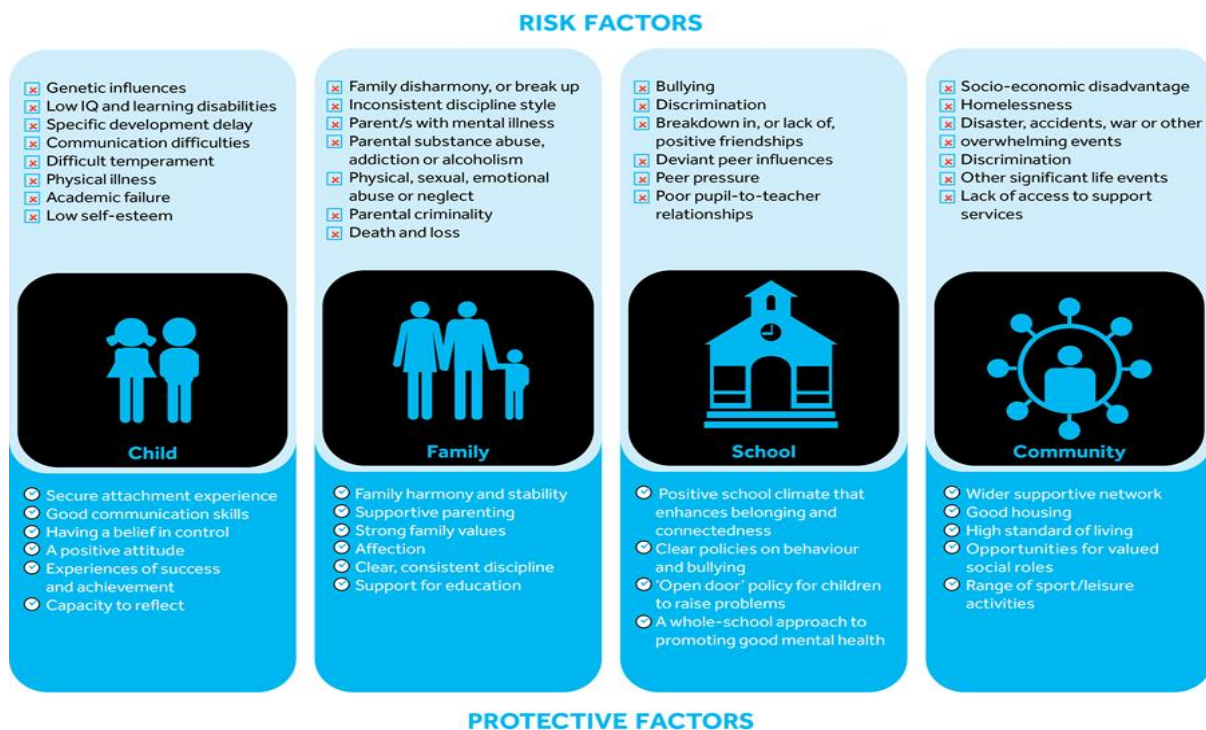
Negative coping skills are attitudes and behaviours that have often been learned in the absence of positive support and in the face of stressful and often traumatic events and experiences which, over time, may put good mental health at risk.

For example: children at risk of or experiencing maltreatment in the home may have learned to react quickly and in a certain way (flight, fight or freeze) to survive and keep themselves safe. But in a classroom, these reactions may not work well and could get them into trouble, disrupt learning and make them unpopular with teachers and peers.

Positive coping skills are ways of thinking, attitudes and behaviours that allow children to deal with stress or adversity and which help them flourish. These positive coping skills form an important part of a child's ability to be resilient in the face of setbacks and challenges. Children who have cultivated robust coping skills can still thrive with support, even when they are mentally unwell.

What Affects Child Mental Health?

A child's mental health is influenced by many things over time. Children have different personalities and they will be exposed to a range of factors in their homes and communities that can trigger worsening mental health (risk factors), or alternatively protect them and help them feel able to cope (protective factors). Ideally, all children should have at least one emotionally available adult in



The Mental Health of Children and Young People in England, Public Health England December 2016

their life who is monitoring whether they are coping or not.

What are Risks?

Risks come in many forms. They can be linked to differences in a child's temperament (for example, being more emotionally placid or more volatile) as well as the result of exposure to harmful experiences, environments or events within the family, friendships, school, community, or more broadly in society (e.g. through discrimination, poverty, homelessness etc.).

What is Resilience?

Not all children exposed to risks develop mental health difficulties. Resilience is the ability to cope and thrive despite facing setbacks in life. Some children are naturally more resilient than others, but it is a skill that can be taught. For example, having the ability to stay calm can be particularly 'protective' when children are faced with difficulties.

Resilience Is Not Infinitely Elastic

Children are not on a level playing field when it comes to exposure to risk, and resilience is not infinitely elastic. It can be tested when children face multiple 'snowballing' stresses and risks in their lives.

We also know that certain harmful experiences in childhood (known as Adverse Childhood Experiences – ACEs) can be toxic to children's development, resulting in hidden trauma and potentially leading to later physical and mental health problems, school disengagement and risk-taking behaviours. These adverse childhood experiences include:

- neglect and abuse – including sexual abuse
- violence between parents/carers
- parental separation
- poor parental/carer mental health
- substance/alcohol misuse

For this reason, the ability to cope and thrive is not just about children learning skills, but is also about how adults in children's lives (in their schools and communities) take action to offset the family and environmental factors and barriers that can undermine children's ability to flourish.

Heads Together – Mentally Healthy Schools (2019)

A Whole School Approach

A whole-school approach involves all parts of the school working together and being committed. It needs collaborative working between governors, senior leaders, teachers and all school staff, as well as parents, carers and the wider community.

At Ethelbert Road Primary School we have a school leadership team (governors, head teacher and senior managers) that:

- Understands the links between mental health and achievement.
- Champions and supports mental health and wellbeing for children and staff, both strategically and practically as part of improvement planning.

Our staff team are committed to helping all children develop the essential social and emotional skills they need to cope effectively with setbacks and remain healthy, through:

- Whole-school and targeted, small group curriculum activity and through strengthening broader protective factors which promote children's resilience and reduce risk factors both in the family, at school and more broadly in the community.
- Day-to-day contact and building healthy and strong protective relationships with children and families to prevent, identify and respond effectively to mental health problems

We aim to be a 'mentally healthy' school by:

- Identifying and building on the strengths and good practice that already exist which contribute to good mental health in the school.
- Identifying external support and understanding how we might best use, build relationships with, and influence what is available outside the school
- Consulting with children, staff, parents and carers so that everyone has a voice and feels committed to positive school mental health and wellbeing.
- Developing a supportive school and classroom climate and ethos that promotes peer learning
- Making sure that the mental health and wellbeing of senior leaders, governors, teachers, all school staff and of parents/carers is as important as that of our children, and that staff model a positive approach to mental health and wellbeing.
- Encouraging openness in talking about mental health and challenging negative attitudes. Enhancing pupils' and staff knowledge about how to maintain good mental health and wellbeing.
- Helping all pupils with predictable change and transition
- Playing a key part in identifying emerging mental health needs of pupils by making sure staff can recognise signs and symptoms of mental health needs and know what to do to intervene early, should they have a concern.
- Referring pupils who need additional help onto health professionals for appropriate specialist support and treatment.
- Having a clear process to follow where a concern is raised about a pupil's mental health and developing links with specialist mental health services and other local and national support.
- Making sure that children and adults are protected by policies, values and attitudes (including behaviour, bullying, safeguarding and SEND) and feel safe in the school environment and in the wider community.
- Understanding the causes of behaviour and responding wisely
- Ensuring that what is provided in school dovetails with the particular needs of our children and families
- Teaching social and emotional skills and using specialist staff to initiate innovative and bespoke programmes for those with identified difficulties
- Measuring the impact of what we do to promote and support children's mental health in school.

Procedures

Understanding Mental Health

The understanding, knowledge and skills needed by our children to keep themselves mentally healthy and safe are taught as part of our developmental PSHE curriculum. At Ethelbert Road we have adopted 'Jigsaw' – The Mindful approach to PSHE. This scheme provides a whole school, spiral PSHE curriculum addressing:

- Being Me in My World

- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

The Jigsaw programme places a strong emphasis on teaching emotional literacy, building resilience and nurturing mental and physical health. It also teaches Mindfulness techniques to enable our children to advance their emotional awareness, concentration and focus.

The specific content of lessons will be determined by the unique needs of the cohort being taught but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

In addition, we have implemented the Zones of Regulation curriculum as a whole school approach to teaching self-regulation skills and emotional control. The curriculum enables children to be in the best state of alertness, of both body and emotions, for learning.

Supporting Children's Positive Mental Health

We have developed a range of strategies and approaches to promote positive mental health and wellbeing and prevent mental health problems by adhering to the principles of 'Protect, Relate, Regulate and Reflect'. These include:

Pupil-led Activities

- Campaigns and assemblies to raise awareness of mental health
- School council
- Peer mentoring
- Self-referral to an emotionally available adult
- Child led clubs

Class Activities and Curriculum

- Recognition boards, use of positive notes and great news postcards – where children can be celebrated for performing certain duties/tasks, displaying school values (Be safe, Be kind, Be ready) and growth mind-set principles (e.g. persistence and learning from mistakes)
- Valuing strengths and differences, focus on what we can do
- Name in the box
- I wish my teacher knew...
- Whole class Feelings Tracker Systems
- Zones of Regulation Displays and Toolkits
- Worry boxes- where children can anonymously share worries or concerns in class
- Differentiated systems in every class to enable children to help seek and access private talk time
- Circle time

- Brain gym, 60 sensory minutes and sensory circuits
- Wake and Shake
- Yoga based relaxation/meditation activities
- Jigsaw Mindfulness PSHE programme
- Emotion coaching and use of P.A.C.E and W.I.N in all interactions (Playfulness, Acceptance, Curiosity, Empathy / 'I Wonder, I Imagine, I Notice')
- Calm boxes and safe spaces within the class
- Pupil conferencing
- Use of Social Stories
- Use of work stations, personalised visual timetables, now and next boards and task management boards
- Endings and beginnings communicated creatively – sand timers, water timers, music
- Use of memory cards to enable children to tolerate waiting and being interrupted
- Use of transitional objects/sensory reminders and 'deliberate botheredness' to 'hold in mind'
- Sensitive transition planning and bespoke transition programmes
- 'Green Medicine' – opportunities for being in nature via use of the school garden and class trips e.g: visits to a local orchard, farm and beach.

Whole School activities

- Weekly Celebration Assemblies
- Education assemblies openly discussing neurodiversity and mental health
- Wellbeing Event Days – whole school focus on mental health and wellbeing promotion and doing things that make us feel good
- Inclusive displays and information around the school educating about positive mental health and signposting to resources and support
- Use of Protect, Relate, Regulate, Reflect and Repair principles
- Staff Awareness of 'Windows of tolerance' and de-escalation strategies
- Buddy benches and a range of spaces for use at playtime
- Staff mental health leaflet

Targeted 1:1 and small group activities

Early intervention programmes (Tier One - Universal support. See appendix for CYPMHS Tiers of Care and Support) delivered by Ethelbert's Mental Health and Wellbeing Manager:

- Drawing and Talking – Play therapy-based intervention
- Big Empathy Drawings – to understand the child's perspective and give them a voice
- Resilience Conversations
- Relational Play using the arts and sand-tray activities
- Lego therapy based intervention groups
- Bucket Filling – Pro-social skills training
- Time to Talk – pragmatic social communication skills – KS1
- Socially speaking – pragmatic social communication skills – KS2

- Cool Connections – Cognitive Behavioural Therapy (C.B.T) approach – aims to encourage self-esteem, resilience, social skills, and prevent anxiety and depression in children, whilst learning problem solving and coping strategies
- Anxiety Management using a Cognitive Behavioural Therapy (C.B.T) approach and relaxation and mindfulness techniques
- Zones of Regulation Curriculum and 5-point scaling to foster self-regulation and emotional control
- Dealing with Feeling – Emotional Literacy
- Self-esteem building and 'All About Me' using a C.B.T approach
- Formulation of transition Pupil Passports
- Bespoke parent support – listening to understand and define concerns, education, signposting, sharing resources, problem solving
- Resilience programmes – the Growth Mindset Yeti / Mistake making/ Bouncing Back
- Ten Keys to Happier Living and Wheel of Wellbeing Sessions
- Bereavement and Loss activities
- Healthy living toolkits and sleep hygiene

Assessment, Tracking and Evaluation

Identifying risks and warning signs

All staff will complete termly welfare and wellbeing trackers on their pupils, aimed at identifying a range of possible difficulties and warning signs including:

- Attendance
- Punctuality
- Relationships and social withdrawal
- Engagement and attitude to learning
- Physical health
- Psycho-somatic symptoms – unexplained headaches, digestive problems, aches and pains, toileting issues
- Changes in behaviour and mood
- Emotional dysregulation and behaviour that challenges
- Changes in eating habits and sleep
- Fear of failure and mistake making
- Negative self-referencing – low self-worth or loss of hope
- Self-harming behaviours and suicidal ideation or intent
- Recent bereavement
- Parenting concerns
- Changes to home circumstances

Staff will document any immediate concerns using CPOMS. Staff will 'assign' all alerts to the Senior Mental Health Lead/DSL and will also 'alert' the Mental Health and Wellbeing Manager

and Deputy Headteacher who form the safeguarding team. CPOMS entries will be discussed by the Safeguarding Team in termly Pastoral/Safeguarding Meetings.

Additionally, wellbeing trackers will be discussed in Pupil Progress meetings with the Safeguarding/Pastoral Team present.

The Mental Health and Wellbeing Manager will use a range of assessment tools to further explore staff/parental concerns in order to identify next steps, in liaison with school's DSL/Senior Mental Health Lead and SENCo. Assessment and progress tracking tools include:

- Functional Behavioural analysis and observations
- Strengths and Difficulties Questionnaire
- Boxall Profile
- Adverse Childhood Experiences Score
- 'All about me' meeting with the child
- The three houses assessment tool
- Child rating scales - Me and My feelings/Student's Life Satisfaction Scale/Wellbeing checklists
- Resilience questionnaires
- Big Empathy Drawings
- Parent review meetings
- Parental childhood history questionnaire

Our aim is to implement interventions as early as possible to prevent problems from escalating. If targeted provision is indicated, the following steps will be taken by the Mental Health and Wellbeing Manager:

- Written consents for interventions will be sought from parents
- Verbal consent from the child will be sought
- Consultation with the relevant class team
- A SEMH intervention plan will be written to include baselines and SMART targets
- Outcome measures will be conducted upon completion of the intervention, recorded and fed back to parents
- Progress will be reviewed in Pupil progress meetings and, if relevant, in safeguarding meetings
- At the end of intervention, child feedback will be sought and feedback will be provided to parents in writing or via a parent review meeting

Working with External Agencies

As part of our targeted SEMH provision, we will refer on and work collaboratively with external agencies. As a school, we recognise that we are not experts on mental ill health and consequently will at times need to work in partnership or onward refer children, and their families, to more specialist services. These services may include:

- The Early Help Preventative Team via the Front Door

- Educational Psychology services
- Specialist Teaching and Learning Service
- Paediatricians
- Children and Young People's Mental Health Services (CYPMHS)
- Child Health Team
- Social work teams
- CAFCAS
- Local charities

Any referrals to external agencies would be completed in collaboration with parents and would not be made without parental consent; with the exception of Level Four safeguarding/child protection concerns which in exceptional circumstances can be onward referred without parental consent.

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. This information will be available via the Mental Health and Wellbeing page on the school website.

Working with Parents

In order to support parents we will:

- Signpost parents to sources of information and support services, regarding mental health and emotional wellbeing, on our school website and via parent review meetings
- Work collaboratively with parents to make onward referrals for specialist services
- Ensure that all parents are aware of which school staff to speak with, and how to get about this, if they have concerns about their child.
- Make our Mental Health and Wellbeing policy easily accessible to parents via the school website
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.
- Consult with parents regarding our Mental Health and Wellbeing provision and seek feedback to inform service development

Support for Staffs' Mental Health and Wellbeing

The following factors have been identified as contributing to school staff stress:

- Emotional and physical demands of the job
- Parents' behaviour and behaviour that challenges from children
- Excessive workload
- Workplace bullying
- School environment (air quality, lighting, state of classrooms, staff rooms)
- Lack of professional learning opportunities
- Low morale
- Excessive change
- Culture of blame
- Teachers striving for perfection
- Poor communication

In teaching, there are many variables that seem out of the staff's realm of control. However there are many factors that can be controlled, so at Ethelbert Road effort is focussed on targeting the following areas:

- Workload efficiency
- Autonomy
- Opportunities for professional learning
- Addressing professional isolation
- Rewarding achievement at work
- Providing a healthy environment

Staff Training

A culture of life long leaning is promoted in our school. As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their routine safeguarding training, in order to enable them to keep themselves and our children well.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year, where it becomes appropriate due to developing situations with one or more pupils.

Our Mental Health and Wellbeing Manager has a BSc Hons degree in Occupational Therapy and thirteen years health care experience, specialising in Neurological Rehabilitation and Mental Health. Furthermore, she holds a diploma qualifying her as a Mental Health and Trauma informed School Practitioner with a post-graduate certificate in Cognitive Behavioural Therapy with Children. She receives four sessions of supervision per academic year via a Psychotherapist endorsed by Trauma Informed Schools UK. In addition, she is a regular attendee of the local

Children's and Young People's Mental Health networking forum and ensures her knowledge is updated via personal study and short courses.

Nurturing Resilience in Ourselves

At Ethelbert, staff are encouraged to seek help from one another and work collaboratively, thus creating a mutual support network where staff can influence outcomes positively and use teamwork to implement solutions.

Targeting Stress

It is vital that all of our staff experience a sense of belonging to our school and know that they are part of the Ethelbert family.

The Senior Leadership team nurture a culture of trust, approachability and transparency, where school staff feel listened to and valued. All staff feel supported by the ethos and environment of the school. Staff are encouraged to be open about their Health and wellbeing and know how to access support if they need it.

- Staff are supported to achieve a work-life balance by limit setting and ring fencing time out for breaks and switching off. Termly 'Duvet weeks' ensure staff all leave school early for at least one week. SLT members model good practice in relation to this
- The SLT will review workloads on an ongoing basis ensuring that marking polices and email protocols are routinely reviewed
- When dealing with challenging situations, staff receive regular debriefs/supervision from colleagues or line management.
- Perfectionism is discouraged in our children and in our staff. Growth mind-set principles are instead promoted and mistakes seen as opportunities for developing and moving forward
- Staff success and achievements are shared and celebrated in staff meetings and via appraisal where self-reflection is encouraged. The Ethelbert 'Above and Beyond' box ensures staff efforts are recognised and rewarded
- To inform provision, staff feedback is sought yearly, via a Staff Wellbeing survey and staff wellbeing is a rolling agenda item at Governor meetings
- Staff are encouraged to spend social time together, outside of work to build supportive bonds - relaxing, being creative, and active
- Staff can access the Education Support Partnership on a free, confidential helpline at [educationsupportpartnership.org.uk/helpingyou/telephone-support-counselling](https://www.educationsupportpartnership.org.uk/helpingyou/telephone-support-counselling). This charity is dedicated to improving the health and wellbeing of teachers and the entire education workforce
- School staff coaching to promote their own wellbeing can be accessed via <https://www.worthit.org.uk/our-services/coaching/>
- Other sources of support and information for staff wellbeing are:
 - Schools in Mind - [annafreud.org/what-we-do/schools-in-mind/](https://www.annafreud.org/what-we-do/schools-in-mind/)
 - Mentally Healthy Schools - [mentallyhealthyschools.org.uk](https://www.mentallyhealthyschools.org.uk)
 - [mindfulteachers.org](https://www.mindfulteachers.org)
 - [mentalhealthatwork.org.uk/](https://www.mentalhealthatwork.org.uk/)

- o [nhs.uk/conditions/stress-anxiety-depression/ improve-mental-wellbeing/](https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/) (Garland, L et al, 2019)

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Appendix:

Children and Young People's Mental Health Services (CYPMHS) Tiers of Support

Universal Services (Tier One):

These include general practitioners, primary care services, health visitors, schools and early years provision. Their role is to promote mental wellbeing, identify developmental or mental health needs that universal services cannot meet, and know what to do when this is the case.

Targeted Services (Tier Two):

These include mental health professionals working singularly rather than as part of a multidisciplinary mental health team, often based in universal settings such as school counsellors; primary mental health workers who either work directly with children or support professionals in universal services to do so; or support roles specifically for children and young people who are more at risk of developing mental health problems such as looked after children or young offenders.

Specialist Services (Tier Three):

These are multi-disciplinary teams of mental health professionals providing a range of therapeutic interventions for children or young people who have complex, severe or persistent mental health needs. This can include intensive home support teams for children and young people at risk of admission to in-patient care.

Highly Specialist Services (Tier Four):

These include day and inpatient services, and highly specialist outpatient services for children and young people with the most serious problems. It can also include crisis or home treatment services which provide an alternative to hospital admission. These services are usually commissioned on a regional or national basis.