



Central  
Bedfordshire

# Promoting emotional health, wellbeing and resilience

A whole school and college approach

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lifestyles



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Promoting emotional health and wellbeing and resilience



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# Welcome to the toolkit

We are all aware that emotional wellbeing is on everyone's agenda and is a topic of national and local discussion. In Central Bedfordshire, Public Health have teamed up with Educational Psychologists and Youth Services to produce a locally focused, user friendly toolkit based on the Public Health England document 'Promoting Children and Young People's Health and Wellbeing: A Whole School and College Approach' (2015).

This document divides the whole school/college approach into 8 principles as shown below:



Promoting Children and young people's emotional health and wellbeing : A whole school/college approach<sup>i</sup>

The aim of this toolkit is to enable Central Bedfordshire schools/colleges to adopt a holistic approach to promoting emotional wellbeing for its pupils/ students and staff, which aligns with our [Children and Young People's Plan](#) (2018-2021):



## Vision

We want every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life. We want every child to have high aspirations, reach their potential, make friends and build strong relationships with their family. As young adults, we want every young person to have the knowledge, skills and qualifications that will give them the best chance of success so that they are prepared to take their full place in society as a healthy, happy contributing and confident citizen.

(Children and Young People's Plan 2018-2021)

## We talked to our young people about the 8 principles. They said:



**Leadership and management**

- Have an open door policy so students can decide freely when to talk confidentially and can feel confident in doing so
- Spot the signs of students who need support – some may not be obvious.
- Make sure that students feel they can trust the support that is available

**Ethos and environment**

- Spaces in school where needs can be discussed anonymously (separate spaces for students with behavior issues to those with other issues)
- Headteacher more visible in school to show he/she cares and can get to know students.
- Important for school not to share expressed needs with parents unless consent is given or issue is serious

**Working with Parents**

- Invite parents to school open evenings about wellbeing, because we go to them for support

**Student Voice**

- Private safe place
- Accessible school council
- School nurse in more often
- Take time to listen to what we say
- Respect all faiths
- So we feel listened to and they can off-load their worries.

**Curriculum and teaching**

- Use videos and make PSHE lessons fun
- Use anonymous questions so we don't feel embarrassed
- For teachers to be confident and know the topic well so they can answer questions about relationships and sex for example.
- This will help us to know what to do if something bad happens like an STI and we can prevent it happening.

**Staff wellbeing and development**

- Training to help teachers understand us and to listen to us (for example LGBT, mental health and behavior)
- Support sessions for teachers to talk
- If teachers are stressed they won't be able to look after our education

**Targeted Support**

- Teachers need to be aware of children's needs so they do not put pressure on them.
- Teachers (including supply teachers) need to know students as individuals and understand their needs so they can support them and avoid misunderstandings

**Identifying need**

Questionnaires  
Comments box so we can say if things are helping

**Young people's views.**

# Why a toolkit?

In order to help pupils/students succeed and to reduce the likelihood of them engaging in injurious risk-taking behaviours, schools have a role to play in supporting them to be resilient and mentally healthy<sup>i</sup>.

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

## **Schools/colleges can build pupil/student resilience by:**

- Focusing on strengths by identifying what they are good at, celebrate it and build on it.
- Promoting connectedness by promoting a sense of belonging. Research consistently shows the positive impact of one supportive adult who a child knows is thinking about them even when they are not there.
- Becoming better observers by trying to see beyond the 'visible' and understand what is going on inside a child's/young person's mind.
- Modelling emotional regulation by creating an ethos which sees asking for help as a sign of strength<sup>ii</sup>.

## **National and local drivers:**

*Ofsted has highlighted that children and young people themselves say that they want to learn more about how to keep themselves emotionally healthy<sup>v</sup>.*

*The National Institute for Health and Care Excellence (NICE) advises that all schools should be supported to adopt a comprehensive, 'whole school/college' approach to promoting the social and emotional wellbeing of children and young people<sup>vi</sup>.*

*Public Health England highlights the value for schools in promoting health and wellbeing as an integral part of a school effectiveness strategy, and highlights the important contribution of a whole-school/college approach<sup>i</sup>.*

*The Special Educational Needs and Disabilities (SEND) Code of Practice<sup>iv</sup> highlights that 'Being supported towards greater independence and employability can be life-transforming for children and young people with SEN. This support needs to start early, and should centre around the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions (Section 7.37).*

*'Make Your Mark', an annual survey carried out nationally by the British Youth Council, has seen mental health voted as the top issue for the last three years in Central Bedfordshire by young people.*

Locally, the 2017 Schools Health Education Unit (SHEU) Health and Wellbeing Survey, of 5502 year 4-12 pupils from 45 Central Bedfordshire schools, revealed that although self-esteem scores are higher in Central Bedfordshire pupils compared with wider SHEU data:

☹ Fewer Year 6 pupils in Central Bedfordshire said that their views and opinions are listened to in school compared with 59% of pupils in the reference sample of wider SHEU data.

☹ 1 in 10 children and young people sometimes feel so worried that they find it hard to concentrate on anything.

☹ 19% of younger pupils (years 4 and 6) and 37% of older pupils/students (years 8-12) had a low measure of resilience. This is an increase on the 2015 findings.


☹ 40% of younger pupils and 27% of older pupils do not get sufficient sleep to feel awake during the day. This is an increase on the 2015 findings.

☹ 42% (younger) 22% (older) pupils sometimes feel afraid of going to school due to bullying. This is an increase on the 2015 findings.

☹ Pupils who are Lesbian, Gay and Bisexual are more likely to have low self-esteem and over 1/3 of all pupils do not seek support for gender issues.

☹ 251 (9%) older pupils cut or hurt themselves when they have a problem or feel stressed. A quarter of older pupils go nowhere for information and support on social media problems.

☹ Since 2014 fewer younger pupils report that their school helps them to be physically active.



# Using the toolkit

We hope that this toolkit will form part of a **whole school/college approach to promoting the health and wellbeing of pupil/s students and staff**, including physical activity, healthy eating and good quality PSHE, including relationship and sex education. Completion of this toolkit will provide evidence towards your [Health and wellbeing review](#). A whole school/college approach, needs to proceed strategically and be developed incrementally, starting small, with realistic expectations<sup>ii</sup>.

## Stage One: Planning and preparation

Your Senior Leadership Team can:

- **Designate an emotional wellbeing lead** to coordinate the toolkit audit process. Please notify [sarah.james@centralbedfordshire](mailto:sarah.james@centralbedfordshire) of the Emotional Wellbeing Lead's contact details.
- **Plan a meeting** to brief all members of **staff pupils, governors and parents** to inform them of this toolkit, discuss the proposed impact on emotional wellbeing and resilience that completing the toolkit may have and **invite them to take part**.
- **Create a working group** to carry out your audit.
- **Designate time** for this working group to meet to work through the toolkit and to champion and promote a whole school/college approach across your school community, involving pupils, governors and parents.

## Stage Two: Using the Toolkit to Review the Current Situation

Over the course of a year, your working group can:

- **Audit your setting against each of the 8 principles.** This toolkit aims to facilitate open discussion with staff, parents, pupils and governors to help you think about what you currently do and what further actions you need to undertake within your setting. We recommend that a separate meeting be arranged to look at each principle.
- **Carry out the audit.** Consider the literature included in each principle and how this relates to your school/college. Rate your school's/ college's practices against the NWC rating (Not yet started, Working towards or Completed).
- **Develop your action plan.** Use the tips and case studies to help you. You may like to contact the featured schools/college to seek advice or guidance. Provide the evidence to support good practice and identify any actions required to make improvements. Designate a lead for each action and agree a timescale for completion. A phased approach based on the priorities for your school/college may be appropriate.

## Stage Three: Implementation

Your working group can:

- **Share the action plan** with your SLT to ensure there is full commitment to the actions and timescales identified.
- **Implement** your actions involving your whole school community according to your plan.
- **Regularly report back** to your SLT, staff, governors, pupils and parents to share progress and to maintain commitment.
- **Continually update and improve your school/ college approach** over time using an 'assess, plan, do, review' cycle (what's working and what's not working). You may decide to do this annually.
- Invite another school to **peer review** your audit.



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

### How is our school/college providing visible senior leadership for emotional health and wellbeing?

Commitment from the senior leadership team is essential to ensure that efforts to promote emotional health and wellbeing are accepted and embedded. Having a governor and staff member with knowledge and understanding of emotional health and wellbeing issues will help to champion whole school/college practices.

To ensure actions are integrated, sustained and monitored, social and emotional wellbeing should be referenced within improvement plans, policies (such as safeguarding; confidentiality; personal, social and health education(PSHE); social, moral, spiritual and cultural (SMSC) education; behaviour and rewards) and practice<sup>i</sup>.

“  
‘A leader is one who knows the way, goes the way and shows the way’. John C Maxwell

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

“  
‘As a parent of teenagers, I value their emotional wellbeing over their exam grades’ Upper School Head Teacher

So, what does good leadership and management look like?

Please use the checklist below to generate thought, stimulate discussion around what is happening in your school and what would be even better if...





Key to NWC rating N= Not yet started, W= Working towards, C= Completed (achieved)

What we want to achieve	Where are we? (NWC rating)	What we need to do or evidence	Actions by whom and by when
We use a 'healthy school/college' approach to promote the health and wellbeing of all members of the school community.			
Our leaders recognise the contribution that positive emotional and mental health makes to our school.			
We have a designated emotional well-being lead/team who oversees and coordinates the whole school/college approach.			
We show commitment to facilitating emotional well-being by referencing it in our school development plans, mission statement and other key documents.			
Funding in our school/college is allocated to support staff and pupils'/students' emotional wellbeing.			
Our policies such as Emotional Wellbeing and Resilience, Safeguarding, Confidentiality, PSHE, Equality, Behaviour and Anti-Bullying (including cyberbullying) are embedded across the whole school.			
What are the measurable outcomes of these actions?			
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			

## Suggested resources

1. A document which provides a step by step guide and self-assessment tool for a whole school/college approach to emotional wellbeing: [National Children's Bureau \(2016\) A whole school framework for emotional well-being and mental health.](#)
2. A Public Health England document which outlines the 8 principles of a whole school/college approach and provides national case studies to illustrate its implementation. [Promoting children and young people's emotional health and wellbeing: A whole school and college approach.](#)
3. This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour -whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. DfE (2016) [Mental health and behaviour in schools.](#)
4. A Public Health England and Health Equity briefing, which supports and informs schools and other professionals. Public Health England (2015) [Public Health England Building children and young people's resilience in schools.](#) (2014).
5. [Preventing and tackling bullying \(2014\)](#) provides advice for head teachers, staff, parents and governing bodies on bullying and cyber bullying. Department for Education.
6. [A video](#) which looks at what Primary and Secondary schools in Tottenham are doing to support whole school emotional wellbeing. The film is made by YoungMinds in Schools who delivered a training programme to the cluster.
7. 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. [A range of briefings](#), responses to government consultations, press releases, photos and other information providing background information on the topic.
8. Anna Freud's [Mentally Healthy Schools](#) is a free & easy to use website where primary schools can find a range of expert and practical information and resources to help all staff understand, promote and deal confidently with children's mental health issues.
9. The Central Bedfordshire [PSHE Network contains a number of resources on emotional wellbeing and resilience for schools.](#)
10. [Supporting mental health in schools and colleges](#) is a government publication with survey findings and case studies with schools on activities to support pupils' mental health and wellbeing. Including working in partnership and developing a whole school/college approach.
11. [Ofsted School Inspection Handbook](#) (updated 2018) describes the main activities undertaken during inspections of schools in England under section 5 of the Education Act 2005.
12. The [Health and Wellbeing Review](#) is a locally produced template which enables you to review your policies and interventions which support the health and wellbeing of pupils/students.

## **Links to Ofsted Framework<sup>v</sup>**

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

## **Links to National Institute of Clinical Excellence (NICE) guidelines<sup>vi</sup>**



NICE guidance recommends that Primary education providers:

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

Secondary education providers:

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

## **Links to SEND Code of Practice<sup>iv</sup>**

- The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well (Section 1.31).



## Ideas and tips to consider

### Do you

- Ask everyone in your school/college community if communication is working well?
- Commission any services by school cluster?
- Focus on the emotional wellbeing of staff and pupils on your learning walks?
- As a senior leader, model practices for supporting your own wellbeing?
- Invite your school emotional wellbeing link workers (CHUMS, CAMHS, EP, School Nurse) to your SLT meetings?
- Celebrate and promote successes and impact wherever you find them?
- Actively encourage innovation and creativity within your staff?
- Display a photograph of every staff member and governor and their role on your website and in the entrance of your school/college?
- Have a Governor who leads on emotional wellbeing and promote their role amongst staff, students and parents/carers, perhaps via the school/college website?

## What's offered locally

- The Bedford Peter Pan Teaching School Alliance provides training (at a cost to CBC schools) aimed specifically at Senior Leaders and focuses on reflection of current provision and strategic planning to help develop a mentally healthy school. For further information, contact Isabel Davis [Isabel.Davis@bedfordnurseryschools.com](mailto:Isabel.Davis@bedfordnurseryschools.com).
- The Central Bedfordshire [Educational Psychology Service](#) can bring a psychological perspective to leadership and management issues through consultation. This would be negotiated on a case by case basis and at a cost to the setting.

### Behaviour Policy at Thomas Johnson School

In response to challenges in school relating to behaviour of some students, Thomas Johnson School is developing an evidence based behaviour policy based on attachment theory. The intention is to develop strategies and techniques which have and a positive impact on staff and the behaviour of children.

**If you would like to chat with Thomas Johnson School about the policy, please contact Zoe Bloodworth: [zbloodworthtjls@gmail.com](mailto:zbloodworthtjls@gmail.com).**

### Early Implementers of the 8 principles at Vandyke Upper School

Tim Carroll, Head at Vandyke Upper School has lead the implementation of a whole school approach to emotional wellbeing using the Public Health England's 8 principles<sup>1</sup>.

**If you would like to chat with Vandyke Upper School about this approach, please contact Tim Carroll: [carrollt@vandyke.cbeds.co.uk](mailto:carrollt@vandyke.cbeds.co.uk).**

**The full stories can be found in the Leadership and Management file [here](#).**

## 2. Ethos and environment that promotes respect and values diversity

### How does our school's/college's culture promote respect and value diversity?

It must be clear to everyone that creating and maintaining an emotionally healthy learning environment is a priority. Good social, emotional and mental health impacts positively on learning<sup>1</sup>.



So, what does an ethos and environment that promotes respect and values diversity look like?

Please use the checklist below to generate thought, stimulate discussion around what is happening in your school and what would be even better if...





Key to NWC rating N= Not yet started, W= working towards, C= completed (achieved)

What we want to achieve	Where are we? (NWC rating)	What we need to do or evidence	Actions by whom and by when
We promote and model the five ways to wellbeing and positive behaviours for learning.			
We have an ethos of respect where our staff and pupils/students understand how our actions affect others and we all work hard to develop and maintain positive relationships.			
We promote equality of opportunity and diversity, for all pupils/students and staff.			
We have created a culture of care and cooperation where the emotional wellbeing of pupils/students and staff is actively promoted. Everyone is listened to and feels safe.			
We make visitors, parents and carers feel welcome in our school/college.			
We provide comfortable and well-resourced classrooms and corridors and comfortable and appropriate spaces for pupils/students and staff in non-contact time.			
What are the measurable outcomes of these actions? • • •			
Suggested resources			
1. An e leaflet outlining the <a href="#">Five ways to wellbeing</a> (Keep learning, connected, be active, give,			

take notice).

2. This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour -whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.. DfE (2016) [Mental health and behaviour in schools](#)
3. [Preventing and tackling bullying \(2014\)](#) provides advice for head teachers, staff, parents and governing bodies on bullying and cyber bullying. Department for Education
4. DfE [Guide for Heads and School Staff on behaviour and discipline](#) (2016) provides advice to Headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils.
5. LGBT+Inclusive Lesson and Resources Creators have responded to the needs of teachers and students by creating lesson plans and [resources](#) for Early Years through to Further Education.

### Links to Ofsted Framework<sup>v</sup>

One of the four key Ofsted judgements is promoting the spiritual, moral, social and cultural development. 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.

### Links to National Institute of Clinical Excellence (NICE) guidelines<sup>vi</sup>

NICE guidance recommends that primary education providers:

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

Secondary education providers:

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



### Links to SEND Code of Practice<sup>iv</sup>

- All professional working with families should look to enable children and young people to make choices for themselves from an early age and support them in making friends and staying safe and healthy (Section 1.40).

## Ideas and tips to consider

### Do you

- Have peer mentoring schemes or antibullying ambassadors in your school/college?
- Have house systems, class identities, circle time, performances, class presentations and team sports?
- Celebrate significant cultural and community events?
- Identify bullying 'hot-spots' and provide a range of playtime/break activities?
- Promote a healthy lifestyle by providing healthy eating options at lunchtimes and in vending machines, ensuring fresh water is freely available and ensuring physical activity is built into the school/college day?
- Engage in the local [Health and Wellbeing Review](#)?
- Encourage pupils to use social media to send positive, supportive messages to friends?
- Check that the school environment is safe and inclusive with quiet areas in the playground, after-school and lunchtime clubs, a pleasant, comfortable staff room and safe spaces for meetings/time out?
- Have a network of trained young people, supported by a teaching professionals, to provide an opportunity for pupils/ students to 'offload'? A recent survey carried out by CBC Youth Participation found that 24% of young people said that they would like to be supported by people their own age.
- Adopt a mindfulness approach at the start of everyday? Take a look at the [Aureus School approach](#)

### What's offered locally

- [The Anne Frank ambassador scheme](#) uses education to create a society free from discrimination and prejudice
- An LGBTQ group in called [Q-Alliance](#) are based in Milton Keynes but offer a group in Bedford.
- Through consultation, the Central Bedfordshire [Educational Psychology Service](#) can bring a psychological perspective to support settings through change. This would be negotiated on a case by case basis and at a cost to the setting.

### **Whole school ethos at Robert Bloomfield Academy**

Robert Bloomfield Academy work as a team to promote the wellbeing of all in their school community. In their view, specific interventions and approaches are only a part of the story. An ethos which values the importance of wellbeing is what enables these interventions to have positive impact.

If you would like to chat with Robert Bloomfield Academy about their ethos, please contact Louise Day: [rbloom@robertbloomfield.beds.sch.uk](mailto:rbloom@robertbloomfield.beds.sch.uk).

### **Restorative Practice at Arnold Academy**

Restorative practices are one of the means by which the Arnold Academy develop positive, respectful relationships and promote the wellbeing of their school community.

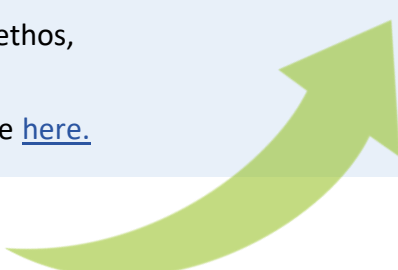
If you would like to chat with Arnold Academy about their practice, please contact Spencer Rudkin: [SRudkin@arnoldacademy.org.uk](mailto:SRudkin@arnoldacademy.org.uk).

### **Cranfield Academy's ethos**

Cranfield Academy believe in the very close association between learning and wellbeing and this ethos informs the work of the school and its relationship with the wider community.

If you would like to chat with Cranfield Academy about their ethos, please contact Jo Dormer: [jd@cranfieldacademy.co.uk](mailto:jd@cranfieldacademy.co.uk).

The full stories can be found in the Ethos and Environment file [here](#).



### 3. Curriculum, teaching and learning to promote resilience and support social and emotional learning

#### **What focus is given within our curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?**

Personal, Social and Health Education (PSHE), when taught well, helps pupils/students to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

Research findings showed that the largest immediate effects of universal, school-based social, emotional and/or behavioural programmes were a reduction in anti-social behaviour and enhanced social-emotional skills. These programmes can enhance protective factors, including building children's resilience<sup>vii</sup>. In the long-term, there is greatest impact for enhanced academic achievement and reduced substance misuse<sup>viii</sup>.

While it is for schools/colleges to tailor their local PSHE programme to reflect the needs of their pupils/students, their PSHE education programme should equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions<sup>ix</sup>.

In the 'Make Your Mark' survey, Central Bedfordshire young people have voted 'Curriculum for life' a priority for action for the last three years.

“  
‘Educating the mind  
without educating the  
heart is no education at  
all’. Aristotle  
”

“  
‘Teachers tell us that our mental  
wellbeing is important and we  
shouldn't stress ourselves out  
too much but I have, in the past,  
been upset over B grades’.  
Student.  
”

So, what does curriculum, teaching and learning to promote resilience and support social and emotional learning look like?

Please use the checklist below to generate thought, stimulate discussion around what is happening in your school and what would be even better if...



Key to NWC rating N= Not yet started, W= working towards, C= completed (achieved)

What we want to achieve	Where are we? (NWC rating)	What we need to do or evidence	Actions by whom and by when
We have a planned programme of PSHE including teaching and learning about resilience, mental health, emotional wellbeing and safe, positive relationships.			
Our PSHE programme is based on pupils'/students' needs. Pupils'/students' views and feedback are also used to inform the planned programme.			
Emotional wellbeing and resilience is promoted across the curriculum including PSHE.			
We plan and structure our lessons to offer our pupils/ students daily experiences of social, emotional and behavioural skills across the curriculum and the school/college day.			
We are trained to talk about sensitive issues, and are confident to teach them.			
We teach social, emotional and behavioural skills in a way that matches pupils'/students' needs.			
We provide curriculum time for PSHE, physical activity, the arts and culture.			
We have systems in place to effectively track pupils'/students' progress in			



PSHE education.			
<p>What are the measurable impacts of these actions?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			
Suggested resources			
<ol style="list-style-type: none"> <li>1. The PSHE Association: <a href="#">Ten principles</a> of effective practice.</li> <li>2. DfE Guidance on <a href="#">teaching PSHE</a> .</li> <li>3. The Central Bedfordshire <a href="#">PSHE Network</a> : provides PSHE curriculum information and guidance as well as a range of resources to support the health and wellbeing of pupils/students.</li> <li>4. <a href="#">Personal, social, health and economic (PSHE) education</a>: a review of impact and effective practice provides a high level overview of recent reviews of personal wellbeing education and interventions which could be applied during PSHE lessons.</li> <li>5. Lesbian Gay Bisexual and Transgender Education (LGB and T) resources for all phases including 'Creating an LGBT inclusive curriculum for secondary schools' available from <a href="#">Stonewall</a>.</li> <li>6. The PSHE Association provides specific training on teaching about mental health and emotional wellbeing Young Minds teaching resource: <a href="#">The resilient classroom</a>.</li> <li>7. The Samaritans provide online teaching resources on Developing Emotional Awareness and Listening <a href="#">DEAL</a> for children who are 14+.</li> <li>8. Ofsted's report <a href="#">Not Yet Good Enough</a>: PSHE education in schools (2013) evaluates the strengths and weaknesses of personal, social, health and economic (PSHE) education in primary and secondary schools in England.</li> <li>9. NICE guidance Social and Emotional Wellbeing in <a href="#">Primary Education</a> and <a href="#">Secondary Education</a> are old resources but still contain relevant and useful information.</li> <li>10. How social action is being applied to good effect in a selection of schools and colleges <a href="#">Ofsted best practice examples</a>.</li> <li>11. The Anna Freud Centre produce resources for Primary and Secondary school aged children promoting 'feeling good'. <a href="#">I Gotta Feeling</a> and <a href="#">Get Up and Go</a>.</li> <li>12. LGBT+Inclusive Lesson and Resources Creators have responded to the needs of teachers and students by creating and devising lesson plans and <a href="#">resources</a> for Early Years through to Further Education.</li> <li>13. Teaching children and young people <a href="#">coping strategies</a> resources from the Samaritans.</li> <li>14. <a href="#">The Power of vulnerability</a> U tube video of Brene Brown speaking about the importance of showing vulnerability.</li> </ol>			

### **Links to Ofsted Framework<sup>v</sup>**

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.

### **Links to National Institute of Clinical Excellence (NICE) guidelines<sup>vi</sup>**



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.

### **Links to SEND Code of Practice<sup>iv</sup>**

- High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision (section 8.7). Some young people will need support...in expressing their views about education, the future they want in adult life and how they prepare for it, including their health, where they live, their relationships, control of their finances, how they will participate in the community and how they will achieve greater autonomy and independence (Section 8.18).

## Ideas and tips to consider

### Do you

- Identify the stages during the academic year that provide opportunities for a specific curricular focus, for example coping with transition, the pressures of exams, or a local topical issue?
- Have a spiral curriculum for PSHE? Drop down days which are not followed up by smaller workshops to embed the learning have found to be less effective in terms of learning outcomes<sup>x</sup>.
- Provide many and varied opportunities for pupils to reinforce curriculum learning through extra-curricular activities?
- Set your PSHE curriculum in partnership with pupils/students and parents and seek end of year feedback on PSHE topics?
- Teach the curriculum using creativity and the arts.
- Use LGBT examples and language across the curriculum?
- Include sleeping tips in PSHE lessons, such as no caffeine 7 hours prior to sleeping, getting between 9-11 hours sleep a night? [Young minds](#) have a range of tips to help children and young people with sleep difficulties.
- Teach pupils/students coping strategies and resilience against social media stresses? These include
  - Taking a break
  - Being honest about the amount of social media usage
  - Stop looking for negative comments
  - Making time for real time relationships
  - Spending time helping others:

## What's offered locally

- [The Central Bedfordshire PSHE/Health and wellbeing Network](#) provides links to a comprehensive range of PSHE and health and wellbeing resources and training opportunities for schools and colleges.
- The Central Bedfordshire [Educational Psychology Service](#) can offer advice and support around baselining interventions for PSHE and reviewing and evaluating their impact. They can also offer advice and support to set up groups or individual work around developing skills/learning in this area. This may be at a cost to schools.
- The [School Nursing Service](#) are able to support you with training and resources for PSHE and to support pupil and staff health and wellbeing.
- The Culture Challenge [www.culturechallenge.co.uk](http://www.culturechallenge.co.uk) is a local service which promotes creative and cultural opportunities to schools, including an activity to help young people identify creative and cultural opportunities that they might like to try. Cultural engagement has been linked to increased engagement, achievement and wellbeing, and Culture Challenge Culture Clubs have been seen to show a 17 - 20% increase in well-being and engagement.

### **The PSHE Association's stories of best practice**

Ten 'outstanding' or 'good' schools that have committed both curriculum time and resources to the provision of high quality PSHE education are described [here](#).

### **Tithe Farm Primary School's use of Lego**

Tithe Farm Primary School use Lego Therapy to develop social competence by encouraging the development of social skills through collaborative play. The approach enables children to practice skills such as turn-taking, listening, sharing ideas, communication, compromise, problem solving and shared attention.

**If you would like to chat to Tithe Farm Primary School about their project, please contact Jamie Carmichael: [J.Carmichael@tithefarmprimary.co.uk](mailto:J.Carmichael@tithefarmprimary.co.uk).**

### **The Chiltern School's Inspiring Music Project**

At The Chiltern School emotional health and wellbeing is at the heart of the curriculum. By, combining creativity and wellbeing through the Inspiring Music project, pupils were encouraged to listen, create and support each other composing and editing sounds and music. Pupils who were socially and emotionally isolated connected with each other learning to initiate self-expression creatively and socially.

A clip of the project in action can be viewed [here](#).

**If you would like to chat to Chiltern School about their project, please contact Lisa Leonard (Headteacher) [lleonard@chiltern.beds.sch.uk](mailto:lleonard@chiltern.beds.sch.uk).**

**For more information on the Inspiring Music project, please contact Charlotte Payne: [Charlotte.Payne@centralbedfordshire.gov.uk](mailto:Charlotte.Payne@centralbedfordshire.gov.uk).**

**The full stories can be found in the Teaching and Curriculum file [here](#)**



## 4. Enabling student voice to influence decisions

**How does our school/college ensure all students have the opportunity to express their views and influence decisions?**

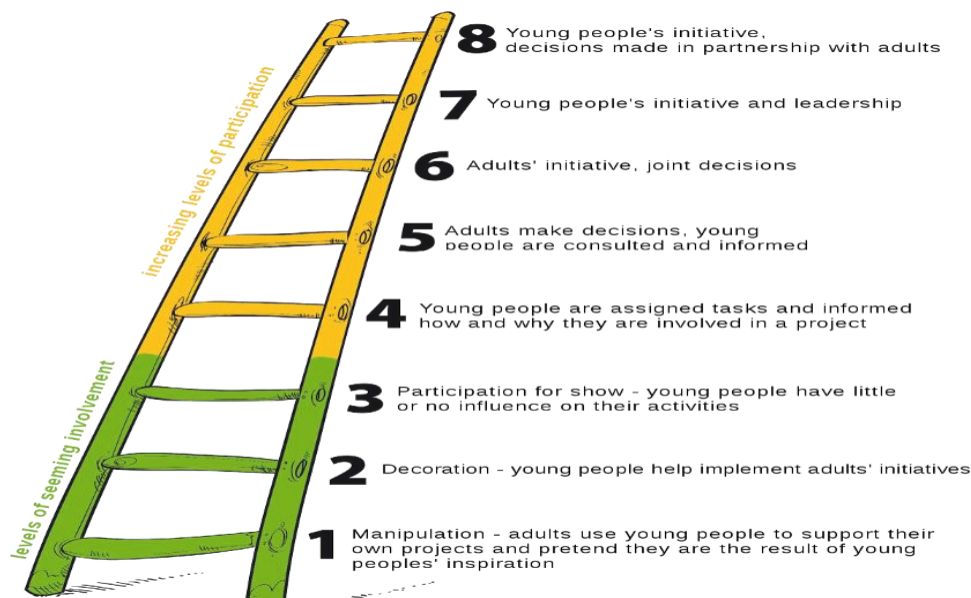
Involving students in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the school and wider community and to have some control over their lives.

At an individual level, benefits include helping students to gain belief in their own capabilities, including building their knowledge and skills to make healthy choices and developing their independence. Collectively, students benefit through having opportunities to influence decisions, to express their views and to develop strong social networks<sup>1</sup>.

Participation is not a one-off, event-based undertaking or an end-in-itself but an overarching principle which builds a meaningful, effective and ongoing dialogue between children and staff. In order to develop a sense of self-efficacy and confidence, pupils need to feel that they have influence and a genuine voice.

'Make Your Mark', an annual survey carried out Nationally by the British Youth Council, has seen Mental Health voted as the top issue for the last three years in Central Bedfordshire by Young People.

Roger Hart's Ladder of participation



**Where is your school/college on the ladder?**





Our Local CAMHS service asked young people for their views on how emotional wellbeing could be improved in schools. They came up with a number of recommendations:

- "More awareness of who we can speak to if we need help".
- "More education about mental health will lead to better understanding".
- "Assemblies about mental health".
- "Posters and leaflets around school about the different services that are available when you are struggling".
- "Continued pastoral support into sixth form at the same level".
- "A designated person in school you can see who doesn't have lots of different roles and will be more available".

So, what does enabling the student voice look like? Please use the checklist below to generate thought, stimulate discussion around what is happening in your school and what would be even better if...



Key to NWC rating N= Not yet started, W= working towards, C= completed (achieved)

What we want to achieve	Where are we? (NWC rating)	What we need to do or evidence	Actions by whom and by when
Our pupils/students are involved in school decision-making, policy development, staff appointments, for example through a school council.			
Our pupils'/students' views actively shape our curriculum, school practices and interventions.			
Our pupils/students take responsibility for aspects of school/college life.			
We actively ensure that our vulnerable pupils and those from minority groups participate. Groups include children who are looked after, young carers, children and young people from ethnic minority backgrounds, children and young people who are LGB and T and children and young people with SEND.			
Our pupils/students routinely provide feedback about the impact of interventions that aim to address their emotional and mental health and their views actively shape our practice.			
We routinely feedback to pupils about how their views shape our policies and practice; and where not, why not.			
Our pupils/students contribute to staff training or CPD around emotional wellbeing and mental health.			

What are the measurable outcomes of these actions?

- 
- 
- 

Suggested resources

1. The following [guidelines](#) identify good practice in youth participation.
2. DfE Statutory guidance: [Listening to and involving children and young people](#) (2014).
3. DfE webpage on [participation and developing your School Council](#) developing your school council.
4. [Tools and guidance](#) to enhance the voice of your pupils.
5. [The British Youth Council](#) works to inspire pupils/students to believe that their voice matters.
6. [NASUWT Student Voice](#) - a guide to promoting and supporting good practice in schools.

### Links to Ofsted Framework<sup>v</sup>

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.

### Links to National Institute of Clinical Excellence (NICE) guidelines<sup>vi</sup>

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.

### Links to SEND Code of Practice<sup>iv</sup>

- As young people develop and increasingly form their own views, they should be involved more closely in decisions about their own future (8.13).

## Ideas and tips to consider

### Do you

- Encourage pupils to take responsibility for aspects of school/college life such as peer support, reception duties, enterprise activities, school performances, charity events?
- Have an effective School Council which is diverse and inclusive, has a direct link to your SLT, influences decisions and can evidence change/impact?
- Have a friendship bench for children/young people to sit on if they feel sad or upset? Anyone passing the bench can sit down to chat with them.
- Encourage your prefects, Head Girl/Boy or a group of pupils/students to work on a particular section of the toolkit or to audit it for you?
- Create opportunities such as circle-time, focus groups or consultations, for all students to feedback to staff?
- Provide pupil/student training and support to develop their skills and confidence in organising, facilitating and participating in the full range of pupil voice activities offered by the school/college?
- Provide readily accessible young people written or child friendly versions of school policies?
- Use the Local Safeguarding Children's Board tool to capture the children and young people's voice? The tool can be accessed [here](#).

### What's offered locally

- In response to feedback from local young people, a Wellbeing Ambassador Pilot Programme was set up by the schools CAMH team for years 9 and above. The project sought to provide peer led support that improves wellbeing and promotes personal strengths and builds resilience. Ambassadors received training based on positive psychology and coaching psychology to help younger peers set and work towards goals. The project is being developed to be rolled out across all schools in the academic year 2018-2019. For further details contact Emma Harbour, CAMHS Mental Health Practitioner (Schools Team). Tel: 07825 262397.
- [Central Bedfordshire Youth Services](#) can provide advice and guidance on youth participation and setting up an exemplar school council.
- The Central Bedfordshire [Educational Psychology Service](#) can provide training and support around implementing person-centred planning approaches and eliciting pupil/student views. This may be at a cost to schools.



### **Samuel Whitbread Academy pupil/student sleep study**

The Head Boy and Head Girl of Samuel Whitbread Academy have lead a research project into the benefits of sleep on emotional wellbeing.

**If you would like to chat with Samuel Whitbread Academy about the project, please contact Thomas Rowell: [trowell@bestacademies.org.uk](mailto:trowell@bestacademies.org.uk).**

### **Redborne Upper School's LGB and T group**

Redborne Upper School have formed a group that is based around inclusion equality and social justice focusing on representing the rights and voices of LGB and T students through the pride youth network organisation.

**If you would like to chat with Redborne Upper School about the group, please contact Sarah Bean: [stsbean@Redborne.beds.sch.uk](mailto:stsbean@Redborne.beds.sch.uk).**

The full stories can be found in the Pupil Voice file [here](#)



## 5. Staff development to support their own wellbeing and that of pupils/students

### How are our staff supported in relation to their own health and wellbeing and to be able to support student wellbeing?

We all have mental health and this is just as important as physical health.

School professionals are not expected to replace specialist services but it is important that we all have the knowledge and skills to support the emotional wellbeing and resilience of your pupils/students. It is therefore essential that our own health and wellbeing is looked after<sup>1</sup>.

“

Kids don't remember what you try to teach them, they remember what you are - Jim Henson

”

“

“I wish people would notice that I'm, like, behaving well, but most people concentrate on [my] bad behaviour”. Student

”

So, what does good staff development look like? Please use the checklist below to generate thought, stimulate discussion around what is happening in your school and what would be even better if...





Key to NWC rating N= Not yet started, W= working towards, C= completed (achieved)

What we want to achieve	Where are we? (NWC rating)	What we need to do or evidence	Actions by whom and by when
<p>We are committed to staff health and wellbeing by:</p> <p>providing opportunities for assessing their emotional health and wellbeing needs.</p> <p>providing support to enable staff to reflect on and to take actions to enhance their own wellbeing.</p> <p>promoting a work- life balance.</p>			
<p>We provide continuous professional development for staff that :</p> <p>makes it clear that promoting good emotional wellbeing is the responsibility of all members of the school/college staff and community.</p> <p>informs them about the early signs of emotional wellbeing and mental health issues.</p> <p>informs them what to do if they think they have identified a developing need.</p>			
<p>We understand that behaviour is a form of communication and have a forum in which to discuss behaviour and emotional wellbeing concerns.</p>			
<p>We address behavioural issues with student centered solutions.</p>			
<p>We ensure that social and emotional wellbeing is integrated within the training and continuing professional development of Governors.</p>			

Our staff receive training in PSHE and all staff model the values contained within it as part of a whole school approach to promoting health and wellbeing. This training is regularly updated.			
We ensure that professional development is based on the identified needs of staff.			
We can identify the impact of training on staff confidence and competence on managing emotional wellbeing issues in school.			
<p>What are the measurable outcomes of these actions?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			
Suggested resources			
<p><b>Staff wellbeing resources</b></p> <ol style="list-style-type: none"> <li>1. A resource outlining the <a href="#">5 ways to staff wellbeing self help</a>.</li> <li>2. Tips on how to achieve the right <a href="#">work life balance</a>.</li> <li>3. An online resource to share <a href="#">wellbeing strategies</a> with others.</li> <li>4. <a href="#">Education support network</a> provides advice on a range of matters to support teaching professionals.</li> <li>5. A free range of resources to promote <a href="#">wellbeing in the workplace</a>.</li> <li>6. Young Minds <a href="#">Caring for the wellbeing of teachers</a>.</li> <li>7. To access training by Relate on managing stress at work. <a href="mailto:Contacttraining@relatebedsandluton.org.uk">Contact training@relatebedsandluton.org.uk</a>.</li> </ol> <p><b>Staff development resources</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Young minds</a> offer training for staff on emotional wellbeing and mental health issues</li> <li>2. <a href="#">MindEd</a> is a free educational resource funded by DfE and DH.</li> <li>3. This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour -whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. DfE (2016) <a href="#">Mental health and behaviour in schools</a>.</li> </ol>			

### **Links to Ofsted Framework<sup>v</sup>**

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

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

### **Links to National Institute of Clinical Excellence (NICE) guidelines<sup>vi</sup>**

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.



## Ideas and tips

### Do you

- Have a Staff Stress Management Policy which is reviewed and updated regularly to address staff needs?
- Encourage staff to implement reflective practice and to take actions to enhance their own wellbeing?
- Have a staff peer mentoring arrangement or a staff wellbeing group?
- Set aside time for staff to write reports?
- Have an emphasis on emotional wellbeing of staff and pupils/students in your staff induction programme or have a buddy system for new staff?
- Promote an effective work-life balance for staff which is seen as integral to the success of the school and offer staff wellbeing time throughout the term?
- Offer supervision for your staff to talk through experiences and receive support in managing emotions?

### What's offered locally

- Primary – [Chums School Support Program](#): for half termly training and consultation for a designated member of staff.
- Secondary – [CAMH School Team](#) can offer whole staff training on a range of topics. Please discuss this with your link CAMH worker.
- [Bedfordshire Wellbeing Service](#) is a resource staff can access to speak to someone regarding any concerns they have regarding their own mental health and wellbeing. Staff Peer Supervision Groups can be supported to be set up in schools.
- The Central Bedfordshire [Educational Psychology Service](#) can help set up Peer Supervision Groups for staff. This may be at a cost to schools.
- The Central Bedfordshire [CDP online](#) service offers a range of training opportunities.
- The Bedfordshire Wellbeing Service is for residents of Bedfordshire (excluding Luton who have a separate service) who experience depression, anxiety, sadness, extreme shyness, obsessive behaviour, phobias, relationship difficulties including depression and common mental health symptoms or other psychological issues which are holding them back in their lives. It provides one-to-one sessions and/or group workshops. You can contact this service [here](#).

### **SHUSH Partners at Maple Tree Lower School**

To support each other at Maple Tree, the staff have developed SHUSH which is a whole school approach to acknowledging and valuing colleagues and building team spirit.

**If you would like to chat with Maple Tree Lower school about the policy, please contact Chris Pond: [chris.pond@mapletreelowerschool.com](mailto:chris.pond@mapletreelowerschool.com)**

### **Sandy Upper School's Praise Partners**

As part of their belief in the importance of the wellbeing of their whole school community, Sandy Upper have adapted an approach taken with students - "Praise Partners" and implemented it with the staff in order to acknowledge their efforts and promote enhanced wellbeing for them.

**If you would like to chat with Sandy Upper school about the policy, please contact Heather Smith: [hsmith@sandyupper.net](mailto:hsmith@sandyupper.net).**

### **Peer supervision at Redborne Upper School**

At Redborne Upper School, there is a realisation that the wellbeing of the whole school community is important and that staff and student wellbeing are closely related. In line with this thinking, staff are developing a peer supervision approach which puts their own wellbeing at the centre of the process.

**If you would like to chat with Redborne Upper school about the approach, please contact Luan Tink: [stltink@Redborne.beds.sch.uk](mailto:stltink@Redborne.beds.sch.uk).**

### **Cranfield Academy's 'wheel' of staff wellbeing**

Cranfield Academy emphasises the strong relationship between staff wellbeing and that of their pupils & they employ a range of approaches to enable school staff to flourish.

**If you would like to chat with Cranfield Academy about their approach, please contact Jo Dormer: [jd@cranfieldacademy.co.uk](mailto:jd@cranfieldacademy.co.uk).**

**The full stories, as well as a story about Leedon Lower's approach, can be found in the staff development story file [here](#).**

## 6. Identifying need and monitoring impact of interventions

### How does our school/college assess the needs of pupils/students and the impact of interventions to improve wellbeing?

Efforts taken by schools/colleges to promote the physical and mental health of the pupil/student population creates a virtuous circle, reinforcing attainment and achievement that in turn improves student wellbeing, enabling students to thrive and achieve their full potential. Identifying need and monitoring impact will help school and college leaders make use of school and college level data to identify the mental wellbeing needs of students and determine how best to address these<sup>1</sup>.

“

‘What gets measured, gets managed’. Peter Drucker

”

“

“I wish adults would just listen so they understand us better”. Student

”

So, what does identifying need and monitoring impact look like? Please use the checklist below to generate thought, stimulate discussion around what is happening in your school and what would be even better if...



What we want to achieve	Where are we? (NWC rating)	What we need to do or evidence	Actions by whom and by when
We routinely use evidence - based tools to determine the emotional wellbeing and mental health needs of pupils/students and staff within our setting.			
We use the information collected to identify priorities and effectively plan next steps. (eg a clear process of 'assessing, planning, doing and reviewing' to achieve the desired outcomes).			
We assess the effectiveness of our school interventions and our commissioned services, such as counselling services.			
We use information effectively so that patterns of attainment, attendance and behaviour are identified and can be acted upon.			
Notwithstanding protecting pupil/student confidentiality, we have mechanisms for sharing information about bullying, academic pressure, staff development etc. This may identify where a change in policy or practice may be needed.			
We identify and address the emotional wellbeing needs of potentially vulnerable pupils/students including young carers, those who are LGB and T, children in care, those at risk of exclusion from school, pupils/students with SEND.			
We deliver planned interventions which are chosen			

on the basis of evidence of effectiveness and we monitor and evaluate their impact to inform future planning.			
<p>What are the measurable outcomes of these actions?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<p>Suggested resources</p> <ol style="list-style-type: none"> <li>1. The Anna Freud Centre have produced a toolkit to support measuring and monitoring mental wellbeing in schools. Measuring and monitoring children and young people's mental wellbeing: <a href="#">a toolkit for schools and colleges</a>.</li> <li>2. <a href="#">CORC for Schools</a> supports schools to measure the impact of mental health and well-being care using outcome measures.</li> <li>3. Guidance update and development: <a href="#">On the use of Routine Outcome Measures</a> (ROM's) and feedback tools with Children and Young People with Learning Disabilities (LD), their families and networks.</li> <li>4. <a href="#">Schools in Mind</a>, Anna Freud Centre network- a free network sharing expertise on promoting well being.</li> <li>5. DfE <a href="#">Counselling in schools</a>: a blueprint for the future: Departmental advice for school leaders and counsellors (updated 2016)</li> <li>6. Early Intervention Foundation: <a href="#">What works in enhancing social and emotional skills development</a> during childhood and adolescence? A review of the evidence on the effectiveness of school-based and out of school programmes in the UK (2015).</li> <li>7. DfE <a href="#">Counselling in schools</a>: a blueprint for the future: Departmental advice for school leaders and counsellors (updated 2016)</li> <li>8. Early Intervention Foundation: <a href="#">What works in enhancing social and emotional skills development</a> during childhood and adolescence? A review of the evidence on the effectiveness of school-based and out of school programmes in the UK (2015).</li> </ol>			

## Links to Ofsted Framework<sup>v</sup>

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

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

## Links to National Institute of Clinical Excellence (NICE) guidelines<sup>vi</sup>

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.

## Links to SEND Code of Practice<sup>iv</sup>

- All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential and identification should be built into overall approach to monitoring the progress and development of all pupils (6.1 and 6.5).

## Ideas and tips to consider

### Do you

- Have effective routes for self-referral for pupils/students and staff to seek help via worry boxes, email addresses, visible Designated Safeguarding Leads/Pastoral Leads, promotion of self-help resources and provider services?
- Measure the effectiveness of interventions such as the support offered when transitioning in and out of school using pre and post measures?
- Use happy/sad sheets or peg signs to enable lunchtime staff and class teachers to track emotional wellbeing and look for signs of bullying or withdrawal?
- Share the measurable impacts detailed in each of your audited principles with pupils/students, parents/carers, staff, governors and other stakeholders?
- Stop and take time to notice differences in pupils/students' behaviour or appearance?

## What's offered locally

- Central Bedfordshire Public Health Team offers a free biennial health and wellbeing survey for all pupils/students in years 4, 6, 8,10 and 12. Contact: [sarah.james@centralbedfordshire.gov.uk](mailto:sarah.james@centralbedfordshire.gov.uk). The results report for the 2017 survey can be found in the [school/college information file](#).



- The Central Bedfordshire [Educational Psychology Service](#) can offer advice and support around baselining interventions and reviewing and evaluation their impact. They can also offer advice and support to set up groups or individual work around developing social skills and managing anger and/or anxiety. This may be at a cost to schools.
- Primary – [Chums School Support Program](#): for half termly training and consultation for a designated member of staff.
- Secondary – [CAMH School Team](#) can offer Whole Staff Training on a range of topics. Please discuss this with your link CAMH worker.

### **The Central Bedfordshire Pupil Health and Wellbeing Survey (SHEU survey)**

Central Bedfordshire Council commission a biennial pupil/student health and wellbeing survey for Central Bedfordshire school/college Years 4, 6, 8, 10 and 12. The survey is run by the Schools Health Education Unit (SHEU) who provide participating schools/colleges with their own report which enables them to understand the needs of their school community. A Central Bedfordshire report is also published, bringing together the key findings from all participating schools/colleges. A copy of the full report can be found in the [schools/college information file](#).

**If you would like to find out more about the survey, please contact [Sarah James](#) Public Health Senior Practitioner (Children and Young People).**

### **Van Dyke Upper School's provision review meetings**

At Van Dyke Upper School, Provision Review meetings are a key means by which the emotional wellbeing of students is promoted. Within this monitoring framework, staff are enabled to work together to provide necessary support to specific students.

**If you would like to find out more about the survey, please contact Tracy Beckwith: [beckwitht@vandyke.cbeds.co.uk](mailto:beckwitht@vandyke.cbeds.co.uk).**

**The full story can be found in the identifying need and monitoring impact file [here](#).**

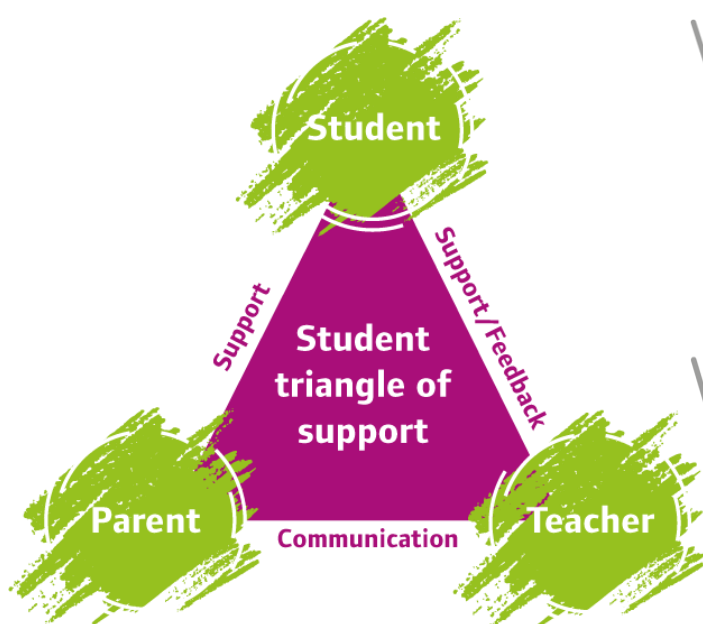
## 7. Working with parents/carers

### How does our school/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. Parents are the child's first educator and continue to have a life-long enduring impact on all aspects of their life. The 2017 [Pupil Health and Wellbeing Survey](#) showed that the majority of pupils/students seek support from their families for most issues.

Universal interventions that support parenting and family have the potential to yield social as well as economic benefits<sup>xi</sup>.

Attempts by schools to engage parents in their children's learning are unlikely to be successful if they represent a 'bolt-on' to mainstream activities. A parental engagement strategy, therefore, should be integrated into a whole school approach to parental engagement<sup>xi</sup>.



“

'Coming together is a beginning,  
keeping together is progress,  
working together is success'.  
(Henry Ford)

”

“

'Sometimes things happen  
outside of school that  
teachers aren't aware of  
and it just makes it worse'.  
Student

”

So, what does good collaborative working with parents/carers look like? Please use the checklist below to generate thought, stimulate discussion around what is happening in your school and what would be even better if





Key to NWC rating N= Not yet started, W= working towards, C= completed (achieved)

What we want to achieve	Where are we? (NWC rating)	What we need to do or evidence	Actions by whom and by when
Parents/carers feel welcome and included in our school/college community.			
We routinely and actively seek feedback from parents /carers throughout the academic year and following training, activities and events. Feedback is used to inform future planning.			
Parents and carers know whom to approach in school if they have concerns or information regarding their child's emotional health and wellbeing.			
We are able to effectively signpost parents/carers to appropriate services and resources to meet their own and their child's needs.			
We openly address any stigma about referrals so that pupils/students and parents or carers feel confident to access the service/s.			
We provide opportunities for parents/carers to access information or programmes that help them to understand, manage and support their child's emotional wellbeing and learning needs.			
We actively seek involvement from parents/carers of our more vulnerable children including all those listed in the Targeted Support section.			

What are the measurable outcomes of these actions?

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- 
- 

#### Suggested resources

1. DfE Review of [best practice in parental engagement](#) (2011) This report examines research on parents of children aged 5-19 and includes evidence-based messages on interventions to support parental engagement in their children's learning. The summary concludes with a model of effective practice.
2. A review of Ofsted reports on [how schools engage with parents](#) 2011 drawing on 47 school inspections and other sources, and making recommendations for better practice.
3. [Young minds](#) offer workshops training and resources to support parents and provides a range of free [resource booklets](#) on a variety of mental health issues.
4. DfE [Mental health and behaviour in schools](#) (updated 2016).
5. [Minded for families](#) offers tips on how parents can care for their children/ young people and themselves.
6. The Anna Freud Centre offers [resources for parents](#) of secondary school students. [Child in Mind podcasts](#) from this page offer advice for parents/carers about some of the mental health issues that their children/young people in secondary schools may be facing.
7. Teacher [guide](#) on parental engagement and narrowing the gap in attainment for disadvantaged children.
8. [How to involve hard to reach parents](#), a document from the National College for School Leadership 2011 exploring how different schools engage hard-to-reach groups of parents. It generates a toolkit of practical strategies and creative ideas to inform school leaders who wish to develop greater parental engagement in their contexts
9. The Anna Freud Centre publishes a [blog guiding parents](#) and family in how to engage and initiate potentially difficult conversations with children and young people who are undergoing big changes, such as starting school or moving to a new one.
10. [Supporting mental health in schools and colleges](#) is a government publication with survey findings and case studies with schools on activities to support pupils' mental health and wellbeing, including working with families.

### Links to Ofsted Framework<sup>v</sup>

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

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

### Links to National Institute of Clinical Excellence (NICE) guidelines



NICE guidance recommends that primary education providers:

- support all pupils and, where appropriate, their parents or carers (including adults with responsibility for looked after children)
- offer support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners.
- give all parents details of the school's policies on promoting social and emotional wellbeing and preventing mental health problems.

Secondary education providers:

- work in partnership with parents, carers and other family members to promote young people's social and emotional wellbeing.
- help reinforce young people's learning from the curriculum by helping parents and carers to develop their parenting skills. This may involve providing information or offering small, group-based programmes run by appropriately trained health or education practitioners.
- ensure parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This should include support to participate fully in any parenting sessions, for example by offering a range of times for the sessions or providing help with transport.

### Links to SEND Code Of Practice<sup>iv</sup>

- One of the key principles of the SEND COP is that children and young people and their parents **must** be involved in discussions and decisions about their individual support and about local provision. (1.3).

## Ideas and tips to consider

### Do you

- Have an appointed parental engagement lead to liaise with families, listen and collaborate to find a way forward?
- Include a presentation by your PSHE Lead, Emotional wellbeing Lead, School Nurse and CAMHS worker at all parent evenings to promote the links between attainment and health?
- Introduce workshops, parents evenings for all parents or specifically for parents of pupils/students who have resilience or emotional wellbeing needs?
- Seek annual parent's/carers' views on the school through a stakeholder survey and include the results in newsletters and on the website?
- Provide a parent carer feedback box or alternative mechanism to seek views?
- Provide training for all staff on positive ways to engage with parents, school expectations of how things are communicated verbally and in writing and how to handle situations that may start to escalate quickly?
- Ensure parents/ carers are appropriately represented on the school's Board of Governors?
- Seek solutions to logistical barriers to parental involvement such as car-pools, including children in school based parental activities and, taking account of parental work schedules when organising programmes?
- Provide parenting classes or commission a service for parents to help families to address issues such as attendance problems, bullying and family break-ups that may cause a barrier to learning?
- Actively engage fathers and other male relatives?
- Engage traveller parents to raise achievement of their children? Ofsted's [good practice example](#) illustrates how achievement and improves attendance of Traveller pupils can be improved.
- Host parents/carers support groups or facilitated parent run groups to enable mutual support for parents of a child with emotional wellbeing needs.
- Involve parents/carers in this toolkit's self-audit?

### What's offered locally

- Central Bedfordshire [support for families](#) and [parenting programmes](#) offer advice and support to parents and carers.
- The Special Educational Needs and Disabilities (SEND) [parent, child and young person partnership service](#) is a statutory service, working at arm's length from the authority and offers a free confidential support service for parents and carers of children with SEND.
- Independent Supporters from [Core Assets](#) provides parents, carers and children with impartial information, help and support aimed at supporting their progress through the new SEND assessment and planning process.
- [CHUMS](#) are working with schools to deliver parenting programmes/ workshops via Child Wellbeing Practitioners.



### **Flitwick Lower School's links with parentss**

In line with their beliefs about the importance of links with the community and the importance of working with parents and carers to support pupil wellbeing, Flitwick Lower School have been developing strong relationships with parents and carers. For Flitwick staff, the wellbeing of parents, carers and pupils is very closely related.

**If you would like to chat with Flitwick Lower School about their approach, please contact Jo New: [jnew@flitwick.cbeds.co.uk](mailto:jnew@flitwick.cbeds.co.uk)**

The full story can be found [here](#)

## 8. Targeted support, appropriate referral and transitions

**How does our school/college ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services?**

Risk factors that are associated with lower resilience and poorer emotional wellbeing include:

- being in care.
- being young carers.
- having previous emotional wellbeing or mental health issues.
- living with parents/carers with a mental health, drug or alcohol issue or known to the criminal justice system.
- living in households experiencing domestic violence or homelessness.
- transitioning between education settings, age phases or child to adult health services.
- having long term medical conditions.
- having SEND.
- being known to the Youth Justice System.
- pupils who have been excluded.
- Seeking asylum.
- being LGBT or T.
- being known to social care.
- being from BME communities.
- experiencing loss, bereavement or trauma.
- Having adverse Childhood Experiences (ACEs). ACEs are traumatic events that affect children while growing up, such as suffering child maltreatment or living in a household affected by domestic violence, substance misuse or mental illness.

Delays in identifying and meeting emotional wellbeing and mental health needs can have far reaching effects on all aspects of children and young people's lives, including their chances of reaching their potential and leading happy and healthy lives as adults<sup>xiii</sup>. You are well placed to make referrals as you know your children and young people and their families well. This information is important in making a good quality referral to external specialist services when required.

“

‘There needs to be a lot more emphasis on what a child can do instead of what he cannot do’.  
Temple Grandin

”

“

“Maybe adults should notice. And perhaps realise that we need emotional support rather than just educational” Student

”

So, what does good targeted support and referral look like? Please use the checklist below to generate thought, stimulate discussion around what is happening in your school and what would be even better if...



Key to NWC rating N= Not yet started, W= working towards, C= completed (achieved)

What we want to achieve	Where are we? (NWC rating)	What we need to do or evidence	Actions by whom and by when
We have an effective pastoral system which ensures that each pupil/student is known well by at least one member of staff. This staff member will be able to notice changes in behaviour and begin dialogue.			
We address behavioural issues with student centered concerns and ensure that our behaviour culture and policy reflect this student centered approach.			
All staff in our school/ college communicate effectively with each other about pupils'/students' emotional wellbeing.			
We have clear policies and pathways in school for logging and escalating emotional wellbeing concerns. All our staff are clear about their roles and responsibilities.			
We recommend self-help resources to meet pupils'/students' needs where appropriate.			
We link effectively with services (such as school educational psychologists, CAMHS, CHUMS and the School Nursing Service) to make referrals and coordinate care for			

pupils/students with emotional wellbeing needs. Any stigma around referral is openly addressed so that pupils/students feel confident to access the service/s.			
We have a clear understanding of the services available and the referral routes to access them.			
We use a graduated approach to provide evidence based interventions and support for pupils/students with emotional wellbeing needs (and their families), which includes assessing, planning, implementing and reviewing.			
We are able to access/commission good quality, confidential counselling services which are able to provide evidence of impact.			
All our staff are aware of the LSCB guidance on safeguarding and take appropriate action when required.			
We support children and young people through points of transitions into and out of our school/college or between GCSEs and A levels. See below.			
<p>What are the measurable outcomes of these actions?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			
Suggested resources			

1. [Working Together to Safeguard Children](#) 2015 is statutory guidance on inter-agency working to safeguard and promote the welfare of children. From this page, guides written for children and young people can also be accessed.
2. [Anna Freud Mental Health Toolkit for Schools](#) This toolkit aims to raise awareness amongst school and college staff of the range of validated tools that are available to help measure subjective mental wellbeing amongst the student population. This, in turn, will help school and college leaders make use of school and college level data to identify the mental wellbeing needs of students and determine how best to address these.
3. [The NICE website](#) has an interactive flow chart offering access to information about social emotional wellbeing at three phases of education: early years, primary and secondary school.
4. [Early years](#) guidance to support transitions into school.
5. Young Minds; a charity leading the fight for a future where all young minds are supported and empowered, whatever the challenges.
6. [The Nurture Network](#); a charity promoting nurture as a powerful change agent that impacts the lives of our most vulnerable children and young people, helping them to develop the confidence to become fully contributing members of society.
7. [Rise Above website](#). Addressing mental health issues, designed by young people, for young people. Commissioned by Public Health England.
8. [Youth Wellbeing Directory](#) provides a list of local and national organisations for teachers, parents and anyone up to the age of 25, along with important information about mental health and wellbeing that may be helpful.
9. [Childline](#); online and on the phone advice and support for children and young people with worries and concerns that they want to talk about.
10. [Supporting mental health in schools: identification and assessment of need](#). A 2017 report summarising research, including a national survey of provision and case studies, which explored decision-making, models of delivery and experiences of different effective approaches to mental health provision in settings.
11. The LGBT charity Stonewall has published their [2017 report](#) into British LGBT pupils/students detailing their experiences in schools/colleges.
12. [The Central Bedfordshire PSHE/Health and wellbeing Network](#) provides links to a comprehensive range of PSHE and health and wellbeing resources and training opportunities for schools and colleges.
13. Public Health Wales has produced a [short film](#), [reports and an infographic summary](#) of the effects of adverse childhood experiences on adults and children.



### **Links to Ofsted Framework<sup>v</sup>**

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.

### **Links to SEND Code of Practice**

- Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils....[this]...can include progress in areas other than attainment...The first response to such progress should be high quality teaching targeted at their area of weakness (sections 6.18/6.19 & 6.20).

### **Links to National Institute of Clinical Excellence (NICE) guidelines<sup>v</sup>**

NICE guidance recommends that primary education providers:

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

Secondary education providers:

- Ensure young people have access to pastoral care and support, as well as specialist services, including child and adolescent mental health services, so that emotional, social and behavioural problems can be dealt with as soon as they occur.
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality.
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it. This could involve developing a peer education or peer mediation approach where young people who act as peer supporters are trained and supported appropriately.
- Receiving schools should be structured to minimise changes and fears, e.g. fear of having lots of teachers, getting lost. Including:
  - Provide plans or maps to help young people find their way around new school. Have clear signs and labelling.
  - Try to have minimal amount of teachers in first year of new school.
  - Consistency of staff.
  - Providing a more nurturing approach during the first year at a new school.
  - Both schools can work together to set up shared activities, for example year 6 pupils joining year 7 pupils at secondary school for joint activities days, theme days etc. throughout the year .
  - Pupils could start a Maths workbook/maths project that continues from year 6 into their new school in year 7.
  - Schools could work collaboratively to assess pupils in their final year, e.g. year 6 and 7 teachers could work together to assess year 6 pupils so the year 7 teachers have confidence in the assessments.
  - Year 7 teachers should spend time in year 6 classrooms getting to know about the teaching and learning style in primary so that they can adapt their own practice to ensure a more consistent approach.

## Ideas and tips to consider

### Do you

- Have effective partnerships with agencies and providers e.g. CAMHS, Early Help, Virtual School?
- Support a 'stepped care' approach to preventing and managing emotional wellbeing problems including setting up an action plan at the earliest point?
- Support Traveller pupils/students in transition between schools? Ofsted's good practice example illustrates how St Edmund's Catholic Primary School helps [Traveller pupils going from primary to secondary school](#).
- Prioritise a topic such as self-harm to raise awareness for students, parents and staff through assemblies, workshops. and training to promote understanding and reduce stigma?
- Use The [FRIENDS programs](#) which have been endorsed by the World Health Organisation for their contribution in increasing children's resilience and coping skills, and decreasing symptoms of anxiety, depression and peer difficulties?
- Use your School Nurse, CHUMS and CAMHS links to best effect?
- Use pre and post measures to ensure effectiveness of your transition interventions.

## What's Offered Locally

- [Central Bedfordshire Youth Services](#) can provide Personal Advisors for pupils in year 9 and above with EHCP to support transition to adulthood.
- Pupils/ students who are looked after are supported during transitions through PEPs and the [Virtual School](#)
- This [Local Offer \(PDF 487.7KB\)](#) sets out in one place what support and services are available for [Children and Young People with Special Educational Needs and Disabilities \(SEND\)](#). The information will include how to access services and organisations for Children and Young People with SEND from birth to 25 years.
- Through consultation, The Central Bedfordshire [Educational Psychology Service](#) can support settings and pupils on an individual, group or systemic level, identifying strengths, baselining need, implementing appropriately targeted interventions and reviewing their impact. This may be at a cost to settings.
- Central Bedfordshire's [Access and Referral Hub](#) team will support you through the Early Help process enabling you to access a range of services to suits the needs of your pupil/student.
- Your [School Nursing Service](#) will be able to advise you about services appropriate to your pupils'/students' needs and will support children through transitions.
- An LGBTQ group in called [Q-Alliance](#) are based in Milton Kenes but offer a group for young people in Bedford.
- A full list of Public Health commissioned services, provider contact details and lead commissioner details can be found in the Box file [here](#). Please click on the most recent file. A school/college policy providing guidance on the actions to take in the event of a suspected suicide of a young person is available in the [school/college information file](#)

### **Central Bedfordshire College "Health and Wellbeing" fairs**

Central Bedfordshire College are supporting their students by hosting regular "Health and Well Being" fairs. The events provide students with an opportunity to find out what services are available to them and also strengthen the links between College and Service providers. This has actively encouraged students and staff to be responsible for their own health and wellbeing and has had a positive impact.

**If you would like to chat with Central Bedfordshire College about the fairs, please contact The Welfare Team on 01582 477776.**

### **Harlington Upper School student bereavement support group**

As part of their overall approach to Well Being, Harlington Upper School have developed HUBS (Harlington Upper Bereavement Support) which is a range of structured responses to the experience of bereavement.

**If you would like to chat with Harlington Upper School about the group, please contact Kerry Day: [kday@harlington.org](mailto:kday@harlington.org)**

### **'Shooting Stars' group at Cranfield Academy**

The 'Shooting Stars' group at Cranfield Academy highlights the emotional aspects of achievement for those pupils who have additional needs, and provides appropriate targeted support.

**If you would like to chat with Cranfield Academy about the group, please contact [Jo Dormer: \[jd@cranfieldacademy.co.uk\]\(mailto:JoDormer@cranfieldacademy.co.uk\)](mailto:JoDormer@cranfieldacademy.co.uk)**

**The full stories along with 2 more stories from Greenleas School and Church End Lower School can be found in the targeted support file [here](#)**

The school/college emotional wellbeing and mental health needs pathway is available in the mental health and wellbeing section of [the school information file](#). The pathway is shown below to guide you through what action to take at different levels of emotional wellbeing/ mental health need.



## Transitions

Research suggests that successful transitions are supported through attention to three key areas<sup>xii</sup>.

Questions to ask yourselves:

### **Social adjustment**

Are receiving schools aware of bullying and what do they do about it?

Do you or the receiving school actively support the development of peer to peer relationships through buddy and/or mentoring schemes, pen pals etc?

Do you or the receiving school have a genuine concern for how pupils spend their 'free time'?

### **Institutional adjustment**

How obvious are your routines and processes to newcomers?

Are they clearly identified and explicitly explained?

Do new pupils understand their timetables, routines for lunch, where to go for help etc?

Do you use your Pupil Premium to support transition work?

### **Curriculum continuity**

Do you use 'bridging materials' where the same work books are used across the transitioning year groups?

Is information routinely shared between staff in both schools about the style/type of lessons?

Do you have an understanding about metacognitive issues for pupils? I.e. pupils being confident that they are able to meet new challenges and are supported effectively?

Do you avoid testing in the first few week at a new school? Studies indicate that most pupils/parents find this worrying.

Do you ensure that pupils/students with SEN do not experience issues with curriculum continuity?

Could you liaise with others to develop innovative curriculum practices and continuity (such as working on the same texts in Year 6 and Year 7)?



## Ideas and tips for transition

### Do you

- Encourage 'Good Endings', reflecting with pupils on positive experiences, what they will miss, what they are looking forward to?
- Organise celebration events/assemblies with parents?
- Ensure that staff are aware that there will be some pupils/students that will need to 'rubbish' the school as they are preparing to leave in order to help them manage the emotions of leaving and letting go?
- Compile or encourage feeder schools to develop individual profiles of needs with pupils/students being involved in developing their profile?
- Encourage form tutors to have sessions/circle time on transitions to share fears, hopes?
- Encourage the receiving school/college to set up peer mentoring or buddy schemes to help new pupils/students settle in and have someone to go to with questions?
- Take away the 'unknown' by providing as much information as possible in advance, e.g. who their teacher is, their timetable, which peers are in their tutor group?
- Work together with parents/carers both pre and post transition, communicating consistent messages and including them in development of plans?
- Support pupils/students and parents to think about and plan and practice how pupils/students will get to school/college?

### **Examples of local good practice in supporting transitions**

- Transition days, with extra days for vulnerable pupils and those with SEND.
- 'Pupil passports' or 'at a glance' sheets for class teachers to help them get to know vulnerable pupils.
- Pupils allowed to identify their friends who they would like to be with in their tutor group.
- Baseline assessments on visit days or in first few weeks after entry.
- Curriculum mapping across the cluster of schools.
- Containment of new pupils and consistent staff allocation to provide a stable environment.
- Maps, guided tours and extra support in the first few weeks to support with navigation around the school.
- 'Friendlier' timetables that were more accessible and less confusing.
- Annual Reviews of those pupils with EHCPs prior to transitions.
- 'Pen pals' or 'Buddy' schemes.
- Talks by students to pupils at feeder schools about possible worries.
- Parent meetings attended by staff/pupils of receiving school designed to help parents understand expectations and promote self-organisation.
- Pupils asked to post questions to be addressed in advance of transition.
- 'Summer school' for more vulnerable pupils.

**The information contained in this toolkit is accurate at the time of publication. We intend to review the toolkit on an annual basis to ensure information remains up to date.**

### **Acknowledgements**

We would like to thank:

- Vandyke Upper School
- Samuel Whitbread Academy
- Sandy Upper School
- Redborne Upper School
- Central Bedfordshire College
- Cranfield Academy
- Thomas Johnson Lower School
- Flitwick Lower School
- Robert Bloomfield Academy
- Greenleas Lower School
- Maple Tree Lower School
- Caddington Village School
- Church End Lower School
- Tithe Farm Primary School
- Russell Lower School
- Hawthorn Park Primary School
- John Donne Lower School
- Cedars Upper School
- Arnold Academy
- The Dunstable/Houghton Regis SENCO Liaison Group
- Members of the Leighton Buzzard Youth Group
- The Central Bedfordshire School Improvement Team and Access and Inclusion Team
- The Bedfordshire CAMHS Team
- Central Bedfordshire and Bedford Borough Early Help Teams
- Inspiring Music Service

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# Promoting emotional health, wellbeing and resilience

**A whole school and college approach**

