



# Emotional wellbeing and mental health: a toolkit for Worcestershire maintained and independent schools, academies, short stay schools, sixth form, FE colleges and skills providers

## What is the school's or college's role?

The government has acknowledged the vital role that schools, colleges and skills providers play in supporting the emotional wellbeing and mental health of all pupils and learners and it has commissioned a suite of relevant guidance and resources to help them, available through the links below. The December 2017 Green Paper 'Transforming Children and Young People's Mental Health Provision' goes further and proposes even more support for schools, in recognition of their central role in promoting good mental health and intervening early in order to prevent problems escalating. Schools and other education settings (including colleges and skills providers) can do this by providing an emotionally healthy whole school or setting environment, with a curriculum which contributes to mental and personal wellbeing and good access to further support for those pupils and learners that need it.

The Ofsted common inspection framework (2015, updated 2018) requires schools, colleges and skills providers to evidence pupils' personal development, behaviour and welfare, which is one of the 5 key judgement areas and includes evidence of learning about emotional and mental wellbeing, managing feelings and behaviour and the prevention of bullying, discrimination and prejudiced behaviour.

## National guidance

- [Mental health and behaviour in schools: Departmental advice for school staff; DfE \(2018\)](#)
- [Guide for Heads and School Staff on behaviour and discipline; DfE \(2013\)](#)
- [The impact of pupil behaviour and wellbeing on educational outcomes, DfE \(2012\)](#)
- [Counselling in schools: a blueprint for the future: Departmental advice for school leaders and counsellors; DfE \(2016\)](#)
- [Preventing and Managing School Bullying: Departmental advice for school staff; DfE \(2017\)](#)

## Local and regional guidance

- [The Local Offer](#) in Worcestershire Schools: Special Educational Needs Provision 'Ordinarily Available'
- Worcestershire Safeguarding Children Board guidance '[What to do if you believe a child or young person is at risk of suicide](#)'
- Regional guidance: '[Self-harm and suicidal behaviour](#)'
- Babcock Prime's Emotional Wellbeing Pathway [www.babcockprime.co.uk](http://www.babcockprime.co.uk)

## This toolkit

This toolkit was originally developed in 2017 with the support of local headteachers, senior pastoral leads, SENCOs and learning support leads and was updated in April and December 2018. It condenses the best practice described in national guidance and other sources into a simple checklist and it provides further information on accessing services and other support, together with a clear [referral pathway - see page 18](#).

## Checklist of good practice in promoting emotional wellbeing

To be most effective a whole school or setting approach should be taken, covering 8 areas

(ref: Public Health England 2015 <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>):

1. Leadership and management
2. Ethos and environment
3. Curriculum, teaching and learning
4. Enabling the student voice
5. Staff development
6. Understanding need, planning interventions and monitoring impact
7. Working with parents and carers
8. Targeted support and appropriate referral

## Good Practice Checklist

**Please note:** Smaller schools may not be able to provide evidence for all the good practice descriptors. However, they and all schools can prioritise areas for specific improvement based on an understanding of need within the school. Use section 6 for guidance on understanding need.

Key to NWC rating: **N** = not started    **W** = working towards    **C** = completed

| Good practice descriptor  | NWC rating | Action needed or evidence of completion | Outcomes achieved | Suggested resources/references  |
|---|------------|---|-------------------|---|
| <b>1. Leadership and management</b>   |            |   |                   |   |
| 1.1 The governing body and school/setting leadership set a culture that values and includes all pupils/learners enabling them to talk about problems in a non-stigmatising way.   |            |   |                   | <p><a href="#">DfE (2018) mental health and behaviour in schools updated 2018</a></p> <p><a href="#">Public Health England (2015) Promoting children and young people's emotional health and wellbeing: A whole school and college approach</a></p> <p><a href="#">National Children's Bureau (2016) A whole school framework for emotional well-being and mental health</a></p> <p><a href="#">Leading a mentally healthy school</a> Teaching Schools Council: free 2 day programme for senior leaders in all TSAs</p> |
| 1.2 An effective strategic role for the senior teacher (for example, SENCO/learning support lead) who ensures all staff know how the school/setting identifies and supports pupils/learners with persistent mental health difficulties and how to liaise with external agencies as necessary. |            |   |                   |   |
| 1.3 Social and emotional wellbeing is referenced in school/setting improvement plans and policies. Plans are monitored and evaluated.   |            |   |                   |   |

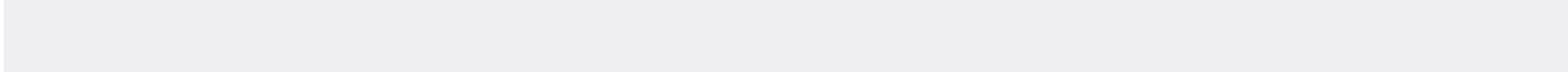
| Good practice descriptor | NWC rating | Action needed or evidence of completion |  |  |
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| Good practice descriptor  | NWC rating | Action needed or evidence of completion | Outcomes achieved | Suggested resources/references   |
|---|------------|---|-------------------|--|
| <b>3. Curriculum, teaching and learning</b>   |            |   |                   |  |
| 3.1 There is a planned programme of teaching and learning about mental health, emotional wellbeing and safe and positive relationships which follows evidence-based effective practice.   |            |   |                   | <p><a href="#">The PSHE Association</a>: training, guidance, programmes of study, lesson plans and other resources. Many are free, but members can access more.</p>  |
| 3.2 The PSHE subject leader or learning support lead has: received appropriate leadership training designated time to meet with the PSHE team time to monitor and evaluate the quality of teaching and learning in PSHE education taught through discrete PSHE lessons, other subjects and extra-curricular activities. |            |   |                   | <p><a href="#">PSHE Association free resources for teaching about mental health</a></p> <p><a href="#">Young Minds teaching resource (free): The resilient classroom</a></p> <p><a href="#">Samaritans: DEAL teaching resources (free)</a></p> <p><a href="#">Selfie, where's the harm?</a> Self-harm awareness, teaching resource and film (free)</p> |
| 3.3 Mental health and emotional wellbeing is  |            |   |                   | <p>Public Health England: <a href="#">Rise Above lesson plans</a> (free)</p> <p>Worcestershire Safeguarding Children Board: <a href="#">Healthy Relationships - a whole school approach</a> (free)</p>   |
|   |            |   |                   | <p><a href="#">NSPCC: Making Sense of Relationships – (free) teaching resource</a></p> <p><a href="#">We All Have Mental Health</a>, (free) KS3 animation resource and teacher's toolkit</p>   |
|   |            |   |                   | <p><a href="#">Ofsted report Not Yet Good Enough: PSHE education in schools (2013)</a></p> <p><a href="#">DfE Guidance on PSHE</a></p>   |

| Good practice descriptor | NWC rating | Action needed or evidence of impact | Date | Reference |
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| Good practice descriptor | NWC rating | Action needed or evidence of completion | Outcomes achieved | Suggested resources/references |
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| Good practice descriptor | NWC rating | Action needed or evidence of completion | Outcomes achieved | Suggested |
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# Emotional wellbeing and mental health services

## Parenting Support

Worcestershire parents, carers and grandparents can access free online guides about children aged from 0-18 years. To access these guides visit [www.worcestershire.gov.uk/parentguides](http://www.worcestershire.gov.uk/parentguides)

For additional parenting support, contact your local Parenting and Community Provider to find out about local groups available. You do not need to make a referral;

Settings such as schools or colleges who are able to commission services directly need to show evidence that they have tried setting-based interventions, for example by following guidance in the Schools'/Colleges' Emotional Wellbeing Toolkit. Professionals can refer children/young to the R4W team using the Professionals and Agencies Referral Form which is downloadable from the R4W weblink below. Completed referral forms can then be sent to the R4W team by secure email via the WCC Children's Services Portal [https://capublic.worcestershire.gov.uk/Chs\\_Portal/Home.aspx](https://capublic.worcestershire.gov.uk/Chs_Portal/Home.aspx). All referrals need to have consent from the child/young person, and/or family before submitting the referral form.

Contact details: <http://www.hacw.nhs.uk/reach4wellbeing>

## ChatHealth

Young people aged 11-19 years can text their school health nurse with any questions around health and wellbeing and for confidential advice and support. Text 07507 331750

## CAMHS CAST (Consultation, Advice, Support and Training)

The CAMHS CAST team sits within Worcestershire CAMHS (Child and Adolescent Mental Health Services). They work directly with professionals who are working with children and young people experiencing or at risk of experiencing mental health difficulties, this can include: School Nurses, Teachers, GPs, Health Visitors, Social workers, Family support workers... but this list is not exhaustive. Any professional who is working with a young person about whom they have mental health specific concerns is welcome to contact the team. The service offers consultation, advice, support and training which can be specifically tailored to suit the professional seeking the service.

To request a consultation, or to make a training request, professionals should use the downloadable forms on the CAMHS CAST weblink below. Settings such as schools



Some referrals may be accepted for a consultation approach rather than face to face intervention. These may include emotional responses to environmental issues (e.g. bullying at school, violence within the family).

It is not expected that referrers will have made any formal diagnosis prior to referral and the referral form helps to highlight areas of functioning and need which will guide decision making about a referral. Referrers can also speak to their CAMHS CAST contact:

<http://www.hacw.nhs.uk/our-services/childrens-community-health-services/camhs/cast>, who will help their decision making. Referrers wishing to discuss a specific referral in greater depth will be able to contact the single point of access, CAMHS-SPA, where they can speak with a CAMHS clinician for advice. CAMHS-SPA triages all referrals and clinic appointments are made according to level of urgency and mental health need.

If an emergency Mental Health Act assessment is required for acute psychotic illness or imminent suicide risk, the young person's GP would need to request this from the duty AMHP coordinator (Approved Mental Health Professional coordinator). Alternatively speak to the duty clinician at CAMHS-SPA for advice.

**Contact details** [www.hacw.nhs.uk/CAMHS](http://www.hacw.nhs.uk/CAMHS) CAMHS-SPA: 01905 768300

**Worcestershire Healthy Minds: Mental health services for over 16s and adults:** Healthy Minds supports people aged 16 or over who are experiencing problems such as stress, low mood, anxiety or depression. The service offers short courses, talking therapies and self-help information.

**Contact details** <http://www.hacw.nhs.uk/our-services/healthy-minds>

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**Call 999**

Urgent mental health support may be needed for serious mental disorder.  
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may express their mental health needs as aggressive behaviour - be prepared to contact the Police and refer to LD CAMHS for an urgent appointment via CAMHS-SPA).

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CAMHS-SPA on 01905 768300 for advice and for a decision on the urgency of the mental health need.  
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