

HEALTHY SCHOOLS TOOLKIT.



EMOTIONAL WELLBEING AND MENTAL HEALTH.

This document introduces Emotional Wellbeing and Mental Health as a priority area for Healthy Schools London Silver Award.

It provides activity ideas, supporting information and resources for Newham schools who are completing their Silver Award needs assessment and action plan.

HEALTH & WELLBEING PRIORITY: EMOTIONAL WELLBEING AND MENTAL HEALTH

The social and emotional development of children and young people is usually nurtured and developed at school and at home. A focus on emotional health is critical to the social development and educational achievement of children and young people. Furthermore, research shows it has important consequences for health and social outcomes in adult life.

Describe the issue you are trying to improve. Below are some examples:



Improve pupils social skills and mental wellbeing.



Build and expand upon current pupil voice mechanisms.



Improve resilience in preparation for SATs, exams, and secondary transfer.



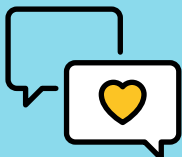
To improve the Emotional Health and Wellbeing of pupils with a focus on bullying prevention.



To improve the emotional wellbeing of pupils by improving the peer mediation project at the school.



Increasing pupils' understanding of wellbeing.



Developing pupils' abilities to deal with emotions.



Developing pupils' personal and social resilience competencies.

NATIONAL AND LOCAL DATA AND EVIDENCE

The needs analysis is an assessment of the unique health and wellbeing issues affecting your school. Schools can use borough wide data but each school must assess the data in relation to the needs of their pupils and school.

Wellbeing is defined in the Oxford English Dictionary as “ the state of being comfortable, healthy or happy”. Mental wellbeing can include talking about how a person feels, how well someone is coping with daily life or what feels possible at the moment. Having good mental wellbeing doesn’t mean you are always happy or unaffected by your experiences, but poor mental wellbeing can make it more difficult to cope with daily life (Source: MIND).

People with a higher wellbeing have lower rates of illness, recover more quickly and for longer and generally have better physical and mental health (Source: Public Health England).

Emotional disorders are the most common mental health conditions, especially among children and young people from low economic and mixed ethnic backgrounds. This is relevant considering Newham is one of the most ethnically diverse boroughs in London, with more young people belonging to low income families when compared to London and England overall (Healthwatch Newham).

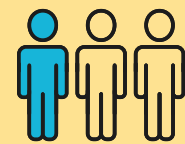
Data from the WMF (Wellbeing Measurement Framework) completed by 2,250 Secondary pupils & 1,590 Primary pupils, tells us the following:



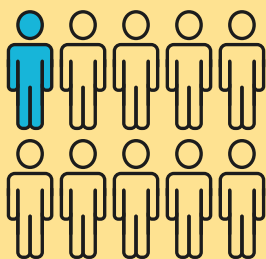
1 in 5 primary aged pupils report emotional difficulties in 2021 (an increase of 6% since 2018-19)



1 in 3 secondary aged pupils report emotional difficulties in 2021 (compared to 1 in 5 in 2018-19)



1 in 3 secondary aged pupils report attention difficulties in 2021 (compared to 1 in 4 in 2019)



1 in 10 primary aged pupils report behaviour difficulties in 2021 (similar rate to 2018-19)

Girls report emotional difficulties at a higher rate (6%) than boys

Girls report attention difficulties at a higher rate (10%) than boys

Half of all mental health disorders in adults start in childhood and there is a strong association between mental health disorders and Adverse Childhood Experiences including poverty, family dysfunction, poor parental mental health, being a Looked After Child and being a Young Offender.

The Children's Society: Good Childhood Report 2022 shows that around 1 in 16 children (6%) aged 10 to 15 in the UK are unhappy with their lives, and almost 1 in 8 (12%), an estimated 562,000 of 10-15 year olds, are unhappy with school.

The current cost of living crisis is having a significant effect on families, with 85% of parents and carers surveyed in 2022 saying they are concerned about how it will affect their families in the next year, especially as over a third of parents and carers reported they already struggled with costs of school trips and uniform over the last year.

The report also reveals that girls are significantly more unhappy with their appearance than boys, with almost 1 in 5 (18%) - the equivalent of an estimated 411,000 of 10–15-year-old girls unhappy with their looks compared to 10% of boys. This is a worrying jump for girls from 1 in 7 (15%) being unhappy with their appearance ten years ago.

Newham has support in the way of HeadStart, Kooth (online platform) and the Children and Adolescent Mental Health Service (CAMHS). The demand for support from services such as these is rising however and there was a notable increase in Crisis presentations in September and October 2020 compared to the same time period in 2019, appearing to be relating to Covid 19 and the re-opening of schools following lockdown.

Findings in the Newham Youth Wellbeing Survey (children and young people aged 10-24) showed a clear story that mental health and wellbeing had been impacted by the Covid 19 pandemic, with 51% reporting low wellbeing and 60% reporting that it was harder to carry out schoolwork or studies and 53% reporting a lack of motivation due to lockdown restrictions.

Data from the Children and Adolescent Mental Health Service (CAMHS) shows that at least 1 in 8 children suffer with a significant diagnosable emotional or behavioural disorder. This means that their symptoms are having significant impact on themselves and their families, and how they function at school and socially. These rates are continuing to rise.

Reference: Newham Children and Young People's Joint Strategic Needs Assessment 2021 / 2023

ACTIVITY IDEAS & EVALUATION METHODS

WHAT ARE YOU GOING TO DO TO ACHIEVE YOUR OUTCOME?	WHAT WILL YOU USE TO MEASURE YOUR SUCCESS AND DEMONSTRATE YOUR IMPROVEMENTS?
Review Behaviour Policy with consultation from school council, teachers and parents.	Production of a Mental Wellbeing Behaviour policy that all (including parents) are agreed on
Carry out an emotional health and wellbeing survey at the beginning and end of your activity	Comparison of results pre and post activity
Survey staff on their confidence in delivering a range of emotional health and wellbeing lessons including: positive body image, stress, anxiety, pressures of the media, healthy relationships, abuse, bullying, keeping safe and gender stereotyping	Comparison of results pre and post activity
All teaching staff receive training to establish a common understanding of emotional wellbeing, and recognise it's relationship to learning	Staff feedback, evaluation forms for staff training, self assessment, peer assessment, observations by senior staff members.
Map your PHSE scheme of work to ensure that there is a progressive approach to the key areas	<ul style="list-style-type: none"> ● Staff feedback ● Sample of mapping
Develop a specific learning programme and lesson plans to educate students in emotional wellbeing, and to highlight specific actions and behaviours that will help to keep them emotionally fit	Pupil feedback, self assessment, peer assessment, observations by senior staff members.
Promote resilience with pupils through lessons and assemblies. Ensure there is specific attention towards helping students recognise and challenge mental health stigma, and to understand the nature and impact of associated discrimination.	Feedback from assemblies from pupils, class discussions, peer assessment
Introduce MindUp which includes three brain breaks (meditation activities) a day and weekly mindfulness lessons.	Observations by senior staff members
Workshops for parents on promoting resilience strategies and a general overview of behaviour policy.	Parent workshop feedback and evaluations
Hold a 'Values' assemblies. A new value for each month along with a class lesson.	Pupil feedback about 'Values' assembly

WHAT ARE YOU GOING TO DO TO ACHIEVE YOUR OUTCOME?	WHAT WILL YOU USE TO MEASURE YOUR SUCCESS AND DEMONSTRATE YOUR IMPROVEMENTS?
Begin mindfulness and meditation sessions after break and lunchtimes	Teacher to feedback on change in behaviour pre and post mindfulness sessions
Promote the use of school counselling service through use of assemblies, posters etc.	Monitor the number of children attending pre and post
All students are informed about the school's emotional support services, how to access them, and who they can talk to about any emotional concerns they have	Pre and post surveys
Begin a social skills group	<ul style="list-style-type: none"> ● Monitor the progress of children in the social skills group . ● Discussion with pupils pre and post social skills group.
Offer loss and bereavement counselling	Pupil feedback pre and post counselling sessions
Run emotional health and wellbeing assemblies for parents	<ul style="list-style-type: none"> ● Feedback from assemblies ● Photographs
Run a positive behaviour management workshop for parents	<ul style="list-style-type: none"> ● Survey parents confidence in this area pre and post workshops. ● Survey pupils and changes of attitudes pre and post workshops.
Develop a 'Cooling Down Area' across the school where pupils can go when they need to cool down.	Pupil survey before and after the implementation of this area, staff feedback on effectiveness of this area
Offer parents a contact list for local agencies that may be of help	None
Provide staff with a contact list for local agencies that may be of help	None
Offer staff a confidential advice and counselling service	Staff feedback
Have permanent emotional wellbeing and mental health displays around your school	Pupil feedback

WHAT ARE YOU GOING TO DO TO ACHIEVE YOUR OUTCOME?	WHAT WILL YOU USE TO MEASURE YOUR SUCCESS AND DEMONSTRATE YOUR IMPROVEMENTS?
Run an emotional wellbeing and mental health stall at the school's Health Fair	Health Fair evaluations
Newsletter to include information about emotional health and wellbeing	None
Across the curriculum, work with children about how to avoid conflict and work with children on how to solve problems	Pupil surveys, teacher feedback on any noticeable changes in behaviour
Pupils are involved in deciding on celebration across the school (ideas include individual and group rewards, privileges, communication with parents/carers (such as good news postcards), website or newsletter updates.	Self assessment, peer assessment, evaluation forms, class discussions, student council
Quiet areas are available for students to take 'time out'.	Pupil survey before and after the implementation of this area.
The school has a dedicated counselling room that is discretely located.	Staff and pupil feedback

RESOURCES

The following local partner agencies and resources are available to support the implementation of the Silver Action Plans in the borough, related to Emotional Wellbeing and Mental Health.

ChatHealth (text 07507 326 645)

This is a confidential messaging helpline which provides young people aged 11-19 a way of anonymously contacting a health professional to get advice and support.

The School Health Service will be sending out posters to display in your school - please display them. If you would like any business cards and digital resources for your websites, digital screens etc. then email: schoolhealth@newham.gov.uk

Headstart Resources

A range of free resources and research to support children and young people.

www.headstartnewham.co.uk/resources

Newham School PAdlet

Newham_Schools_Wellbeing (padlet.com)

Bounce Back Newham

Bounce Back Newham is a programme aimed at young people in Newham. It is full of insight, tips and tricks and has been designed to help young people understand the challenges they face in life, develop new strategies to deal with them and turn these strategies into new habits that stick. It is designed to help build resilience and the ability to get back on track emotionally and practically after problems.

Classroom resources such as lesson plans, case studies and activity ideas are also available

<https://bouncebacknewham.co.uk>

The Newham Social Welfare Alliance (SWA)

SWA is a training development pathway for all frontline workers in the borough who are regularly having conversations with residents who are presenting with a range of social welfare issues. There are a number of themes with different session topics including Core Conversations, Safeguarding and Mental Health. The upcoming training programme can be accessed here:

www.newham.gov.uk/downloads/file/5110/newham-social-welfare-alliance-programme-sept-nov-2022

Newham Talking Therapies

Newham Talking Therapies offers many one-off online webinars, treatment workshops and groups specifically designed to help you manage a range of difficulties. Currently, these are all taking place online. For more information please visit

<https://newhamtalkingtherapies.nhs.uk/how-we-help/community-workshops>

Change Grow Live (CGL)

CGL have a free drug and alcohol service for young people aged between 11-18 living in Newham. They also have training and workshops available for professionals working with young people. For more information visit:

www.changegrowlive.org/rise-newham

Senior Mental Health Lead Training Grant

Claim a DfE grant to train a mental health lead in your school or college. This training will equip your senior lead with the knowledge and practical skills to embed an effective whole school or college approach to mental health and wellbeing. Ensure your school or college doesn't miss out on these benefits by claiming a £1,200 grant, and then choose a course to best meet your needs. There are over 100 courses available.

Your grant can also be used to pay for supply cover should you need to backfill your mental health lead while undertaking training, or for further training and resources to implement or sustain your whole school or college approach. To claim a grant, visit:

<https://onlinecollections.des.fasst.org.uk/fastform/senior-mental-health-leads>

Healthy London Partnership & Greater London Authority – Schools Mental Health Toolkit

A wide range of information and guidance on how to promote emotional wellbeing and mental health within schools. Navigate the toolkit using the information hubs to find content and resources on mental health. These have been curated for children and young people (CYP), parents and carers of CYP, and education professionals working with CYP, as well as general information and resources to support your own communications.

www.healthy london.org/resource/schools-mental-health-toolkit

Healthy Schools - Guidance for Schools on Developing Emotional Health and Wellbeing

www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/sites/default/files/EHWB.pdf

Anna Freud National Centre for Children and Families

Mental health training for staff in primary schools, secondary schools, alternative provision settings, and further education colleges. Anna Freud offer a range of live and self-directed courses, so that you can find the training solution that fits your needs.

www.annafreud.org/schools-and-colleges/training-for-schools-and-fe-colleges

They also have a wide range of free resources available, including wellbeing measurement frameworks for schools, a classroom wellness toolkit and expert advice and guidance videos.

www.annafreud.org/schools-and-colleges/resources

School blogs

A combined blog piece from three settings, John Grant, complex needs school, Wadebridge Secondary School and Moorlands Primary school about the different approaches they have taken to support pupils and staff wellbeing.

School film – West Bridgford Infant School

This is a short video about wellbeing support provided to pupils and parents across all aspects of school life. As well as highlighting the support provided by Mental Health Support Teams. It references the senior mental health lead training and its impact in shaping the kind of support provided to pupils in school as well as their parents.

www.linkedin.com/feed/update/urn:li:activity:6985116788636155904

School Zone Website

Every Mind Matters has a School Zone website which hosts resources such as lesson plans that teachers and school staff can use when addressing mental wellbeing topics with their students. The material supports teachers on the PSHE and RSE curriculum, is NHS-approved and lesson plans have the Quality Mark from the PSHE Association. The content is currently mainly for secondary school and Year 6 students. Below is a recent newsletter, highlighting relevant content on mental wellbeing.

Anti-Bullying Guidance for Schools

This publication combines academic research with good practice examples and case studies, to encourage schools to take a closer look at their policies and practices.

www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/sites/default/files/Anti%20Bullying%20-%20Guidance%20for%20Schools.pdf

Bullying and Belief Toolkit

The Bullying and Belief toolkit is a resource to support schools to deal with the topic of religious bullying. It contains five 60-minute lessons for Primary and Secondary schools, with resources and films on which to base your teaching within lessons. The toolkit also contains resources for organising assemblies around this theme.

www.natre.org.uk/about-natre/projects/anti-bullying

Barnardo's - Emotional Wellbeing Sub Hub

A range of resources, tools, videos and more focusing on yours and your family's emotional wellbeing.

www.barnardos.org.uk/support-hub/emotional-wellbeing

Childhood Bereavement Network - Growing in Grief Awareness

Free toolkit that takes a whole school approach to the topic of bereavement and bereavement support in schools.

https://childhoodbereavementnetwork.org.uk/if-you-need-help-around-death/schools/growing-grief-awareness?mc_cid=669d7f9bb9&mc_eid=c98237d208

Nurture UK

Bereavement support for children and young people.

www.nurtureuk.org/bereavement-support-for-children-and-young-people

Mind Up for Life

MindUP™ | The Goldie Hawn Foundation is a not-for-profit organisation founded to help children develop the knowledge and tools they need to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion.

<https://mindup.org>

