Spread your wings, learn new things, fly as high as you can.

Mental Health and Wellbeing Policy including Managing Stress and Managing Workload

Approval Date: October 2023

Review Date: October 2025

This policy describes the school's approach to promoting positive mental health and wellbeing and is intended as guidance for all staff, including non-teaching staff, governors and pupils. It should be read in conjunction with our SEND policy and Safeguarding policy.

Policy Statement

At Dovecotes Primary School it is our belief that good mental health is important for helping children and young people to develop and thrive academically, socially and emotionally. The Department for Education recognises that schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. Ofsted's School inspection handbook sets out what inspectors take account of, as part of school inspections, to ensure schools are providing good education, supported by high quality pastoral care, to enable their pupils and students to develop into resilient adults with good mental health.

"Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." (World Health Organization 2014)

At our school, we aim to promote positive mental health for every child. We use Wolverhampton City Council's *Getting it Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools* advocated by our Educational Psychologists to deliver an effective whole school approach. This includes equipping staff with the right skills and support; having effective policies for behaviour and bullying; engaging with families and children; using the curriculum to promote wellbeing; having targeted interventions and providing pathways to support.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. We recognise as a school that by developing and implementing practical, relevant and effective mental health support we can promote a safe and stable environment for children affected both directly, and indirectly, by mental ill health.

Ethos

Dovecotes Primary School aims to teach skills to pupils and staff to increase their awareness of emotional health and wellbeing.

Two key elements to support good mental health are:-

- Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment, including feelings like curiosity, engagement and safety.
- Functioning Well – how a person is able to function in the world; this includes positive relationships and social connections, as well as feeling in control of their life and having a sense of purpose.

These aims are linked to our school's Core Values:

- **Be Ambitious**
  Aspire to be the best you can be.

- **Be Kind**
  Show empathy towards yourself, others and the environment.

- **Be Honest**
  Show you are trustworthy and reliable members of our school family.

- **Be Brave**
  Have the confidence to take risks and find the resilience to bounce back when things go wrong.

- **Be Creative**
  Use your imagination to solve problems and express yourself.

- **Be Healthy**
  Look after both your physical and mental health.

- **Be YOU**
  Spread your wings, learn new things, fly as high as you can.

Aims

To promote positive mental health Dovecotes Primary School aims:

- To develop a whole school approach for both pupils and staff.
- To work together with families.
- To provide a holistic and multi- agency approach when deemed necessary.

Eight Principles

The following diagram presents eight principles to promote emotional health and wellbeing in schools.

Emotionally Healthy Schools

The eight identified principles will underpin the school's approach to supporting the development and integration of wellbeing strategies. Policy and curriculum delivery will be tailored to promote good mental health and wellbeing. It will focus on creating a socially and emotionally rich environment where key relationships thrive and children feel secure in their learning. The school will promote pupil voice and develop independence. Staff will have access to training and be signposted to approaches and resources that support their own emotional health and wellbeing. Clear identification of pupil's with social, emotional and mental health needs will feed into school based programmes and targeted interventions will be tailored to support their needs.

SEND Code of Practice

What the SEND Code of Practice says about social, emotional and mental health difficulties:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Staff Responsibility

All staff at Dovecotes Primary School, both teaching and non-teaching, have a responsibility to promote the mental health and emotional wellbeing of pupils. Staff with a specific, relevant responsibility includes:

Designated Safeguarding Officer; Mental Health Lead - Miss T. Challenor.

Deputy Designated Safeguarding Officer; Pastoral Lead – Mrs L. Hehir

Governor for Mental Health – Mrs M. Butler

SENDCO - Mrs D. Turtle

Youth Mental Health First Aiders - Miss T. Challenor, Mrs L. Hehir, Ms S Walker, Ms D. Woolley, Mrs M. Butler, Miss A Mills and Mrs D Reynolds.

PSHE Lead - Ms T. Cespedes

Mental Health Problems in Children

At Dovecotes Primary we recognise that short term stress and worry is a normal part of life and many issues can be experienced as mild or transitory challenges for some children and their families. Others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life. For example, it is normal for children to feel nervous or under stress around exam times, but other factors can make such stress part of an enduring and persistent mental health problem for some children. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as experiencing mental health problems.

Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders. Mental health professionals have classified these as:

- **emotional disorders,** for example phobias, anxiety states and depression
- **conduct disorders,** for example stealing, defiance, fire-setting, aggression and anti-social behaviour
- **hyperkinetic disorders,** for example disturbance of activity and attention;
- **developmental disorders,** for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- **attachment disorders,** for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- **trauma disorders,** such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect;
- **other mental health problems** including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder.

Warning Signs

Staff may become aware of warning signs which indicate a child is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert the Designated Safeguarding Lead/ Mental Health Lead and SENDco.

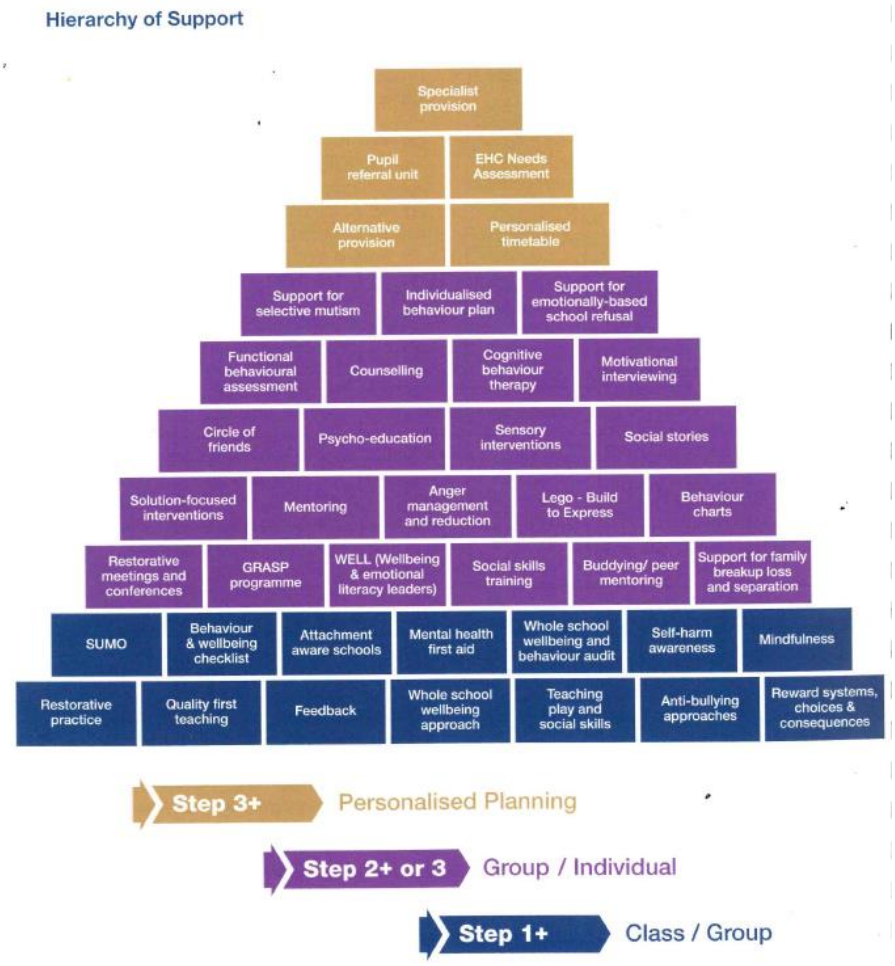
Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Avoiding PE or getting changed secretively
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Pupil Identification

Wellbeing measures include staff observations focusing upon any changes in behaviour. These will feed into the identification process as well as any communication from the pupils regarding their emotions and feelings.

Steps to Support Behaviour and Emotional Wellbeing



The Hierarchy of Support as detailed in the document *Getting it Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools* details potential interventions for each step that a school may implement to assist a pupil.

Step 1

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the SENDCO or Mental Health Lead in the first instance. The person raising the concern will then be asked to complete a SENco Referral Form noting Social, Emotional and Mental Health difficulties along with a Behaviour and Wellbeing Environmental Checklist (Appendix 1). This should be completed with a colleague who also has regular contact with the child. This form will detail the reason for the referral along with the incidents and behaviours that are causing the concern. It should also highlight aspects of the environment which may need to be improved. Any appropriate changes required to the environment will need to be implemented by the person completing the checklist and reviewed after approximately one month. At this point, the child may also be considered for nurture group support.

Step 2

If, following implementation of environmental changes, there continue to be concerns about a pupil's behaviour, the next stage involves identifying individual targets and support for the pupil concerned. The Hierarchy of Support provides a list of strategies that can be implemented to promote emotional wellbeing and positive behaviour. At step 2 the implementation of targeted interventions should be recorded.

Step 3

For some children where level 2 support is not sufficient, there is a need for more focused assessment of the child's needs and more detailed planning that focuses on the range of factors that affect emotional wellbeing and behaviour.

In order to identify the child's needs correctly, a Multi-Element Assessment should be undertaken by the child's teacher working with the SENDCO. This assessment should seek to identify the child's strengths and their views about their difficulties and the support that they need; emotional, social and behavioural skills and development; the views of parents/carers; any other learning or educational needs. When this information is gathered, it should be used to inform a Multi-Element Action Plan (Appendix 7) which focusses on the range of factors that can help to promote emotional wellbeing and behaviour. Multi-Element Action Plans should be reviewed at least termly to assess progress being made and the success of strategies and interventions. This may be repeated with individual plans being adapted and refined based on information about the progress that the child is making.

At level 3, children should be recorded as receiving SEN Support on the SEND Code of Practice.

Step 3+

Where the school feels that it does not have the skills or expertise to meet the full range of a child's needs, they should engage external professionals (e.g. educational psychologists, counsellors, emotional wellbeing practitioners) as part of the support plan. An Early Help Assessment and plan should be put in place when support from a number of agencies is required. If following the engagement of external agencies and an Early Help plan, the school identifies that the child's needs cannot be met within existing school resources, it should refer to the Wolverhampton Statutory Assessment Moderation Panel for an Education, Health and Care needs assessment.

Assessing and Identifying Needs

Once the Behaviour and Wellbeing Environment Checklist has been completed and focus areas for intervention have been identified in the Environment Action Plan, it may be appropriate for the child or young person's teacher to carry out an assessment of their individual needs. This will be necessary if the child or young person's difficulties persist, despite environmental changes.

Initially, a Strengths and Difficulties Questionnaire (www.sdqinfo.org) would be completed to help identify areas of need for the child or young person, so that appropriate interventions can be implemented.

After completing the SDQ, it may be appropriate to carry out further assessment of the child or young person's needs, so as to identify possible interventions or ways to support them. The following assessment tools may be useful for this purpose (although please note that staff do not have to complete all of these assessments – they use the one(s) that seem most relevant to the child or young person's specific needs):

- An ABC Chart provides a useful method of recording information about a child or young person's behaviour. (Appendix 2)
- My Life in School Checklist can be used to gauge the extent of bullying behaviour, aggressive behaviour and friendly behaviour within the school environment. (Appendix 3)
- Resiliency Wheel can help to identify how resilient a child or young person is, and determine areas for intervention to increase their resiliency. (Appendix 4)
- Stirling Wellbeing Scale is a positively worded measure of emotional and psychological well-being in children aged 8-15 years. (Appendix 5)
- Child and Youth Resiliency Measure explores the resources that may support youth resilience. (Appendix 6)

Risk of Immediate Harm

If there is a fear that the child's emotional health puts the child in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the Mental Health First Aider and Designated Safeguarding Lead. If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, including contacting the emergency services if necessary.

Where necessary, a referral to Children and Adolescence Mental Health Services (CAMHS) will be made using their Single Point of Access Form.

Disclosures

If a pupil chooses to disclose concerns about their own mental health, or that of a friend, to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise, and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded on the school's safeguarding concerns system (CPOMS) where it will be shared with the Designated Safeguarding Team, Mental Health Lead and the SENDCO. (Appendix 8)

Staff Identification

It is recognised at Dovecotes Primary School that promoting staff health and emotional well-being is an integral part of the whole school approach to mental health and wellbeing. We recognise that anyone can experience mental health issues for various reasons which may be out of their control. There may also be work related factors that could contribute to poor mental health such as work life imbalance, work load pressure and poor working conditions. To every extent possible, we aim to recognize and address cases of workplace pressures that contribute to mental health issues.

We aim to:

- Treat staff mental illness seriously.
- Proactively support resolution of issues causing concern.
- Support staff members who face mental health problems.
- Create pleasant workplaces.
- Encourage communication.

Therefore training and signposting staff to materials about where to go if they need additional support / advice regarding their mental health and emotional wellbeing will be made available. An open door policy to Senior Leadership will always be made available if a member of staff is in need of speaking to someone about any issues of concern and the school also has a fully supportive governing board. Regular Wellbeing Surveys will allow for mutual communication about personal health and emotional wellbeing.

Working with Parents and Carers

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who they can to talk to, and how to get the support they need if they have concerns about their own child.
- Make our Mental Health Policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children through parent workshops.
- Keep parents informed about mental health topics their children are learning about in school and share ideas for extending and exploring this learning at home.

Staff Training and CPD

The school will always have a proportion of staff trained in Mental Health First Aid appropriate to the size of the staff cohort.

As a minimum, all staff will receive regular training about recognising and responding to mental health issues in order to enable them to keep pupils safe.

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

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process. Additional CPD will be supported via twilight INSET training sessions for all staff to promote learning or understanding about specific issues relating to mental health.

ECTs and all new staff will complete an induction programme which ensures they have the understanding and skills expected of all staff in the school with regards to mental health.

All associate, staff such as lunchtime supervisors, will have been trained and have a broad understanding of mental health issues and promoting wellbeing in pupils appropriate to the age of the children in the school.

The school will ensure that all Governors will have the opportunity to develop their understanding of mental health and wellbeing in school (for pupils and staff) and will be able to access professional development opportunities that deepen their understanding of mental health.

Sources of Support

Young Minds www.youngminds.org.uk - children and young people's mental health

Mind www.mind.org.uk – children and young people's mental health

MindEd www.minded.org.uk – a free educational resource on children and young people's mental health for adults

Time to Change www.time-to-change.org.uk - tackles the stigma of mental health

Rethink Mental Illness www.rethink.org - challenges attitudes towards mental health

Mental Health Foundation https://www.mentalhealth.org.uk/

Together https://www.together-uk.org/ - a leading mental health charity

The Centre for Mental Health https://www.centreformentalhealth.org.uk/

BACP Find a Therapist https://www.bacp.co.uk/search/Therapists

Education Support Partnership https://www.educationsupport.org.uk/ - charity specialising in improving the health and wellbeing of teachers, teaching assistants, headteachers and support staff in schools

Anxiety UK https://www.anxietyuk.org.uk/

Cruse Bereavement Care https://www.cruse.org.uk/ support to children, young people and adults when someone dies

Managing Stress Policy

Overview

At Dovecotes Primary we are committed to protecting the health, safety and welfare of our employees. We recognise that workplace stress is a health and safety issue and acknowledge the importance of identifying and reducing workplace stressors. This policy applies to all staff in school.

Objectives

1. To protect the health, safety and welfare of our employees
2. To identify all probable workplace stressors
3. To take all reasonable actions to eliminate stress or control the risks from stress.
4. To ensure that workload is balanced and reasonable so that it does not contribute to stress

Strategies

- The school will provide initial support for staff affected by stress caused by either work or external factors and signpost them to professional help where it is requested or deemed necessary.
- The SLT will maintain good communications with staff, particularly where there are organisational and procedural changes.
- SLT will ensure members of staff are provided with appropriate training to discharge their duties.
- SLT will monitor workloads to ensure that people are not overloaded.
- SLT will monitor working hours to ensure that members of staff are not overworking.
- To ensure that work place bullying and harassment is not tolerated.
- To be vigilant and where possible offer appropriate additional support to a member of staff who is experiencing stress outside work e.g. bereavement or separation.
- To support individuals who have been off sick with stress on a planned return to work.
- To monitor and review the effectiveness of measures taken to reduce stress.

Policy for Reducing Workload

Overview

All in this school are expected to have a role to play in reducing the unnecessary tasks that take teachers and school leaders away from their core task which is **improving outcomes for children**. Cutting down on workload without diminishing the quality of education will be a continuous priority for governors, leaders and staff at Dovecotes Primary. We will create a school where workload is kept to the minimum necessary to be effective at all levels and for all staff. This will be a school where working efficiently and effectively will cause workload to be reduced to an acceptable minimum and so all staff will be free from the pressure and stress of over-work

Objectives

1. To ensure that nobody intentionally sets out to create unnecessary workload
2. To see that all involved in school have a role to play in reducing unnecessary burdens.
3. To ensure that where government or any other outside bodies introduce new initiatives the school will assess them critically to ensure that they enhance the quality of education we provide and to ensure that they do not increase workload unnecessarily.
4. To ensure that school leaders have the authority and support to reject initiatives that increase burdens for their staff for little dividend.
5. To review the accountability and self-evaluation strategies we use to check that they are promoting and encourage good practice without adding unnecessary work.

Strategies

1. The impact on workload will always be taken into account when reviewing or developing policies and practices.
2. We will ensure that only data that is necessary will be collected and by doing so we will reduce the workload of leaders, managers and staff.
3. The processes used for collecting data will be efficient and minimal.
4. To reduce workload, leaders will ensure that the data collected will be given its proper place alongside other the other evidence that is used when making professional judgements.
5. Leaders will develop assessment, marking and feedback polices and strategies which are manageable and proportionate so that workload is reduced.
6. The school will implement a curriculum that is the central driving force of teaching, so that time spent planning is kept to a minimum.
7. To reduce teachers' workload, lesson plans will be focused on learning objectives and kept to the minimum necessary to support effective teaching and learning.
8. Where it is appropriate, staff will be encouraged to work together when planning so that their workload is reduced.
9. Staff will be required to evaluate the impact of their planning on pupils' learning and progress so that they can reduce planning where it can be

cut down.

10. All staff will be expected to look for opportunities where workload can be reduced whilst maintaining the high standards of teaching, learning and progress set out in the schools' policies.
11. Where anyone in school believes that they are suffering from workload pressure or stress resulting from that pressure they are expected to discuss the issue with an appropriate member of the senior leadership team.

The governors, leaders and managers in school will regularly review their own work to cut down on unnecessary workload and to ensure that work is delegated to appropriate levels of the leadership and management structure.

Appendix 1:
Behaviour and wellbeing environmental checklist

About the environmental checklist

The purpose of this tool is to prompt reflection and planning around factors in the school, teaching and learning environment that help to promote positive behaviour and wellbeing. The tool should be completed by the person who has identified a concern (e.g. the class teacher). It will be helpful to complete the tool collaboratively with a colleague, such as another teacher, a teaching assistant or the SENCo. This tool should not be used to audit or rate another person's practice.

What the ratings mean:

Rating	Descriptor
1	Strongly disagree - very significant need for action
2	Moderately disagree – some need for action
3	Moderately agree – some need for action
4	Strongly agree – no need for action
Don't Know	Further information gathering may be needed
Not Applicable	Not applicable to that school context

Circle the most applicable rating

The classroom environment						
My classroom looks and feels like a good work environment.	1	2	3	4	D/K	N/A
Furniture and equipment are arranged to the best effect for teaching and learning.	1	2	3	4	D/K	N/A
There is appropriate heat, ventilation and light.	1	2	3	4	D/K	N/A
Students are seated according to a seating plan.	1	2	3	4	D/K	N/A
The whiteboard is easily seen by all.	1	2	3	4	D/K	N/A
External noise levels do not interfere with learning.	1	2	3	4	D/K	N/A
There is sufficient space and ease of movement for all.	1	2	3	4	D/K	N/A
Students and teachers have adequate personal work space.	1	2	3	4	D/K	N/A
Managing teaching and learning						
I arrive at my classroom before the students and greet them on arrival	1	2	3	4	D/K	N/A
My instructions to students are clear.	1	2	3	4	D/K	N/A
I notice and acknowledge good behaviour.	1	2	3	4	D/K	N/A
I prepare materials and equipment before class.	1	2	3	4	D/K	N/A
Students bring the correct materials/equipment to class.	1	2	3	4	D/K	N/A
My delivery of the curriculum is differentiated so that all students can succeed at learning.	1	2	3	4	D/K	N/A
I am aware of the SEN/other needs/issues of the students in my class.	1	2	3	4	D/K	N/A
Lessons are interesting and have a variety of different activities.	1	2	3	4	D/K	N/A
Students are involved in the setting of their own goals and targets.	1	2	3	4	D/K	N/A
Students work together in a way that supports learning.	1	2	3	4	D/K	N/A
There are clear expectations and roles for additional adult support.	1	2	3	4	D/K	N/A
Students needing additional support to follow routines/ instructions (e.g. visual support, cuing-in, extra time) receive this consistently	1	2	3	4	D/K	N/A
Promoting wellbeing in class						
I help teach students to understand their own emotions.	1	2	3	4	D/K	N/A
I help students to communicate their feelings and seek help.	1	2	3	4	D/K	N/A
Students are taught/supported with self-management skills.	1	2	3	4	D/K	N/A
Staff can recognise signs of their own emotional need and are aware of how their emotions may affect their behaviours towards their pupils.	1	2	3	4	D/K	N/A
Staff can recognise signs of pupils' emotional need and are aware of how the pupils' emotions may affect their behaviours.	1	2	3	4	D/K	N/A
Staff can support pupils who are upset or anxious.	1	2	3	4	D/K	N/A
Staff are aware of strategies to promote emotional wellbeing.	1	2	3	4	D/K	N/A
Feedback from staff consistently promotes positive beliefs (e.g. self-esteem, autonomy, responsibility)	1	2	3	4	D/K	N/A

Routines, expectations and consequences						
I have clear and established routines for gaining students' attention.	1	2	3	4	D/K	N/A
I have established a clear routine for students entering and exiting the room.	1	2	3	4	D/K	N/A
I have established effective clear routines for: gaining quiet/ silence; distributing and collecting materials; changing activities; clearing up.	1	2	3	4	D/K	N/A
Classroom expectations are discussed with and understood by the students	1	2	3	4	D/K	N/A
Classroom expectations are positively framed, referred to and reinforced.	1	2	3	4	D/K	N/A
Classroom expectations are clearly displayed in the classroom.	1	2	3	4	D/K	N/A
I explicitly teach the expectations and routines of positive behaviour.	1	2	3	4	D/K	N/A
Rewards are small and readily achievable.	1	2	3	4	D/K	N/A
My classroom rewards are linked to the school's reward system.	1	2	3	4	D/K	N/A
Rewards are awarded fairly and consistently.	1	2	3	4	D/K	N/A
In my class consequences are clear to students and appropriate to the unacceptable behaviour.	1	2	3	4	D/K	N/A
I apply consequences in a consistent and fair manner.	1	2	3	4	D/K	N/A
Consequences are understood by parents/guardians.	1	2	3	4	D/K	N/A

Around school						
Rules and routines for movement around this school are clear.	1	2	3	4	D/K	N/A
Break time and/or lunchtime rules are understood by students.	1	2	3	4	D/K	N/A
The rules are communicated to and adopted by all staff.	1	2	3	4	D/K	N/A
Corridors and social areas are well supervised/monitored.	1	2	3	4	D/K	N/A
Problem areas are identified and adequately monitored.	1	2	3	4	D/K	N/A
Systems are in place for the effective resolution of students' conflict.	1	2	3	4	D/K	N/A
There is adequate supervision at break and lunch.	1	2	3	4	D/K	N/A
There are safe spaces available for students to engage in suitable and interesting activities.	1	2	3	4	D/K	N/A
Staff engage positively with students across the school.	1	2	3	4	D/K	N/A
The students' environment is pleasant, orderly and safe.	1	2	3	4	D/K	N/A

Support for students						
Students feel cared for and valued.	1	2	3	4	D/K	N/A
All students are encouraged and supported to achieve their full potential.	1	2	3	4	D/K	N/A
Students are encouraged to take responsibility for their learning and behaviour.	1	2	3	4	D/K	N/A
There are effective student welfare policies in this school (e.g. anti-bullying policies).	1	2	3	4	D/K	N/A
There is an effective, relevant and inclusive SEN policy in the school.	1	2	3	4	D/K	N/A
Behaviour issues are addressed in accordance with equal opportunities legislation.	1	2	3	4	D/K	N/A
Students have opportunities to make their views known and have these considered/acted on.	1	2	3	4	D/K	N/A
Students have someone they can talk to and listen to.	1	2	3	4	D/K	N/A
Students have a safe space (e.g. for calm/quiet time).	1	2	3	4	D/K	N/A
Whole school promotion of positive relationships and diversity.	1	2	3	4	D/K	N/A
Peer support and mentoring services are available to students.	1	2	3	4	D/K	N/A
Safeguarding concerns are taken seriously.	1	2	3	4	D/K	N/A

Whole school behaviour systems

An effective policy exists to promote positive behaviour.	1	2	3	4	D/K	N/A
I have a clear understanding of the school's code of behaviour.	1	2	3	4	D/K	N/A
Rules are communicated frequently and effectively to students.	1	2	3	4	D/K	N/A
Staff (including non-teaching staff) are fully aware of, and adopt, the school rules.	1	2	3	4	D/K	N/A
Rules are communicated effectively to parents and guardians.	1	2	3	4	D/K	N/A
I have a clear idea of rewards that can be used for acceptable behaviours.	1	2	3	4	D/K	N/A
I have a clear idea of the range of sanctions that can be used for unacceptable behaviours.	1	2	3	4	D/K	N/A
A system is in place to monitor and review the code of behaviour regularly.	1	2	3	4	D/K	N/A

Support for staff

There is collective responsibility for behaviour management in this school.	1	2	3	4	D/K	N/A
Staff feel able to acknowledge difficulties with behavioural issues.	1	2	3	4	D/K	N/A
Staff can access help to deal with student conflict.	1	2	3	4	D/K	N/A
Behavioural issues are recorded fairly and efficiently.	1	2	3	4	D/K	N/A
Staff roles are clearly defined.	1	2	3	4	D/K	N/A
Staff and parents work collaboratively to address concerns about wellbeing and /or behaviour.	1	2	3	4	D/K	N/A
Staff peer support is valued and easily accessible.	1	2	3	4	D/K	N/A
Support services are used systematically and effectively.	1	2	3	4	D/K	N/A
Staff can access training in de-escalation, support strategies, behaviour management etc.	1	2	3	4	D/K	N/A

Communication and joint working

Parents/guardians are routinely told of students' positive behaviours and successes (notes home, phone calls, meetings)	1	2	3	4	D/K	N/A
Parents/guardians are routinely informed about concerns about students wellbeing and/or behaviour.	1	2	3	4	D/K	N/A
Young people are informed of any decision that may impact on their learning.	1	2	3	4	D/K	N/A
Praise and concerns regarding pupils are shared between staff.	1	2	3	4	D/K	N/A
Staff actively ensure there is an appropriate power balance between staff, pupils and parents.	1	2	3	4	D/K	N/A
Staff adopt a multi-agency approach where appropriate (e.g. using early help assessment, team around child).	1	2	3	4	D/K	N/A
There are effective means for parents to share important information with staff, including in support planning.	1	2	3	4	D/K	N/A
There is effective dispute resolution with relationship repair for pupils/staff/parents.	1	2	3	4	D/K	N/A
Where external agencies are involved, their advice is shared effectively with teaching and other key staff	1	2	3	4	D/K	N/A

Environmental Checklist: Reflection & Action Planning

Checklist completed by:	Date:

What were the concerns that led to you completing the checklist?

What key areas for development or improvement have been highlighted?

What are you going to do/ change?	When	Who else is involved

Environmental Action Plan: Review

Action Plan review by:	Date:

What were the concerns that led to you completing the checklist?

What did you do?

What differences have you noticed?

Was there anything you planned to do/ change but did not do?

What next?

- Continue with current plan/ strategies ☐
- Develop new environmental action plan ☐
- Move to Step 2 – implement targeted interventions ☐

Appendix 2: ABC Chart and Guidance Notes

ABC Chart

Below, we have listed some guidance notes, that you may find helpful when completing the ABC Chart on the opposite page.

Antecedent: What happened prior to or as the behaviour occurred?

- What was the child or young person doing?
- Where were they?
- Who else was around?
- Who was not around?
- What had they been asked to do?
- Did they want something?
- Had an activity started/finished?
- What was their mood like?

Behaviour

- A step-by-step description of what the child or young person did.

Antecedent: What happened prior to or as the behaviour occurred?

- How did you/other people respond to the behaviour?
- How did the child or young person react to this?
- Did the child or young person gain anything from this behaviour?
  (e.g. a physical object, attention from an adult, activity avoidance, etc.)

ABC Chart Name:

Date & Time	Antecedent: What happened prior to or as the behaviour occurred?	Behaviour	Consequence: What happened immediately after the behaviour?

Appendix 3: My life in school checklist

Junior School Version

	During this week, another pupil:	Not at all	Only once	More than once
1	Called me names.	☐	☐	☐
2	Said something nice to me.	☐	☐	☐
3	Was nasty about my family.	☐	☐	☐
4	Tried to kick me.	☐	☐	☐
5	Was nice to me.	☐	☐	☐
6	Was unkind because I am different.	☐	☐	☐
7	Gave me a present.	☐	☐	☐
8	Said they'd beat me up.	☐	☐	☐
9	Gave me some money.	☐	☐	☐
10	Tried to make me give them money.	☐	☐	☐
11	Tried to frighten me.	☐	☐	☐
12	Asked me a stupid question.	☐	☐	☐
13	Lent me something.	☐	☐	☐
14	Stopped me playing a game.	☐	☐	☐
15	Was unkind about something I did or said.	☐	☐	☐
16	Talked about something on the internet with me.	☐	☐	☐
17	Told me a joke.	☐	☐	☐
18	Told me a lie.	☐	☐	☐
19	Got people to gang up on me.	☐	☐	☐
20	Tried to make me hurt other people.	☐	☐	☐
21	Smiled at me.	☐	☐	☐

	During this week, another pupil:	Not at all	Only once	More than once
22	Tried to get me into trouble.	☐	☐	☐
23	Helped me to carry something.	☐	☐	☐
24	Tried to hurt me.	☐	☐	☐
25	Helped me with my classwork/homework.	☐	☐	☐
26	Made me do something I didn't want to do.	☐	☐	☐
27	Talked about something on TV with me.	☐	☐	☐
28	Took something off me.	☐	☐	☐
29	Shared something with me.	☐	☐	☐
30	Was rude about the colour of my skin.	☐	☐	☐
31	Shouted at me.	☐	☐	☐
32	Played a game with me.	☐	☐	☐
33	Tried to trip me up.	☐	☐	☐
34	Talked about things I like.	☐	☐	☐
35	Laughed at me in a nasty way.	☐	☐	☐
36	Said they would tell on me.	☐	☐	☐
37	Tried to break something of mine.	☐	☐	☐
38	Told a lie about me.	☐	☐	☐
39	Tried to hit me.	☐	☐	☐

Adapted from the My Life in School Checklist originally designed by Tiny Arora and adapted by Wolverhampton LEA (1992)

Secondary School Version

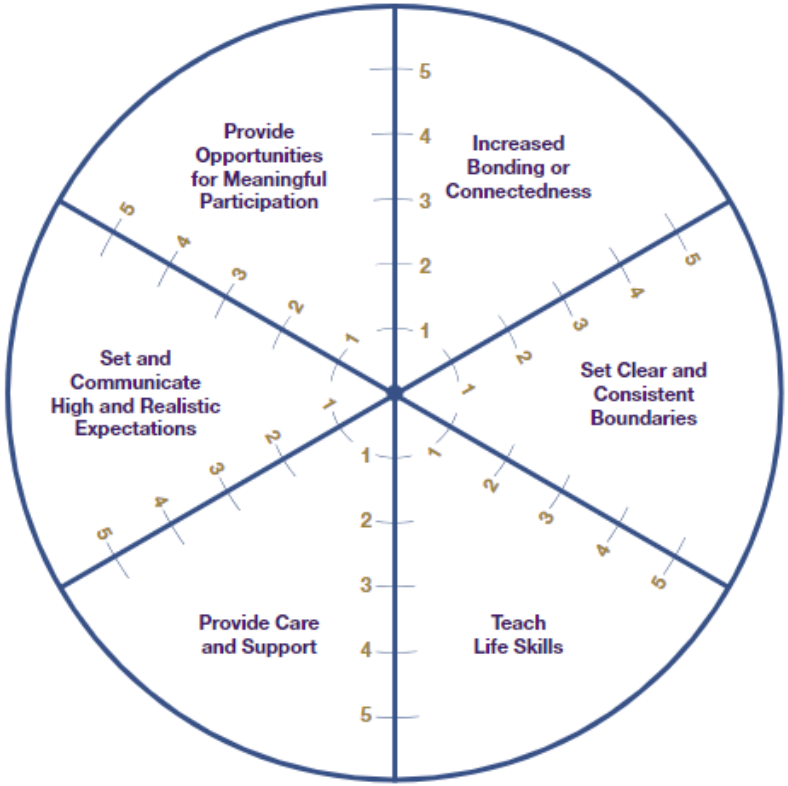
	During this week, another pupil:	Not at all	Only once	More than once
1	Helped me with my homework.	☐	☐	☐
2	Called me names.	☐	☐	☐
3	Said something nice to me.	☐	☐	☐
4	Made fun of me about my family.	☐	☐	☐
5	Tried to kick me.	☐	☐	☐
6	Was nice to me.	☐	☐	☐
7	Made fun of me because I'm different.	☐	☐	☐
8	Gave me a present.	☐	☐	☐
9	Threatened to hurt me.	☐	☐	☐
10	Gave me some money.	☐	☐	☐
11	Demanded money from me.	☐	☐	☐
12	Tried to frighten me.	☐	☐	☐
13	Asked me a stupid question.	☐	☐	☐
14	Lent me something.	☐	☐	☐
15	Had a go at me.	☐	☐	☐
16	Made fun of me.	☐	☐	☐
17	Talked to me about something on the Internet/social media.	☐	☐	☐
18	Told me a joke.	☐	☐	☐
19	Told me a lie.	☐	☐	☐
20	Ganged up on me.	☐	☐	☐
21	Tried to make me hurt other people.	☐	☐	☐

	During this week, another pupil:	Not at all	Only once	More than once
22	Smiled at me.	☐	☐	☐
23	Tried to get me into trouble.	☐	☐	☐
24	Helped me carry something.	☐	☐	☐
25	Tried to hurt me.	☐	☐	☐
26	Helped me with my classwork/homework.	☐	☐	☐
27	Made me do something I didn't want to do.	☐	☐	☐
28	Talked about something on TV with me.	☐	☐	☐
29	Took something off me.	☐	☐	☐
30	Shared something with me.	☐	☐	☐
31	Was rude about the colour of my skin.	☐	☐	☐
32	Shouted at me.	☐	☐	☐
33	Tried to hit me.	☐	☐	☐
34	Tried to trip me up.	☐	☐	☐
35	Talked to me about things I'm interested in.	☐	☐	☐
36	Laughed at me.	☐	☐	☐
37	Threatened to tell on me.	☐	☐	☐
38	Tried to break something of mine.	☐	☐	☐
39	Told a lie about me.	☐	☐	☐

Adapted from the My Life in School Checklist originally designed by Tiny Arora and adapted by Wolverhampton LEA (1992)

Appendix 4: Resiliency Wheel

Thinking about Resiliency



Adapted from 'The Resiliency Wheel', developed by Nan Henderson and Mike Milstein (2003)

Thinking about Resiliency : **Rating Guidance**

What the ratings mean:

Rating	Descriptor
1	Never / Rarely
2	Infrequently
3	Occasionally
4	Some of the time
5	Most of the time

For each resiliency-building strategy, three statements describe example situations where a child or young person may have an opportunity to use or develop this source of resiliency. Consider all three statements and decide an average rating that relates to how often this strategy is used in relation to the child or young person.

1 Providing Opportunities for Meaningful Interaction

This strategy views young people as resources and involves them as active participants. They take on responsibility by making decisions, planning, evaluating and implementing projects.
Example Situations: The young person is encouraged to make informed choices in his/her learning wherever possible. The young person is regularly invited to give feedback (through student voice or less structured opportunities) to staff on different areas of school life, and opportunities to discuss the outcomes of this feedback with key people. The young person is given opportunities to develop initiatives or projects as part of the curriculum and as part of the wider school community.
Overall Rating for this Area:

2 Increased Bonding or Connectedness

Strengthening connections between the individual and pro-social persons or activities, e.g. in schools increase family involvement, create engaging afterschool programs.

Example Situations:

Lunchtime and after school clubs offer the young person opportunities to participate in a range of activities.

The young person is given opportunities to contribute to the school community in a range of capacities.

There is timely communication between the school and young person's family/carer.

The young person's family/carer demonstrates an interest in the young person's education and wellbeing.

Overall Rating for this Area:

3 Set Clear and Consistent Boundaries

Be consistent and fair in implementing policies and regulations; this might be most effective in combination with youth participation.

Example Situations:

A positive behaviour management policy is used in school, which the young person is aware of.

The behaviour management policy is implemented consistently across the school.

Staff communicate their rationale for warnings, sanctions, and rewards clearly to the young person.

Overall Rating for this Area:

4 Teach Life Skills

Teaching such as conflict resolution and cooperation will help young people navigate environmental challenges.

Example Situations:

Conflict resolution, effective communication and emotion management are taught as part of the PSHE curriculum.

Opportunities for additional teaching (1:1 or small group) on conflict resolution, effective communication and emotion management have been made available to the young person, if this has been needed.

Positive communication and conflict resolution strategies are modelled by staff.

Overall Rating for this Area:

5 Providing Care and Support

Caring relationships are elements of promoting resiliency. Research increasingly points out that supportive environments and climates are essential for learning.

Example Situations:

The young person has identified at least one key adult whom they feel comfortable talking to about any concerns and the young person has regular contact with this adult.

The young person has a stable friendship group.

The young person is not being bullied.

All school staff in regular contact with the young person have a good understanding of his or her needs.

Overall Rating for this Area:

6 Set and Communicate High and Realistic Expectations

High and realistic expectations are excellent motivators; cooperative and interest-based learning strategies such as service learning are effective.

Example Situations:

Staff have high and realistic expectations of the young person, which are clearly communicated to him or her on a regular basis.

The young person is given opportunities to determine his or her approach to a learning task, where this is possible.

The young person is given opportunities to incorporate their own interests into their learning where this is possible.

Overall Rating for this Area:

Appendix 5: Stirling Wellbeing Scale

The Stirling Children's Well-being Scale

Name:	Date:

	Statements	Never	Not much of the time	Some of the time	Quite a lot of the time	All of the time
1	I think good things will happen in my life.	☐	☐	☐	☐	☐
2	I have always told the truth.	☐	☐	☐	☐	☐
3	I've been able to make choices easily.	☐	☐	☐	☐	☐
4	I can find lots of fun things to do.	☐	☐	☐	☐	☐
5	I feel that I am good at some things.	☐	☐	☐	☐	☐
6	I think lots of people care about me.	☐	☐	☐	☐	☐
7	I like everyone I have met.	☐	☐	☐	☐	☐
8	I think there are many things I can be proud of.	☐	☐	☐	☐	☐
9	I've been feeling calm.	☐	☐	☐	☐	☐
10	I've been in a good mood.	☐	☐	☐	☐	☐
11	I enjoy what each new day brings.	☐	☐	☐	☐	☐
12	I've been getting on well with people.	☐	☐	☐	☐	☐
13	I always share my sweets.	☐	☐	☐	☐	☐
14	I've been cheerful about things.	☐	☐	☐	☐	☐
15	I've been feeling relaxed.	☐	☐	☐	☐	☐
	Total scoring for each column					

Total overall score ☐

Each item is scored 1-5
*Never = **1***
*Not much of the time = **2***
*Some of the time = **3***
*Quite a lot of the time = **4***
*All of the time = **5***

The minimum score is 12, and the maximum score is 60.
The mean average score is 44 with 50% of all scores within the range of 39-48.

Items 1, 3, 4, 5, 6 and 8 relate to 'positive outlook'.

Items 9, 10, 11, 12, 14 and 15 relate to 'positive emotional state'.

Items 2, 7 and 13 do not contribute to the well-being score, so should be omitted.

If the child or young person scores particularly low (i.e. 3) or particularly high (i.e. 14 or 15) on these 3 items, their well-being scores may not be reliable and should be treated with caution.

Appendix 6:
The Child Youth Resiliency Measure

To what extent do the sentences below describe you?
Circle one answer for each statement

		Not at all	A little	Some-what	Quite a bit	A lot
1	I have people I look up to	1	2	3	4	5
2	I cooperate with people around me	1	2	3	4	5
3	Getting an education is important to me	1	2	3	4	5
4	I know how to behave in different social situations	1	2	3	4	5
5	My parent(s)/caregiver(s) watch me closely	1	2	3	4	5
6	My parent(s)/caregiver(s) know a lot about me	1	2	3	4	5
7	If I am hungry, there is enough to eat	1	2	3	4	5
8	I try to finish what I start	1	2	3	4	5
9	Spiritual beliefs are a source of strength for me	1	2	3	4	5
10	I am proud of my ethnic background	1	2	3	4	5
11	People think that I am fun to be with	1	2	3	4	5
12	I talk to my family/caregiver(s) about how I feel	1	2	3	4	5
13	I am able to solve problems without harming myself or others (for example by using drugs and/or being violent)	1	2	3	4	5
14	I feel supported by my friends	1	2	3	4	5
15	I know where to go in my community to get help	1	2	3	4	5
16	I feel I belong at my school	1	2	3	4	5
17	My family stands by me during difficult times	1	2	3	4	5
18	My friends stand by me during difficult times	1	2	3	4	5
19	I am treated fairly in my community	1	2	3	4	5
20	I have opportunities to show others that I am becoming an adult and can act responsibly	1	2	3	4	5
21	I am aware of my own strengths	1	2	3	4	5
22	I participate in organized religious activities	1	2	3	4	5
23	I think it is important to serve my community	1	2	3	4	5
24	I feel safe when I am with my family/caregiver(s)	1	2	3	4	5
25	I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)	1	2	3	4	5
26	I enjoy my family's/caregiver's cultural and family traditions	1	2	3	4	5
27	I enjoy my community's traditions	1	2	3	4	5
28	I am proud to be a citizen of *(insert country below)*	1	2	3	4	5

Individual Resources	
Domain	*Score*
Personal Skills *(Items 2, 8, 10, 12, and 20)*	*(maximum score 25)*
Peer Support *(Items 13 and 17)*	*(maximum score 10)*
Social Skills *(Items 4, 14, 19, and 24)*	*(maximum score 20)*
Total score for individual resources:	

Contextual Resources	
Domain	*Score*
Spiritual *(Items 21 and 22)*	*(maximum score 10)*
Education *(Items 3 and 15)*	*(maximum score 10)*
Cultural *(Items 1, 9, 18, and 26)*	*(maximum score 20)*
Total score for contextual resources:	

Relationship with Primary Caregiver Resources	
Domain	*Score*
Physical Caregiving *(Items 5 and 7)*	*(maximum score 10)*
Psychological Caregiving *(Items 6, 11, 16, 23, and 25)*	*(maximum score 25)*
Total score for relational resources:	

Resilience Research Centre

Adapted from the RRC Evaluation Tool Basket: CYRM-28
resilienceresearch.org · Updated September 2013

Appendix 7: Multi Element Support Plan

Getting it Right : **Multi Element Support Plan**	**Plan No:**
Pupil Name:	Date:
Contributors to the plan:	
What are the incidents/behaviours that are causing concern?	
What happens before and during incidents? What happens before and during more successful times What happens after incidents and more successful times	
What are the child/ young person's strengths, interests and successes?	
Briefly summarise any difficulties and additional needs:	
Child's views: What would you like to achieve? What would you like help with? Is there anything you are worried about?	
Parent(s) views: What would you like to achieve? What would you like help with? Is there anything you are worried about?	

Agreed goals/ targets *(should be SMART)*:	
Environmental strategies This is where we try to create an environment that best matches the child's needs, e.g. access to activities, use of language at the right level, routines within the setting.	
Skills Development This is where we think about new skills we need to teach the child to replace the behaviour causing concern, e.g. how to ask for help, how to take turns, how to manage anxiety.	
Reward Strategies If we want a child to change his/her behaviour, we need to provide a something to encourage the child to make the change.	
Responding to difficulties. *We need to have a plan for:* • When things are starting to go wrong, so we can intervene early to stop the situation getting worse. (Diversion, redirection, de-escalation) • When things have gone wrong, to resolve the situation as quickly and safely as possible. (Keeping safe, recovery, repairing harm)	
Next Review Date: *(*At least termly)*:	

Child Signature *Parent Signature:*

Teacher Signature

Multi-Element Support Plan: Review

Action Plan review by:	Date:

What were the concerns that led to you completing the multi-element action plan?

What did you do?

What differences have you noticed?

Was there anything you planned to do / change but did not do?

What next?

- ☐ All targets achieved – no need for further action
- ☐ Continue with current plan / strategies
- ☐ Develop new multi-element action plan
- ☐ Seek further external support / advice

Appendix 8: Talking to pupils when they make mental health disclosures

The advice below is based on the ALGEE approach to support staff in initial conversations with pupils when they disclose mental health concerns.

A = Approach (Have a conversation and be sensitive)
L = Listen (Don't interrupt, let the other person speak and don't judge)
G = Give Support (Treat with respect and give practical help)
E = Encourage (To speak to a staff member)
E = Encourage (To speak to family/friends and other agencies/helplines)

Focus on listening

If a pupil has come to you, it's because they trust you and feel a need to share their difficulties with someone. Let them talk. Ask occasional open questions if you need to in order to encourage them to keep exploring their feelings and opening up to you. Just letting them pour out what they're thinking will make a huge difference and marks a huge first step in recovery. Up until now they may not have admitted even to themselves that there is a problem.

Don't talk too much

The pupil should be talking at least three quarters of the time. If that's not the case then you need to redress the balance. You are here to listen, not to talk. Sometimes the conversation may lapse into silence. Try not to give in to the urge to fill the gap, but rather wait until the pupil does so. This can often lead to them exploring their feelings more deeply. Of course, you should interject occasionally, perhaps with questions to the pupil to explore certain topics they've touched on more deeply, or to show that you understand and are supportive. Don't feel an urge to over-analyse the situation or try to offer answers. This all comes later. For now your role is simply one of supportive listener. So make sure you're listening!

Don’t pretend to understand

The concept of a mental health difficulty such as an eating disorder or obsessive compulsive disorder (OCD) can seem completely alien if you’ve never experienced these difficulties first hand. You may find yourself wondering why on earth someone would do these things to themselves, but don’t explore those feelings with the sufferer. Instead listen hard to what they’re saying and encourage them to talk and you’ll slowly start to understand what steps they might be ready to take in order to start making some changes.

Don’t be afraid to make eye contact

It’s important to try to maintain a natural level of eye contact (even if you have to think very hard about doing so and it doesn’t feel natural to you at all). If you make too much eye contact, the student may interpret this as you staring at them. They may think that you are horrified about what they are saying or think they are a ‘freak’. On the other hand, if you don’t make eye contact at all then a student may interpret this as you being disgusted by them – to the extent that you can’t bring yourself to look at them. Making an effort to maintain natural eye contact will convey a very positive message to the pupil.

Offer support

Never leave this kind of conversation without agreeing next steps. These will be informed by your conversations with appropriate colleagues and the schools’ policies on such issues. Whatever happens, you should have some form of next steps to carry out after the conversation because this will help the student to realise that you’re working with them to move things forward.

Acknowledge how hard it is to discuss these issues

It can take a young person weeks or even months to admit they have a problem to themselves, let alone share that with anyone else. If a pupil chooses to confide in you, you should feel proud and privileged that they have such a high level of trust in you.

Acknowledging both how brave they have been, and how glad you are they chose to speak to you, conveys positive messages of support to the pupil.

Don’t assume that an apparently negative response is actually a negative response

Despite the fact that a pupil has confided in you, and may even have expressed a desire to get on top of their illness, that doesn’t mean they’ll readily accept help. The illness may ensure they resist any form of help for as long as they possibly can. Don’t be offended or upset if your offers of help are met with anger, indifference or insolence, it’s the illness talking, not the student.

Never break your promises

Above all else, a pupil wants to know they can trust you. That means if they want you to keep their issues confidential and you can’t then you must be honest. Explain that, whilst you can’t keep it a secret, you can ensure that it is handled within the school’s policy of confidentiality and that only those who need to know about it in order to help will know about the situation. You can also be honest about the fact you don’t have all the answers or aren’t exactly sure what will happen next. Consider yourself the pupil’s ally rather than their saviour and think about which next steps you can take together, always ensuring you follow relevant policies and consult appropriate colleagues.