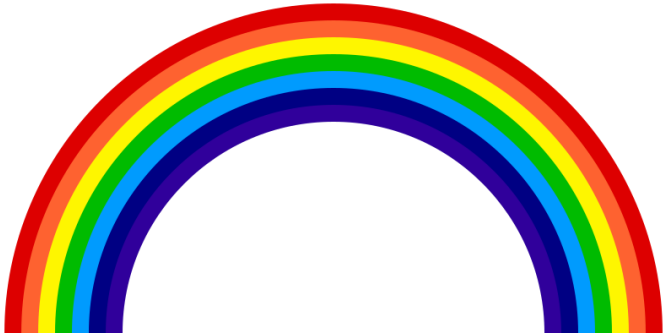
A Whole-School Approach – Transition Toolkit



Recovery and Learning in the Aftermath of a Pandemic

Norfolk County Council

Foreword

Drawing on research and evidence available, this whole-school approach to supporting transition sets out effective principles for a positive post-pandemic return to schools. It draws upon adapted Public Health England principles of the whole-school approach to emotional health and wellbeing, enabling longer term academic and life-long outcomes to be achieved. It summarises key concepts, approaches and signposts resources that focus on establishing a sense of safety, wellbeing, connectedness, resilience and learning.

An excellent transition process is vital to ensure children are well positioned to prioritise health and wellbeing, ensuring good attendance, attainment and lifelong outcomes both now and in the future.

'It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood'. **(Public Health England, March 2015)**

'At its best the management of transition should be part of a broader whole school approach to achieving good curricular continuity and progression in pupils' learning.' **(Transition - An evaluation by HMI –Ofsted)**

In relation to this toolkit, transition centres on strategies to support pupils to make successful transfers from home learning, imposed by social distancing measures and a distinctly different experience of education, towards a return to full-time education in school.

For the purposes of this toolkit, the definition of a successful transition will enable children to:

- Continue to show an interest in school
- become familiar with new routines and organisation
- re-settle well into school life
- prioritise wellbeing
- re-connect through fostering of healthy, respectful relationships, including friendships
- employ effective strategies to regulate behaviour
- be enabled to identify and discuss feelings, making safeguarding disclosures if relevant
- experience continued curriculum progress

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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 in the Appendix. 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 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 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.

The WSA
Leadership, management and managing change
Policy development
Staff CPD health and welfare
Curriculum planning and resourcing
Teaching and learning
School culture and environment
Provision of support services
Pupil voice
Partnership with parents/carers and local community
Assessment, recording and reporting

1. LEADERSHIP, MANAGEMENT AND MANAGING CHANGE

Before we can help others, we need to help ourselves. School leaders need to be seen to be practicing what is being promoted within their school. Congruence between actions and expectations is vital for trusting relationships. Support from the senior leadership team is essential to ensure that efforts to promote emotional health and wellbeing are accepted and embedded. During the transition period after lockdown you will most likely be exposed to stories and information that are distressing to hear. This can result in stress and distress. Take time to recognise this and adopt strategies that provide psychological resilience and reduce stress. This is not only important, but professionally responsible.

AIM: Position yourself to provide robust leadership that promotes wellbeing and a calm, safe school ethos and environment

Good practice ideas	Top Tips	Further Information
The governing body and school/setting leadership should set a culture that values and includes all pupils/learners enabling them to talk about problems in a non-stigmatising way. Provide an effective strategic role via a senior teacher (eg SENCO/learning support lead) who ensures that all staff know how the school or setting identifies and supports pupils/learners with	**Foster your own EHWB** - Take time out from work to enjoy your own interests Use available **mentoring/coaching opportunities** to constructively connect with other school leaders Build in **reflection opportunities** to go over what has happened in the course of a day or week, for yourself and staff. Recognise experiences of sadness and grief, as well as hope and positive strength[1].	**DfE (2018) mental health and behaviour in schools updated 2018** **Public Health England (2015) Promoting children and young people's emotional health and wellbeing: A whole school and college approach** **National Children's Bureau (2016) A whole school framework for emotional well-being and mental health**

[1] Adapted from Advice from NHS Guidance for Coping with Stress Following a Major Incident

persistent mental health difficulties. They should also make sure the appropriate pathways to liaise with external agencies are in place as necessary. Ensure that social and emotional wellbeing is referenced in the school/setting improvement plans and policies. Plans should be regularly monitored and evaluated.	Correspondence to families and pupils in the run up to return should include explicit references to the school, its values etc to ensure they feel confident that the children are valued, welcomed and will be protected; how the school plans to manage the transition and recovery; from a practical and curriculum viewpoint	**Leading a mentally healthy school Teaching Schools Council: free 2 day programme for senior leaders in all TSAs**

2. POLICY DEVELOPMENT

Policies and procedures may require revisions and flexibility to be responsive to transitional needs. A key challenge is how to uphold boundaries and school rules during any transition period following lockdown; particularly for pupils who are vulnerable and may have experienced lockdown as a frightening and distressing time. Consistent boundaries help pupils feel safer, with school needing to feel as predictable a place as possible, after experiencing something that has been so unpredictable. This will need to be balanced for some students who may require access to more intensive support. To ensure actions are integrated, sustained and monitored for impact it is important that a commitment to addressing social and emotional wellbeing is referenced within relevant policies[2]. These policies will need to remain 'live' documents that are reviewed and responsive to the evolving needs of the school community.

AIM: Create a consistent approach across the school that provides a balance of stable, predictable boundaries with responsive flexibility.

Good practice ideas	Top Tips	Further Information
There are clear policies on behaviour and bullying that set out the responsibilities of everyone in the school/setting and the range of acceptable and unacceptable for children, young people and learners. An ethos of good behaviour, respect for staff and pupils/learners and an understanding of how our actions affect others permeate the whole school/setting environment.	Review relevant policies inc. safeguarding; confidentiality; Relationships Education, Relationships and Sex Education and Health Education (RSHE); social, moral, spiritual and cultural (SMSC) education; Acceptable and unacceptable behaviour (for children as well as adults) and rewards. **Consider making adjustments** in response to current conditions eg isolation booths, additional steps, calm corners etc	**DfE Mental health and behaviour in schools (2018)** **DfE Preventing and Tackling Bullying (2017)** **DfE Guide for Heads and School Staff on behaviour and discipline (2013)** **DfE Creating a culture: how school leaders can optimise behaviour, Tom Bennett (2017)** **Ofsted School Inspection Handbook (updated 2018)**

[2] NICE (2009) Social and emotional wellbeing in secondary education, London: National Institute for Health and Care Excellence

Leaders promote equality of opportunity and diversity exceptionally well, for pupils, learners and staff, so that the ethos and culture of the whole school/setting prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils/learners do not tolerate prejudiced behaviour. Leaders and staff have created a culture of vigilance where pupils'/learners' welfare is actively promoted. Pupils/learners are listened to and feel safe	Share amendments/ reinforce existing policies with school community. Everyone needs to consistently translate the policies to practice. Create **pupil friendly** versions of relevant policies and procedures, Re-familiarising pupils, including revisions on return to school Review school rules; can they be simplified? Could there be one **Golden Rule** for all? Undertake an **equalities refresher** for all staff; including how pupils with protected characteristics and other marginalised groups are at greater risk of being affected by Covid 19 and what needs to be done to ensure they feel connected to and protected by the school Ensure there are CPD opportunities; Safeguarding including exploration of potential emotional abuse from school staff.	

3. STAFF CPD, HEALTH AND WELFARE

Teachers are trusted significant adults and positive role models for children and young people[3]. Teachers have the skills needed to support children and young people through difficult times, inspiring their resiliency to help them recover, positioning them to learn. It is not uncommon for teachers to feel some of the anxiety, helplessness and anger that some of their pupils may feel. Working with pupils who have had a particularly stressful and frightening experience of the pandemic could be challenging; In hearing their stories teachers may also experience stress symptoms. Teachers will require an increased focus on relevant areas of CPD linked to social and emotional learning such as attachment, resilience, bereavement and trauma.

'Teachers being stressed make students stressed'

AIM: Increase resilience in staff and their ability to effectively support pupils though line management and CPD.

Good practice ideas	Top Tips	Further Information
The school or setting provides continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of the school/setting staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if they think they have spotted a developing problem.	Re-iterate 'open door' policy, ensuring all staff have regular access to line management support as required Increase signage to support services available within the organisation and nationally. Plan a menu of CPD that incorporates links to social and emotional learning.	**MindEd** – a free educational resource funded by DfE and DH **Youth Mental Health First Aid schools programme.** Government funded free training for secondary schools **DfE Mental health and behaviour in schools (2018)** **PHE (2015) Promoting children and young**

[3] Resilience research. Brighton University

Teachers and practitioners in primary schools 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 for further support. In secondary schools social and emotional wellbeing is integrated within the training and continuing professional development of practitioners; governors and practitioners have the knowledge, understanding and skills they need to develop young people's social and emotional wellbeing.	The teaching and learning establishment can demonstrate a commitment to staff health and wellbeing: for example, by providing opportunities for assessing the emotional health and wellbeing needs of staff, by providing support to enable staff to reflect on and to take actions to enhance their own wellbeing and by promoting a work-life balance for staff.	**people's emotional health and wellbeing: A whole school and college approach** **TES Health and wellbeing forum** (free membership) **Education support partnership** includes free confidential helpline available 24/7: 08000 562561 txt: 07909 341 229 Free online suicide prevention training **https://zerosuicidealliance.com/** **Young Minds: staff resilience training** free training in resilience for school staff **https://www.norfolklscb.org/about/policies-procedures/5-22-children-risk-suicide/** EPPS: Transition Staff: **https://www.norfolkepss.org.uk/back-to-school/**

4. CURRICULUM PLANNING AND RESOURCING

School-based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing[4]. Work previously conducted with pupils in your school will help them in their response to the challenges that the transition and recovery phase present. The curriculum will need to 'top up' resilience through teaching, interaction and modelling positive behaviours. The curriculum will need to recognise changes and associated feelings whilst demonstrating how people can endure challenges to withstand difficult times when they have access to support. Opportunities exist to develop and promote social and emotional skills through both the dedicated Relationships Education, Relationships and Sex Education and Health Education (RSHE) curriculum and the wider curriculum.

"Getting back into the school routine would be hard and impact us mentally, and physically, in the sense that people may need time to get back into those strict routines".

AIM: **Plan curriculum activities throughout the day/week linked to the promotion of social and emotional learning. This needs to impart information and values; staff should use interpersonal skills to apply the learning to everyday contexts.**

Good practice ideas	Top Tips	Further Information
Ensure 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.	Create a curriculum timetable that has daily allocated times to promote health and wellbeing. Top and tail the school day/week: Monday morning wake, shake and share; Fantastic Friday celebration of successes!	**The PSHE Association**: training, guidance, programmes of study, lesson plans and other resources. Many are free, but members can access more. **PSHE Association free resources for teaching about mental health**

[4] Goodman A., Joshi H., Nasim B., Tyler C. (2015) Social and emotional skills in childhood and their long term effects on adult life. London: UCL

The PSHE subject leader or learning support lead should have: received appropriate leadership training 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. Ensure there are systems in place to effectively track pupils'/learners' progress in PSHE education as well as to monitor pupils' engagement in extra- curricular activities that develop their personal and social skills.	Ensure that mental health and emotional wellbeing is taught by teachers trained specifically to deliver this within PSHE, including training on the teaching of sensitive issues, and they are confident to teach this subject Prioritise integrating social and emotional skills development and personal resilience within all subject areas and the wider curriculum and ensure this is monitored and evaluated as part of the planned PSHE programme.	**Young Minds teaching resource (free): The resilient classroom** **Samaritans: DEAL teaching resources (free)** **Selfie, where's the harm?** Self-harm awareness, teaching resource and film (free) Public Health England: **Rise Above lesson plans** (free) **NSPCC: Making Sense of Relationships – (free) teaching resource** **We All Have Mental Health**, (free) KS3 animation resource and teacher's toolkit **EPPS: Risk and protective factors, with ideas to support: https://www.norfolkepss.org.uk/back-to-school/** **DfE Guidance on RSHE**

5. TEACHING AND LEARNING

Whilst capacity for concentration may be affected it can be re-developed through good teaching strategies, support and time. Make all expectations clear, break tasks down and provide supportive, clear feedback during and after each subtask checking pupils comprehend and are on task. Scaffold the task and skills required to achieve learning. Acknowledge successes by providing explicit feedback on what has been achieved. Teaching pupils social and emotional skills is useful and conducive to creating a positive learning atmosphere for learning and learning behaviours. Sometimes for calmness to be achieved there needs to be opportunity for movement and the expenditure of energy. Pupils who seem anxious, nervous or agitated may benefit from a brief time, allowing for the opportunity to move from their seat and hand out sheets for a class task etc so they can resettle and refocus. Equally, pupils who may have had a very positive time at home and / or be over excited about being back in school may need help to understand that not all experienced lockdown and coming back to school in the same way. If a pupil seems particularly upset, distressed or angry, it is important to provide space for them to calm down before helping them to identify their feelings.

AIM: Adopt effective approaches for teaching and learning in the aftermath of a pandemic.

Good practice ideas	Top Tips	Further Information
The PSHE subject leader or learning support lead should have: received appropriate leadership training 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. Ensure there are systems in place to effectively track pupils'/learners' progress in	Utilise therapeutic curriculum resources providing variation of activity for pupils, incorporating art, yoga, mindfulness etc. to support engagement and positive behaviours Make sure 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. Ensure mental health and emotional wellbeing is taught by teachers trained	**The PSHE Association**: training, guidance, programmes of study, lesson plans and other resources. Many are free, but members can access more. **PSHE Association free resources for teaching about mental health** **Young Minds teaching resource (free): The resilient classroom** **Samaritans: DEAL teaching resources (free)** **Selfie, where's the harm?** Self-harm

PSHE education as well as to monitor pupils' engagement in extra- curricular activities that develop their personal and social skills. Social and emotional skills development and personal resilience should be integrated within all subject areas and the wider curriculum and this is monitored and evaluated as part of the planned PSHE programme.	specifically to deliver this within PSHE, including training on the teaching of sensitive issues, and they are confident to teach this subject.	awareness, teaching resource and film (free) Public Health England: **Rise Above lesson plans** (free) **NSPCC: Making Sense of Relationships – (free) teaching resource** **We All Have Mental Health**, (free) KS3 animation resource and teacher's toolkit **DfE Guidance on RSHE** **EPSS Supporting your class after returning to school: https://www.norfolkepss.org.uk/back-to-school/**

6. SCHOOL CULTURE AND ENVIRONMENT

Provide a safe environment, high in nurture and structure. Whilst returning to school may feel like a relief, even exciting for some children and young people, it is also likely to be a time when many feel anxious, particularly those who have underlying health conditions or who live with someone who is shielding. Feeling safe may have come to be associated with 'staying at home', 'social distancing' and frequent handwashing. New ways to promote feelings of safety whilst connecting with friends and learning back in school settings will need to be ensured. Teachers can help create classroom environments that provide reassurance by highlighting how they are following the latest government and scientific guidelines, making expectations clear about roles and responsibilities in looking after ourselves and each other. This may take time. It is important to accept this as a 'transition period' as new ways of teaching and learning together in the aftermath are explored rather than focusing on a return to 'normal'. Adults responding in a consistent manner, maintaining clear boundaries and expectations around behaviour remains important, particularly when other areas of a pupil's life may not feel as structured. This consistency is containing for pupils. The use of an 'authoritative' versus 'authoritarian' approach where adults are 'in control' versus 'controlling' can prove powerful alongside fostering connection, inclusion, respect and value for all members of the school community, providing a context in which everyone can express their emotions in a constructive way.

[acknowledgement that things had changed] *'Acting like it didn't happen and was totally the same as it was before.'*

AIM: **Provide a range of internal and external support opportunities to all pupils whilst identifying vulnerable pupils most in need of additional support.**

Good practice ideas	Top Tips	Further Information
Regularly remind pupils of the approaches that are being taken to ensure their safety, linked to the government guidance. Recognise that pupils will have experienced Covid-19 in different ways – some positive, some negative.	Display handwashing posters and ensure accessible provision of hygiene products. Socially engage pupils, before making requests to ensure a positive and reassuring dialogue.	RSE Solution resource

7. PROVISION OF SUPPORT SERVICES

Young people respond to adversity in a range of ways, including changes in their capacity for learning and physical and psych ological wellbeing. Behavioural changes may indicate various degrees of emotional dysregulation, including potential to grow, but also, emotional discomfort, or more significantly, distress. Delays in identifying and meeting emotional wellbeing and mental health needs can have immediate and far reaching effects on all aspects of children and young people's lives, including their chances of reaching their academic potential and leading happy and healthy lives as adults. Whilst all children are at risk, some children and young people are at greater risk of experiencing poorer mental health[5]. For example those who are in care, young carers, refugee/asylum seekers those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence. Additionally, pupils who have been shielding during the pandemic as a result of underlying health conditions, and siblings of those who have been shielding, whose experience of lockdown will have been even more restricted; or those who may have experienced family hardship, directly or indirectly related to the pandemic, for instance with parent(s) who lost their jobs, relationship breakdown or family bereavement. Many pupils express the view that they don't want to upset their parents or further stress them by asking questi ons or saying that they are struggling. This is when a trusted relationship with an adult at school will enable pupils to gain help and support.

'being able to talk to the teachers,' and 'calm and understanding teachers'.

AIM: Create a calm, controlled and supportive school environment that fosters a culture of connection, inclusion and respect where pupils can feel safe and can safely express their feelings.

Good practice ideas	Top Tips	Further Information
The pastoral system or school/setting policies should provide a clear structure through which staff can log and escalate issues and concerns about pupils'/learners' emotional wellbeing needs so that the appropriate staff	Display visual reminders to support services, including Childline Ensure pupils have access to pastoral care and support, inc. specialist services so emotional,	**Point 1 Link Project**: Guidance and support for Mental Health Champions **CORC for Schools;** free resources, wellbeing

[5] Children & Young People's Mental Health Coalition (2012) Resilience and results: how to improve the emotional and mental well being of children and young people in your school.

can decide what to do next. The pastoral system coordinates work with others to provide interventions for pupils/ learners with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's/learner's needs; a plan to set out how they will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary. The school/setting provides evidence-based targeted interventions for parents/carers and their children who may be particularly vulnerable to emotional, behavioural and mental health problems, for example: children showing signs of conduct disorder, Looked After Children, Young Carers, children and young people identifying as LGBT, children with learning disabilities or those from BME backgrounds. The school's or setting's pastoral and SEND support systems should link effectively with their counselling service and school/setting health nurse, as well as with external services. This will ensure that a stepped care approach can be provided, ensuring seamless care and appropriate referrals. All staff understand referral pathways, confidentiality and thresholds and their role and responsibility within the	social and behavioural problems can be dealt with Provide specific help for those children most at risk (or already showing signs) of social, emotional and behavioural problems. The school or setting should put in place an effective pastoral system so that each pupil/learner is known well by at least one member of staff (e.g. a form tutor or class teacher) who can spot where bad or unusual behaviour may have a root cause in emotional wellbeing or mental health that needs addressing. Evidence based Interventions may include: ▪ well established nurture groups ▪ problem-focused group sessions ▪ group parenting sessions running in parallel with the child or young person's sessions ▪ joint working with specialist services, such as Worcestershire Young Carers, the LAC Health and Wellbeing service, or the school health nurse. Make sure the school's/setting's pastoral lead knows how to access CAMHS for consultation and advice from a named mental health worker in LINK Ensure the school/setting provides or commissions a good quality, confidential	measurement tools and e-learning, with optional paid-for support packages Anna Freud Centre: **Measuring and monitoring children and young people's mental wellbeing:** a free toolkit for schools and colleges **Anna Freud Centre resources:** 'Talking Mental Health' animation and teacher toolkit (free) NICE pathways: **Social and emotional wellbeing in primary education;** and **social and emotional wellbeing in secondary education;** National Institute for Health and Care Excellence (2016) **DfE Mental health and behaviour in schools (2018)** Early Intervention Foundation: **What works in enhancing social and emotional skills development during childhood and adolescence?** A review of the evidence on the effectiveness of school-based and out-of school programmes in the UK (2015) **DfE Counselling in schools: a blueprint for the future:** Departmental advice for school leaders and counsellors (updated 2016) British Association of Counsellors and Psychotherapists (BACP) website

pathways. SDQ or other evidence-based tools are used to support decisions around when it is appropriate to access specialist support from an educational psychologist or CAMHS. NB: for children and young people with significant learning disabilities standard tools such as the SDQ are unlikely to be helpful.	school-based or setting-based counselling and support service. The counsellor should: a) hold a diploma in counselling b) be on an Accredited Voluntary Register, ideally holding accreditation with a professional body c) have relevant experience and demonstrable competence in working with children and young people d) access regular clinical supervision e) routinely gather the child/young person's outcomes and experience of service to inform clinical practice and service improvement.	**www.bacp.co.uk** BACP register: **www.bacpregister.org.uk** **Kooth**, Young people's free, safe, anonymous on-line emotional wellbeing support Childline **www.childline.org.uk** **https://www.justonenorfolk.nhs.uk/mentalhealth** **Rise Above** website: designed by young people, for young people. Commissioned by PHE **On My Mind:** web resource developed by young people, for young people, Anna Freud Centre **HealthUncovered** podcasts. Public Health England Young Minds: **www.youngminds.org.uk** EPSS Covid-19 as a traumatic experience: **https://www.norfolkepss.org.uk/back-to-school/**

8. PUPIL VOICE

Involving children and young people in decisions that impact on them can benefit their emotional health and wellbeing helping them feel part of the school community and to have some control over their lives. Benefits include helping pupils gain belief in their own capabilities, including building their knowledge and skills to make healthy choices, develop ownership of decisions, express their views and develop strong social networks. Every pupil has strengths, aspirations, hopes and dreams. Use solution focused conversations to find out about these. Promote opportunities for pupils get actively involved in school and community life and to experience success; help them to work out ways they can put these skills to use in other areas of their learning and life. Sometimes they will need help to make the connections and generalise the skills.

"Those who live through terrible times will often be able to help others….and some may go on to do something to make the world a better place. Even terrible things can teach some good things – like understanding, caring, courage… and how to be okay during difficult times" [6]

AIM: Establish methods for all children and young people to positively engage with the school community, regaining a sense of control and belonging.

Good practice ideas	Top Tips	Further Information
Pupils/learners should be routinely asked for feedback on the PSHE curriculum and this informs the planned programme. The school or setting student council is able to influence action to improve emotional wellbeing and mental health	Give children choices, even if they are limited choices, wherever possible. In pre-return communication, children and young people could be asked what they want and need the school to do to maximise their wellbeing, daily routines contain an element of 'choosing' time; link to 'Golden Time' approach	**DfE Statutory guidance: Listening to and involving children and young people (2014)** **National Youth Agency: Hear By Right Standard** (free to use self assessment tools and resources, but registration may be required) PHE (2015) **Promoting children and young**

[6] *Marge Heegaard (1991) 'When Something Terrible Happens' Woodland Press*

within the school/ setting community. The school/setting has mechanisms to ensure that all pupils/learners, including those from vulnerable and minority groups, such as Looked After Children, Young Carers, children and young people from ethnic minority backgrounds and children with learning disabilities, are able to contribute to decisions that may impact on their social and emotional wellbeing.	Special Wellbeing group set up. Other approaches could include: ▪ Children and Young People identify a trusted adult ▪ The use of feelings journals - contributing to a semi personalised curriculum	**people's emotional health and wellbeing:** A whole school and college approach **Mentally Healthy Schools:** (some free, some charged for) resources for primary schools **Time to Change: (free) resources for schools** **School Councils UK** (charged for resources) **Smart School Councils** (member only access to resources)

9. PARTNERSHIP WITH PARENTS, CARERS AND LOCAL COMMUNITY

The family plays a key role in influencing children and young people's emotional health and wellbeing[7]**.** There is strong evidence that well implemented universal and targeted interventions supporting parenting and family life that offer a combination of emotional, parenting and practical life circumstances (combining drug, alcohol and sex education, for example) have the potential to yield social as well as economic benefits.

Encourage children and young people to share their stories about ways in which their community helped each other[8]**.** Throughout this pandemic, alongside stories of sadness and grief exist extraordinary stories of how individuals, families and communities come together and act with kindness, courage and initiative.

'Many events plant seeds, imperceptible at the time, that bear fruit long afterward'[9]

Provide emotional and practical support to families. Enable children and young people to recognise and trust in their communities.

Good practice ideas	Top Tips	Further Information
The school/setting makes parents and carers aware of the services within and outside schools, including the routes for referral, any appointments system and confidentiality issues. Any stigma around referral is openly	Recognise local heroes – family and friends who are carers or keyworkers, work for the NHS, leaders in the local community	**DfE Counselling in schools: a blueprint for the future:** Departmental advice for school leaders and counsellors (updated 2016)

[7] Stewart-Brown S. (2006) What is the evidence on school health promotion in improving health or preventing disease and, specifically, what is the effectiveness of the health promoting schools approach?

[8] Knapp M., McDaid D., Parsonage M. (2011) Mental Health Promotion and Prevention: The Economic

[9] *A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster* Rebecca Solnit 2009

addressed so that pupils/learners and parents or carers feel confident to access the service/s. The school/setting has effective mechanisms to engage with and support parents and carers to manage and support their child's emotional, behavioural or mental health difficulties. Examples include education and training programmes (particularly effective in the primary school years) combined with interventions with the child or young person to promote problem-solving skills and positive social behaviours.		**DfE Mental health and behaviour in schools (2018)** **Minded for families** free learning resource **DfE Review of best practice in parental engagement (2011)** EPSS Vulnerable parents: **https://www.norfolkepss.org.uk/back-to-school/**

10. ASSESSMENT, RECORDING AND REPORTING

Identifying health and wellbeing alongside academic need informs decisions at school level, across clusters of schools as pup ils transition between primary and secondary or at a local authority level. It is important to record and monitor the impact of any support that is put in place. Using tools from simple feedback forms to validated measures such as the strengths and difficulties questionnaire (SDQ) can support in the identification of needs-led, relevant approaches that will achieve maximum impact on pupil health, wellbeing and academic outcomes.

"My teachers are going to realise how much work I need to catch up on because it's hard to do it at home, the environment, everything is just not the best."

AIM: Accurately use assessment tools and strategies to inform needs-led, relevant approaches to health, wellbeing and academic needs.

Good practice ideas	Top Tips	Further Information
The school or setting routinely uses recognised tools (such as SDQ) to measure pupils'/ learners' emotional wellbeing and mental health needs and outcomes and this is used to inform the whole school/setting approach to improving these outcomes, including the PSHE programme, policies and school/setting based interventions. The planned PSHE programme is based on pupils'/learners' needs. Evidence of need in emotional wellbeing and mental health is gathered from a range of sources including local data within the school's health profile	For children and young people with significant learning disabilities specific tools may be more helpful than SDQ and other standard tools (see link to CORC Guidance). Pupils'/learners' views and feedback are also used to inform any planned programmes. Uses the pupil/learner data available effectively so that changes in patterns of attainment, attendance or behaviour are noticed and can be acted upon.	Children's Outcomes Research Consortium (CORC): **CORC for Schools**: free resources, wellbeing measurement tools and e-learning, with optional paid-for support packages **Measuring and monitoring children and young people's mental wellbeing:** free toolkit for schools and colleges from the Anna Freud Centre **Guidance update and development: On the use of Routine Outcome Measures (ROMs) and feedback tools** with Children and Young People

(sourced from the school health nurse). The school or setting uses a 'healthy school' or setting approach to promoting the health and wellbeing of all members of the school community, with priorities identified from data and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes. Planned interventions are chosen on the basis of evidence of effectiveness and their impact is monitored and evaluated by the school/setting to inform future planning. NB: there is already a strong evidence base for social and emotional skills development/resilience programmes. The evidence base is emerging for school-based counselling services and peer mentoring programmes.	Make sure mechanisms are in place, protecting pupil/learner confidentiality, to enable school counsellors to highlight when they are supporting a number of children and young people with issues which are related to the school/setting environment, such as bullying, academic pressure, or the handling by teachers of difficult issues such as gender identify. This can identify where a change in policy or practice may be needed.	with Learning Disabilities (LD), their families and networks, from CORC **Schools in Mind**, Anna Freud Centre network **DfE Counselling in schools: a blueprint for the future:** Departmental advice for school leaders and counsellors (updated 2016) **Early Intervention Foundation: What works in enhancing social and emotional skills development during childhood and adolescence?** A review of the evidence on the effectiveness of school-based and out-of school programmes in the UK (2015)

N&W CYP Emotional Wellbeing and Mental Health Pathway

Emergency medical help needed to preserve life - recent overdose or dangerous self-harm. Police help may be needed if child has absconded expressing suicidal ideation.

What should the school/college do?

Call 999

Suicide risk?

https://www.norfolklscb.org/about/policies-procedures/5-22-children-risk-suicide/

Urgent mental health support may be needed for serious mental health crisis (eg. psychosis), or serious weight loss and signs of an eating disorder.

(NB: children/young people with significant learning disabilities may express their mental health needs as aggressive behaviour - be prepared to contact the Police

What can the school/college do?

Significant weight loss should be assessed urgently by a GP first to rule out a physical cause. Advise that pupil / family contact First Response

Safeguarding concern?

Schools and colleges should follow normal policy and liaise with the DSL

In other cases:
https://www.norfolklscb.org/people-working-with-children/how-to-raise-a-concern/

Specialist support to meet significant mental health needs:
'...NEED FURTHER HELP'

A few children/young people will show signs of significant mental health problems that are impacting on activities of daily life, preventing them functioning within the norms for their age. These may be persistent and of a moderate to severe nature, causing significant difficulties with their achievement and relationships.

What can the school/college do?

No referral is needed, just call...

NSFT First Response 0808 1963494
Free number 24/7

Point One **0-18 Yrs** 0800 977 4077 **8am-7pm**
Wellbeing Service 18+ 0300 123 1503 (9am – 5pm)

Targeted support to meet additional needs:
'...MAY NEED SOME EXTRA HELP'

Some children/young people show signs of emerging mental health problems and/or are struggling with their emotional wellbeing, with problems outside the normal range for their age or gender and of a mild to moderate nature. These will be starting to cause difficulties with their school work, friendships or family relationships.

What can the school/college do?

Be alert to signs of emerging emotional problems; use data and evidence-based tools to assess and identify pupils who need targeted school-based interventions (see good practice checklist in the emotional wellbeing toolkit) See who else is working with the child or family. Refer to the school health nurse or school counsellor. Speak to LINK team. Consider Kooth.com

Just One Norfolk click on link for text and phone numbers

Kooth.com Self-referral for on-line emotional wellbeing support and counselling: **www.kooth.com**

Universal level: '...COPING WITH THE NEW NORMAL'

Most children and young people thrive and cope with the 'normal' difficulties and challenges of life and of growing up. They usually cope with these through their own resilience, with the support of family and friends and of their school.

What can the school/college do?

Promote an emotionally healthy whole school environment, following the 8 areas of good practice in the good practice checklist within the school's emotional wellbeing toolkit.

Parenting support needed?

Online parenting guides:

Parenting groups:

Early help family support service requests: