

OVERVIEW OF IDEAS TO PROMOTE PUPILS' MENTAL WELLBEING

UNIVERSAL SUPPORT FOR ALL:

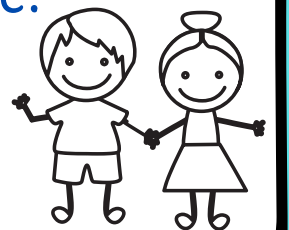
- Policies and robust procedures in place ensuring that all staff understand the process to respond to mental health concerns, including referrals to Mental Health Lead/s, SENDCo, Safeguarding Lead, CAMHS, etc.
- Training for all staff enabling them to recognise signs of mental ill health and respond appropriately
- Signpost and promote awareness of resources to all staff, including support staff
- Protected weekly PSHE lessons (and Circle Times?) for pupils to learn about mental health, emotions, and social skills, and evidence-based strategies to support these
- Protected time for non-core subjects that promote mental wellbeing e.g. sport, music, art, drama, P4C etc.
- Links with PRUs (Pupil Referral Units) etc. for advice
- Procedures to ensure supply teachers are aware of needs of specific students with mental health concerns
- Regular assemblies, outside speakers and visits related to mental health awareness
- Displays & notices about mental health incl'g signposting
- Giving as much notice as possible to pupils ahead of time of any changes to schedule
- Special attention to transition times, both within the school day (drop off, pick up, breaks, and between lessons) and transitions in the term/academic year, in recognition that they can be especially stressful
- Quiet drop-in spaces and times
- Worry boxes around school
- Promoting staff mental wellbeing too, as pupil and staff wellbeing are linked

TARGETED SUPPORT WITHIN SCHOOL FOR INDIVIDUALS OR GROUPS:

- Targeted intervention programmes / workshops to address more specific areas of need e.g. alleviating worry, anger, bereavement, social/friendship skills etc.
- Regular reviews of interventions to monitor efficacy and adapt if needed.
- Providing specialist support, resources or accommodations in class to support some pupils
- Training for specific staff to upskill them e.g. as ELSA (Emotional Literacy Support Assistant), Mental Health First Aider etc.
- Staff training in response to specific pupils' life events and needs e.g. bereavement, trauma, adoption etc.
- Peer/buddy/mentoring system e.g. with classmate or older pupil
- Working with parents, families and carers supportively and effectively e.g. meeting regularly and sending home relevant resources for them to use at home too
- Counselling sessions

SPECIALIST SUPPORT OUTSIDE SCHOOL:

- Referral to CAMHS (Child And Adolescent Mental Health Services)
- Support from EMHP, if available (Educational Mental Health Practitioner) who is part of an MSHT (Mental Health Support Team)
- Support from social worker
- Mentoring outside school
- Signposting parents/carers to (crisis) support and service providers locally, online and nationally/internationally, including GP/doctor, wellbeing apps, charities, hotlines etc.



IMPORTANT THINGS TO BEAR IN MIND TO SUPPORT EMBEDDING A WHOLE-SCHOOL CULTURE TO PROMOTE PUPIL MENTAL HEALTH AND WELLBEING



- Remember that there's no one-size-fits-all approach to supporting and improving pupils' mental wellbeing. What works for one pupil may not be helpful to another.
- Lead by example both with pupils and staff, e.g. by validating pupils' emotions, normalising talking about mental health, etc.
- Give opportunities for Student Voice, e.g. through a Student Council and more day-to-day if possible e.g. opportunities for student-led choices in class.
- Encourage a sense of community for pupils through various events.
- Manage and think about the rate of change when implementing new policies and practices. Just as for staff, too much change too quickly can feel overwhelming and could detrimentally impact pupil mental wellbeing.
- Regular reviews of pupils' universal and targeted support will be important, to monitor efficacy. **Note:** If reviews are not well planned and too time-consuming for staff, they could increase staff stress and negatively impact staff wellbeing. Factor in extra cover/time for staff as needed.