

North Tyneside: Emotionally Healthy Schools resource list

This section contains evidence based links and resources that will help you begin work on actions you have identified. This is a starting point, you might have other resources that will help and we will continue to update this section on our website.

1. Leadership and management

Key question: How is the school providing visible senior leadership for emotional health and wellbeing?

Description	Link
<p>Promoting children and young people’s emotional health and wellbeing: A whole school approach. (2015) Public Health England and the Children and Young People’s Mental Health Coalition.</p>	<p>Promoting children and young people’s emotional health and wellbeing: a whole school and college approach https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf</p>
<p>Mental health and behaviour in schools: Departmental advice for school staff. This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. (2016) Department for Education.</p>	<p>Mental health and behaviour in schools: Departmental advice for school staff. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf</p>
<p>Mental Health of Children in England (2016) facts and figures on mental health conditions. Public Health England.</p>	<p>Mental Health of Children in England https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/575632/Mental_health_of_children_in_England.pdf</p>

<p>Self Assessment: A whole school framework for emotional well being and mental health</p>	<p>A self assessment and improvement tool for teachers https://www.ncb.org.uk/sites/default/files/uploads/documents/Policy_docs/Briefings/NCB%20School%20Well%20Being%20Framework%20Leaders%20Tool%20FINAL.pdf</p>
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2. School ethos and environment

Key questions: How does the school’s culture promote a physical, social and emotional environment that promotes emotional health and wellbeing? How do you promote respect and value diversity?

Description	Link
<p>Policy development: Keeping children and young people safe Keeping children safe in education (2016) is statutory guidance for schools and colleges. Department for Education</p> <p>North Tyneside’s Local Safeguarding Children Board (LSCB) is the means by which organisations come together to agree on how they will cooperate with one another to safeguard and promote the welfare of children. The LSCB website brings together information for children, young people and their families, as well as the professionals who work with them.</p> <p>NSPCC offer a combination of services to children, families and professionals to safeguard children from abuse.</p> <p>Charlie Waller Memorial Trust offer talks to young people, teachers and those</p>	<p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf</p> <p>https://www.northtynesidelscb.org.uk/</p> <p>www.nspcc.org.uk Speak out Stay safe campaign- https://www.nspcc.org.uk/services-and-resources/working-with-schools/speak-out-stay-safe-service/</p> <p>www.CWMT.org.uk</p>

<p>who work with them to about how to stay mentally well they also provide training and a variety of self help resources.</p> <p>Mental Health and Wellbeing Policies for Schools and Colleges, example policy and guidance</p> <p>The nurture group network exists to promote the development of nurture groups and to ensure the continuing quality of their delivery.</p> <p>Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, for those responsible to acknowledge the impact and take steps to put it right.</p>	<p>https://webcontent.ssatuk.co.uk/wp-content/uploads/2016/06/02092829/CWMT-Mental-Health-Policy-and-Guidance-for-Schools.pdf</p> <p>www.nurturegroups.org</p> <p>www.restorativejustice4schools.co.uk</p>
<p>Bereavement: Childhood bereavement network Childhood bereavement network offers resources to help schools deal with a bereavement within the school</p> <p>Rainbows bereavement support Great Britain is a national charity which provides bereavement training and support</p> <p>Winston’s Wish - believes in a society in which every child can get the help they need when someone close to them dies. With the right support at the right time, a child can face the future with confidence and hope.</p>	<p>Bereavement resources http://www.childhoodbereavementnetwork.org.uk/for-schools-professionals.aspx</p> <p>http://www.rainbowsgb.org/schools-professionals</p> <p>http://www.winstonswish.org.uk/</p>
<p>Bullying: Preventing and tackling bullying advice for head teachers, staff and governing bodies. Department for Education (2014)</p> <p>Preventing and tackling bullying: A comprehensive resource offering steps on how to create a best practice anti-bullying strategy within a school or organisation</p>	<p>Preventing and tackling bullying http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf</p> <p>https://www.kidscape.org.uk/what-we-</p>

<p>that works with groups of children and young people.</p> <p>Anti Bullying Alliance: are a coalition of organisations working together to stop bullying and create safer environments in which young people can live, grow, play & learn.</p> <p>‘All Together’ anti bullying programme aims to create All Together Schools, that have evidenced their work to reduce bullying and improve the wellbeing of pupils. The programme includes a special focus on bullying of disabled children and those with SEN but aims to reduce bullying of all pupils.</p>	<p>do/resources/professional-resources-and-guidelines/preventing-and-tackling-bullying/</p> <p>http://www.anti-bullyingalliance.org.uk/</p> <p>http://www.anti-bullyingalliance.org.uk/get-involved/become-all-together-school?mc_cid=0dda578530&mc_eid=53f9b01103</p>
<p>Inclusion: Stonewall will support individuals to work out how they can make a difference for LGBT people at work, home and in their communities. They equip people with the tools and confidence to connect with, influence and enable others in their communities, by challenging homophobic, biphobic and transphobic bullying, celebrating difference and improving inclusion and visibility of role models.</p> <p>Challenging homophobic language; Stonewall Education Guide (2007)</p> <p>Letter box library: a leading supplier of multi-cultural gender equality and special issue books for children</p>	<p>http://www.stonewall.org.uk/about-us</p> <p>http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/4006.asp</p> <p>www.letterboxlibrary.com</p>
<p>North Tyneside SENCO Handbook</p>	<p>http://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/SENCO%20Handbook%20-%20Version%202%20-%20March%202017%20-%20Neil.pdf</p>

In a growth mindset people believe their abilities can be developed through hard work. This creates a love of learning and resilience.	www.mindsetworks.com
Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges from Public Health England	http://www.annafreud.org/media/4612/mwb-toolkit-final-draft-4.pdf

3. Curriculum, teaching and learning

Key question: What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?

Resource Description	Link
<p>Cross phase: Programme of Study for PSHE Education from the PSHE Association (KS1 -5) January 2017. This document identifies the key concepts, skills and attributes that should be taught through PSHE education to enable children and young people to live physically and emotionally healthy lives.</p>	<p>https://www.pshe-association.org.uk/sites/default/files/PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_1.pdf</p>
<p>PSHE guidance and lessons plans for Primary and Secondary schools on preparing to teach about mental health and emotional wellbeing. Topics including teaching children how to describe emotions, talk about anxiety and worries, and develop coping strategies. Lessons aimed at key stages 3 and 4 also cover eating disorders, self-harm and depression and anxiety.</p>	<p>Guidance on preparing to teach about mental health and emotional wellbeing https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and</p>
<p>Managing your anxiety can be really difficult to deal with. Childline provide some practical ways to help young people to manage it.</p>	<p>https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/managing-your-anxiety/</p>
<p>Young Minds In School provide resources to support teaching about a variety of aspects of emotional wellbeing, including video clips, books and research related to a wide range of topics.</p>	<p>http://www.youngminds.org.uk/training_services/training_and_consultancy_for_schools/resources_for_teachers</p>

<p>Primary phase: An exploration of mental illness in primary schools. This programme looks at the common emotional and behavioural issues that affect primary schools and how teachers can spot the warning signs.</p> <p>How to get up and go when you are feeling low is a booklet providing top tips for year 4 students when they are feeling upset or stressed</p> <p>Feeling good: promoting children’s mental health are activity sheets aimed at children aged 4-7</p> <p>Social and Emotional Aspects of Learning (SEAL) resource: Improving behaviour, improving learning. This is a curriculum resource to help primary schools develop children’s social, emotional and behavioural skills.</p> <p>Social and Emotional Aspects of development (SEAD) Guidance for practitioners working in the EYFS-foundation years. This programme helps support children in early years develop social and emotional skills. These are the building blocks to learning, behaviour, wellbeing and attendance.</p>	<p>https://www.tes.com/teaching-resource/teachers-tv-primary-mental-health-need-to-know-6045662</p> <p>Primary school - how to get up and go when you are feeling low http://www.annafreud.org/data/files/CAMHS_EBPU/Publications_and_Resources/year4_help4_pupils.pdf</p> <p>https://www.centreformentalhealth.org.uk/Handlers/Download.ashx?IDMF=5614ec71-49db-46ca-9dfa-82a85f4ecdfc</p> <p>http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009</p> <p>http://webarchive.nationalarchives.gov.uk/20110809091832/teachingandlearningresources.org.uk/collection/24946</p>
<p>Secondary phase: Mind your head resource – developed by North Tyneside Young people is a lesson plans for schools to use that covers issues around mental health and wellbeing.</p> <p>Stop stigma is a classroom-based resource for secondary schools that helps address mental health stigma and raise awareness about mental health</p>	<p>Mind your head resource – every middle and secondary school have been given a copy of this pack.</p> <p>Secondary schools - stop stigma http://www.cornwallhealthyschools.org/stop-stigma/</p>

A series of lesson plans, have been published by Mentor Adepis which aim to provide a specific but flexible pathway to enable children to consider ways to develop resilience, reducing risk-taking and considering safer options. These cover Key Stage 2 and 3, are mapped against Ofsted priorities.

In our hands provides webinar training on a wide range of emotional wellbeing and mental health issues from promoting positive mental health to holding sessions on eating disorders, and self-harm. It ensures that advice, guidance and support is practical and relevant to the school environment by working with school staff to develop new materials. The website includes some free resources that can be delivered to young people, teachers and parents.

YoungMinds suggests some simple and practical ways of incorporating emotional wellbeing into the curriculum.

The Resilient Classroom A resource pack for Tutor groups and Pastoral School staff providing activities to use in tutor time to promote and encourage students to feel more resilient.

Samaritans in Education provide free on line teaching resources titled Developing Emotional Awareness and Listening (DEAL) for children aged 14+

NHS Choices Youth Mental Health is an information hub offering young people advice and help on mental health problems including depression, anxiety and stress

[Mentor adepis lesson plans](http://mentor-adepis.org/lesson-plans/)
<http://mentor-adepis.org/lesson-plans/>

[In our hands lesson plans](http://www.inourhands.com/)
<http://www.inourhands.com/>

[Young minds : what schools can do](http://www.youngminds.org.uk/training_service/s/academic_resilience/what_schools_can_do)
http://www.youngminds.org.uk/training_service/s/academic_resilience/what_schools_can_do

https://www.youngminds.org.uk/assets/0001/1548/The_resilient_classroom.pdf

<http://www.samaritans.org/education/deal>

<http://www.nhs.uk/Livewell/youth-mental-health/Pages/Youth-mental-health-help.aspx>

4. Student Voice

Key question: How does the school or college ensure all students have the opportunity to express their views and influence decisions?

Description	Link
<p>School Council Activity Pack This toolkit consists of a series of activities designed to help staff and pupils work through the process of setting up and developing an effective school council.</p>	<p>http://www.pupilvoicewales.org.uk/uploads/publications/74.pdf</p>
<p>School Councils UK Help children and young people have greater say over matters that affect their school and wider lives.</p>	<p>http://www.schoolcouncils.org/</p>
<p>Smart School Councils Community A teacher led charity that work across the UK to help young people become more active, democratic citizens.</p>	<p>https://www.smartschoolcouncils.org.uk/download/7820/</p>
<p>UNICEF Right respecting school award Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.</p>	<p>https://www.unicef.org.uk/rights-respecting-schools/about-the-award/the-rrsa/</p>

5. Staff development, health and wellbeing

Key question: How are staff supported in relation to their own health and wellbeing and to be able to support student wellbeing?

Description	Link
<p>MindEd is a portal that provides free, online bite sized chunks of 'e-learning' available on tablets, phones or computers to help adults to identify, understand and support children and young people with mental health issues. The learning materials were written and edited by leading experts from the UK and around the world. Different learning pathways can be followed according to professional or other interests</p>	<p>www.minded.org.uk</p>
<p>Mind provides information and advice on a range of mental health topic. See Mental Health A-Z for details</p>	<p>www.mind.org.uk</p>
<p>NHS Choices Mental Health provides links to information about a variety of mental health topics</p>	<p>http://www.nhs.uk/livewell/mentalhealth/Pages/Mentalhealthhome.aspx</p>
<p>North Tyneside Learning Pool : bookable training events and e-learning modules Self Harm, Low Mood and Anxiety management courses now available on Learning Pool –see section 3</p>	<p>If anyone needs assistance with booking, please contact workforce.development@northtyneside.gov.uk or telephone 643 5063</p>
<p>In Our Hands Promoting staff wellbeing – online learning including Five Ways to Wellbeing</p>	<p>http://www.inourhands.com/category/training-and-consultancy/online-learning/</p>

6. Identifying need and monitoring impact

Key question: How does the school or college assess the needs of students and the impact of interventions to improve wellbeing?

Description	Link
Measuring and monitoring children and young people's mental wellbeing	A toolkit for measuring wellbeing in schools http://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf

7. Working with parents and carers

Key question: How does the school or college work in partnership with parents and carers to promote emotional health and wellbeing?

Description	Link
MindEd for Families has online advice and information from trusted sources and will help families to understand and identify early issues and how to best support children. Department of Education and Health Education England.	MindEd for families http://minded.e-lfh.org.uk/families/index.html
Talking about difficult topics Advice for parents from the NSPCC	https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/talking-about-difficult-topics/
Self Harm free online course which provides parents with information on how to sensitively talk to their children about self-harm and tactics for increasing mental resilience.	http://www.safeguardingchildrenea.co.uk/self-harm-free-online-course/
Exam Stress Most people feel stressed sometimes. And it's completely natural. But that doesn't mean it's easy to deal with. This site provides tips to help with stress, no matter what's causing it.	https://www.childline.org.uk/info-advice/school-college-and-work/school-college/exam-stress/

<p>Smart phone overuse: can affect physical and psychological health. The no phone zone site provides advice and guidance on limiting smart phone use at night.</p>	<p>www.nophonezone.co.uk</p>
<p>Have you got clear information on your school's website signposting CYP and their families to support and self help?</p>	<p>See section 2</p>

8. Targeted support

Key question: How does the school or college ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services?

See Section 4 for information about targeted support.