

Purpose of this Toolkit:

This Toolkit has been developed by the Newham Healthy Schools - Emotional Health and Well-being Subgroup. The Subgroup is comprised of those statutory and non statutory agencies, individuals and services working together to support Emotional Health and Well-being within Newham schools.

Aimed primarily at the Classteacher, the Toolkit provides an introduction to supporting and promoting the Emotional Health and Well-being of everyone in school.

We intend this document to:

Outline difficulties that can lead to mental health problems and the protective factors that enable us to survive trauma and grow,

Suggest ways, as a classteacher, you can develop an emotionally healthy classroom to support all pupils without overburdening yourself,

Explain how to refer and support pupils for whom you have concerns,

Point the School Senior Management Team in the right directions to support you and your pupils across the whole school.

Acknowledgements

Thank you to the many individuals who have been involved in the writing and editing of this document, especially: Bob Lamb, Jan Marr, Maureen Keane, Harriet Goodman, Christine Hammond and Kate Fallan.

Particular thanks to the Newham Child and Family Consultation Service, the Behaviour Support and Tuition Service, Connexions and the Healthy Schools Coordinator for their support and guidance.

This document exists due to the commitment of the members of the Newham Healthy Schools Emotional Health and Wellbeing Subgroup, who give of their time to work together to develop good practise and increase pupil support services within Newham Schools:

School Nursing Service
Educational Welfare Service
Forrest House Counselling Service
Antidote

Newham Action against Domestic
Violence
Teenage Health Project
In-volve & yap
Phoenix@links

Thanks to Leicester Healthy Schools for allowing us to work from their Toolkit

Glossary

Self esteem

Liking yourself and being content with the person you are: believing in your own intrinsic worth

Self efficacy

Feeling capable, competent and effective, based on knowledge, skills and experience of success

Attachment

A personal and intimate bond, transferable to others, that sustains a unique, enduring and reliable relationship. A strong attachment is the capacity to relate to others in a trusting way

Emotional Resilience

The capacity to manage, process and come through setbacks and to continue to develop despite them

Emotional literacy

Understanding enough about our own emotions to be able to appreciate and understand other people's states of mind and feelings and what they are communicating. To experience a sense of connection to the wider community through that interaction

Emotional intelligence

The capacity to process emotional information accurately and effectively, including the capacity to perceive, assimilate, understand and manage emotion

Connection

The sense of having something in common with, of belonging, being part of or linked to someone, some group or some place

Internal locus of control

An individual's sense of control in relation to his/her own destiny

CAMHS

The Child and Adolescent Mental Health Services of which the core team is Child and Family Consultation Service (CFCS). More detailed descriptions of services follow.

Contents

❖ Purpose	1
❖ Glossary	2
❖ Contents	3
1. Promoting EH & WB for all pupils	5
2. Identifying and supporting vulnerable pupils	11
3. Working with external agencies	21
4. How can your Manager help?	31
❖ Useful Contacts	37

Emotional Health & Well-being Toolkit for Class Teachers

1 Promoting Emotional Health and Well-being for all pupils.

“Pupils learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, like their teachers and feel school is supporting them....¹

.... social and emotional competencies are essential for the successful development of intellectual and cognitive processes².”

¹ Goleman 1996, McCarthy 1998

² Weare 2000

Emotional Health & Well-being Toolkit for Class Teachers

What is Emotional Health and Well-being and how is it different from Mental Health?

Both terms are used correctly to describe:

“the emotional and spiritual resilience that enables us to enjoy life and to survive pain, suffering and disappointment...”

It is a positive sense of well-being and an underlying belief in our own worth and the worth of others”.

The term Emotional Health & Well-being is now preferred by the DfES and many others as mental health is so often (mis)used to mean 'mental ill health'.

We develop our emotional resilience in three ways:

Security in our surroundings,
Significance or feeling special,
Connection to others.

Why is the role of the school so important?

Many social stigmas, fears and anxieties surround Mental Health and Illness that prevent sufferers seeking support

Mental Health Promotion from early years to Key stage 4 is able to dispel these myths and help pupils make sense of their emotions and experiences. Later in this chapter we look at ways PSHE and everyday curriculum subjects can achieve this.

Schools are in a position to **identify pupils experiencing difficulties** quickly but this can be overwhelming for the classteacher. In Chapter 2 we explore how to identify a vulnerable pupil and what to do next.

There are growing numbers of pastoral staff and agencies working through the school. Chapter 3 looks at how a school can work with **specialist external agencies** and the questions most frequently asked by classteachers.

Schools promoting positive emotional health and well-being can significantly reduce the numbers of pupils needing support now or in their future adult life. How we can build a **positive school environment** that promotes Emotional Health and Well-being is covered in Chapter 4.

If Emotional Health and Wellbeing comes with emotional resilience, how can we strengthen our emotional resilience through security, significance and connection?

Significance, or feeling special, comes with being

- a) Cared for
- b) Understood
- c) Listened to
- d) Remembered
- e) Trusted
- f) Valued
- g) Kept informed
- h) Given time and attention
- i) Viewed as successful
- j) Given opportunities to discover and express ourselves through relaxation, creativity, choices and involvement in decisions

We promote **security** through:

- a) Consistency
- b) Continuity
- c) Predictable rules
- d) Clear routines and arrangements
- e) Reliable routines
- f) Feeling physically and emotionally safe
- g) Being able to trust the future through understanding and accepting the past

Connection occurs through:

- a) A sense of identity and belonging
- b) Feeling accepted
- c) Friendships and relationships
- d) Receiving similar advice from people- consistent messages
- e) Creating trust among others and ourselves

Emotional Health & Well-being for Classteachers

Why are schools trying to promote emotional health and well-being?

- › To improve self-esteem & confidence
- › To improve behaviour & concentration
- › To encourage curiosity, motivation, self-belief, creativity & decision making
- › To improve social skills for school and adult life
- › To combat related problems such as drug misuse, eating disorders, teenage pregnancies, school refusals and truancy
- › To combat underachievement and promote academic success

How do we promote Emotional Health and Well-being across the curriculum?

Developing pupils emotional health and well-being can become an integral part of the teaching of all subjects, from peer tutoring in mathematics through the exploration of complex human situations in history to the storytelling and expression of self within the arts. Without these strengths we gradually shut down our abilities from high level learning to even the most simple social interaction.

- › **Find out where pupils are starting from** in terms of knowledge, beliefs and feelings. Routine classroom talk and reflection builds an important sense of self.
- › **Move from where pupils are in small steps.** Focusing on learning experiences that are a little more complex than previous to accommodate new ideas without overwhelming anxiety.
- › **Encourage growing pupil independence** allowing a gradual internalised sense of inner structure, security and power
- › **Develop a range of active and participatory teaching methods** to encourage pupils to engage, take risks and build self responsibility
- › **Utilise non-written activities, such as art, drama and music,** to build confidence, self awareness and encourage expression.
- › **Maximise opportunities to build skills.** To explicitly teach, rehearse and role model generic social skills e.g. problem solving, decision making and dealing with difference and disagreement.
- › **Regularly use cooperative group work** so pupils can practise and develop social competencies such as empathy, listening, sensitivity, negotiation, conflict resolution and cooperation.

Skills such as SOCS

The bedrock of building emotional literacy is a whole-school progressive PSHE Scheme of work. A “spiral curriculum” that allows a pupil to revisit key themes such as trust, respect, and identity throughout their school life. The key elements of effective PSHE are:

- Pupils developing comprehensive ground rules
- Pupils exploring the diverse feelings that they experience e.g. looking at faces in order to learn to read emotion and exploring complex situations through roleplay
- Reflecting and valuing the lives of all the pupils in the class through discussion, stories and displays
- Approaching difficult subject matters in an open, informed and respectful manner.

2
Identifying and supporting vulnerable pupils

Emotional Health & Well-being for Classteachers

How would I recognise a vulnerable pupil?

Seeing a pupil on a regular basis means concerns can build over a period of time. The reasons for our concerns are sometimes difficult to pinpoint. It is important to trust your intuition but to then consider more carefully what triggers it.

A pupil operates within several worlds:

Home life	School life.	Social life
-----------	--------------	-------------

1. Are your concerns in one area or across several?
2. Have there been one or several significant life events?
3. Has there been a change in relationships with you/parents/class/friends?
4. Has the pupils' behaviour changed?
 - i. Overt to withdrawn or vice versa
 - ii. Aggressive
 - iii. Over anxious
 - iv. Risk taking
5. Is the pupil more tearful, angry or depressed?

What happens next?

You are supporting vulnerable pupils by providing:

...a classroom with clear and consistent rules and routines

...a reliable, trustworthy and consistent relationship with each pupil

...advice and discipline consistent with the rest of school

...time for the recognition of talents and successes inside and outside the classroom

...regular PSHE lessons that: encourage talking, listening and reflection
progressively build on knowledge

...a model of the appropriate handling of complex emotions eg frustration, stress, boredom, anger

...opportunities for friendships to develop within the classroom

...regular opportunities for parents to come and talk with you

The most effective way that you can support a vulnerable or distressed pupil is to take care of your needs. The security and stability of a calm and happy classroom is priceless.

Learn to read your stress levels

Have strategies in place for stressful moments

Identify a colleague to share concerns and stresses with

Understand and use the referral systems within your school

Ask for support when you need it

Many difficulties, although painful, are part of life and generally transient.

The majority of pupils will draw upon their personal and social resources to cope.

Dealing with difficult life events such as bereavement or stress are important developmental experiences.

How can I help pupils, who are dealing with difficult life events, to cope?

By providing security and consistency in the classroom you are creating the best supportive environment for the pupil. The pupil may just need reassurance that you are aware of their situation and are sensitive to their needs.

Many life experiences are not spoken of openly for example death and grieving, separation and imprisonment. The pupil may look to you for guidance that it is OK to acknowledge what is happening in their life.

When home life is in crisis, you and the class are likely to be providing an important normalising and stabilising role for the pupil on a day to day basis.

How can I help the pupil develop their coping strategies?

Those areas causing concern (Risks Factors) for the pupil and the strong resources available to the pupil (Protective Factors) are often 2 sides of the same coin.

For example, a withdrawn and anxious child may have developed heightened sensitivity to the needs of others. Encouraging this pupil to build 1-1 relationships (as a Mentor or with a newly arrived pupil) could play a significant role in building their self esteem and their resilience to the problems they face elsewhere.

Emotional Health & Well-being for Classteachers

By seeking to understand the whole experience of the pupil we can identify the stronger resources that are available to the pupil e.g. reliable friends or supportive family.

If the pupil is struggling to cope with their emotions or the difficulties are complex or repetitive it may be appropriate to refer the pupil to the pastoral services within school.

How do I support a pupil who I think needs additional help?

- ✧ Don't Panic
- ✧ Don't scatter gun referral out of anxiety
- ✧ Don't be too hasty to refer to Pastoral staff rather ask for their advice

- ✧ Spend time talking with the pupil
- ✧ Have conversations with parents/others
- ✧ Build understanding in a collaborative way

- ✧ Look at the resources/networks that are available to the pupil
- ✧ Consider a cross support meeting with parents & pastoral staff
- ✧ Look to local support

- ✧ Keep an open mind about causes and healing
- ✧ Spend time motivating the pupil
- ✧ Stay persistent and curious

Remember

- You could have the most consistent relationship with the pupil in school
- 2 events are not necessarily causally linked
- Pupil may not respond to support first, second or third time
- Whatever support for the pupil has to fit the context/needs of the family

What kind of support may be available in school?

There will be staff with pastoral responsibilities within your school. They may include the Special Educational Needs Coordinator (SENCO), Learning Mentor(LM), Home-school Liaison Officer and Social Inclusion Officer.

These staff would be your first point of call. They may already be aware of the pupil and/or their siblings. **It will be their responsibility to involve the Specialist Child Mental Health Services at the appropriate time.** More details of these services are included in section 3.

In addition there will be visiting staff from Education Psychology, Behaviour Support, School Nursing and Educational Welfare Services'. All staff will be

happy to talk through your concerns regarding the emotional health and well-being of a your pupils.

Schools are also increasingly employing their own wider group of practitioners. For example, Bereavement Counsellors, Music and Art Therapists and Social Workers.

What if the pupil asks me not to talk to anyone?

The relationship between pupil and Classteacher is key. It is important to reassure the pupil that their best interests will always be your paramount concern.

As a Classteacher you can offer support to individual pupils but they must be made aware of your professional boundaries and aware of your limits to confidentiality. It is strongly recommended that you talk through your concerns with your SENCo in the first instance.

As a member of school staff you are legally and professionally bound to disclose information about physical or emotional abuse of children and young people to the designated child protection member of staff.

It is helpful to think carefully about:

Why the pupil is only wanting to speak with you?

Is it appropriate for the child to talk at length with you?

Is there someone else more appropriate for the child to speak with?

Your school will have a Confidentiality Policy. This will explain in detail how you should respond to pupil disclosures.

During lesson discussions such as in PHSE pupils may make disclosures in group settings. It is important to reach agreement with the group about confidentiality before personal disclosures are made. It should be made clear that the classroom is a public place and therefore nothing is confidential and individuals need to take responsibility for what they choose to disclose.

More detailed information about confidentiality is described in section 3 of this toolkit.

How do I recognise when a pupil needs specialist help?

Prevalence rates of mental health problems among children and adolescents in the general community vary between 10% and 20%. The majority of these will be dealt with by front-line workers in school.

Only a fraction of these children will require more specialised mental health support such as a Counsellor/Psychologist/Therapist in school or attending a clinic based service with a team of professionals.

An even smaller number will need to go on to specialised units for highly specific or complex problems such as severe eating disorders.

It is important that we identify which children will need such help, partly so that the children themselves are not unnecessarily pathologised, and partly so that specialist services are not overwhelmed and are therefore available to deal with more serious mental health problems.

One definition of a child psychiatric disorder is:

The presence of **abnormalities of behaviour, emotions or relationships** which are **developmentally inappropriate** and of sufficient **severity** and **duration** to cause **persistent suffering or handicap** in the child, or distress and disturbance in the family or community³.

³ Rutter et al 1970

How do I think about culture, difference and ethnicity?

Recognise that culture and differences are not just about people from black or minority ethnic communities, but something that all people experience. All communities have many different sorts of rules and guidelines which underpin the way people think, believe, and operate. Within these communities people express lots of differences...gender, age, ability, class, sexual orientation, for example.

Culture is complex and much more than colour.

Key points for classteachers:

- Don't assume, ask!
- Don't presume, ask!
- Try to develop an awareness of your own unconscious stereotyping; stereotypes are mostly based on unjust generalisations (ie not all blonds are thick, not all black children want to do sports, not all Asians want to be doctors etc..)
- Discuss the stereotypes and what they mean
- Differences are simply that ...differences
- All cultures have their own and different ways of describing mental health as well as mental ill health.
- Where appropriate speak with the family about their interpretation of behaviour; it is important to ensure that the individual is seen in context.
- Black and ethnic minority persons are unable to flourish in environments which support, believe or expect failure. You don't have to be an 'expert on cultural issues', to try and connect to the child.
- Recognise that your language of distress may not be the same language of your pupil; your celebration days may not be the same as other people's; persons from other cultures may not find what you find funny.
- Provide a teaching and learning environment which will encourage pupils to feel confident telling their their own stories, learning new stories, playing different games.

How do I decide if a referral is appropriate?

It is not normally the responsibility of the classteacher to make referrals to specialist services. The next step would be to discuss the needs of the pupil with your SENCo or Social Inclusion Officer.

The key points for the school to consider before a referral are:

1. Is the child presenting with a problem?

Some children may have been through considerable trauma but not display any difficulties - ie they may have coped well. Referring them on for 'help' would not be indicated at this time.

2. Is the behaviour developmentally inappropriate?

Some behaviours seen in a young child might not be appropriate in an older child and visa versa.

3. Is the behaviour sufficiently severe to require specialist help?

Most children will display some form of emotional or behavioural symptoms at some point, but this may be quite normal eg grieving for a lost relative. Specialist help may be needed if the reactions seem extreme or unusual.

4. Is the behaviour of sufficient duration to require specialist help?

Some problems resolve themselves within a short period and don't need specialist services. Of course, others need to be seen immediately by someone with expertise in the field eg psychosis.

The appropriate point of referral to a CAMHS service would be:

If over several months:

Pupil is tearful
Their school work is suffering
Presenting uncharacteristic behaviour
Non attendance
Pupil appears depressed
Pupil is distressed

There is a complexity in the home environment for example parental Mental Health Problems, domestic violence.

The first step in referral would be a small scale meeting in school in conjunction with school pastoral service, with parents and all key staff.

An emotionally literate approach to the 'difficult' class⁴

1. The class is a community with a shared history, not just a random collection of individuals. Their shared experience of school is somehow shaping their behaviour as a group. Finding out more about their history—from them and from people who have taught or worked with them—is a crucial first step.
2. Young people do genuinely want to learn. It's important to work from this assumption, but to try to understand what might be getting in the way of learning in this group.
3. The group may be confused about its task, which is not surprising as it really has two key tasks. The first task is to learn. The second equally important task is to operate as a supportive community.
4. Many 'difficult' classes need adult help to disentangle these tasks and to regain safe emotional ground.
5. Any adult working with the group is a member of the class community, but with a particular role. The group needs to experience these adult members as effective and enabling leaders.
6. Use metaphor, dialogue and reflection to 'attend' to the difficulties of the group.
7. Setting targets for group behaviour will not help unless work has been done to make sense of the behaviour. So aim for meaning before targets.

Useful questions

1. What is the class like?
2. What is their history as a group?
3. What does it feel like teaching them?
4. What metaphors or stories come to mind in thinking about this group?
5. What strategies have helped in working with them?
6. What remains difficult to change?

⁴ Anne Murray, Education Consultant
© Antidote: Campaign for Emotional Literacy

3
Working with External Agencies

Emotional Health & Well-being for Classteachers

Child and Adolescent Mental Health Services (CAMHS)

In 1995, the government reviewed the commissioning, role and management of child and adolescent mental health services (Together We Stand - NHS Health Advisory Service).

The report recommended the adoption of 4 tiers of service. These are not rigid but serve to identify the styles and levels of specialism involved in offering comprehensive and co-ordinated services.

Tier 1 Primary or Direct Contact Services - eg GP, schools

This tier includes GPs, Health visitors, generic Social Workers, School staff, voluntary sector workers, police and others. They are usually the first point of contact between a child and family and the child care or health agencies. Most child and adolescent problems are managed at this level.

Tier 2 Interventions by individual specialist CAMHS professionals - eg psychologist, counsellor

This tier includes work done by specialist mental health professionals when they work individually with children and families. This work is often done at home or in schools or health centres. Often this work is relatively short-term and is concerned with specific issues.

Tier 3 Interventions offered by teams of specialist CAMHS staff - eg CFCS

This tier consists of more specialist services coordinated to work with more complex problems. Tier 3 staff assess and treat children whose mental health problems cannot be managed in Tier 2. They also act as gatekeepers to Tier 4. Often this tier works with children, people and their families where the problems are multiple, severe and persistent.

Tier 4 Very specialised interventions and care

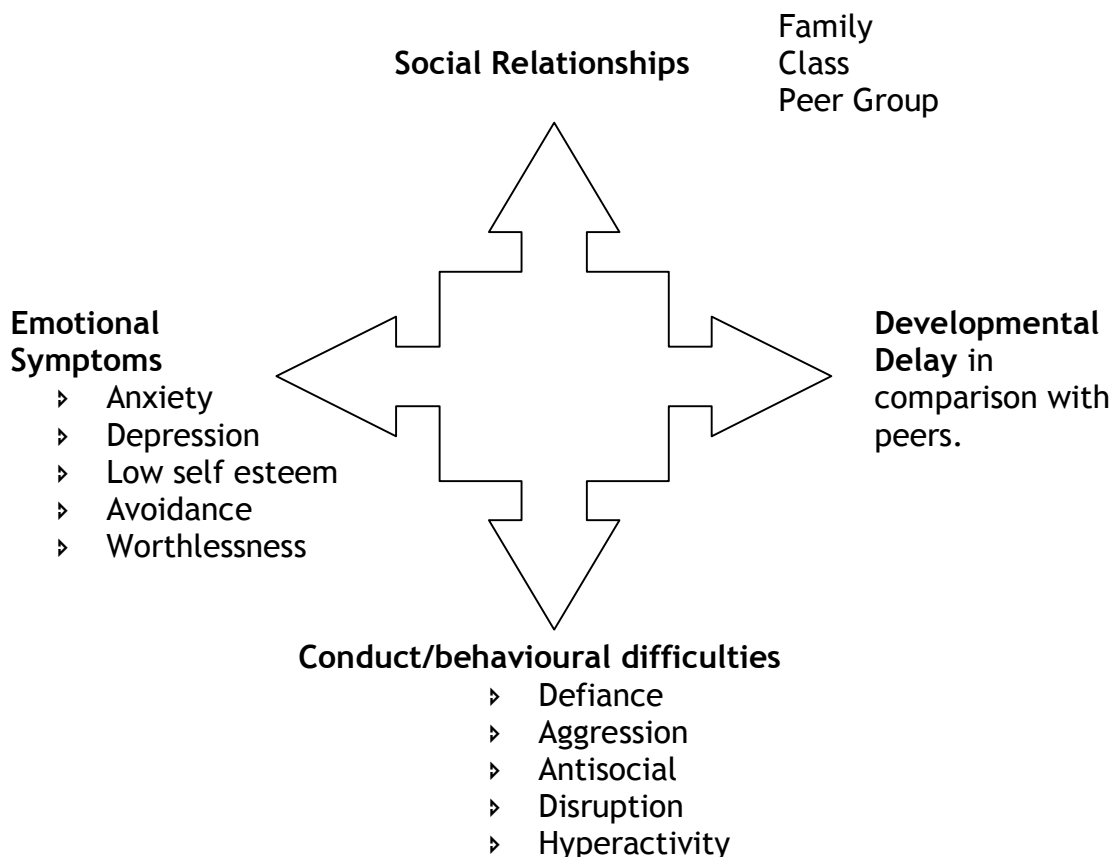
This tier provides for highly specific or complex problems eg psychiatric inpatient units or consultation services for those with severe eating disorders.

Communication between the different tiers is essential so that children and families receive the service which is best suited for them.

What might you need to tell an external agency?

1:What factors/changes are triggering your concern?

2:How are these factors impacting the pupil in their everyday life and, for how long?



3:What was the outcome of a meeting between parents/ classteacher/pastoral staff?

4:What support has already been offered/provided within school?

5:Who else is working with the child/family?

How do I begin working with an external agency?

Included in the Directory at the back of this Toolkit are a range of services available through your school and within the local Community.

Newham Healthy Schools Team has developed a **Planning Tool** to use when an outside agency is to work in the school whether in the classroom, supporting groups or individual pupils.

When working with external agencies it is important to clarify early on:

- › Who will be working with the pupil?
- › What model/type of support are they intending to use and why?
- › Are they qualified/insured/screened?
- › Are they part of a team?
- › Are they supervised? (Counsellors are expected to receive a set amount of Clinical Supervision for every client they work with)
- › Will the parents be informed/involved?
- › What will be the confidentiality arrangements?
- › How will confidentiality be agreed with the pupil?
- › Where and when will the support be given?
- › How often?
- › How will support link into existing school support?

Frequently Asked Questions

What about confidentiality when working with an external agency?

This may seem very complex but the majority of issues and concerns are surmountable when there is an open and respectful professional relationship between all parties.

The majority of Counsellors and agencies will offer confidentiality to the child within the limits of their safety. The details of their sessions will not usually be shared, unless the Counsellor is worried about the pupil and feel that they need to help them get support from the wider team in order to keep them safe.

In the event that the pupil discloses something that is of concern, the need to share this information will be discussed with the pupil BEFORE the Counsellor contacts the wider team. It is very important the child participates in this process and understand at all times what the Counsellor is going to do and why. A simple agreement may be made with the pupil during the first session that allows the pupil to decide under what circumstances the Counsellor may share information and with whom.

Counsellors and Therapists working to the British Association of Counselling and Psychotherapy Code of Ethics will also be receiving Clinical Supervision from a more experienced Therapist during which they will be jointly monitoring the needs of the pupil.

When a pupil reaches Key Stage 4 their competency to ask for confidentiality from teaching staff and parents may be considered. Most agencies will have clear protocol for this process that should be shared with the school.

It is critical to clarify the confidentiality arrangements of the Counsellor/Therapist before they meet the pupil.

Will I be kept involved?

Parents/ teachers are kept up to date, through regular meetings, with how the child is engaging with the process. The details of a child's session are not shared. Parents/teachers have the opportunity to share their concerns and help the Counsellor to understand more precisely the wider environment within which the child is living and developing. They are also more able to support the therapeutic process with which the child is engaging.

What if the parent/guardian objects?

Regular parent meetings are scheduled to give the parents/guardians the opportunity to ask questions and express concerns. These can be arranged at any stage if the parent feels that they need them. In most cases parental permission is required.

How do I support a pupil in class who is receiving Counselling or therapy?

It is helpful for people who are working with the child to understand that the pupil is working through potentially quite difficult emotions and experiences with the counsellor/therapist.

They could return to class after a session feeling vulnerable and could be more disruptive as a result. It could be helpful for the child to be given a bit of quiet time and the therapist will share this with the teacher when the child is returned to class.

What should I do if a pupil gets upset in class?

The pupil is likely to have good days and bad days in being able to handle their emotions. The therapeutic process gives a child the space to begin to understand more precisely how they are feeling. These feelings can be difficult and confusing. It would be helpful for the teacher/assistant to take the child aside and give them the chance to explore what has upset them.

A Time Out process can be pre-arranged with the child. When feeling upset the pupil has a card or sign that they can show the Classteacher without having to explain and then a safe quiet place/person to go to for a while.

What happens if.....

...the pupil is not happy with support?

It should be brought to the counsellor/therapists attention if the pupil complains about or does not want to attend their sessions. In this way the pupils' concerns can be discussed and a solution found.

There are children who will not feel able to tell the counsellor/therapist if they do not want to continue and it would be very helpful for this information to be shared.

At the first session the Counsellor and pupil should discuss who the pupil can talk to if they are unhappy with the Counsellor. The Counsellor/ therapist will usually build regular reviews into the sessions, in which they explore with the child what they have experienced and if they wish to continue.

If you have concerns regarding a Counsellor you should speak with your Line Manager or the Clinical Manager of the Counsellor

...it doesn't seem to be helping?

Pupils can go through a period of more extreme behaviour before things start to improve. This is normal and understandable as building a counselling relationship is a difficult and challenging time.

Some children may have very complex issues, which could take some time to explore, before any noticeable change is apparent in the classroom. Regular Review meetings with all adults supporting the child can identify concurrent ways of helping the child during this time.

Will the counselling interrupt the pupil's learning?

Most pupils referred to counselling have an emotional, social or behavioural problem that is already getting in the way of their learning. In the short term they may be required to miss class time but their long-term attainment will be significantly improved.

If you are concerned the pupil is missing key lessons each week the Counsellor may be able to rotate times. This can be more difficult for the pupil as a regular session time and location each week enables the pupil to feel more secure and comfortable with the counselling relationship.

Which pupils would find counselling/therapy helpful?

Counselling/therapy provides children with a space where they can express themselves freely and give vent to difficult feelings. In addition to those children who have suffered a particular trauma, children who might benefit include those:

- who are withdrawn and/or have difficulty socialising;
- who have special needs - according to the National Curriculum approximately 20% of children will have a special need in the course of their school life relating not only to learning difficulties but also to emotional or social difficulties;
- who have moved a great distance either emotionally (for example, through separation/loss) or physically (for example, geographical re-location);
- who are from other cultures and who may find it isolating being in an environment where there are few commonalties.

Will the pupil receive group work or individual support?

One to one sessions are generally for those children:

- who need to talk confidentially,
- where there may be issues of safety,
- when the child does not experience enough individual attention at home or in class.

Conversely, group therapy can be of particular benefit to those children who have difficulty socialising or working with their peers, or as an extension of one to one therapy to enable the child to further develop their social skills.

Emotional Health & Well-being for Classteachers

4
How can your Manager help?

Emotional Health & Well-being for Classteachers

How can your Manager help?

...Supporting classteachers.

- a. Providing information on issues and available services
- b. Ongoing staff training to recognise and support vulnerable pupils through good classroom mgt
- c. A progressive PSHE & Citizenship Scheme of Work and update training for Classteachers
- d. Opportunities for staff to review and reflect their practice with colleagues
- e. Access to advice from senior colleagues for Classteachers
- f. Clear and consistent system of identifying, assessing and referring vulnerable pupils

...promoting positive emotional health across the school.

Promoting Emotional Health and Wellbeing by seeking all whole-school opportunities to build staff and pupils'...

- › sense of identity
- › positive self esteem
- › self belief, autonomy, competence, responsibility and success
- › internal locus of control (an individuals sense of control over their own destiny).
- › emotional literacy (self awareness, empathy, sensitivity to situations and others).

...developing a positive school ethos.

- › Involving and including parents and other groups peripheral to the school community in an empowering way
- › Considering security and safety issues within the school environment
- › Including pupil's voices in School Planning and setting policy
- › Developing opportunities for pupils to consider and express their experiences of school.

...establishing policies that cover...

- Classroom, corridor and playground behaviour
- Physical environment of the school to promote both safety and a positive identity
- Playground/Lunchtime organisation, activities and support
- Anti bullying advice, guidance and procedures
- Anti violence
- Anti discrimination
- Guidelines for working with health and other education professionals

...use a Healthy School approach to initiatives that promote...

- Pupil participation
- Responsibility
- Peer support/mediation
- Non-academic abilities

Set in place a system that can identify and track all vulnerable pupils...

Provide classteachers/tutors with an opportunity to consider the emotional health and well-being of EVERY pupil on a regular basis

Recognise vulnerable flashpoints:

Points of transition
Midterm admissions
Bereavement, loss and separation

Recognise the impact of culture and difference...

- Recognise that culture and differences are not just about people from black or minority ethnic communities, but something that all people experience.
- All communities have many different sorts of rules and guidelines which underpin the way people think, believe, and operate. Within these communities people express lots of differences...gender, age, ability, class, sexual orientation, for example.
- Culture is complex and much more than colour.
- Senior managers should drive to establish services that are developed in ways that are sensitive to difference and accessible for all people, addressing their general and specific needs without prejudice.
- Managers can create learning contexts where pupils and staff have opportunities to work together in the design, promotion and delivery of support services.

Emotional Health & Well-being for Classteachers

- Studies suggest that service users of all kinds appreciate services that are respectful, responsive, effective, accessible, relevant, efficient, welcoming, enhancing of personal control and limiting of self-blame.

Establish a single system of referral....

For many years, if not decades, the resources to provide extra support for emotional health and well-being have been scarce. Today there are a large and growing number of statutory and voluntary agencies who offer that support. Schools are increasingly employing their own wider group of practitioners.

All these, for example, have been recently available to school:

Ewos	Music Therapist
Tas/Lsas	Art Therapist
Learning Mentors	Voluntary Mentors
School Nurses	Social Worker
Attendance Officers	Weston Spirit
Home School Liason Worker	Prince's Trust
Counsellor	Nursery Nurse
Bereavement Counsellor	Welfare Worker
Drama Therapist	Youth Worker etc
Educational Therapist	

The task for many schools has been to harness these wide-ranging professionals into a coherent student support system that matches requests for intervention with individual needs.

Managers may need to look afresh at their system.

- Do you have one referral process (rather than many) to which any child causing concern to others (or themselves in a self referral)?
- Does the referral process question what **all** the concerns, problems or barriers to learning are? If not, who commissions the research and who is best placed to carry this out?
- Does the investigation assemble enough information as to why those problems exist?
- Does our system ask the full range of expert opinion available, including the class teacher?
- Does our system create **one** school plan of action so that all those who are contributing to it, know who is doing what, why, and when?

Emotional Health & Well-being for Classteachers

- Is it clear who the key worker is that follows the case and instigates its review?

Many schools have already acted on the realisation that student support is wider than that encompassed by the SEN code of practice.

One response has been to create a social inclusion team. Vital to their success is matching:

- ◇ the growing range of specialist help in school,
- ◇ the statutory help available, and
- ◇ the services provided by a voluntary sector,

to the individual needs of students.

Managers will need to have the mindset of a true co-ordinator; marshalling and synthesising a range of professional opinions into coherent plans of action rather than merely distributing a 'problem' to particular services in

Useful contacts

Useful contacts

Useful contacts

Useful contacts

Useful contacts

Emotional Health & Well-being for Classteachers

National

Cruse

www.crusebereavementcare.org.uk/

Cruse Bereavement Care offers help to anyone who has suffered the loss of a friend or relative.

Day By Day Helpline 0870 167 1677

Young person's counsellor Wednesday, Thursday, Friday (pm) and Saturday

Drinkline

Drinkline provides brief telephone advice on alcohol misuse.

0800 917 8282 (all calls are free)

Eating Disorder Association

www.edauk.com/

Eating Disorders Association is a UK wide charity providing information, help and support for people affected by eating disorders and, in particular, anorexia and bulimia nervosa. Details of local contacts in your area are freely available to callers ringing their national helpline.

Telephone Helpline 0845 634 1414 Weekdays, 8.30am-8.30pm

Youthline 0845 634 7650 (Up to 18 years of age. Weekdays, 4.00 pm - 6.30 pm)

Recorded Information Service: 0906 302 0012 (Calls cost 50p per minute)

Email: info@edauk.com

TheSite.org

<http://www.thesite.org>

Produced by YouthNet UK the site allows users to search for advice on issues including: general health, drugs, alcohol, sexuality and sexual health.

NHS Direct

www.nhsdirect.nhs.uk/

NHS Direct Online is a comprehensive gateway site to health information on the Internet in the UK. The site contains content developed by the Health Education Authority, the Help for Health Trust and the OMNI. Content includes health news, information on the latest UK health stories, ideas and suggestions for improving your health and avoiding disease, information about NHS Direct, a reference guide to how the NHS works, information on illness, disabilities, treatments, and FAQs.

NSPCC

www.nspcc.org.uk/

Produced by the NSPCC, the site aims to provide news and information on NSPCC campaigns. The NSPCC website has a Kids Zone which contains details of their child protection helpline for young people who have problems at home or are being bullied.

There is also a children's website at www.There4me.com

Child Protection Helpline: 0800 800 500 (Freephone 24 hours a day).

Textphone: 0800 056 0566.

Emotional Health & Well-being for Classteachers

Samaritans

www.samaritans.org.uk/

The Samaritans provide an email advice service as well as the well-established telephone helpline. 08457 90 90 90. Lots of useful information and advice is available from this website.

Telephone Helplines Association

www.helplines.org.uk/

The Telephone Helplines Association (THA) publishes an online directory of UK telephone helplines. The web-based directory currently has over 900 national, regional and local telephone helplines throughout England, Wales, Scotland and Northern Ireland, all of which have demonstrated to the THA that they follow principles of good practice in their operation.

Who Cares? Trust

www.thewhocarestrust.org.uk/

Produced by the Who Cares? Trust the site provides information about the work of the charity with young people in care. A free magazine *Who Cares?* can be requested through the site.
Helpline: 0500 564 570.

Youth Access

Youth Access provide information about local youth counselling services telephone 020 8772 9900, or email: admin@youthaccess.org.uk

Newham

Any of the following agencies will be happy to talk through your concerns and direct you appropriately:

Behaviour Support and Tuition Service.

New Tunmarsh Centre
Tunmarsh Lane
E13 9NB

Telephone: 020 8430 6538.

Child and Family Consultation Service

York House
411 Barking Road
E13 8AL

Telephone: 020 7445 7800

Newham Action Against Domestic Violence

St Marks Community Centre
Tollgate Road
E6 5YA

Telephone: 020 7473 3047

Newham Educational Psychology Service: Telephone: 020 8430 4934

Newham Educational Welfare Service: Telephone: 020 8430 2000

Broadway House
322 High Street
E15 1AJ

Forrest House Counselling Service

63 Rowntree Clifford Close
Liddon Road
Plaistow
E13 8AB

Telephone: 020 7473 4060

Emotional Health & Well-being for Classteachers

Harmony Project

30 Avenon Road
Plaistow
E13 8HL

Telephone: 020 7511 2800

Healthy Schools Coordinator

Credon Centre
Kirton Road
Plaistow
E13 9BT

Telephone: 020 8548 5001

Newham Asian Women's Project

661 Barking Road
Plaistow
E13 9EX

Telephone: 020 8472 0528

Phoenix @ Links

St Albans Centre
155 Wakefield Street
East Ham
E6 1LJ

Telephone: 020 8470 5800 helpline:0800 019 3636

School Nurse Service

Lister 2, Plaistow Hospital,
Samson Street,
E13 9EH

Telephone: 020 8586 6409