

## Supporting Mental Health and Wellbeing

The purpose of this page is one of reassurance and to offer support, advice and links.

### What do we mean by Mental Health and Wellbeing (MHWB)?

Mental health includes social, psychological and emotional well-being. Mental health refers to the ability to function and deal with daily life and everything it represents.

The phrase 'mental health' is often thought to refer to mental health problems. It is the case, however, that everyone has mental health. People have times when their mental health is good and also times when it isn't. Mental health can vary over time, just like physical health.

Mental ill health is a phrase used to describe a range of conditions which can lead to changes in feelings or behaviour. These conditions include; anxiety, depression, obsessive-compulsive disorder, eating disorders and psychosis. This is not an exhaustive list.

One in ten children experience mental ill health and over 50% of mental health illnesses start before the age of 14. These and further statistics on mental health can be found [here](#).

If you have any concerns relating to mental health, you can contact your school's safeguarding team for support or signposting to additional help.

At Newbridge we have a designated Senior Mental Health Lead, who is tasked with developing the following:

- **A whole-school approach to mental health and wellbeing**, including how it is reflected in behaviour policies, curricula, and pastoral support; how your school engages staff, pupils and parents/carers.
- **Supporting staff and the wider school community to identify children and young people** who may be at-risk or are exhibiting signs of mental ill health.
- **Knowing about the mental health services local to your setting and working in partnership with children and young people's mental health services** so that you can refer children and young people to NHS services when appropriate.
- **Coordinating the mental health needs of children and young people within the school** and overseeing the delivery of interventions that are being delivered in the educational setting.
- **Prioritising and promoting staff wellbeing** to develop a positive culture of mental health and wellbeing

**A MHWB Continuum.**

As previously stated, Mental Health is something that we all have and at Newbridge we feel it is helpful to view it as a continuum that will require a variety of responses, according to the level of need. Here it is beneficial to make a direct comparison with how we would respond to a situation where someone’s physical health was affected. For example, it would not be appropriate to call for an ambulance if a child had grazed their leg or elbow in school, similarly some MHWB needs can be met without recourse to specialist support and intervention.

**The Newbridge MHWB Offer**

**Further information about any of the resources and strategies given below can be requested from the Senior Mental Health Lead**

Universal support	Targeted support	Specialist support*
<ul style="list-style-type: none"> <li>• <i>Art of Brilliance/Growth Mindset</i> strategies for all pupils</li> <li>• Key adults in each class and year group: class teacher</li> <li>• Class teacher to be contacted in the first instance with any concerns</li> <li>• PSHE curriculum delivered through <i>JIGSAW</i></li> <li>• Explicit teaching that stress and anxiety are central to our everyday experiences and can be tolerated in <i>healthy</i> amounts.</li> <li>• Whole school or individual class wellbeing survey</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lego Therapy activities</i></li> <li>• <i>Key adult(s) check-in</i> with pupil at regular intervals, e.g. weekly, or daily. This may be carried out by adults such as SEMH TA or SENDCo</li> <li>• <i>Graduated Approach</i> paperwork to be completed (both parts) which identifies need and recommends strategies or support.</li> <li>• <i>Time in a small group with a Therapy Dog</i></li> <li>• <i>Emotional Literacy Assessment</i> for an individual pupil</li> </ul> <p>This can lead to an <i>initial concerns</i> meeting with the SENDCo and other staff</p> <ul style="list-style-type: none"> <li>• Rapid Intervention Team referral</li> </ul> <p>Risk and protective factors will be considered in the following areas</p> <ul style="list-style-type: none"> <li>• Individual factors</li> <li>• Family factors</li> <li>• Community</li> <li>• Learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• An SSP is created with individual targets that incorporates external advice and recommendations</li> <li>• 6 week programme with an ELSA in school if other universal &amp; targeted strategies have been applied</li> <li>• Individual Time with the Therapy Dog</li> <li>• Key Adult Support at identified times of difficulty, e.g. <i>transitions, playtimes</i></li> </ul> <p><i>Signpost for additional external advice and support, e.g.</i></p> <ul style="list-style-type: none"> <li>• <i>External referral leading to further assessment of mental health needs, including the possibility of support from School Health Nurse and CAMHS</i></li> <li>• <i>Educational Psychology advice</i></li> <li>• <i>Occupational Therapy advice</i></li> <li>• <i>Mentoring Plus referral</i></li> <li>• <i>Early Help/Southside referral</i></li> <li>• <i>Bath Area Play Project Referral</i></li> </ul> <p>*Contacting your GP directly may be a faster and more effective way of accessing support</p> <p>Our School Health Nurse is Dani Taylor (01225 831756)</p>

## Happymaps

# What is HappyMaps?

HappyMaps is an award-winning charity developed by healthcare professionals with help from parents and young people. We've pooled what we think are some of the best mental health resources for parents, carers, and young people, all in one place.

Most of these are relevant for you wherever you live in the UK or elsewhere in the world. Some resources in the Help Directory section are UK-specific.

<https://happymaps.co.uk/age-group/primaryschool/>

## Recommended resources from the Anna Freud Centre

[The 5Steps action planning tool](#) – an evidence-based framework to plan your own approach to mental health and wellbeing in 5 simple steps.

[The Mentally Healthy Schools](#) - a website of quality-assured mental health resources and information for teachers in UK primary, secondary and FE education settings

[Schools in Mind](#) - a free network for education professionals which shares practical, academic, and clinical expertise and [resources](#) regarding mental health and wellbeing in schools and FE colleges

[The Wellbeing Measurement for Schools](#) – a comprehensive approach to assessing wellbeing for pupils and staff from CORC

[Youth Wellbeing Directory](#) – a signposting service for young people up to the age of 25

[Online Guide for Education Mental Health Practitioners](#) – an information guide for EMHPs produced by the Anna Freud Centre

[What is an ELSA?](#) – a guidance leaflet from ELSA network

[The Mental health flow chart from SSAT](#) - The flow chart uses a red, amber & green system to identify students' mental health state and how it should be addressed

[A short information video](#) of David Trickey discussing Young People and Traumatic Events

[A variety of education resources](#) on Trauma from the UK Trauma Council

[Trauma and attachment resources](#) – from Beacon House

[A video on secondary trauma](#) from Education Support

[A range of resources and policies to support with bereavement](#) – Winston's Wish