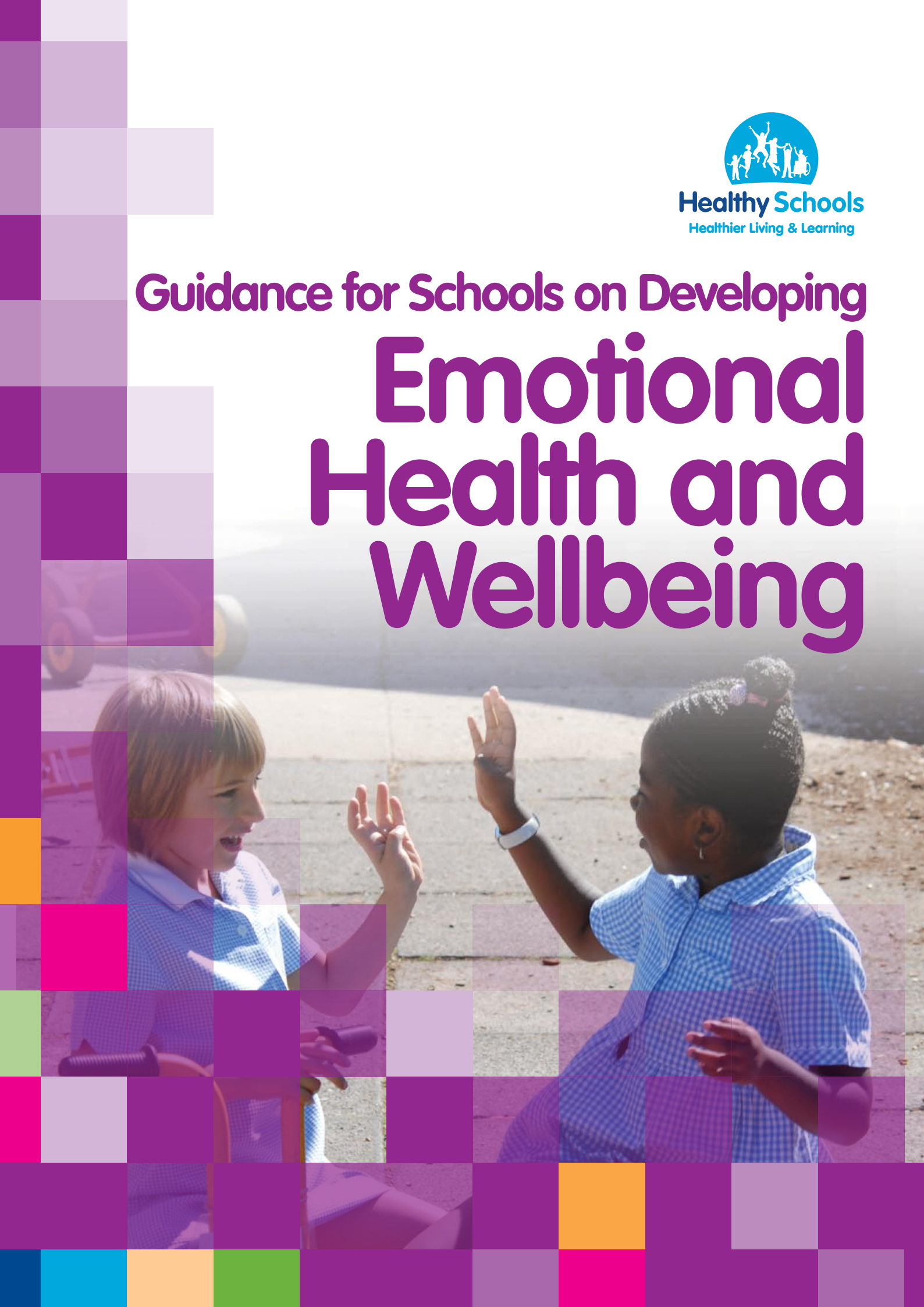




**Healthy Schools**  
Healthier Living & Learning

# Guidance for Schools on Developing Emotional Health and Wellbeing



# Glossary

Term or Acronym	Definition or description
AD(H)D	Attention Deficit (Hyperactivity) Disorder
AfL	Assessment for Learning
CAF	Common Assessment Framework
CAMHS	Children and Adolescent Mental Health Services
CPD	Continuing Professional Development
DCSF	Department for Children, Schools and Families
DH	Department of Health
ECM	Every Child Matters – part of the Change for Children (CfC) agenda
EHWB	Emotional Health and Wellbeing
EU	European Union
EYFS	Early Years and Foundation Stage
INSET	In-service Training
NHS	National Health Service
NHSP	National Healthy Schools Programme
NHSS	National Healthy School Status
NSF	National Service Framework
Ofsted	Office for Standards in Education
P4C	Philosophy for Children
Peer Mentor	A young person acting in a supportive role for another young person
PSED	Personal, Social and Emotional Development
PSHE	Personal, Social and Health Education
SEAL	Social and Emotional Aspects of Learning – A Whole School Approach to promoting social and emotional skills. Produced by DCSF
SEF	Self-evaluation form (Ofsted)
SENCO	Special Educational Needs Co-ordinator
SMT/SLT	Senior Management Team or Senior/ School Leadership Team
SRE	Sex and Relationship Education
Staff	In a school setting this includes paid and unpaid staff such as teachers, support assistants, helpers, volunteers, administrators, site managers and learning mentors
UNICEF	United Nations Children’s Fund
Whole School Community (WSC)	Children and young people, staff, parents/carers and local community
WSA	Whole School Approach

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# Foreword

**Our common goal is to improve the life chances of the children and young people we work with.**

This guidance is suitable for a wide audience but is targeted at:

- school leaders and teachers in charge of leading schools in achieving National Healthy School Status (NHSS)
- governors
- Local and Regional Co-ordinators of the National Healthy Schools Programme (NHSP)
- colleagues with a health improvement remit.

This guidance sets out the key advice to staff in schools and those working with schools, on how to promote Emotional Health and Wellbeing (EHWB) so as to achieve National Healthy School Status.

The World Health Organization (WHO) defines **health** as a “**state of complete physical, mental and social wellbeing, and not merely the absence of disease or infirmity**”.

This definition encompasses the four core themes of the National Healthy Schools Programme:

- **Personal, Social and Health Education (PSHE), including Sex and Relationship Education (SRE) and Drugs Education (including alcohol, tobacco and volatile substance abuse)**
- **Healthy Eating (HE)**
- **Physical Activity (PA)**
- **Emotional Health and Wellbeing (EHWB), including bullying.**

EHWB is known by a variety of terms including emotional literacy and mental wellbeing. Within this guidance EHWB is considered as a continuum that includes the range of mental health from mental wellbeing to mental ill health.

**EHWB incorporates:**

- emotional wellbeing (including happiness, confidence and the opposite of depression)
- psychological wellbeing (including autonomy, problem solving, resilience and attentiveness/involvement)
- social wellbeing (good relationships with others, and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).<sup>1</sup>

The guidance comprises an introduction to EHWB, a detailed explanation of how schools may meet the minimum evidence required for achieving NHSS in relation to the EHWB theme, links to the other core themes, partnerships and connections to other national programmes including Every Child Matters (ECM) and Ofsted. Finally, there is clarification on EHWB and CAMHS.

**The true measure of a nation's standing is how well it attends to its children - their health and safety, their material security, their education and socialisation, and their sense of being loved, valued, and included in the families and societies into which they are born.<sup>2</sup>**



<sup>1</sup>NHS Scotland (2006) Monitoring positive mental health. NHS Scotland.  
<sup>2</sup>UNICEF Innocenti Report Card 7

# Introduction

The social and emotional development of children and young people is usually nurtured and developed at school and at home.

A focus on EHWB is critical to the social development and educational achievement of children and young people. Furthermore, research shows it has important consequences for health and social outcomes in adult life.<sup>3</sup>

As children and young people progress through school, their social and emotional development is enhanced through various ways including the acquisition of knowledge, understanding, technical skills and intelligence. In order to progress and develop through childhood into adulthood, consideration needs to be given to support children and young people to enhance their EHWB.

Effective schools and learning communities are characterised by learners who are healthy, well-nourished, resilient, ready to learn and supported by their family and community.

Features of such learning environments include:

- quality content with relevant curricula and adequate materials for literacy, numeracy, and the essential knowledge and skills for life
- quality learning and teaching processes which feature a child-centred approach, geared to life skills, and appropriate application of technology to reduce disparities and promote learning
- health promoting physical environments which are conducive to learning.

The EHWB of children and young people has a number of dimensions, determinants and outcomes, including those illustrated opposite. The first set of outcomes are a core part of the Every Child Matters agenda, then follows a description of the indicators of wellbeing used in the USA, and finally the dimensions used by UNICEF to examine wellbeing in the 21 rich countries of the world. Each of these descriptors has significance for school leaders in determining their approach to EHWB within and beyond the National Healthy Schools Programme, and each has a body of literature to substantiate the significance in contributing to EHWB.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing.

UK Government Every Child Matters – Aims  
[www.everychildmatters.gov.uk/aims/](http://www.everychildmatters.gov.uk/aims/)

- Demographic Background
- Family and Social Environment
- Economic Circumstances
- Health Care
- Physical Environment & Safety
- Behaviour
- Education
- Health.

Source: America's Children: Key National Indicators of Wellbeing, 2007

- Dimension 1:** Material wellbeing
- Dimension 2:** Health and Safety
- Dimension 3:** Educational wellbeing
- Dimension 4:** Family and peer relationships
- Dimension 5:** Behaviours and risks
- Dimension 6:** Subjective wellbeing.

UNICEF, Child poverty in perspective: An overview of child wellbeing in rich countries, Innocenti Report Card 7, 2007

<sup>3</sup>Kuh et al. 1997; Graham and Power 2003

There is clear evidence of improvement in some areas of the physical and EHWB of children and young people. The key trends include:

- child poverty rates using a relative measure have been steadily declining since 1999/2000, however in 2002/3, 28% of children in Britain were still living in poverty
- educational attainment has been increasing year-on-year throughout the last decade and those from working class/manual labour households have shown the most marked improvements
- numbers of 16 to 18-year-olds not in education, employment or training have begun to decline
- the infant death rate continues to drop across the UK
- child pedestrian death and serious injuries are declining among all age groups and for both boys and girls
- in England, Wales and Scotland, there are signs that youth crime has reached a plateau and may be beginning to fall<sup>4</sup>
- teenage pregnancy rate has declined by 11.8% between 1998 and 2005, to its lowest level for over 20 years.

However this is not the case across all indicators or for all groups. Specifically:

- the UK continues to have the highest proportion of children living in workless households in the European Union (EU) at 17% – nearly twice the EU average
- children’s use of public space, particularly for younger children, has decreased since the 1970s

- school exclusions have started to increase since the end of the 1990s in England and Wales, although 2002/03 figures show a slight improvement
- despite the emphasis on formal measures of literacy and numeracy at key stages in education, there is little indication of marked improvements in the numbers reaching or exceeding expected standards.<sup>4</sup>

The Department for Children, Schools and Families (DCSF) has developed a national programme, Social and Emotional Aspects of Learning (SEAL) for primary and secondary schools, as part of the National Behaviour and Attendance Strategy. SEAL is a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour and EHWB in schools. It is based on the notion that the skills will be most effectively learned through:

- using a whole school approach to create the climate and conditions for learning that implicitly promote the skills and allow these to be practised and consolidated
- direct and focused learning opportunities (during tutor time and across the curriculum, in focus groups and outside formal lessons)
- using learning and teaching approaches that support children and young people to learn social and emotional skills and consolidate those already learned
- Continuing Professional Development (CPD) for the whole staff of a school.

<sup>4</sup>The Well Being of Children in the UK (second edition), edited by Jonathan Bradshaw, University of York, published by Save the Children

Within the SEAL programme, there are five main competency areas or domains which are explored in depth, and are:

<b>Self-awareness</b>	
<b>Managing feelings</b>	
<b>Motivation</b>	
<b>Empathy</b>	
<b>Social skills</b>	

The scope of EHWB as described within the National Healthy Schools Programme, is broader than that of SEAL, since it encompasses development, environmental factors and community aspects beyond the learning environment.

SEAL encourages a whole school approach to create an emotionally safe environment where social and emotional skills can be learnt and practised. It provides a whole-curriculum framework for promoting these skills that are necessary to enhance EHWB now and in the future.

SEAL can contribute to the ten elements of the Whole School Approach (WSA) advocated by the NHSP. These are:

- leadership, management and managing change
- policy development
- curriculum planning and work with outside agencies
- learning and teaching
- school culture and environment
- giving children and young people a voice
- provision of support services for children and young people
- staff professional development needs, health and welfare
- partnerships with parents/carers and local communities
- assessing, recording and reporting children and young people’s achievement.

SEAL and EHWB are not the same, although they are closely linked. It is not possible to successfully promote EHWB without helping children and young people to develop social and emotional skills, and it is not possible to teach these skills effectively unless it is in an environment which is designed to support the EHWB of all learners involved.

A global approach to promoting the wellbeing of children and young people is advocated by UNICEF which offers the checklist overleaf for schools to use in their development planning.

## Characteristics of a rights-based, child-friendly school:<sup>5</sup>

- reflects and realises the rights of every child
- sees and understands the whole child, in a broad context
- is child-centred
- is gender-sensitive and girl-friendly
- promotes quality learning outcomes
- provides education based on the reality of children's lives
- is flexible and responds to diversity
- acts to ensure inclusion, respect, and equality of opportunity for all children
- promotes mental and physical health
- provides education that is affordable and accessible
- enhances teacher capacity morale, commitment and status
- is family focused
- is community based.

These characteristics will mean the child and young person feels included and considered a valuable member of the school community. This contributes to enhancing their EHWP through a Whole School Approach as promoted by NHSP.

Public Service Agreements (PSAs) set out the key improvements that the public can expect from government expenditure. PSA 12 "Improve the health and wellbeing of children and young people" sets out the Government plan for 2008 – 2011. The vision includes the aspiration that: "Schools will also promote

emotional health and resilience and by 2011 all schools will offer access to extended services which may include health or therapy services on site. Local authorities and the National Health Service will work together to ensure specialist services, such as Child and Adolescent Mental Health Services (CAMHS), respond to the needs of children with a disability or mental health problem and enable them and their families to participate in an inclusive society and achieve their full potential."<sup>6</sup>

Additionally the PSA sets out the role for schools in improving health and wellbeing, as follows:

"Schools have a duty to promote the wellbeing of pupils, formalised in the Education and Inspections Act 2006. Wellbeing is defined by the Children Act 2004 and includes "physical and mental health and emotional wellbeing" alongside the other Every Child Matters outcomes. Extended Schools and the National Healthy Schools Programme encapsulate the role schools will play. All schools will be providing access to extended services by 2010. By 2009 all will be participating in the National Healthy Schools Programme with 75 per cent having achieved National Healthy School Status (NHSS)."<sup>6</sup>

Schools have to ensure the minimum evidence is in place in order to meet each criterion for the theme EHWP to achieve National Healthy School Status (NHSS). The minimum evidence for each criterion is outlined in Section 4.



<sup>5</sup>[www.unicef.org/lifeskills/index\\_7260.html](http://www.unicef.org/lifeskills/index_7260.html)

<sup>6</sup>[www.hm-treasury.gov.uk/media/9/6/pbr\\_csr07\\_psa12.pdf](http://www.hm-treasury.gov.uk/media/9/6/pbr_csr07_psa12.pdf)

# Principles for developing EHWB as part of the Whole School Approach

“There are different people you can talk to if you are nervous about talking to a teacher, we have **helping hands** in the playground.”

“It’s a lot more **enjoyable** coming to school now that we can have a say in what we can change.”

The following key principles have been developed from the NHSP Whole School Approach and should be the main points to consider when developing policy and practice as part of EHWB:

Leadership, management and managing change	Policy development	Curriculum planning and resourcing including work with outside agencies	Learning and Teaching	School culture and environment	Giving children and young people a voice	Provision of support services for children and young people	Staff professional development needs, health and welfare	Partnerships with parents/carers and local communities	Assessing, recording and reporting children and young people’s achievement
Leadership and management behave in a manner which shows a concern for the EHWB of others	Policies are developed through an inclusive process that values the views of all	Curriculum planning is accessible to, and involves, all appropriate individuals including children, young people and outside agencies	All members of the school feel safe to learn. Teaching approaches consider the needs of all learners, are inclusive, and as a result enhance the EHWB of all children and young people	The culture of the school is one that encourages and reinforces acceptance, understanding, and celebrates difference	Children and young people share responsibility in decision making within the school and are able to identify their contribution to school improvement	Support services for children and young people are relevant and appropriate to need	Staff report that the school supports and enhances their EHWB	Parents/carers and local communities enjoy and are actively involved within the school. This involvement is varied and in response to consultation	The assessment, reporting and recording systems within the school are rigorous, realistic and relevant to children and young people. The achievement of all children and young people is celebrated



# Criteria for EHWB

## 4.1 Support for Vulnerable Individuals

Identifies vulnerable individuals and groups and establishes appropriate strategies to support them and their families

### Minimum Evidence:

- drawing on relevant DCSF guidance, schools are able to identify children and young people experiencing or at risk of experiencing behavioural, emotional and social difficulties
- vulnerable children and young people have individual support plans
- the school has examples of planned and structured intervention work to address the issues of identified children and young people
- the school has plans and protocols in place for working with other agencies to support individuals and their families
- vulnerable children and young people report feeling supported
- children and young people with specific behavioural, emotional or social difficulties have planned and structured interventions matched to their needs.

### Pointers to good practice

- Key members of school staff regularly meet to identify and assess the needs of those children and young people who may be experiencing or at risk of experiencing behavioural, emotional and social difficulties with reference to relevant guidance. They are supported to do this within a regular, structured part of the pastoral support system. Where appropriate, validated rating scales or symptom measures may be used to assist monitoring, management and referral decisions, as well as the measuring of outcomes.
- Children and young people, staff and parents/carers are involved in creating and reviewing individual support plans. These plans have clear interventions tailored to meet the needs of each child or young person in need.
- The school has a wide range of resources to offer support both internally and externally. This may be provided through a range of services for example peer support, on site drops-in, counsellors, community services or in-school support staff.

- Referral pathways are clear to all members of the school community and there are a range of routes, for example by self, parent/carer and/or staff referral. These have been developed with outside agencies.
- Vulnerable children and young people contribute to the design, implementation, monitoring and review of planned interventions.
- Additional support is planned as part of long term provision to match the needs of children and young people. It is rigorously monitored for effectiveness with the children and young people. There are clear and agreed outcomes which are reviewed with all appropriate individuals and parents/carers are involved with this.

### Schools need to consider

- Do we have a team of people in the school who are able to identify children and young people experiencing or at risk of experiencing behavioural, emotional and social difficulties? Do they have adequate time to dedicate to this role?
- How are individual support plans created, implemented and reviewed so that they are

- really contributing to improvements for the child or young person? Are all individuals involved clear on their role in supporting the plan?
- Are support groups developed according to the needs of children and young people?
- Is our selection process of children and young people to support groups transparent and fair?
- Is there a range of support on offer in a variety of forms, for example one-to-one, group support, websites and relevant services?
- Do we have access to a range of internal support that is enhanced by external agencies?
- Are all members of our staff aware of the role of external agencies when identifying support from other services?
- Have we sought to develop working relationships with, and access to, support from a diverse range of local providers?
- Do we actively promote information about help and support throughout our school community?
- Are our children and young people fully involved in identifying their own needs and shaping provision?

## Case Study

### Park High School, Birkenhead, Merseyside

Park High School has a high proportion of lower attaining young people and they and their families are in danger of being socially excluded. The school has created an emotional literacy project to raise the aspirations and achievement of a small group of young people. The programme was delivered through sessions offered out of the Key Stage 3 Curriculum Support Centre and centred around a group of young people who had been identified as having social, emotional and behaviour difficulties and who were perceived as being reluctant to engage and unable to achieve.

The project was delivered to 15 carefully selected young people over a six week period. Many of those attending had experienced little success at school and had entrenched "can't do" attitudes towards learning.

They were taught simple visualisation techniques, such as creating a secret garden or a safe haven where they could shelter from worries and concerns. They were also encouraged to build up a store of good feelings which they could access when they felt angry. Training on the techniques was offered to all staff involved, including teaching assistants and the school nurse who contributed in a supporting role.

The school used PASS (Pupils Attitudes Towards Self and School) data to assess whether attendance at the sessions had a positive impact on the young people's self-esteem, as well as the school's ECM survey. The pilot was well received, not only by the young people themselves, but also by staff, the leadership team and governors.

It is now also used with more able young people and recognised as an effective intervention strategy at both Key Stages for those who experience stress and anxiety around periods of testing. In addition, the whole curriculum is being redesigned to incorporate a focus on how emotions influence thinking and performance. The school (having just realised the best GCSE results ever) continues to place young people "at the very heart of learning" acknowledged and supported by effective projects such as this one.

## How SEAL can help

When a school is fully implementing the SEAL approach it will have planned opportunities to support the learning of social and emotional skills for all children and young people. This will be personalised as far as possible within mainstream provision. However, as with any other area of learning, some children and young people will have additional needs in the area of social and emotional development. Small group interventions for children and young people who find it hard to learn social and emotional skills or who have particular needs in this area are likely to be one element of the approach to SEAL. Guidance is provided to support schools in SEAL for both primary and secondary schools.



## 4.2 Clear Leadership

Provides clear leadership to create and manage a positive environment which enhances Emotional Health and Wellbeing in school – including the management of the Behaviour and Reward Policies

### Minimum Evidence:

- the school has a Behaviour Policy that strikes a healthy balance between rewards and sanctions and clearly explains how positive behaviour is promoted
- the Vision/Mission Statement, Aims and Prospectus refer to the Emotional Health and Wellbeing of the children and young people
- the Senior Management Team demonstrates an effective leadership role in Emotional Health and Wellbeing.

### Pointers to good practice

- The school has a task group that is involved with monitoring and reviewing the Behaviour Policy. This group has representatives of all members of the school community, including children and young people and their parents/carers, and seeks to reflect their thoughts and needs within the policy.
- The Behaviour Policy is written in a format that is accessible to children and young people. It is shared with the school community and implemented throughout the daily life of the school.

- The Policy uses rewards to promote appropriate behaviour in an active way.
- Through the aim of the school it is clear that EHWB contributes to school improvement and the achievement of children and young people in all areas of school life.
- School leaders:
  - dedicate resources to the promotion of EHWB within the school and ensure that EHWB has a high status
  - are part of a reflection or focus group where children, young people and staff can share their school experiences and the challenges they face
  - are seen to actively listen to and acknowledge fears and worries of the children and young people, and address them wherever possible
  - regularly communicate with staff to give praise and offer encouragement.

### Schools need to consider

- Do all our children and young people feel they have ownership of the school Behaviour Policy and feel supported by it?
- Do all of our staff value EHWB and understand the part it has to play with individual development, both academically and pastorally?
- Are our school governors aware of our vision for EHWB in our school and are they actively involved with the planned activities within our school?

- Are we proactive in sharing our vision of the role of EHWB and communicate this with parents/carers and the whole school community?
- Are the school values linked to EHWB, reflected within our prospectus and embedded within policy and practice? Is this reflected across our formal and informal curriculum?



## Case Study

### Gay Elms Primary, Withywood, Bristol

Gay Elms Primary was given extra funding by the local authority to establish a more positive learning environment where children's behaviour and emotional wellbeing could become conducive to effective learning. It developed a Whole School Approach and implemented a number of strategies to successfully achieve this goal.

Behaviour records, collated by all staff members, illustrated pressure points corresponding to certain times of the day, activities and areas of the school. The school concentrated on these fluctuations and updated the school's behaviour policy to ensure that its focus was for supportive staff and a non-judgemental approach to the children.

Extra time and resources were set aside for individual activities with children. Staff had coaching sessions and attended anger management courses, to develop their own skills and to understand behaviour triggers.

One of the most effective changes in the school was the redesign of playtime habits. Day-time supervisors changed their routines to make sure all areas of the playground were regularly checked and an "on call" system for teaching staff was introduced, to make sure additional support is available when needed. In addition to this, teaching staff are now always on hand for the transition back to the classroom.

The school has reaped the benefits of these new measures. There have been no exclusions since the project began and attainment has risen. The stress levels of children and staff has decreased significantly. The school regularly surveys the children on how they feel about class behaviour and their self-esteem and these results are also improving. The school had a recent Ofsted inspection and was given 'outstanding' for care, guidance and support.

## SEAL can help

Leadership and management have a key role to play in driving SEAL forward. The School Leadership Team needs to show an on-going commitment to model the social and emotional skills in their actions. SEAL encourages schools to recognise that leaders can come from anywhere in the school and that a whole school approach will benefit from a wide range of people leading on the many facets required to develop SEAL with all members of the school community being involved.

The tasks of the various leaders in developing the SEAL programme include the following:

- creating and promoting a shared vision of the role and importance of social and emotional skills and EHWB within the school community

- increasing awareness of social and emotional skills and their relationship to whole school processes, for example school improvement, learning and teaching, raising standards, increasing equal opportunities, celebrating diversity, increasing inclusion, and achieving a balance between support and challenge
- working through the implications of SEAL for existing structures and policies
- identifying resources (financial and human) both internally and externally to further develop agreed purposes, goals and targets of SEAL.



## 4.3 Planned Curriculum Opportunities

Has clear, planned curriculum opportunities for children and young people to understand and explore feelings using appropriate learning and teaching styles

### Minimum Evidence:

- the school can demonstrate that teaching social and emotional skills is an integral part of its curriculum for PSHE
- the school ensures that there is a planned and comprehensive programme for teaching social and emotional skills and either uses, is planning to use or has considered using the DCSF recommended SEAL programme
- the school has a Learning and Teaching Policy which considers the effect of teaching on emotional wellbeing and the promotion of social and emotional skills
- children and young people can describe how they learn to explore, express and manage their feelings and are able to empathise with others.

### Pointers to good practice

- The teaching of social and emotional skills is clearly mapped within the PSHE Scheme of Work. There is planned provision for additional group work.
- Through consultation, the school is aware of the needs of children and young people within their school and has made decisions as to how they will use the SEAL programme

to help address these needs within mainstream provision.

- The school encourages the use of a variety of teaching strategies to promote the learning and teaching of social and emotional skills, for example through circle time, collaborative group work and Philosophy for Children (P4C).
- The school has adopted a variety of learning and teaching strategies that are employed by all members of staff to enable children and young people to develop their own learning, be involved in making key choices and take responsibility for their behaviour and learning.
- Reflection and self-assessment is a structured part of the provision for the enhancement of EHWP. Children and young people are able to express how they play a part in their learning journey and are confident that they are able to change it to meet their social and emotional needs.
- There are clear opportunities for children and young people to understand and explore their own thoughts, feelings and behaviour and the thoughts, feelings and behaviour of others.
- The school has planned opportunities to promote social and emotional skills in all children and young people, and supports them to learn about the potential of experiencing new feelings such as loss, change, fear, anxiety and worry.

### Schools need to consider

- Have we sought to discover the needs of children and young people and our priorities in relation to their EHWP?
- Have our children and young people and their parents/carers been involved in the assessment of needs and abilities with regard to social and emotional skills?
- What are our learning outcomes for EHWP and how are they being reflected in the learning experiences?
- Is our programme for PSHE regularly reviewed as a result of consultation with children and young people?
- How are social and emotional skills explicitly promoted in other curriculum areas?
- Have we considered working with locality groups and the local authority to access extra resources, for example for training, support and specific materials such as books, arts projects etc?
- Do we use effective peer support systems to develop group listening and problem solving?
- Are our children and young people given regular formal and informal opportunities to reflect on their learning and the teaching provision?
- Are we aware of how the learning opportunities provided for children and young people are developed and progress across the school to meet the changing needs of our community?
- Do we provide our children and young people with a structured and safe environment?
- Are all of our staff provided with professional development opportunities to extend and develop their understanding of social and emotional skills and their role in developing these in our children and young people?

## Case Study

### Morpeth Road School, Blyth, Newcastle

Morpeth Road School is an inner city primary school in the Blyth area of Newcastle, an area of high deprivation. The school places importance on personal development and has been using SEAL since September 2003 to teach social and emotional skills, including understanding and exploring feelings.

As well as assemblies and circle time, it does this through specific learning opportunities. Social and emotional skills are now developed across the whole curriculum, so for example, as children learn about World War 2 in Year 4, they explore the feelings of those involved. During a self portrait topic in Year 1, children are encouraged to explore how they can show their feelings.

Another important part of the school's work in this area has been around the playground. Some schools shorten play-time in response to concerns about behaviour but Morpeth Road has taken the opposite approach. The school recognised that children needed more opportunities to practise social and emotional skills and so lengthened the lunch-time break. It has also introduced a scheme where play leaders from Year 4 are trained to teach other children new games.

Staff are encouraged to develop their own social and emotional skills during regular staff meetings and development activities, including those from SEAL.

## Case Study

### Heathcote School and Science College, Waltham Forest, London

Young people in Year 9 have carried out a project on homelessness, after studying the novel "Stone Cold" by Robert Swindells, in which a teenager describes being homeless. In groups they made plans to create homeless shelters and to plan, organise and advertise a special Christmas shelter in London. Some also wrote Christmas cards to be displayed in Crisis shelters across London and others raised money for the charity.

The art department uses projects to give young people the opportunity to develop informed understanding of their own and others' emotions. They learn to relate techniques to ideas and in the process learn the emotive qualities of the basic art elements.

Young people studying ICT used the United Nations Children's Fund (UNICEF) website to inform them about children's rights. Inspired, they developed their own animations with many choosing the theme of bullying. These were presented to the class and displayed.

As a result there were improvements in:

- team building
- ability to listen
- leadership skills
- self confidence
- motivation

- social responsibility
- civic and community procedures
- raised awareness of support programmes to help others.

## How SEAL can help

An effective whole school approach to SEAL will include opportunities to explicitly teach and learn social and emotional skills which have been expanded into a set of learning outcomes for SEAL.

SEAL includes ideas for learning opportunities that can be used across the school and includes more focused opportunities for children and young people with additional needs. There are several places in the taught curriculum where schools could place specific teaching about social and emotional skills, for example by:

- integrating social and emotional skills into PSHE, citizenship and tutor time
- integrating social and emotional skills across subjects
- holding "theme weeks" that focus on social and emotional skills
- special interventions to teach social and emotional skills more intensively for those with additional needs in this area.

All teaching staff should be encouraged and supported to identify how their subject might contribute to the development of social and emotional skills and incorporate the SEAL learning outcomes into their planning and teaching. Each subject will have a part to play both by reinforcing and consolidating skills and where appropriate by developing learning opportunities to introduce new skills.

## 4.4 Support and Advice

Has a confidential pastoral support system in place for children, young people and staff to access advice – especially at times of bereavement and other major life changes – and that this system actively works to combat stigma and discrimination

### Minimum Evidence:

- children and young people say they understand the pastoral system and are able to easily access it
- the school has identified routes of referral for children, young people and staff
- children, young people and staff report they know how to seek help if they are upset or troubled
- children, young people and staff are aware of and can identify how the school is actively combating stigma and discrimination.

### Pointers to good practice

- The school has a confidential pastoral system providing a range of support and advice planned to meet the needs of children and young people, especially at times of significant life changes.
- Children and young people are involved in the design and implementation of the pastoral system.
- The pastoral system can be accessed in a variety of ways so that if necessary all children and young people can make good use of it, for example note systems, peer support, drop-ins, web resources, one-to-one advice and text systems.

- The school has early identification systems and referrals in place which include provision for referral by self, parent/carer as well as staff.
- All staff are aware of the routes of referral and their role and the role of outside agencies in supporting children and young people in need.
- All members of staff are aware of staff support systems that may be provided by and through the school. They feel able to access it when required and feel supported to do so.
- Children and young people are aware of the pastoral system (although it may have another name to them) and they know how to seek help from a variety of sources according to the support/advice they need.
- A clear system is in place within the school for managing and communicating important information about specific needs and support required by children and young people. All is followed up and a clear understanding gained in order to fully support the needs of the individual.
- Within the curriculum there are opportunities for children and young people to learn and rehearse strategies to ask for help and access advice and support.
- Children, young people and parents/carers are aware that at different times in their lives individuals may need additional support in their EHWP, and services are designed to meet these needs.

### Schools need to consider

- Do we have an open and respectful climate in which children, young people and staff can explore any concerns and difficulties, problem solve collaboratively and seek help and support?
- Is there easy and speedy access to expert advice and assistance for staff, for example financial advice, health screening, counselling and career advice?
- Are our children and young people actively involved with the pastoral system and have opportunities to reflect on its success or shortcomings?
- Is the pastoral system appropriate for all members of our school community?



## Case Study

### St Edwards Church of England First School, Leek, Staffordshire

Both Emotional Health and Wellbeing and pastoral support have a high profile within the school and have been built up with the support of the whole school community.

The school motto “learning and caring together”, the collective worship policy and the implementation of the SEAL programme have all contributed to the school being recognised as outstanding by the local authority, in this important field.

Additional emphasis was given to developing pastoral support at the school in 2006 when there was a tragic event in the village. The school was very proactive in providing support, especially regarding bereavement and loss. Parents and carers, as well as children, were offered counselling and rigorous support by the school and the church. Staff providing the care were trained to deal with the issues arising from bereavement and the school has appropriate measures in place to ensure that this pastoral support is ongoing and is closely monitored.

As a result of this work, the children, their families and staff all say they are proud of the school and want to come in everyday. Children and staff express a desire to learn, have increased confidence, positive attitudes and positive behaviour. They describe the improvements in the school positively and say it is homely and secure.

## How SEAL can help

Through implementing SEAL, schools will:

- encourage children and young people to recognise, manage and express their feelings
- help children and young people recognise when they will benefit from support from others
- help staff to develop the skills so that they feel able to respond appropriately to children and young people.





## 4.5 Combating Stigma and Discrimination

Has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination

### Minimum Evidence:

- the school has clear values in its prospectus or in another appropriate public place that can clearly be linked to the promotion of positive emotional health and the development of social and emotional skills
- children, young people and staff can identify practice and activities, which actively combat stigma and discrimination
- the school has clear policies setting out its position on stigma and discrimination.

### Pointers to good practice

- The school has been proactive in using the examples of good practice contained in the guidance on bullying around race, religion, culture and on homophobic bullying.
- The school has the values of the school displayed and examples of these in action are highlighted such as through photographs.
- All parents/carers are involved in the development of EHWP and are encouraged to participate in a variety of ways, for example through home-school social and emotional skills activities, as members of task groups or by accessing parent/family workshops on EHWP related issues.

- PSHE has been clearly mapped across all curriculum areas to identify outcomes that develop learning about and challenge stigma and discrimination.
- The school engages in a variety of enrichment opportunities, both local and national, that help to address stigma and discrimination; for example, refugee week, anti-bullying week and disability awareness projects. These opportunities should be built on from main provision.
- Teaching strategies are used to promote, teach and challenge stigma and discrimination; for example, Philosophy for Children (P4C) and Rights Respecting Schools.<sup>7</sup>
- Relevant policies refer to the position of the school on stigma and discrimination and clarify the role of the school in challenging these.
- A policy task group may be involved in reviewing school policies and this would involve a cross-section of the school community.

### Schools need to consider

- Have we complied with the Race Relations Act, Disability Discrimination Act, and Sexual Orientation (Goods and Services) Regulations?
- Do all members of our school community feel as if they belong, are valued, and that their EHWP is promoted?
- Do our leaders in the school encourage and model social and emotional skills, such as patience and understanding?

- What measures have been introduced to promote understanding for others among our school community including children, young people and parents/carers?
- Do our values and aims reflect our culture inclusive nature?
- How creatively have we developed the curriculum to ensure our children and young people understand and accept diversity?
- Does the physical environment reflect the values of our school and contribute to combating stigma and discrimination?
- Are displays within the school inclusive and reflective of a diverse society?
- Do we regularly review curriculum resources to ensure they reflect a challenge to stigma and discrimination?

<sup>7</sup>[www.teachernet.gov.uk/teachingandlearning/subjects/httpwwwteachernetgovukteachingandlearningsubjectsphilosophy/6www.hm-treasury.gov.uk/media/9/6/pbr\\_csr07\\_psa12.pdf](http://www.teachernet.gov.uk/teachingandlearning/subjects/httpwwwteachernetgovukteachingandlearningsubjectsphilosophy/6www.hm-treasury.gov.uk/media/9/6/pbr_csr07_psa12.pdf)

## Case Study

### Sunnyhill Primary School, Streatham, London

Sunnyhill Primary School is working to combat stigma and discrimination. The school has regular reviews of the Race Equality Policy during INSET sessions and staff meetings, to ensure that all staff understand its rationale, importance and how it works in practice. Staff have the opportunity to discuss, explore and deal with issues of discrimination and stereotyping, as well as wider issues of justice and equality, in these sessions.

Teachers and the race equality co-ordinator work together to ensure that there are activities in all year groups to address issues of discrimination, stereotyping and generalisation of groups of people.

The school focuses on special events such as Fairtrade Fortnight, Refugee Week and Black History Month to further enhance the curriculum. There is also an annual language fair where English as an additional language (EAL) children use board games to teach their peers and teachers new words. This helps raise the self-esteem of EAL children.

Another key element of this work is clear monitoring and evaluation which enables the school to target support where it is needed.

The work to combat stigma and discrimination is embedded within the school as a whole, rather than as a series of add on projects. There has been a positive impact on the school learning environment and community, and parents, as well as staff and children, are aware of the school's vision.

## How SEAL can help

SEAL sets out to create an inclusive learning environment for all members of the school community. At the beginning of each year all members of the school community are encouraged to work together to create a supportive learning environment within each class and throughout the school.

For many schools the first step to SEAL implementation will be to review and develop a common set of values and beliefs to underpin the development of SEAL in the school. These should include reference to inclusion and enhancing EHWP.



## 4.6 Policy on Anti-Bullying

Has a clear policy on bullying, which is owned, understood and implemented by the whole school community

### Minimum Evidence:

- the school signs the Anti-Bullying Charter and uses it to draw up an effective Anti-Bullying Policy
- staff know and understand the policy on bullying including their role within it
- staff feel supported and are able to identify and manage bullying
- children, young people and parents/carers know and understand the policy on bullying and feel that they have the opportunity to regularly discuss its implementation
- the school has a system that ensures prompt reporting back to parents/carers on any concerns raised
- the school has a system for recording bullying incidents and a follow up process to monitor children and young people involved in bullying incidents
- children and young people report that they feel safe in school.

### Pointers to good practice

- There is leadership from senior staff and governors on how bullying is to be managed and responded to within the Behaviour and/ or Anti-Bullying Policy.
- The school regularly engages with children and young people to discover if and where they do not feel safe in school.

Safe play areas or quiet rooms are provided for younger children or those who feel threatened at break times. Children and young people are involved in procedures dealing with instances of bullying for example "circles of friends", peer mediation and other peer support systems.

- The school has introduced appropriate measures to prevent and tackle cyberbullying and school staff feel confident in managing incidents of cyberbullying.
- The school promotes ways of breaking down age-group stratification, for example through "buddy" systems, mixed-age tutor groups, and out-of-school clubs run by older children and young people for younger ones.
- There are independent listeners, including older children, young people and adults other than school staff, to whom child and young person may turn.
- There is provision for follow-up with all involved in any bullying incident and pastoral support given for all. Parents/carers are communicated with about this follow-up.
- Children, young people, staff and parents/carers are involved in the development, monitoring and review of the Anti-Bullying Charter and Anti-Bullying Policy.
- Staff feel confident in managing all bullying situations including racist and homophobic incidents, and those relating to children with SEN and disabilities. They understand the impact of and are able to respond to emotional bullying.

- The school is aware of the role of bystanders, and policies and systems reflect this.
- Curriculum time is regularly dedicated to look at issues linked to bullying including the monitoring and review of the Anti-Bullying Policy.
- Children and young people, staff and parents/carers are able to access the reporting system for bullying incidents. This is regularly monitored and reviewed for individual and whole school issues.

### Schools need to consider

- What is the most appropriate way to involve our children, young people, parent/carers, staff and governors in developing, monitoring and reviewing policies, practices and procedures in relation to bullying?
- Do we have a common definition understanding of what bullying behaviour is?
- Do our relevant policies, practices and procedures reflect that bullying is a form of unacceptable behaviour?
- How do we monitor those children and young people who might be more vulnerable to either being recipients of bullying behaviour or exhibit bullying behaviour?
- How do we know if our responses to managing bullying incidents are effective?
- Are all our parents/carers generally content with how we manage bullying incidents?
- Do we have a range of peer support systems that our children and young people can utilise?

## Case Study

### Rednock School, Gloucestershire

Rednock School has made changes to the support offered to young people experiencing low-level bullying. As a result of these changes, young people are more likely to report potential problems and they are also more likely to be aware of the effect their behaviour has on their peers.

The School decided to update its Anti-Bullying Policy, and pursue an anti-bullying accreditation, awarded by the local authority so it set up an interest group of young people, staff, parents/carers and governors to look at the issue. As a result of this, a group of peer mentors were trained, to offer support to children and young people who had been victims of low-level bullying in the school. There was also training for Year 12 volunteers in restorative justice approaches and how to set up 'conferences' to allow both the perpetrator and victim to discuss how their behaviour had influenced each other.

The new system was advertised through assemblies and posters and Year 7 young people were asked to contact the peer mentors directly or by email.

As a result of this project the young people feel more confident to report potential problems and are more likely to realise what effects their behaviour has on others. The younger people see role models in the older peer mentors.

One peer mentor said: "What's made this successful is that we are helping other young people, and everyone wants it to work. The lower years really appreciate the help they are getting from Year 12."

## How SEAL can help

When a school implements SEAL effectively across the whole school it establishes strong foundations to its work on preventing bullying. At the core of SEAL are the social and emotional skills, which are all important because high levels of these skills create a social climate that does not tolerate bullying behaviour. Children and young people are particularly encouraged to develop the skills associated with empathy which drives them to refrain from hurting others and to challenge those that do so. Empathy skills can be developed further within peer mentoring schemes designed to help tackle bullying. Children and young people are encouraged to build a learning community where they feel responsible for including their peers and can develop and practice the skills associated with building positive relationships and being able to make, break and sustain friendships without hurting others. They are supported to learn and practice the skills of assertiveness so they become more able to resist negative peer pressure, and are taught strategies to help them resolve conflicts before relationships are damaged or ill feelings escalate into bullying.



## 4.7 Training

Provides appropriate professional training for those in a pastoral role

### Minimum Evidence:

- the school has a planned CPD programme for all staff linked to personal and social development and to support the teaching of social and emotional skills
- staff are aware of their role in responding to emotional issues e.g. children and young people and bereavement.

### Pointers to good practice

- The school will have named members of staff offering support that the children and young people are aware of and able to approach.
- Staff will have engaged in whole school training around EHWB and considered using the SEAL programme and other resources. All staff will understand their role in promoting social and emotional skills and EHWB within the formal and informal curriculum.
- Staff providing specific pastoral support are well supported in their roles and have resources available to them to assist in their work, including access to training and advice services.
- Staff are confident and competent to engage with children and young people in programmes for enhancing their EHWB. They are able to support children and young people to understand and manage a range of feelings.

- Staff with a specific responsibility for care should be offered opportunities to improve their social and emotional wellbeing.

### Schools need to consider

- Are all our staff trained to understand the emotional development of children and young people and how this affects their learning?
- Have we sought to discover the needs of our staff in terms of their own EHWB?
- Are our staff confident and competent in using a range of learning and teaching strategies that promote social and emotional skills and enhance the EHWB of our children and young people?
- Is extra support available and accessible to those members of staff working with the most vulnerable or challenging children and young people?
- Do we run training days where our staff can explore EHWB related topics such as relaxation, stress management and problem solving in order to promote the support that staff can access?
- Do we make good use of local and national CPD opportunities for all staff in teaching EHWB related issues?
- Are governors invited and encouraged to take part in whole school CPD on EHWB related issues?



## Case Study

### Bourne Community College, Emsworth, West Sussex

In 2001 the school was identified as a "School in Challenging Circumstances", by Ofsted, with results at Key Stage 3 and Key Stage 4 in decline, low self-esteem among young people and the morale of staff causing concern. Expectations were low and parents/carers were not involved as partners in the school.

With a new head, senior leadership team and key personnel in place, a clear vision and strategic plan set a new course of action in 2002. Substantial staff development took place and the main focus was to change the culture to a learning community. The priorities were to promote positive attitudes of young people, parents/carers and all stakeholders; reduce barriers to learning and raise achievement with the support of governors and the local authority.

With the West Sussex Healthy Schools Team, the school developed a School Change Group with representation from young people, staff, parents/carers, teachers and governors. It organised surveys, questionnaires and consultation in a determination to make improvements.

The West Sussex Healthy Schools Team supported the school as it worked to meet the criteria for National Healthy School Status. This included training all staff so they are able to engage with the programme for PSHE and reinforce its messages.

Peer Mediators (Year 11 Prefects) were trained by the Educational Psychologist and the school to support the health and wellbeing of young people.

Professional support and INSET was provided for all staff during this period and trained Cover Supervisors appointed which enabled staff to be released. All members of staff received regular support as the school progressed to achieve National Healthy School Status.

Through careful recruitment, modelling, coaching and support, staff now enjoy excellent positive relationships. Staff and young people enjoy coming to college, attendance has improved. Student Support Managers have been appointed to provide an interface with parents/carers or support for young people when staff are teaching.

The school had an Ofsted Inspection in November 2006 and was declared an "outstanding" school in every category of the inspection, providing "excellent opportunities for young people to achieve to the best of their ability". It was also noted that "staff morale is high and young people's personal development and wellbeing are outstanding", and that "learning and teaching across the school is outstanding". GCSE results have improved from 23% A\*-C to 63% A\*-C within the five years and the value added is the highest in the authority.

## How SEAL can help

When implementing SEAL, schools need to develop a targeted professional development programme to address particular needs in relation to social and emotional skills. SEAL provides a framework to help all teachers become skilled and enable them to contribute to the EHWP of children and young people. It provides opportunities to help all members of the school community explore and develop their own social and emotional skills. It also helps them to develop strategies and approaches to work effectively with children and young people to maximise their potential and help them develop the skills and confidence to learn effectively.



## 4.8 Participation of children and young people

Provide opportunities for children and young people to participate in school activities and responsibilities to build their confidence and self-esteem

### Minimum Evidence:

- children and young people can specify opportunities they have to participate in e.g. year, class and school councils; PSHE lessons/SEAL lessons; circle time; focus groups and questionnaires
- the school has regular celebration activities and displays reflecting achievement.

### Pointers to good practice

- The school actively seeks out the views of children and young people and these are acknowledged and appreciated .
- Children and young people feel they have an influence on school life.
- Children and young people are involved in decisions that relate to them and are aware from the outset as to what will happen with their decisions.
- Reflection and assessment activities take place in all areas of the curriculum and encourage children and young people to comment on their participation, engagement and level of responsibility taken.
- The school has regular opportunities and systems for individuals and groups to be acknowledged, recognised, noticed and celebrated. Effort and achievement in all areas of school life is promoted.

- Children and young people are involved in deciding on celebration across the school and as a result, reflect positively on it. The form it takes will be particular to each school and may include stickers, individual and group rewards, privileges, communication with parents/carers (such as good news postcards), website or newsletter updates and star children and young people selection.
- All reward systems are accessible to use by all staff.

### Schools need to consider

- Do our children and young people feel valued and respected as an equal part of the school community?
- Do our policies, systems and procedures within the school promote the self-esteem of all children and young people in the school?
- Are the suggestions and views of children and young people sought and valued by all members of staff?
- Do we provide opportunities for children and young people to be consulted and take responsibility across the school?
- Do the views of children and young people influence what happens within our school?
- Are our displays attractive, prominent and relevant to children and young people?
- Are our children and young people involved in the layout of the school including the learning areas, and encouraged to take responsibility towards it in order to maximise their ability to engage in learning?

- Do we involve our children and young people in deciding on and providing support at all points of transition?

### Case Study

#### William Shrewsbury Primary School, Staffordshire

William Shrewsbury Primary School has approximately 180 Year 5 and 6 children within a total of 730.

To ensure that every older child in the school feels valued and are leaders within the school community the school has created a system where every child has a job to do. Through this system they learn about the importance of leading, keeping to rules, making and regulating rules and developing a work ethic.

Every Year 6 child is a prefect. There were originally 7 different duties required each day but this has been extended to 25.

The prefects demonstrate that they are reliable leaders and the behaviour difficulties in Year 6 have decreased and confidence has increased. All prefects are now being encouraged to take on a further role of responsibility by becoming a peer mediator, sports leader, captain, vice-captain, school council officer, ICT technician or run a club for younger children.

Year 5 children also have responsibilities.

They are either star monitors linked to teachers, librarians or gardeners. The star monitors with attendance or social problems are carefully linked to teachers who are sympathetic to their needs, provide encouragement and offer a welcome into school.

The children say they enjoy their responsibilities and like making a positive contribution to the school. This has had an impact on attendance, behaviour and self-image.

### How SEAL can help

Developing self-esteem and self-confidence are essential elements of SEAL through encouraging participation and taking responsibility. All the social and emotional skills of SEAL underpin effective participation but particularly those within self-awareness and social skills.

Children and young people are encouraged to participate fully in shaping their own learning and the learning environment.

## 4.9 Confidentiality Policy

### Has a clear Confidentiality Policy

#### Minimum Evidence:

- the school has a Confidentiality Policy which may be discrete or included in other policies
- the policy specifies who is bound by it e.g. school staff and who is not
- all staff are aware of the policy and understand their role within it
- children, young people and staff are consulted on the development and the renewal of the Confidentiality Policy
- children, young people and parents/carers are aware of the Confidentiality Policy and understand what it means for them.

#### Pointers to good practice

- The Confidentiality Policy includes reference to the pastoral support system clarifying roles and responsibilities of staff in giving advice and support to children and young people.
- Children and young people feel confident to express themselves especially regarding their personal experiences and have a good understanding of the impact of them sharing their experiences.
- The Confidentiality Policy is shared with parents/carers including those who are more hard to reach.
- Issues of confidentiality are addressed within a clear and open framework that takes account of safeguarding complexities.
- One of the reasons that children and young people may not come forward for advice and support on sensitive issues is because they fear that information they disclose

will be passed on to others. The following guidance will help to clarify the position for professionals:

- while confidentiality cannot be guaranteed, in principle children and young people have the same right to confidentiality as adults and their confidentiality should not be breached unless there is a risk that the young person is at risk of significant harm
- there is no obligation on professionals to share information with parents/carers where the child or young person has made it clear that they do not want them to do so. However professionals should always encourage and support them to talk to their parents/carers where possible
- if the child or young person does not want to involve their parents/carers, they should be encouraged to talk to another adult, such as an aunt or uncle, older sibling or close family friend
- in cases where the professional is concerned that the child or young person is at risk of significant harm, they should follow the school's Child Protection Policy. The policy should be in line with Working Together to Safeguard Children (2006) which provides more detailed guidance to help professionals identify and support the minority of children and young people who are at risk of significant harm and to develop protocols for information sharing with social services. Breaching confidentiality should not be done lightly as it might

deter children and young people from accessing advice and support in the future.

#### Schools need to consider

- How can we ensure all our children and young people understand the Confidentiality Policy?
- Have we worked with outside agencies to develop our Confidentiality Policy?
- Is training on the Confidentiality Policy included as part of the induction programme of all our staff?
- Have our children and young people been given details of confidential advice services in the local community?





## Case Study

### Skipton Girls High School, Yorkshire

Skipton Girls High schools is an all girls' selective grammar school with 730 young people between the ages of 11 and 18 years. A school based health questionnaire highlighted the issues of confidentiality for the girls in discussing personal issues and the need to provide a secure and confidential means of communication for them with health professionals, rather than teachers.

In 2003 Year 9 completed a health behaviour questionnaire conducted by York St John University. A worrying fact was that some young people felt they couldn't talk easily to some of their teachers.

Feedback from the school health team indicated that a minority of young people were presenting with significant health needs, both emotional and physical.

The school also recognised that when young people are working remotely from school they are often at their most vulnerable, particularly when preparing for examinations during study leave.

It was decided that channels of communication should be opened up on many different levels. Feedback from young people and school health personnel indicated that a texting service would be preferred to an electronic messaging system, to safeguard confidentiality.

In addition to this, there is a high level of personal interaction throughout the school to support learning and wellbeing. This was strengthened through the introduction in September 2005 of vertical or "family groups" across the school community. Staff briefings are held regularly and there is a termly programme of house based meetings. There are review meetings to plan support programmes for individual young people, when concerns have been identified.

Young people took part in the Schools Health Education Unit Health Related Behaviour Questionnaire (2006) and the results were favourable compared with other females surveyed in North Yorkshire Secondary Schools.

It included the following:

- a higher percentage of Year 10 young people know where there is a specialist young people's service locally
- a lower percentage of young people would keep school-work or health problems to themselves
- a lower percentage of young people reported experiencing bullying behaviour
- a lower percentage of young people report absences because of worries about school
- a higher percentage of young people think that their views and opinions are listened to in school
- a higher percentage of young people have high self esteem scores.

## How SEAL can help

When promoting social and emotional skills within the "SEAL classroom" it is necessary to create an environment where children and young people feel confident and safe to express their thoughts and feelings and to relate these to their personal experience. This requires knowledge that adults and other children and young people will respect their right to privacy. The school needs to be clear on how Child Protection Procedures place boundaries on confidentiality.



# Links with the other three themes of NHSP

This section is an overview of how EHWB links to the other themes within the NHSP.

## Links with PSHE

Personal, Social and Health Education includes Sex and Relationship Education (SRE) and Drug Education (including alcohol, tobacco and volatile substance abuse). PSHE contributes significantly to all five ECM National Outcomes for children and young people: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic wellbeing. It provides children and young people with the knowledge, understanding, skills and attitudes to make informed decisions about their lives.

EHWB and PSHE are closely linked. Fundamental to PSHE are the knowledge, skills and understanding that will contribute to the self-assertiveness of an individual. A holistic approach to PSHE has been shown to improve EHWB, including approaches that combine changes to school culture, staff morale, pupil, family and community involvement.<sup>8</sup> Skills developed through PSHE can lead to an increase in a range of protective behaviours

such as the ability to resist peer and social pressure, and the assessment and avoidance of risky situations. The most effective learning and interventions focus on more than one factor, such as curriculum, learning and teaching style and pupil involvement.<sup>7</sup>

EHWB Criterion 4.3 of the National Healthy School Standard is: The school has clear, planned curriculum opportunities for children and young people to understand and explore feelings, using appropriate learning and teaching styles. This means that EHWB should be part of the planned programme for PSHE and link learning about feelings to areas within PSHE such as SRE and Drugs Education.

<sup>8</sup>Mental Health Improvement: What Works (2003) Mentality for the NPMHWB April 2003

## Links with Healthy Eating

Healthy eating and the eating environment impacts on:

- confidence
- self-esteem
- partnership working
- children and young people and family/carer involvement
- promoting inclusion
- eliminating stigma.

These clearly link to the EHWB of children and young people.<sup>9</sup>

Healthy eating contributes significantly to providing a happier and healthier child and young person. The criteria within the core theme of Healthy Eating not only focus on the standard of the food that is provided but a range of other elements that influence EHWB, for example:

- having a welcoming eating environment for children and young people will encourage positive social interaction

<sup>9</sup>Scottish Executive, "Hungry for Success, a Whole School Approach to School Meals in Scotland", 2002

- children and young people also have to learn about the balanced diet, and how they feel when they have the right amount of food inside them can contribute to their EHWB.

Planned time within the curriculum to provide supportive education, discussion and communication about sensitive issues related to healthy eating, such as anorexia, bulimia and obesity, may contribute to the prevention of the development of such problems.



## Links with Physical Activity

Physical Activity contributes significantly to the Being Healthy ECM National Outcome for children and young people. Physical Activity can contribute to the physical, social and emotional wellbeing of all children, young people and staff within the school and its community. The link between health, Physical Activity and wellbeing is well established with evidence showing strong or moderate support for the relationship between activity and fitness in youth in several variables, including improved self-efficacy, greater perceived physical competence, greater perceived health and wellbeing, decreases in depression and stress, positive self-concept and positive self-esteem.<sup>10</sup>

With a child or young person being physically active their self-esteem and confidence could increase.<sup>11</sup> Reviews found self-esteem, self-concept and depressive symptoms of anxiety/stress consistently to be related to physical activity. Social skills can be improved and encouraged as children and young people embark on new activities, working in teams and being physically active on their own.

Through ensuring that all children and young people participate in a minimum of two hours of Physical Activity a week, schools can help these vulnerable individuals to move to an activity in which they excel.

Evidence shows that low confidence, lack of self-esteem, stress, anxiety and negative body image are closely linked to an unwillingness to participate in Physical Activity. It is important to work with children and young people to find out what they perceive as barriers to being physically active – and to support them in overcoming these barriers.<sup>12</sup>

**Staff can also benefit from being physically active and see an increase in energy levels and confidence.**



<sup>10</sup>Tortolero, Taylor and Murray (2000) – Exercise and young people – Health Education Journal.2007; 66: 153-172

<sup>11</sup>Exercise and young people. Issues, implications and initiatives' edited by Lorraine Cale and Jo Harris Palgrave Macmillan, 2005

<sup>12</sup>Blake, S, "Health Education and Young People: it's time to join up", Health Education, 2005, 105 (4)

# Developing the EHWB of Children and Young People

The EHWB of children and young people can be enhanced through a variety of ways within a school for example through the formal and informal curriculum, their interactions with all staff and the influence of systems and procedures.

Children and young people will respond to all of the above if they feel connected to the school. This can be achieved by providing children and young people with an involvement in their school. An environment that encourages true and honest dialogue is essential so that all children and young people feel they can contribute. For children and young people to fully contribute to any voice system, they need to believe that they have access to a worthwhile decision-making process that does not make them feel alienated or patronised. "Trust and openness as a pre-condition of dialogue and action - this requires a framework that legitimates comment and provides reassurance that ideas will be welcome and not simply accommodated so as not to disturb existing orthodoxy."<sup>13</sup>

Often the most empowered children and young people are those who are involved in an elite voice of children and young people. This group of children and young people benefit from their experiences, they take their

role seriously and feel valued. Such elites can be created by a narrow interpretation of school council system, where only a few children and young people are involved in decision-making processes within the school.

The challenge for schools is to create the time and space for all children and young people to feel their voice is heard, including those who may be more regularly marginalised. Schools need to capture the views of children and young people on how they feel about being listened to and the influence they have on decisions within the school.

Empowering children and young people means sharing the power between adults and children and young people. This should be realistic and meaningful and not tokenistic. It starts with decisions linked to the immediate surroundings of the children and young people such as the layout of a classroom or the design of the tutor room etc. As children and young people can see that their voices are being heard and having an effect, they will become more and more involved in the range of decisions being made that influences them feeling safe and secure within the school. This will create an atmosphere of trust and working together between children, young people and staff. This will enhance EHWB as well as develop

an environment more conducive for learning. A school needs to consider how it prioritises the role it plays in enhancing the EHWB of children and young people. This will mean including skill development within the curriculum as well as the types of interactions the children and young people will experience while at school, from their relationships with each other to those with all members of staff. Children and young people need to feel valued and cared for. If issues arise within relationships they should feel able and supported to manage them.

The environment of the school has an influence on how children and young people feel about being at school. Relationships are important and so are systems and procedures that children and young people engage with. These systems and procedures need to be as inclusive as possible and appropriate, so that children and young people are able to engage with them in a meaningful way, for example, through the development of a reporting system for bullying situations.

## Schools need to consider

- Do we have a named member of staff responsible for the participation of children and young people?

- Are we clear about our purpose for a school council involving children and young people, and how this contributes to our decision making process?
- How do we involve all children and young people in the democratic forum? Do we use a variety of creative ways to involve children and young people such as surveys, graffiti walls?
- How do we involve children and young people in all aspects of school life, including raising money for charities, changing the school environment, real involvement in the School Development Plan, creating links with school governance, staff appointments?
- Are our systems and procedures developed, monitored and reviewed with our children and young people?
- Do we raise the status of the elected school council by allocating a meaningful budget for school activities?
- Do we have class/tutor councils in regular class/tutor based meetings in order to provide all our children and young people with opportunities to have a voice and experience the skills necessary to participate in decision making?
- Are our children and young people provided with opportunities to develop the necessary skills to be involved in the democratic process, for example, how to be truly representative and how to contribute in a class/tutor/school council forums?

<sup>13</sup>The Early Years Foundation Stage Statutory Framework (DCSF 2007)

# Involving Parents/Carers in developing EHWB

Involving parents/carers is a key aspect of EHWB. Benefits include a shared understanding of EHWB within the school, enhanced support for early intervention work and improved partnership working between home and school.

Schools have a statutory duty to look after the EHWB of children and young people. Close working with parents/carers is essential as parental involvement in the schooling of their child has a significant effect on improved attendance, behaviour and the achievements of children and young people.

Involving parents/carers is useful when developing, monitoring and reviewing EHWB guidelines. Roles parents/carers will play in supporting the EHWB of children and young people, should be jointly decided and agreed upon. This approach will also ensure that any resulting policies are “owned” by the whole school community.

Information about EHWB should be provided to parents/carers in a variety of formats including booklets, information sheets, notices on parent/carer notice boards, information stalls at parents’ evenings and school

websites, as well as through coffee mornings, taster sessions and drop-ins. Where in place, schools may wish to make use of their parent councils, Parent Teacher Associations or home-school liaison roles to promote available services. Leaflets and information sheets may need to be translated to allow all members of the school community to access information.

Parents/carers are more likely to engage in a positive manner with those schools that promote a supportive and inclusive ethos, which values parental/carer involvement and their contributions. Key to this is a two-way relationship with parents/carers, based on mutual trust, respect and a commitment to improving learning outcomes. Schools may need to call upon a range of strategies to ensure that their process of parent/carer engagement is as participative as possible. This will be especially true when trying to engage the “harder to reach” parents/carers. It is particularly important to consider approaches to engage fathers. Some parents/carers interpret emotional health as “mental illness”. It is therefore important that clear messages on EHWB are provided to parents/carers, for example on its link to positive mental health and wellbeing.

Strategies to engage with parents/carers will need to be monitored and evaluated.

## Schools need to consider

- How welcoming is our school site to parents/carers? How do we know? Have we included questions in surveys to find out how parents/carers feel about coming to school? Do we evaluate school events?
- Do all our staff receive regular briefings to ensure that there is a consistent, positive approach to welcoming parents/carers?
- Who co-ordinates our activities aimed at engaging and working with parents/carers?
- How do we work with parents/carers who may have had a negative experience of school themselves, or may have low English language acquisition. Do we have targeted out-reach work (e.g. home-school liaison workers) to homes and community settings?



# Developing Staff EHWB

A positive approach to staff EHWB needs to be predicated on clear communications with school leaders and the governing body, resulting in staff feeling that they are part of the school decision-making process. Staff members need to know that they are listened to. This increases the level of motivation and participation of staff ensuring that they are fully engaged within the school. A high level of involvement leads to staff with a greater sense of confidence and belonging, which impacts upon their day-to-day performance.

By enhancing staff mental health and wellbeing, schools will be investing in their future by increasing staff retention rates and ensuring a consistent teaching experience for children and young people and increased opportunities to build effective personal and professional relationships between staff, children and young people. The outcomes of providing a positive and supportive environment for staff will also reduce illness rates, and create a more cohesive staff community, which is key to the development of a healthy school environment.

## School needs to consider

- Are the social and emotional needs of our staff identified and recognised? What does our school do to meet these needs?
- Are staff members consulted on their training and support?
- What other arrangements do we have in place for occupational health advice and support?
- Are staff members involved in our key decision-making processes?
- Are there opportunities for our staff to celebrate success?
- Do we have an effective Behaviour Management Policy and strategies to reduce staff stress?
- Is there an easily accessible route to expert advice and assistance?
- Are staff members regularly surveyed to assess their levels of satisfaction and contentment?



# EHWB and Every Child Matters

In 2003, the Government published a green paper called Every Child Matters and subsequently passed the Children Act 2004, providing the legislative spine for developing more effective and accessible services focused around the needs of children, young people and families.

Every Child Matters identifies five outcomes that are most important to children and young people. These are be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances and are mutually reinforcing. Children and young people learn and thrive when they are healthy, safe and engaged. Evidence shows clearly that educational achievement is the most effective route out of poverty and better economic wellbeing.

The EHWB core theme contributes significantly to all five national outcomes for children and young people. The table opposite provides an illustration of the relationship between this theme and the ECM agenda by providing examples of NHSS outcomes and linking them to relevant examples of aims and inspection judgements from the ECM framework.

Examples of aims from the National Outcomes	Examples of Inspection judgements	Examples of Outcomes from achieving NHSS
<b>Be Healthy</b> Children and young people are mentally and emotionally healthy	1.4 Action is taken to promote children and young people's mental health	All children, young people and staff know how to seek appropriate peer and adult help for their emotional health needs and have been helped to understand themselves and their feelings
<b>Stay Safe</b> Children and young people are safe from bullying and discrimination	2.2 Children and young people are provided with a safe environment	Children and young people understand and have the skills and awareness to deal with bullying. Children and young people in schools that have addressed bullying and stigma are more likely to have high self-esteem and have developed greater resilience
<b>Enjoy and Achieve</b> Children and young people attend and enjoy school	3.4 Children and young people are enabled and encouraged to attend and enjoy school	Children and young people are more likely to show enthusiasm for school
<b>Make a Positive Contribution</b> Children and young people develop positive relationships and choose not to bully or discriminate	4.1 Children and young people are supported in developing socially and emotionally	Children and young people enjoy better relationships, are more inclusive and suffer less oppressive behaviour than others
Children and young people develop self-confidence and successfully deal with significant life changes	4.2 Children and young people are supported in managing changes and responding to challenges in their lives	Children and young people are more likely to be prepared for significant changes in life
<b>Achieve Economic Wellbeing</b> Children and young people engage in further education, employment or training on leaving school	5.2 Young people 11-19 are helped to prepare for working life	Children and young people develop skills and are aware of attitudes that are likely to help them in the work situation

# EHWB, Ofsted and SEF

A New Inspection Framework for schools was introduced in 2005 and a central element of the new arrangements was the Self Evaluation Form (SEF).

The SEF is expected to convey a clear picture of how well the school is doing and show what is being done to build on successes and remedy weaknesses. The SEF commentaries are expected to be evaluative and not descriptive with inspectors looking for clear judgements that are supported by evidence linked to outcomes for children and young people.

Schools want to be able to demonstrate the difference they are making for their children and young people. To do this they must be in a position to provide evidence of their success and a clear plan of action that maps out how further improvements will be made. To offer the best possible education for children and young people, staff and governors should know how well their school provides for them, the impact of this provision and how it can be improved. Thorough self evaluation provides the best means to identify strengths and weaknesses and from these the key priorities for improvement are identified.

The EHWB of the school community is a key priority for any effective school and underpins effective learning. Use of the National Audit for NHSS will establish an accurate baseline. Together with partners such as consultants for Behaviour and Attendance, advisors for SEAL, school nurses and colleagues from CAMHS, schools can readily identify how well they are doing, identify gaps and decide how they can make further improvement.

In judging the quality of the overall personal development and wellbeing of children and young people, inspectors are advised that case studies of vulnerable children and young people can contribute important evidence on the effectiveness the school generally has for its learners. A school achieving NHSS will have evidence of how it identifies vulnerable individuals and groups and establishes appropriate strategies to support them and their families. Such evidence of successful practice would help inspectors in their judgements. The 2005 Ofsted report "Healthy Minds" found that few schools used national guidance to plan and provide support for the EHWB of children and young people. By putting in place the minimum evidence to meet the criteria for the EHWB core theme schools will be expected to have considered a range of guidance including programmes such as SEAL.

# EHWB and Early Years

In 2008 a new statutory framework for the Early Years Foundation Stage (EYFS) will set the standards for learning, development and care for children from birth to five.

In addition, the Early Years Outcomes Duty which comes into force in April 2008 requires local authorities to improve outcomes for all young children in their area and reduce inequalities through the provision of accessible and integrated childhood services. Local authorities will be required to negotiate targets with the DCSF based on the Foundation Stage Profile results (to be superseded by The EYFS profile).

The new EYFS framework emphasises the fact that children and young people's experiences in the early years have a major impact on later life and are all important in giving young children a sound basis to enable them to take full advantage of later opportunities to learn and develop.

The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- a unique child
- positive relationships
- enabling environments
- learning and development.

A school that has achieved NHSS will have established a context which will help to translate these principles into practice. For example, the education programme for one of the six areas of learning and development, Personal, Social and Emotional Development (PSED) states: "Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional wellbeing to help them to know themselves and what they can do."<sup>13</sup>

A school which has achieved NHSS will have demonstrated, among other criteria relating to the theme for EHWB, that it provides clear leadership to create and manage a positive environment which enhances EHWB. This will further support learning in this area of the Foundation Stage curriculum.

<sup>13</sup>The Early Years Foundation Stage Statutory Framework (DCSF 2007)



# EHWB, CAMHS and Local Services

## What is CAMHS?

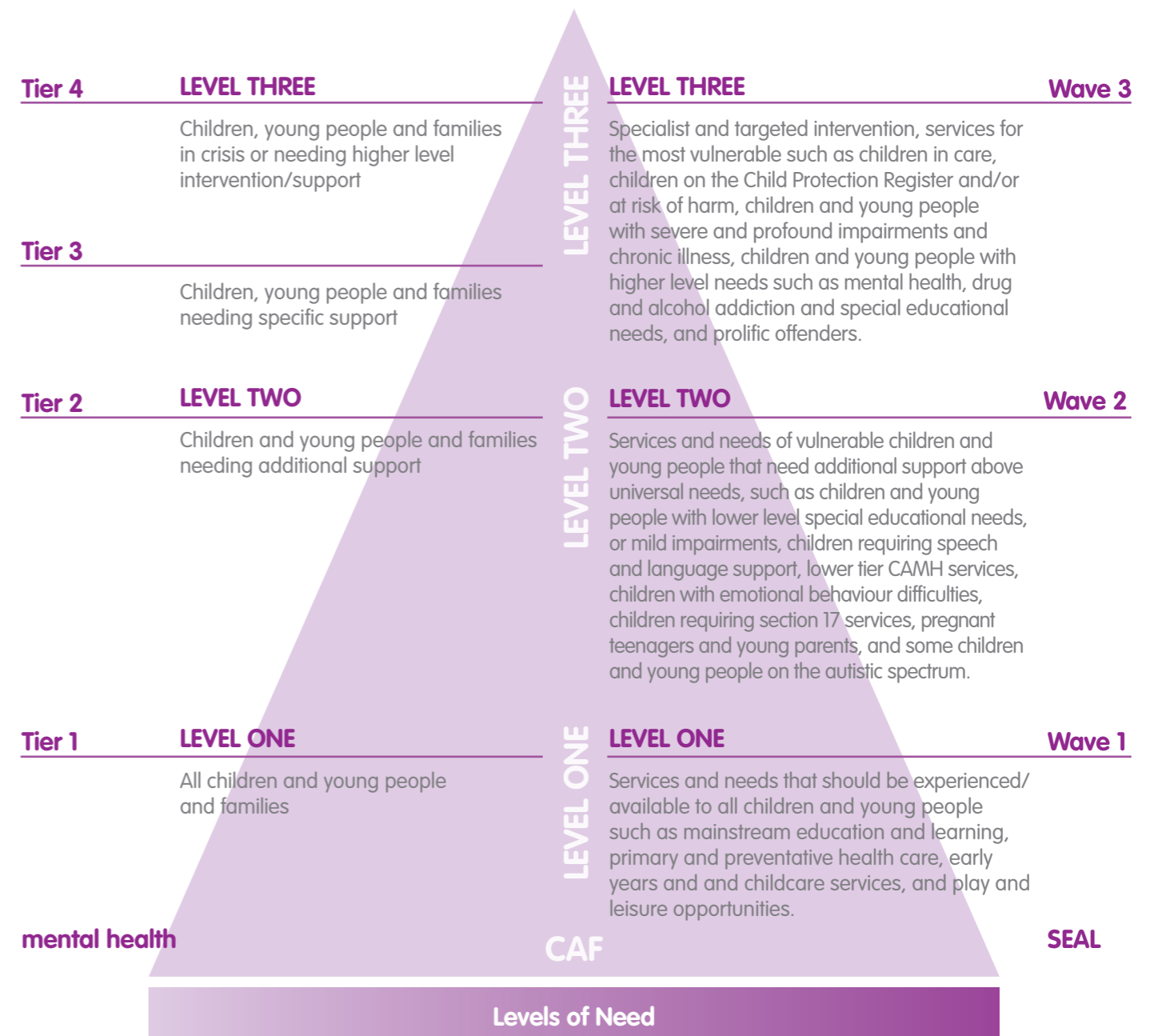
The term CAMHS (Child and Adolescent Mental Health Services) is used in two different ways. One is a broad concept embracing all services that contribute to the mental healthcare of children and young people, whether provided by health, education, social services or other agencies. Hence it includes those services whose primary function is not mental healthcare such as general practice or schools, referred to as Tier 1 or universal services. The other applies specifically to specialist Child and Adolescent Mental Health Services at Tiers 2, 3 and 4, including specialist social care, educational, voluntary and independent provision for children and young people with mental health problems. For these services, the provision of mental healthcare to children and young people is their primary function. They are mainly composed of a multidisciplinary workforce with specialist training in child and adolescent mental health.

## The Four-Tier Strategic Framework<sup>13</sup>

In 1995, the NHS Health Advisory Service published a thematic review of CAMHS, that described a four-tier framework. The overview of the framework is set out in the table below. Later work on CAMHS carried out by the Audit Commission took the four-tier strategic approach as its baseline and its report confirmed the applicability of this approach to future planning. Although there is some variation in the way in which the tiered strategic framework has been developed and applied across the UK it has created a common language for describing and commissioning services. It is important to stress, that whilst the framework is a useful conceptual tool, it should not be seen as something constraining or limiting. Neither services nor people will fall neatly into tiers and nor should they. Similarly, there is a misconception that a child or young person will move up through the tiers as their condition is recognised as more complex. In reality, there will be some children and young people that may require services from a number, or even all of the tiers, at the same time.

<sup>13</sup>[www.everychildmatters.gov.uk/health/camhs/](http://www.everychildmatters.gov.uk/health/camhs/)

## Levels of need (identified in the Common Assessment Framework) mapped against the three Waves of SEAL and the four Tiers for mental health (identified by Health Advisory Service)



The four tiers and professionals involved are set out below:

Tier	Professionals Providing the Service Include
<b>Tier 1</b> A Primary level of care	GPs Health visitors School nurses Social workers Teachers Youth offending team Voluntary agencies Social services
<b>Tier 2</b> A service provided by professionals relating to workers in primary care	Clinical child psychologists Paediatricians (especially community) Educational psychologists Child and adolescent psychiatrists Child and adolescent psychotherapists Community nurses/nurse specialist Family therapy
<b>Tier 3</b> A specialised service for more severe, complex or persistent disorders	Child and adolescent psychiatrists Clinical child psychologists Nurses (community or in-patient)
<b>Tier 4</b> Essential tertiary level services such as day units, highly specialised out-patient teams and in-patient units	Child psychotherapists Occupational therapists Speech and language therapists Family therapy

CAMHS cover all types of provision and intervention including mental health promotion, primary prevention and specialist community-based services through to very specialist care as provided by in-patient units for young people with mental illness (Tiers 1-4). Interventions may be indirect, such as consultative advice to another agency, or direct such as direct therapeutic work with an individual child or family. Services for children, young people and their families in Tier 1, will focus on the initial assessment and identification of difficulties and may include advice or the provision of therapeutic help that does not require intensive specialist training or onward referral. The nature, severity, complexity and specificity of the child or young person's mental health problem will help determine where the individual is best seen and by which service. Specialist services may be offered in a range of settings according to need and availability, often in partnership with other agencies, including in community locations, out-patient clinics, day and in-patient units and the family's home. Specialist CAMHS will provide a child or young person with a range of assessment and treatment options singly or in combination, utilising the skills of multi-disciplinary teams. Where the problems are uncommon or particularly complex, the child or young person may require referral on to highly specialist Tier 4 services.

Standard 9 of the Department of Health National Service Framework (NSF) for Children (2004) sets out what is expected by 2014:

- an improvement in the mental health of all children and young people
- that multi-agency services, working in partnership, promote the mental health of all children and young people, provide early intervention and also meet the needs of children and young people with established or complex problems
- that all children, young people and their families have access to mental health care based upon the best available evidence and provided by staff with an appropriate range of skills and competencies.

**The standard 9 states that:**

**“All children and young people, from birth to their eighteenth birthday, who have mental health problems and disorders have access to timely, integrated, high quality, multi-disciplinary mental health services to ensure effective assessment, treatment and support, for them and their families.”<sup>15</sup>**

<sup>15</sup>Working Together to Safeguard Children guidance (2006)

Children and young people develop mental health difficulties for a complex variety of reasons including poor resilience, the interaction between largely genetic factors (for example, personality or temperament) and the interaction with their environment (for example family circumstances, school, peers, social setting, school influence, media). For some, these stresses are simply too overwhelming and can impair development. A focus in school on social and emotional development in the context of a high quality learning environment will enhance resilience and can help to prevent the development of mental health difficulties. Enhanced social skills enable effective peer engagement and support, as well as positive identity development.

In schools there is now a focus on identifying needs earlier and aiming to support children and young people in a timely and appropriate way.

The EHWB agenda most fully meets the CAMHS agenda at the point where practice and resources in a school becomes insufficient to support the child or young person. The local multi-agency CAMHS strategy should acknowledge this interface and have a focus on prevention as well as effective intervention. Some CAMHS teams are now working directly in schools and in a community based setting, to support staff and parents/carers as well as children and young people. In such schools the wellbeing agenda is further promoted and the approach means schools are better able to manage the additional needs of young people. Across England there is some disparity in the delivery

of mental health training to workers in Tier 1, or universal services. Whilst some areas have well developed local or regional programmes, others have nothing. There is a clear need for a standard approach, and a training package has been developed by the National CAMHS Support Service (NCSS) covering:

- what is mental health?
- how CAMHS are structured
- mental health problems and disorders
- what helps?

As part of a strategy to support vulnerable individuals the school should have in place a protocol for working with CAMHS. This protocol should address:

- the range of services provided by CAMHS
- the levels of emotional and mental health difficulty that the service can work with
- the prior assessment and intervention expected of the school (possibly through a Common Assessment)
- access routes to services and response times
- links to other services, in particular the local Children's Service
- mutual expectations regarding communication and joint working through mutually agreed intervention plans
- confidentiality.

Schools play a key role in helping build the skills to negotiate transitions, life events and losses. Importantly, it appears that around half of onsets of emotional problems are evident in the teenage years.<sup>16</sup>

<sup>16</sup>Kessler et al, (2005); Maughan & Kim-Cohen, (2005)

Mental health problems like depression are strongly linked with reduced academic performance, social problems, substance misuse, and are associated with worse physical health outcomes for people with other health problems. This provides a strong imperative for early problem recognition and interventions in schools, within the context of promoting emotional health and well being.

Information about CAMHS should be available to staff, children and young people in the school and to parents/carers in an accessible way. It should link positively to the EHWB agenda for the school. Staff should know who to approach within the pastoral system for further advice if they have concerns about a child or young person.

Involvement of CAMHS, if initiated by the school, should generally follow planned interventions (involving parents/carers) which have attempted to previously address the difficulties experienced by the child or young person. Within the criteria for EHWB there is reference to a school having its support systems in place for children and young people experiencing less complex difficulties. Local partnerships are being established to promote good practice in this area and a useful "how to" guide is the Bristol Emotional Wellbeing and Mental Health toolkit which sets out the steps for local plans and developments that can be used as a template for development anywhere and may be downloaded from [www.sw-special.co.uk/documents/misc/](http://www.sw-special.co.uk/documents/misc/) entitled: Bristol Care Pathway Toolkit.



## Pointers of good practice

- All staff working directly with children and young people have sufficient knowledge, training and support to promote the psychological wellbeing of children, young people and their families and to identify early indicators of difficulty.
- Protocols for referral, support and early intervention are agreed between all agencies.
- Child and adolescent mental health (CAMHS) professionals provide a balance of direct and indirect services and are flexible about where children, young people and families are seen in order to improve access to high levels of CAMHS expertise.
- Children and young people are able to receive urgent mental health care when required, leading to a specialist mental health assessment where necessary within 24 hours or the next working day.
- CAMHS are able to meet the needs of all young people including those aged sixteen and seventeen.
- All children and young people with both a learning disability and a mental health disorder have access to appropriate child and adolescent mental health services.
- The needs of children and young people with complex, severe and persistent behavioural and mental health needs are met through a multi-agency approach. Contingency arrangements are agreed at senior officer levels between health, social services and education to meet the needs and manage the risks associated with this particular group.
- Arrangements are in place to ensure that specialist multi-disciplinary teams are of sufficient size and have an appropriate skill-mix, training and support to function effectively.
- Children and young people who require admission to hospital for mental health care have access to appropriate care in an environment suited to their age and development.
- When children and young people are discharged from in-patient services into the community and when young people are transferred from child to adult services, their continuity of care is ensured by use of the "care programme approach".

# Conclusion

EHWB has a significant influence on the development of children and young people, as well as important consequences for health and social outcomes in adult life.

It is essential that children and young people receive appropriate support to enhance their EHWB within school and at home, as well as from a wide range of other agencies and organisations impacting on their lives.

The NHSP requires schools to meet a minimum set of criteria under the EHWB core theme but many schools go way beyond these requirements.

The case studies within this guidance demonstrate some of the innovative work in schools which prioritise EHWB. This can have significant and lasting benefits for future generations.

# Useful websites:

National Healthy Schools Programme  
[www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)

Every Child Matters ~ Change for Children  
[www.dfes.gov.uk/everychildmatters](http://www.dfes.gov.uk/everychildmatters)

SEAL Programme  
[www.teachernet.gov.uk/seal](http://www.teachernet.gov.uk/seal)

National KS3 Behaviour and Attendance Strategy  
[www.dfes.gov.uk/behaviourimprovement](http://www.dfes.gov.uk/behaviourimprovement)

National Emotional Literacy Interest Group  
[www.nelig.com](http://www.nelig.com)

Antidote – Change for Children  
[www.antidote.org.uk](http://www.antidote.org.uk)

National College for School Leadership  
[www.ncsl.org.uk](http://www.ncsl.org.uk)

Excellence in Cities (EiC)  
[www.standards.dfes.gov.uk/excellence](http://www.standards.dfes.gov.uk/excellence)

Local preventive strategies  
[www.cypu.gov.uk/corporate/newsandevents](http://www.cypu.gov.uk/corporate/newsandevents)

Sure Start  
[www.surestart.gov.uk](http://www.surestart.gov.uk)

Children's Fund  
[www.cypu.gov.uk/corporate/childrensfund](http://www.cypu.gov.uk/corporate/childrensfund)

Connexions  
[www.connexions.gov.uk](http://www.connexions.gov.uk)

Child and Adolescent Mental Health Services (CAMHS)  
[www.doh.gov.uk](http://www.doh.gov.uk)

CAMHS  
[www.learning.camhs.org.uk](http://www.learning.camhs.org.uk)

CAMHS  
[www.camhsnetwork.co.uk](http://www.camhsnetwork.co.uk)

Work Life Support  
[www.worklifesupport.com](http://www.worklifesupport.com)

Wellbeing  
[www.wellbeingnetwork.co.uk](http://www.wellbeingnetwork.co.uk)

Wellbeing  
[www.york.ac.uk/inst/spru/wellbeing.html](http://www.york.ac.uk/inst/spru/wellbeing.html)

Quality Protects  
[www.doh.gov.uk/qualityprotects](http://www.doh.gov.uk/qualityprotects)

Youth justice developments  
[www.yjb.gov.uk](http://www.yjb.gov.uk)

Health and Safety Executive stress management standards  
[www.hse.gov.uk](http://www.hse.gov.uk)

Mental health foundation  
[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

National Institute for Health and Clinical Excellence  
[www.nice.org.uk](http://www.nice.org.uk)

Young Minds  
[www.youngminds.org.uk](http://www.youngminds.org.uk)

School of Emotional Literacy  
[www.schoolofemotional-literacy.com](http://www.schoolofemotional-literacy.com)

Teacher net  
[www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe)

Transforming Conflict  
[www.transformconflict.org](http://www.transformconflict.org)

Childhood Bereavement Network  
[www.childhoodbereavementnetwork.org.uk](http://www.childhoodbereavementnetwork.org.uk)

QCA  
[www.qca.org.uk](http://www.qca.org.uk)

School Councils UK  
[www.schoolcouncils.org](http://www.schoolcouncils.org)

Ofsted  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Every child Matters  
[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

Early Years  
[www.teachingideas.co.uk/earlyyears](http://www.teachingideas.co.uk/earlyyears)

World Health Organization  
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