

A Whole School Approach to Mental Health and Wellbeing

Mental Health Support Teams

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Welcome!



Please be aware that some of the sessions are being recorded for sharing later.

We want people to participate but please use the 'raise hand' facility to ask questions and contribute when others are talking.

Please be considerate to others - together we want to create a safe, open and reflective space to learn.

You can turn on live captions on by clicking on the 3 dots at the top of your screen if you need this.

Please do take the time to provide us with some feedback towards the end of the session.

Thank you!



Aims of Session

Develop an understanding of a Whole School Approach to Mental Health and Wellbeing.

Provide signposting to self-care resources and support for the whole school community.

Understand the role of Mental Health Support Teams (MHSTs).

A Whole School/Organisation Approach



A Whole School/Organisation Approach

Leadership and Management

Ethos and environment

Curriculum, teaching and learning to promote and support wellbeing

Supports staff wellbeing and provides appropriate CPD

Enable student voice to influence decisions

Engagement and partnership with families

Identifies need and monitors impact

Targets support and appropriate referrals

Anna Freud 5 Steps to Mental Health and Wellbeing Interactive Framework

[5 Steps to Mental Health and Wellbeing \(annafreud.org\)](http://annafreud.org)



Leadership and Management

Appoint a Senior Mental Health Lead

Ensure emotional wellbeing and mental health is a priority in school

Demonstrate commitment on development/improvement plan to ensure everyone is aware of the actions needed and the difference they can make

Develop a mental health and wellbeing policy

Signpost information for governors, staff, pupils, parents and carers

Leadership and Management

Guidance and links to resources

[Anna Freud Guidance Leading Change](#)

[Wellbeing in Education](#)

Training for MH Lead

Senior MH Lead DfE funded

[Mental Health Champion Training](#)

linkwork.supportingsmiles@ormistonfamilies.org.uk

Training

[Health Education England \(HEE\) Wider Children's Workforce Mental Health](#)

[Training](#)

[SEMH e learning training modules](#)

[E Training for wellbeing governors](#)

Ethos and Environment

Create a safe, calm, controlled, and nurturing school environment
Promote an ethos that fosters a culture of connection, inclusion and respect so everyone feels safe and can safely express their feelings

Ensure that the hidden curriculum, including SMSC and British Values, enables all pupils to engage, see themselves and their families reflected and supports and embeds the explicit PSHE curriculum

<https://www.annafreud.org/schools-and-colleges/resources/classroom-wellbeing-toolkit/>

Curriculum Teaching and Learning to Promote Resilience

Provide a preventative approach to mental health through an explicit Social and Emotional Learning curriculum

Statutory Guidance RSHE curriculum including:

The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Primary: Curriculum teaching and learning to promote resilience and support social and emotional learning

[PSHE Association MHWB lessons: feelings, managing emotions, change, loss and grief](#)

[Anna Freud Schools in Mind](#)

[Mentally Healthy Schools](#)

[Self Care Plan Primary](#)

[Anna Freud Talking mental health primary lesson and activities](#)

[Beano for schools](#)

Year 6

[Every Mind Matters Self care resources](#)

[Every Mind Matters Physical and Mental Wellbeing](#)

[Sleep](#)

[Just One Norfolk advice and resources for schools and families](#)

[RSHE toolkit - Schools \(norfolk.gov.uk\)](#)

Secondary: Curriculum teaching and learning to promote resilience and support social and emotional learning

[PSHE Association MHWB lessons](#)

[Anna Freud Schools in Mind](#)

[Mentally Healthy Schools](#)

[Anna Freud We all have Mental Health](#)

[My Self Care Plan Secondary](#)

[Just One Norfolk advice and resources for schools and families](#)

[Every Mind Matters Self care resources](#)

[Every Mind Matters Physical and Mental Wellbeing](#)

[Sleep](#)

[Future Action - RISE Up Early Intervention](#)

[Mental Wellbeing teacher training programme](#)

[RSHE toolkit - Schools \(norfolk.gov.uk\)](#)

Social and Emotional Learning (SEL)

- **Self-awareness**

The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts.

- **Self-management**

The abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations.

- **Social awareness**

The ability to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, and contexts.

- **Relationship skills**

The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

- **Responsible decision-making**

The ability to make caring and constructive choices about personal behaviour and social interactions across diverse situations.

Normalising Feelings

Everyone has feelings
All feelings are normal
We can use strategies to manage
uncomfortable feelings





PRINCE HARRY

Prince Harry has opened up about his mental health issues, explaining that he found it very difficult to come to terms with his mother's death when he was 12 years old. He has said that for twenty years he "shut down all emotions" and struggled with anxiety during royal public engagements. He explained that his brother, Prince William, tried to persuade him to seek help for a long time before he went to counselling. He also took up boxing, which taught him how to help control his emotions. Prince Harry has now set up the 'Heads Together' charity to help support others with mental health concerns and encourage other people to talk.



CHRISSEY TEIGEN

Chrissy Teigen developed postpartum depression (PPD) after giving birth to her daughter, Luna, in 2016. Chrissy has explained that it took her a long time to realise she had a mental health concern, because she had a wonderful husband of 10 years, a very supportive workplace and everything she wanted in life, but she still felt incredibly sad. She lost her appetite, felt tired all the time and quickly lost her temper with other people. She went to the doctor and was diagnosed with PPD. Chrissy was prescribed medication and therapy, which have helped her recovery. She describes how much her family have helped her accept herself. She feels it's important to raise awareness about mental health concerns.



ARIANA GRANDE

After the 2017 Manchester terrorist attack at Ariana's concert, she experienced PTSD – Post Traumatic Stress Disorder. This is a mental health concern that affects people who have been through an extreme or traumatic event. Ariana has spoken out about the mental health concerns she has struggled with, and has performed concerts to raise support funds for the families of the victims. She has said "Music is... comfort. It is fun. It is expression. It is happiness." To help her manage her mental health, Ariana has decided to take time away from the public eye so that she can work on her music without deadlines or expectations to perform. She has chosen to go home and spend time with her loved ones.



ZAYN MALIK

In Zayn Malik's autobiography, he explains how he developed anxiety and an eating disorder. Malik had to cancel several performances due to his anxiety and says that his eating disorder was a reaction to needing control in his life, after he struggled to cope with the pressures of being famous. Zayn is determined to break the stigma around mental health, particularly for men, saying "anxiety is nothing to be ashamed of." He has found that being open with his friends and family, as well as fans, has helped him to manage anxiety and to avoid social situations which he finds difficult to manage. Zayn found that focusing on other aspects of his life, such as his career and music, helped him with his recovery.

Key stage 3: Lesson 3 Resource 3: Talking heads



I've written a letter to the person explaining all my feelings and what they have done to upset me. Then I rip it up and throw it away.

I find listening to music really helps me. Sometimes I listen to angry songs and jump around my room, other times I listen to happy songs to help change my mood. You can listen some playlists if you're really sad!



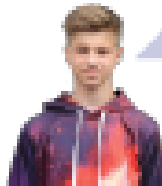
I use exercise to blow off steam. Sometimes I just train by myself, but when I'm playing with the rest of the team is best, because it completely distracts me from everything else.

I always go for a long walk by myself to unwind. When I'm by myself I sometimes scream and shout – or even cry – I think it's good to let your emotions out.

My dad and I would always like to talk to someone. My Dad's a really good listener, and so is my best friend, but I've also contacted Childline before on whatever whenever one is around.



I get a stress ball up to often. Sometimes I really want to break things, but I found positive ways to manage that like smashing the cubes onto the floor or tearing up our pile of recycling. It might sound silly, but it really works.



I found some mindfulness apps online. I listen to them every day and again to help me meditate. They have specific ones for feeling angry, being stressed and for just relaxing.

My favourite way to relax or cheer myself up is to take a long, relaxing bath and then read my favourite book.



What Helps To Engage Our Thinking Brain?

Siegel model

Keeping your lid on

Flipping your lid

Positive States of Mind

3 key:

- Feeling Safe
- Positive Motivation
- Feeling Positive and Calm



Negative States of Mind and Effects

- Threat/fear/anxiety shifts to a negative balance
- Draws energy **away from the thinking brain**
- Diverts energy to the emotions brain

Self Regulation: Calming down strategies

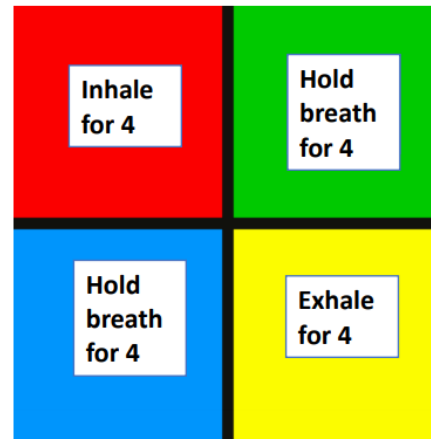
Five finger breathing

Box Breathing

5/4/3/2/1

Smell the strawberry and blow out the candle

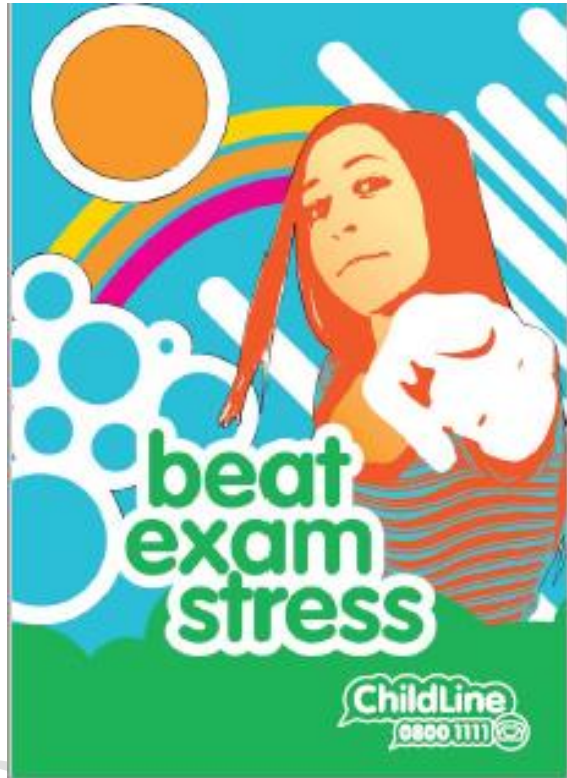
Breathe in for 7 and out for 11



Problem Solving

1. Stop and calm down
2. Identify the problem and the feeling
3. Identify solutions and make a plan
4. Choose a solution and evaluate

Make a Plan



- Plan ahead
- Pamper yourself
- Prepare for the big day
- Pace yourself
- Perform as well as you can
- Phew! Relax

Mental Health Awareness Week
[Schools in Mind resources: Anxiety](#)
[Anna Freud Let's talk about anxiety animation and teacher toolkit](#)

Positive Self Talk/Positive Affirmations

Compliments to yourself and others

Self-esteem journal

[Just One Norfolk self-confidence and self esteem](#)

I ♥
ME

Self Esteem Journal

- Something I did well today
- Today I had fun when
- I felt proud when
- Today I accomplished
- I had a positive experience when
- Something I did for someone
- I felt good about myself when
- I was proud of someone else when
- Today was interesting because
- Something I did well today
- I felt good about myself when
- I enjoyed...

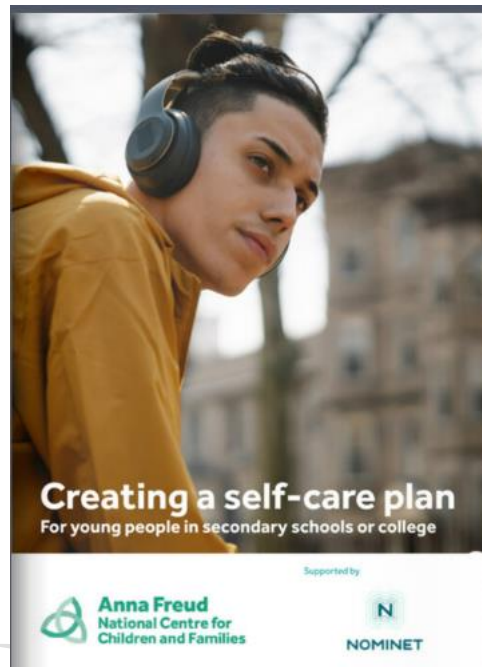
5 Ways to Wellbeing



5 Ways to Wellbeing

Self Care

My Self Care Plan Secondary



Self Care Plan Primary



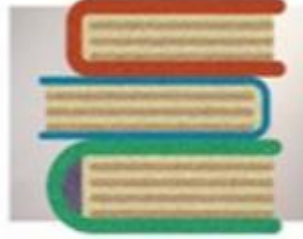
Self Care for Teenagers

6 most commonly chosen approaches to self-care

As identified by children, young people, parents and carers



Listening to music



Reading or watching tv



Talking to someone
you know and trust



Going outside



Laughter



Crying

<https://www.annafreud.org/on-my-mind/self-care/>

Working together: Involving pupils, staff and carers in decision making

- Set up a Mental Health Action Group
- Improve working and collaboration with mental health services
- Include pupils, staff, parents and carers in decision making
- Engage with all parents and carers

Engaging Families

Make families aware of services offered by the school

Challenge stigma - We all have mental health like physical health

Promote [Just One Norfolk](#)

[This May Help](#) Short videos to support families on a range of topics

www.justonenorfolk.nhs.uk/flourishingfamilies

Support for adults

Anna Freud Free Confidential Text Line Download the [parents and carers poster](#)

Self care for parents and carers from [Anna Freud](#)

[Norfolk Wellbeing Service for 16+ Quell 18+](#)

Just One Norfolk

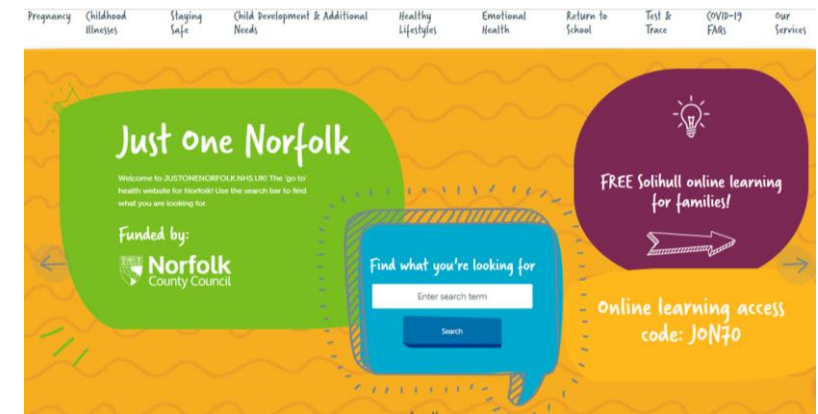
Just One Norfolk

- Just One Number
- Parent line
- Chat health (children aged 11-18)

Advice and support for 0 – 25s

Just One Norfolk advice and resources for schools and families

Solihull Online Learning Understanding your child



Integrated Front Door

Support for mild to moderate mental health needs

From 1st April 2023 all referrals for mild to moderate mental health support for 0-25 year olds across Norfolk & Waveney will be processed by Just One Number.

The team in Just One Number will review the needs outlined in the referral and pass to the appropriate organisation to best support the child / young person or young adult.

Pupil Voice and Peer Support Programmes

Children and young people need to be provided with meaningful opportunities to share their experiences, views and hopes about their school. Pupils need to know that it is safe and that it is important for them to express their views on what happens at school. They need to know that what they say is valued and will be listened to and considered.

[Pupil voice guidance and resources](#)

[Measuring pupil wellbeing](#)

Peer support

[Establish a peer support programme](#)

Digital Support 11+

Chat Health (11 – 19 yrs)
[07480 635060](tel:07480635060)

Kooth (11- 25 yrs)
<http://www.kooth.com/>



ON MY MIND

On My Mind aims to empower young people to make informed choices about their mental health & wellbeing. These pages have been co-produced by young people to help other young people.

 LEAVE THIS PAGE!

 URGENT HELP!

[About](#)[Resources](#)

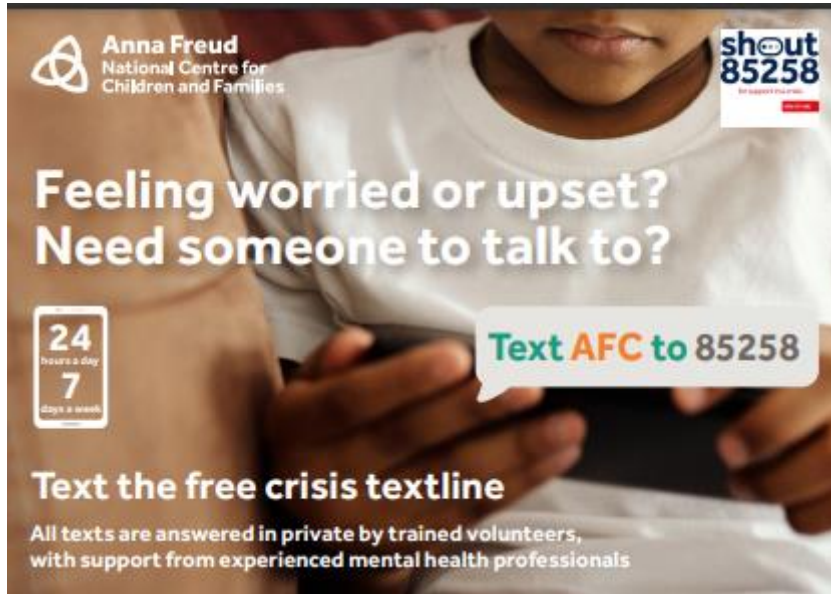
YOUTH WELLBEING DIRECTORY

Find support from services local to you

JARGON BUSTER

What are they talking about?

National Helplines



Anna Freud
National Centre for
Children and Families

shout
85258

Feeling worried or upset?
Need someone to talk to?

24
hours a day
7
days a week

Text AFC to 85258

Text the free crisis textline

All texts are answered in private by trained volunteers,
with support from experienced mental health professionals

Anna Freud Free Confidential Text Line

Download the [primary pupils poster](#)

Download the [secondary students poster](#)



Contacting Childline

Call us free on 0800 1111 or find out how to get in touch online. Whatever your worry, we're here for you.

<https://www.childline.org.uk>

Digital Support 18+



By your side when you need us

Providing immediate and anonymous emotional wellbeing support



Find out more by visiting **Qwell.io**

Wellbeing Service for 16+

wellbeing
Helping you live your life

NHS iapt
Improving Access to Psychological Therapies

Wellbeing Norfolk & Waveney provide a range of support for people with common mental health and emotional issues, such as low mood, depression or stress. We work with you to help you make the necessary changes to improve your wellbeing and quality of life.

Our services are free and are available to people aged 16 and over living in Norfolk & Waveney.

Services we provide include:

- One-to-one support
- Online webinars which are quick to access
- Regular online social events
- Peer support
- Employment Support

You can find out more about our service by visiting our website or by giving us a call.

www.wellbeingnands.co.uk 0300 123 1503

Wellbeing Service for 16+

Urgent Mental Health Support

24/7 immediate advice, support and signposting for people with mental health difficulties in Norfolk and Suffolk.

Phone: 111 and select option 2

Supporting Staff

Conduct a confidential annual staff wellbeing survey

Provide training for staff with responsibilities for mental health and wellbeing

Promote staff health and well being

Ensure support structures are clearly identified and signposted

Staff Wellbeing Guidance

[Supporting staff wellbeing](#)

[Ten ways to support school staff wellbeing](#)



Ensure support structures are clearly identified and signposted for school staff

Local

[Norfolk Support Line](#)

[Norfolk Wellbeing Service for 16+](#)

[Qwell 18+](#)

National

[Education Support Partnership](#)

[Anna Freud Free Confidential Text Line](#)

Download the [school and college staff poster](#)

Understanding Need

How to assess and meet the mental health needs of pupils

- Identify pupils at risk
- Measure pupil wellbeing
- Develop and measure interventions

Targeted Support and Appropriate Referrals

Ensure each pupil has a trusting relationship with at least one member of staff to whom they would go to for advice, and an awareness of which pupils are more vulnerable to wellbeing and mental health challenges

Ensure pupils have access to pastoral care and support when help is needed
Understand the pathways to access provision when children need more help and risk support

Refresh visual reminders for support services around the school, on the school website and in communications with families



Mental Health Support Teams



The Role of Mental Health Support Teams in Schools

Annabel Trick

Norfolk & Waveney MHST Service Manager

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The National Context

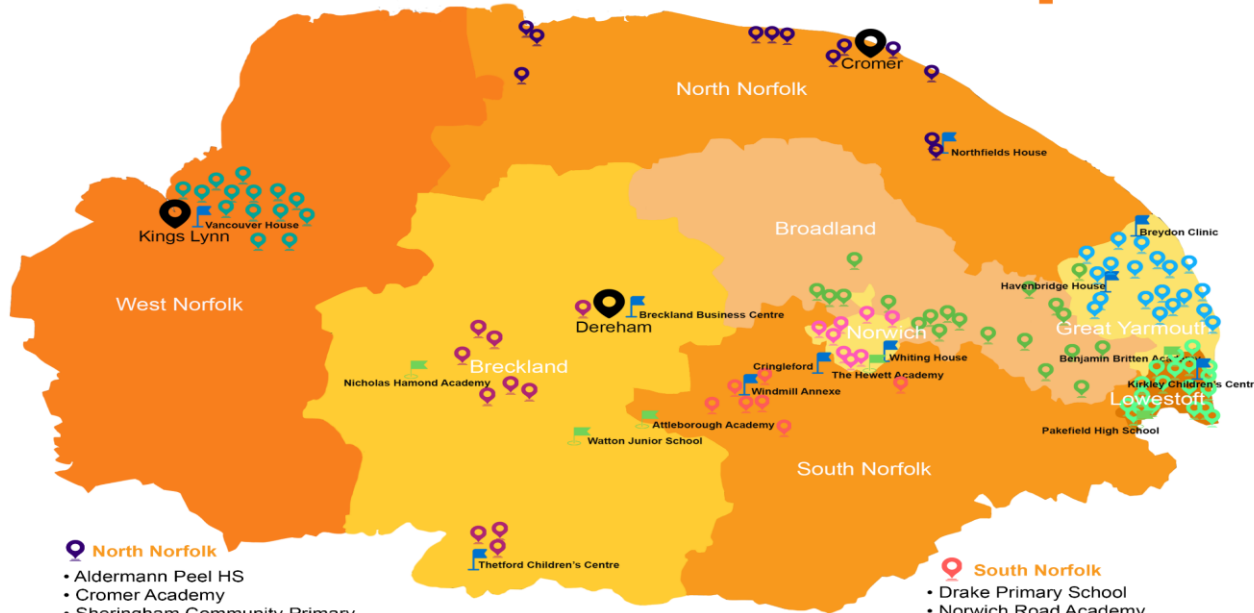
- MHSTs arose from the 2017 Green Paper - Transforming Children & Young People's Mental Health Provision
- Began as a Research Project 'The Children and Young People's Mental Health Trailblazer Programme'

(find out more [here](#)).
- Builds a clear 'connection' between Health and Education. Working closely with School's Designated Mental Health Lead and the wider team.
- There to provide early one to one and group interventions for Mild to Moderate Mental Health conditions
- There to support schools to build on their 'mentally health' culture
- There to COMPLEMENT not replace existing provision. Began Rollout nationally in early 2020

Locally

- Norfolk and Waveney were awarded funding for 10 MHSTS
- Currently **not** a Universal Offer and will equate to coverage for about 50% of pupils
- 8 teams are now up and running – 6 teams have recently moved across from the charitable sector to join with the 2 new 2023 teams run by Cambridge Community Services.
- 2 more teams will commence in 2024 - an additional one in Norwich & one in Waveney.
- Whether the service will eventually be offered to all schools is not yet known

Norfolk Schools Map



North Norfolk

- Aldermann Peel HS
- Cromer Academy
- Sheringham Community Primary
- North Walsham Infant School
- North Walsham Junior School
- Cromer Junior School
- Sheringham Woodfields
- Sidestrand Hall School
- Suffield Park Infant & Nursery
- Burnham Market Primary
- Wells-Next-The-Sea Primary and Nursery School
- Sheringham High School

Norwich

- Magdalen Gates Primary School
- Norwich Primary Academy
- The Hewett Academy
- University Technical College Norfolk
- City Academy Norwich
- Nelson Infant School
- Wensum Junior School
- The Open Academy

Breckland

- Dereham Neatherd High School
- Watton Junior School
- Nicholas Hamond Academy
- Swaffham C of E Primary Academy
- Watton Westfield Infant and Nursery School
- Wayland Academy
- The Sacred Heart Catholic Primary School

Broadland

- Hellesdon High School
- Thorpe St Andrew School and Sixth Form
- Acle Academy
- Arden Grove Infant & Nursery School
- Firside Junior School
- Heather Avenue Infant School
- Kinsale Infant School
- Kinsale Junior School
- Brundall Primary School
- Dussindale Primary School
- Hillside Avenue Primary & Nursery School
- Little Plumstead CofE Primary School
- St. William's Primary School
- Acle St Edmund CofE Primary School
- Cantley Primary School
- Fairhaven CofE Primary School
- Fleggburgh CofE Primary School
- Freethorpe Community Primary School
- Lingwood Primary Academy
- Reedham Primary School
- Hall School

South Norfolk

- Drake Primary School
- Norwich Road Academy
- The Thetford Academy
- Ashleigh Primary School and Nursery
- Robert Kett Primary School
- Wymondham High Academy
- Attleborough Academy
- Tacolneston CE VA Primary School
- Morley CE VA Primary School
- Framingham Earl High School

Great Yarmouth

- Great Yarmouth Charter Academy
- Ormiston Venture Academy
- Cliff Park Ormiston Academy
- St. George's Primary & Nursery School
- Northgate Primary
- Great Yarmouth Primary Academy
- St Nicholas Priory CofE School
- North Denes Primary School & Nursery
- Southtown Primary School
- Peterhouse CofE Primary Academy
- Stradbroke Primary Academy
- Cobholm Primary Academy
- Edward Worledge Ormiston Academy
- Ormiston Cliff Park Primary Academy
- Hopton CofE Primary School
- Moorlands CofE Primary Academy
- Ormiston Herman Academy
- John Grant School
- Brooklands Primary School

Bases

- Breydon Clinic, Great Yarmouth
- Havenbridge House, Great Yarmouth
- Kirkley Children's Centre, Lowestoft
- Windmill Annexe, Wymondham
- Whiting House, Norwich
- Cringleford Business Centre, Cringleford
- Breckland Business Centre, Dereham
- Vancouver House, Kings Lynn
- Northfields House, North Walsham
- Thetford Children's Centre, Thetford

Staff Bases in Schools

- Nicholas Hamond Academy, Breckland
- Watton Junior School, Breckland
- Attleborough Academy, Breckland
- The Hewett Academy, Norwich
- Pakefield High School, Lowestoft
- Benjamin Britten Academy, Lowestoft

Placement and Project Schools

West Norfolk

- King Edward VII Academy
- King's Lynn Academy
- Eastgate Academy
- Greenpark Academy Primary & Nursery
- Reffley Academy
- Churchill Park Academy
- Fairstead Community Primary and Nursery School
- Gayton Primary
- St Martha's Catholic Primary
- Highgate Academy
- Middleton CofE Primary Academy
- King's Oak Academy
- North Wootton Academy

Lowestoft

- Benjamin Britten Academy of Music and Mathematics
- East Point Academy
- Pakefield High School
- Pakefield Primary School
- Red Oak Primary School
- Roman Hill Primary School
- Poplars Community Primary School
- Blundeston Church of England Voluntary Controlled Primary School
- Carlton Colville Primary School
- Dell Primary
- Elm Tree Primary School Academy
- Grove Primary School
- Kessingland C of E Primary Academy
- Ormiston Denes Academy
- Oulton Broad Primary School
- St Mary's Roman Catholic Primary School
- Sunrise Academy
- Westwood Primary School
- The Ashley School Academy Trust

The Teams

Each MHST Clinical team consists of;

A Clinical & Team Lead, a Senior Clinician, a Senior Wellbeing Practitioner

AND

4 x Educational Mental Health Practitioner.

In the first year for each team these are Trainee EMHPs attending UEA studying for diploma.

Thus 'growing the CYP Mental Health workforce'

The Work

CBT Informed Evidence Based Interventions

3 Functions

Function 1

Delivering *evidence-based* interventions for children and young people with mild to moderate mental health difficulties.

Function 2

Supporting education settings to introduce or develop their '*Whole School or College Approach*' to mental health and wellbeing.

Function 3

Giving timely *advice* to school and college staff, and liaising with external specialist services, to help children and young people get the support they need and stay in education.

Function 2 – supporting a whole school approach

What is a whole school approach?

‘Promotes a whole school ethos and environment that supports the emotional and mental health of pupils, staff and the wider school community’

(<https://emotionallyhealthyschools.org/whole-school-approach/>)

- Work closely with school’s Mental Health Lead -Termly planning meetings to decide priorities.
- Support with staff wellbeing initiatives and learning events.
- Consultation and support with signposting and referral on for individual pupils.
- Bespoke webinars, assemblies, groups to meet identified needs.
- Coffee mornings for parents and carers, attendance at parent’s evenings.
- Support in establishing school councils and ‘user involvement’

How might WSA look in action?

'Does your medical policy detail how you support students with mental health needs?' **X**

The offer.....

- Support school to evidence what they are already doing – much of which can otherwise go unrecognised.
- MHST offer inset day workshop on mental health resource and response in school.
- Highlight the debilitating consequence of mental health problems for young people in life and education.
- Recognise the impact on providing this MH support on school staff and focus on their wellbeing too.
- Assist in 'formalising' school documentation & processes so they are clear and accessible to all
- Review progress at subsequent meetings

Exam Season Approaches.....

At the termly planning meeting it is raised that the anxiety around exams has escalated post covid....

- Discussion around what school are already doing to contain worries - ideas and resources shared.
- Interactive assembly / workshops to affected year groups – led by MHST or school supported in preparation of own sessions
- ‘Drop ins’ for students to share their own concerns.
- Webinars / coffee mornings for parents to continue the same ‘language of support’ at home.
- ‘Triage’ conversations with staff around best source of support for individual students
- Evaluation of impact of offer and how it might be added to the next year.....

Feedback

"I have learnt and understand strategies I can use when feeling anxious"

Young person

"I like how positive and enthusiastic everyone was. I liked how we talked about what anxiety is rather than just strategies."

Young person

'The workshop leaders were clear, and I was able to understand what was covered (what anxiety is, how it feels in our body and how it can impact our behaviour)'

Young person

'You've helped me learn new strategies for me to calm down'

Young Person

"Please pass on how impressed we are with the service and what a fantastic response we are having from families"

Staff Member

Any Questions?

Norfolk Multi-agency Practice Week



Feedback can be provided through the QR code on the left or through this link which will be shared in the chat:

<https://forms.office.com/e/EM5kEwrFLJ>

