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# A whole setting approach to promoting good mental health and wellbeing

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Working with education settings across Suffolk is part of the Education Setting Mental Health Leads network.

Thanks to everyone who has contributed towards information and resources within this document.

This document looks at how we can use the eight key principles identified by Public Health England in order to reflect on our settings. [Promoting children and young people's emotional health and wellbeing](#)

1. Leadership & Management
2. Ethos and Environment
3. Staff Development, Health and Wellbeing
4. Identifying Need and Monitoring Impact
5. Working with Parents, Carers and Families
6. Targeted Support and Appropriate Referrals
7. Curriculum, Teaching & Learning
8. Enabling Children & Young People's Voice

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### 1. Leadership and Management: Supports and champions efforts to promote emotional health and wellbeing.

**How is your setting providing visible senior leadership for emotional wellbeing and mental health?**

**Support from the senior leadership team** is essential to ensure that efforts to promote emotional health and wellbeing are accepted and embedded.

Having a **governor** with knowledge and understanding of emotional health and wellbeing issues is highly desirable in championing organisation-wide practices.

Developing or introducing a **whole setting approach** to mental health involves strategic change, ideally overseen by a setting's senior mental health lead.

To help senior leads the Department for Education (DfE) is offering **grants for training** to develop a senior mental health lead in every state school or college. Click here to find out more: [Senior mental health lead training - GOV.UK](#)

Where established, [Mental Health Support Teams](#) (MHSTs) should also support senior leads to develop their approach. [MHST in East and West Suffolk](#)

Follow this link [Leading Change \(annafreud.org\)](#) for guidance on:

- preparing for a setting approach to mental health and wellbeing;
- writing a policy document for your setting pertaining to mental health and wellbeing;
- including clear reference to mental health and wellbeing priorities within setting development or improvement plans; and
- signposting for all groups within the setting to appropriate sources of support.

The Anna Freud National Centre for Children and Families have also set up [Early Years in Mind resources which can be found here](#).

The NSFT Psychology In Schools Team have produced a 52 minute webinar [Supporting your staff group or team - YouTube](#) that addresses challenges that school leaders face, helping them to:

- understand the needs of vulnerable staff;
- develop knowledge about core beliefs / behaviours that build resilient organisations;
- support leaders to consider how they can support the wellbeing of their team and individuals; and
- consider the importance of looking after your own wellbeing.

[Suffolk Principal Ed. Psychologist reflects on strategic thinking in relation to supporting Mental Health](#)

**Support hubs have been set up in the Ipswich Opportunity Area** in order to provide support to other schools e.g. when implementing whole setting approaches. This link will take you to the page that outlines the hubs that are being set up to support in this area. [IOA Wellbeing and Resilience networks](#). The IOA Hubs will be funded to further develop key approaches to mental health and wellbeing support for children and adults within the town, extending the reach of these key areas of work to a wider network across Suffolk. **Leadership in settings are well placed to support their staff in connecting up with these hubs.** They cover the following areas:

### **The Thrive Hub**

Thrive uses a unique assessment and tracking tool that screens and analyses all children in terms of their social and emotional development. Westbourne Academy and Rushmere Hall Primary will partner to share their learning on implementing and using THRIVE to support the emotional wellbeing and resilience of students, improving engagement in learning and reducing poor learning behaviours in school.

### **The Medical Needs in Schools Hub**

The Raedwald Trust will lead the Medical Needs in Schools Hub, this approach supports schools to use individual health plans and technology in the delivery of education programmes for children with medical and mental health needs.

### **The Trauma Informed Schools Supervision Hub**

Being emotionally available for children and families can be emotionally exhausting – through this hub Castle Hill Primary will support other schools to develop and implement supervision for staff. Castle Hill Primary is a designated Trauma Informed and Mentally Healthy School, and are accredited by the British Psychology Service for supervision. They have also worked closely with the [Suffolk P&TS](#) in order to develop the supervision element of this work.

### **The Early Years Resilience Hub**

Highfield Nursery School and Rainbow Bright Pre-School will be partnering to support early years settings to develop resilience in children, using the Highfield Resilience Tracker to assess and track children's resilience, alongside implementing approaches to improve early years emotional learning and social resilience. For more information about READ HAPPI – Free funded IOA Early Years Project. For more details [click here](#)

### **The SWERL Hub**

33 Schools in Ipswich and 10 in Felixstowe have participated in SWERL—" Supporting Wellbeing and Emotional Resilience in Learning" over the last 3 years. This whole school approach and the associated funding has given IOA schools a unique opportunity to trial a very broad range of approaches. Dale Hall and Cliff Lane schools will take a lead in sharing learning and showcasing best practice.

### **The Adult Wellbeing Hub**

Representing the diversity of settings Ipswich educators work in, the 3 partners in the Adult Wellbeing Hub – Buttons and Bows Nursery, Stone Lodge Academy and Ormiston Endeavour Academy, will bring a broad range of expertise to the support of staff in our schools, colleges and setting.

### 2. Ethos and Environment: that promotes respect and values diversity

#### How does your setting's culture promote respect, inclusivity and value diversity?

The **physical, social and emotional environment** in which staff and students spend a high proportion of every weekday has been shown to affect their physical, emotional and mental health and wellbeing as well as **impacting on attainment**. Relationships between staff and students, and between students, are critical in promoting student wellbeing and in helping to engender a sense of belonging to and liking of school or college.

*"It is important that children and young people understand equality, and understand both how they should be treated, and how they should treat others. Teaching these topics can create a safe place for pupils to explore, discuss, challenge and form their own opinions and values. The knowledge and respect of rights that pupils can gain from this, combined with understanding, respect and tolerance for difference, can empower them to tackle prejudice, improve relationships and promote their emotional wellbeing".*

[Mental health and wellbeing provision in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/mental-health-wellbeing-provision-in-schools.pdf)

To encourage a **good learning environment through policies, values and attitudes**, you can:

- read the guidance on [preventing bullying](#);
- sign up for [behaviour hubs](#), a programme which encourages schools to work with each other to develop good behaviour cultures;
- use the [respectful school communities tool](#) - a tool to support schools as they develop a whole school approach that promotes respect and discipline; and
- consider writing a mental health and well-being policy for your setting and / or re-drafting your behaviour policy to make it more driven by relationships (click here for guidance on putting these policies together: [Ensure there is a robust mental health and wellbeing policy \(annafreud.org\)](#) This page also includes links to two examples of primary school Mental Health policies; click here to download an editable version of a Schools Mental Health Policy that is adaptable for your own use: <https://www.liverpoolcamhs.com>)

Follow this link: [Promoting Wellbeing \(annafreud.org\)](#) for guidance on how to integrate mental health and wellbeing across the school curriculum and culture, as well as for advice on establishing a peer support programme within your setting.

In this episode of the P&TS [Wellbeing in Education podcast](#) we hear from Lou Pattinson (Inclusion Lead at Castle Hill Infant & Junior Schools in Ipswich) about the journey the school has been on and how they have **embedded trauma informed practice** in everything they do. Thanks, Lou, for sharing your thoughts on your schools 'trauma informed' journey.

Ref. [Trauma Informed Schools UK](#)

## 3. Staff Development, health and wellbeing



**How are staff supported in relation to their own health and wellbeing so as to be able to support children and young people's wellbeing?**

Education Support's Annual Teacher Wellbeing Index [Teacher Wellbeing Index: mental health & wellbeing research \(educationsupport.org.uk\)](https://www.educationsupport.org.uk/teacher-wellbeing-index) provides annual insight into the mental health and wellbeing of teachers and education staff working in the UK. [Early Years in Mind](#) have also published a wide range of wellbeing resources for early years staff.

It is important for staff to **access training** to increase their knowledge of emotional wellbeing and to equip them to be able to identify mental health difficulties in their students. School staff may not feel confident to promote and support good mental health and may also need to know how to look after their own wellbeing to be able to support children and young people.

Using these links you can use the [Education staff wellbeing charter](#) to:

- show staff that you take their wellbeing seriously;
- open a conversation with staff about their wellbeing and mental health;
- create a staff wellbeing strategy and create a wellbeing-focused culture;
- use the [Workload reduction toolkit](#) to identify workload issues in your school, address workload issues in your school (such as feedback and marking) and evaluate the impact of workload reduction measures; and
- find out more about the [National Professional Qualifications \(NPQs\)](#), where one of these is for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.

**Teachers and teaching staff should also prioritise looking after your own wellbeing and mental health.**

Every Mind Matters campaign self-care tool offers a free online action plan, approved by the NHS, that offers simple steps you can take to care for your own mental health. The tool can help to deal with stress and anxiety, boost mood, improve sleep quality and take control of your wellbeing [Every Mind Matters self-care tool | PHE School Zone](#)

### Useful resources

- [Wellbeing for Teachers Newsletter](#) - This newsletter by the Wellbeing Service has advice to help staff look after their wellbeing.
- [10 steps for school staff wellbeing | School staff wellbeing ideas | Supporting staff children's mental health | Anna Freud Centre](#)
- [Supporting Staff \(annafreud.org\)](https://www.annafreud.org/supporting-staff) Guidance on conducting confidential staff wellbeing surveys and promoting staff mental health and wellbeing
- The [staff wellbeing](#) pages on the Suffolk Wellbeing in Education website.

Staff wellbeing: In March 2022 Mental Health Leads from education setting across Suffolk took part in a reflective activity considering how their settings support staff well-being.



## Graduated Response to staff wellbeing:

Showing the different levels of support for staff wellbeing

### Examples taking place across Suffolk shared by Suffolk MH Leads (Spring Term 2022)

#### SPECIALIST SUPPORT

- Employee Assistance Programme
- Crisis support
- Referrals to Occupational Health
- Education Support Partnership

- *The Employee Assistance Programme has been able to provide speedy & effective support for staff. For example at times of critical incidents.*
- *The Psychology & Therapeutic Service has offered support at times of traumatic incidents or loss of life. This support has been appreciated by staff.*

#### TARGETED SUPPORT

- Supervision
- Training around mental health
- Regular mandatory wellbeing check-in meetings for all staff using a personal or peer support model
- Wellbeing events for staff

- *Supervision models are being developed across Suffolk education settings. For example, Group supervision such as Emotional Learning Support Assistant (ELSA) supervision and reflective space group sessions led by NSFT psychologists.*
- *P&TS working with settings offering individual and group supervision and /or working with staff to develop supervision models e.g. through projects within Ipswich Opportunity Area & beyond.*
- *Training that has raised the profile of mental health in schools. Enabling staff to identify their own needs. Proactive in maintaining their own mental health.*

#### UNIVERSAL SUPPORT

- Staff wellbeing policy
- Dedicated staff rooms
- Drop in sessions for any concerns
- Staff wellbeing team established & supported to offer to regular events
- Staff education on child and family health
- Culture of no blame and stigma for mental health needs of setting community
- Feedback boxes where staff can share (anonymously if they wish) ideas for improvement of school ethos and model good working practice

- *LSA fortnightly briefings / Briefings that include all staff across the whole school.*
- *Wellbeing groups being set up.*
- *School staff Wellbeing Policy developed.*
- *Exercise book in staff room to write ideas down that can be fed up to the Senior Leadership Team. Representatives from groups across the school e.g. staff with young children are able to feedback about specific issues that they are facing. Recognition that staff have lives outside of school as well.*
- *LSA staff 'Friday Flyer' – key issues shared so LSAs don't miss out on information.*
- *Staff surveys help to identify areas to work on & allowing open and honest feedback. Asking how can we improve in terms of EWB?*
- *Sharing messages of appreciation for all the staff across the whole setting.*
- *SWERL Project with a focus on staff wellbeing and asking staff to consider their own wellbeing by identifying their wellbeing needs. Supporting a positive culture around staff wellbeing.*



## 4. Identifying Need: Monitoring the impact of interventions



### **How does your setting assess the needs of students and the impact of interventions to improve wellbeing?**

There are a variety of tools that education settings can use as the basis for understanding and planning a response to pupils' emotional health and wellbeing needs. The tools range from simple feedback forms to validated measures which can focus on both wellbeing and mental health.

**Defining pupil need** on a more formal basis can help to inform commissioning decisions at school level, across clusters of schools or at a local authority level. It is equally important to be able to record and monitor the impact of any support that is put in place.

You can click on these links to find out more:

- find out more about [measuring pupil wellbeing](#) from the Anna Freud Centre;
- see the Anna Freud Centre advice on identifying pupils at risk and developing and measuring interventions: [Understanding Need \(annafreud.org\)](https://www.annafreud.org/understanding-need);
- use the [statutory SEND code of practice](#) to identify emerging mental health issues and whether a child needs SEND provision
- get guidance on [mental health and behaviour in schools](#) and the CPD support you can use to identify underlying mental health issues early, understand what is and is not a cause for concern, what you should do if you think you have identified a cause for concern.
- The Psychology and Therapeutic Service is currently using two structured interventions for auditing whole school mental health and well-being, and then helping schools to develop action plans from these. One of these is the [Sandwell Charter Mark](#) and the other is [SWERL \(Supporting Wellbeing, Emotional Resilience and Learning\)](#).

The following link will take you to the [Wellbeing in Education Podcast Episode Four](#)

In this episode, Dr. Alice Clarke (Specialist EP) talks to Kay Breton (P&TS Specialist EP for Mental Health & Whole School Approaches) and Katie Butler (Head Teacher at Bawdsey CEVC Primary School) about their work together to implement the Sandwell Whole School Approach to well-being in the school.

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If you would like to know more about these approaches, please email:

Dr. Claire Darwin, Principal Educational Psychologist and SWERL facilitator [Claire.Darwin@suffolk.gov.uk](mailto:Claire.Darwin@suffolk.gov.uk)

Or Kay Breton, Specialist Educational Psychologist Mental Health & Whole School Approaches [Kay.Breton@suffolk.gov.uk](mailto:Kay.Breton@suffolk.gov.uk)



## 5. Working with Parents, Carers and Families



**How does your setting work in partnership with parents and carers to promote emotional health and wellbeing?**

The **family plays a key role** in influencing children and young people's emotional health and wellbeing.

NICE guidance recommends that both primary and secondary education providers:

- **offer support** to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes;
- **give all parents details** of the school's policies on promoting social and emotional wellbeing and preventing mental health problems;
- **work in partnership** with parents, carers and other family members to promote young people's social and emotional wellbeing;
- ensure parents, carers and other family members living in disadvantaged circumstances are given the **support they need to participate** fully in activities to promote social and emotional wellbeing.

You can explain to families what help you can offer on your setting's website or other communications channels and use these [mental health resources for parents and carers](#)

Click on this link for guidance from the **Anna Freud Centre on engaging parents and carers on the topic of mental health and wellbeing in school:**

[supporting-schools-to-engage-with-all-parents-and-carers-booklet.pdf \(annafreud.org\)](#)

<https://mindedforfamilies.org.uk/> – advice and information from trusted experts to help improve understanding of mental health problems, and how parents and carers can best support their families.

The Anna Freud Centre also has a section on their website focused on working with under-fives that includes a wide range of resources aimed at [supporting colleagues when working with families facing challenges](#).

### 6. Targeted Support and Appropriate Referrals

**How does your setting ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services?**

According to the research gathered and then summarised for the document Identification and assessment of needs (publishing.service.gov.uk) there were several areas of key learning and 'top-tips' that schools and colleges highlighted to aid the identification and assessment of need process.

These included having:

- a **setting culture** where it was acceptable and normal to talk about mental health for all staff and students;
- a **variety of pathways** to the identification of need to ensure schools do not miss any needs;
- **regular and frequent pastoral support meetings** to discuss children staff had concerns about to identify and assess needs quickly. These meetings needed to be prioritised over other work to highlight the importance of supporting mental health;
- **access to mental health professionals** to assist with the identification process and particularly assessment process;
- **pastoral staff** who students will talk to about their issues and concerns. Pastoral staff benefit from training about mental health and basic counselling to ensure they respond appropriately to students problems;
- **procedures for children, young people and parents to refer students** they are concerned about. Procedures should be publicised and accessible throughout the school or college.

The Anna Freud Centre has also shared a range of resources aimed at [supporting staff when working with a range of needs](#) across the early years.

NICE guidance recommends that primary and secondary providers:

identify and assess in line with the common assessment framework children who are showing early signs of anxiety, emotional distress or behavioural problems, discuss options for tackling these problems with the child and their parents/carers and agree an action plan as the first stage of a 'stepped care' approach:

- provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns; and
- particularly providing young people in secondary provision with opportunities to build relationships, especially those who may find it difficult to seek support when they need it. This could involve developing a peer education or peer mediation approach where young people who act as peer supporters are trained and supported appropriately

<https://www.corc.uk.net/outcome-experience-measures/> provides easily accessible resources for individuals looking for information on how to measure children and young people's mental health.

<http://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf> This toolkit aims to raise awareness amongst school and college staff of the range of validated tools that are available to help measure subjective mental wellbeing amongst the pupil population.

In this episode of the [Wellbeing in Education](#) podcast colleagues from the Psychology & Therapeutic Service reflect on their work, with Suffolk education setting colleagues, in relation to supporting children and young people experiencing anxiety in relation to attending their education setting. Also known as [EBSA](#) (**Emotionally Based School Avoidance**).

The Suffolk [Wellbeing in Education](#) webpages include links to where children, young people, families and staff can access services to support emotional well-being and mental health. For example, [EWB Hub](#) (East and West Suffolk) and [Just One Service](#) (Lowestoft and Waveney Mental Health Support) and [Kooth](#).

## 7. Curriculum, teaching and learning

### **What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?**

NICE guidance recommends that education providers include a **curriculum that integrates** the development of social and emotional skills within all subject areas (these skills include motivation, self-awareness, problem-solving, conflict management and resolution, collaborative working, how to understand and manage feelings and how to manage relationships with parents, carers and peers), and that this should be sustained throughout their education and reinforced where possible through extra curricular activities.

The [UCL SWERL](#) and [Back on Track](#) are also aimed at supporting in this area.

The Ipswich Opportunity Area have shared how they used the [SWERL](#) programme.

School-based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing.

These resources are available to help you:

- plan and teach the compulsory [RHSE modules](#);
- encourage physical activity, which is part of wellbeing, with the [The School Sport and Activity Action Plan](#);
- use the [Character and education framework](#) to help with pupils' spiritual and mental development; and
- access the "Relationships, health and sex education (RHSE)" training module. This resource helps subject leads and school staff get the content they need to teach young people about managing their mental health and wellbeing, see examples of good practice and to access training resources and templates you can customise.

### **How to access the support:**

Access the [Mental health and wellbeing training module](#).

Get further guidance on [Planning your RHSE curriculum](#).

### **The RSHE Portal:**

In Suffolk the **Schools RSHE Portal** is now accessible to relevant staff in schools. It has been designed to provide education settings in Suffolk with a toolkit to support preparation for, and embedding of the statutory Relationships, Sex and Health Education curriculum. It gives access to key information and resources to aid lesson planning, signposting and training opportunities for schools. This is a constantly evolving document with edits and updates made regularly.

To gain access to the portal please email our Schools Engagement Coordinator Jane Stannard: [jane.stannard@suffolk.gov.uk](mailto:jane.stannard@suffolk.gov.uk)

## 8. Enabling children and young people's voice



**How does your setting ensure all students have the opportunity to express their views and influence decisions?**

**Involving students** in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the school and wider community and to have some control over their lives.

At an individual level, benefits include helping students to gain belief in their own capabilities, including building their knowledge and skills to make healthy choices and developing their independence. Collectively, students benefit through having opportunities to influence decisions, to express their views and to develop strong social networks.

Young children and people can also play an **active role** in creating a supportive school environment. You can use the findings from the [Anna Freud peer support programme](#) to develop your own in-school activities.

Click on this link [Pupil voice : Mentally Healthy Schools](#) for further guidance from the Anna Freud Mentally Healthy Schools webpage on why gathering 'pupil voice' is important, and supporting pupil participation at both primary and secondary levels

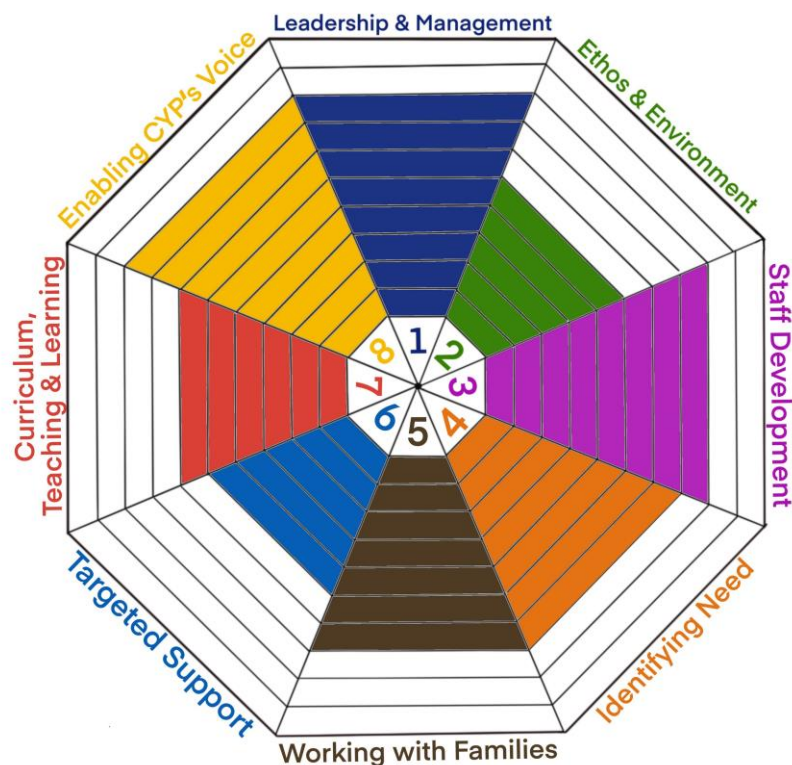
Between November 2020 and January 2021, the Anna Freud Centre surveyed 3,298 young people aged between 11 and 19, asking them about factors relating to their mental health and wellbeing. The purpose of the survey was to hear the views of children and young people with regards to mental health in secondary schools and further education (FE) colleges, so that school leaders can develop a better understanding about how to build a whole-school approach to mental health and wellbeing.

Click on this link to read more about what was learned from this student survey [working-towards-mentally-healthy-schools-and-fe-colleges-final.pdf \(mentallyhealthyschools.org.uk\)](#)

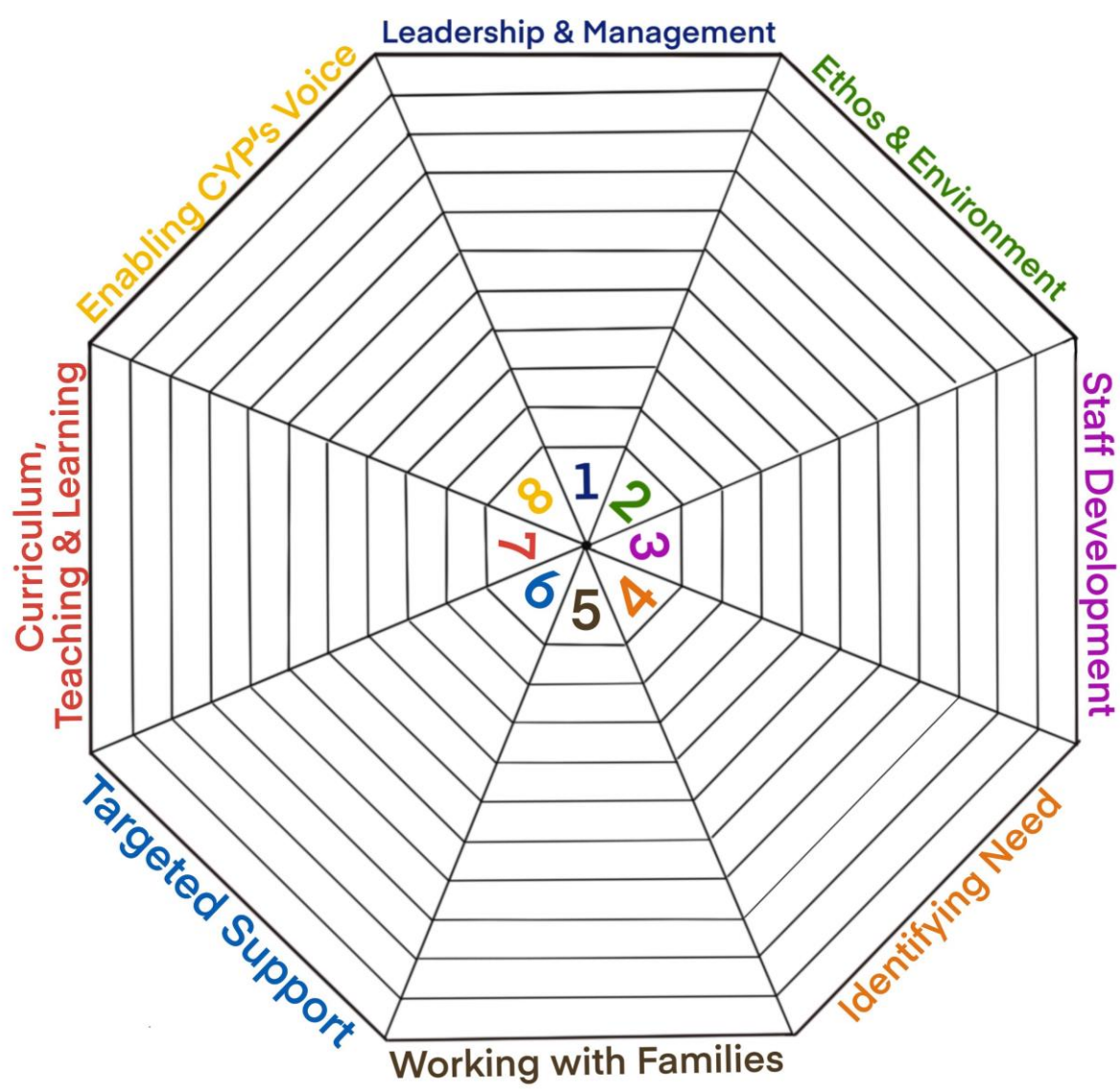
### An overview of your setting profile in relation to the eight key principles of a whole setting approach to Mental Health and Wellbeing

Consider how you feel you are doing in each of these areas being in mind the information within each chapter of this document.

1. Leadership & Management
2. Ethos and Environment
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*1 - Example of a setting profile reflecting on where the setting felt they were in relation to the eight key principles of a whole setting approach to Mental Health and Wellbeing*





### Further Reading



[A whole school framework for emotional wellbeing and mental health A self-assessment and improvement tool for school leaders Partnership for Well-being and Mental Health in Schools](#)

[Developing a whole organisational approach by the Department for Education](#)

[Mental health and wellbeing provision in schools \(publishing.service.gov.uk\)](#)

[Mental health resources for teachers and teaching staff \(publishing.service.gov.uk\)](#)

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](#)

[HT briefing layoutvFINALvii.pdf \(publishing.service.gov.uk\)](#)

[Back on Track Guidance.pdf \(ucl.ac.uk\)](#)

### Additional Sources of Information

The [Wellbeing in Education](#) webpages offering a range of guidance resources on adopting a [whole setting approach](#) to supporting mental health and wellbeing

<https://www.thesource.me.uk/> for a wealth of information and advice for young people in Suffolk

<https://www.gov.uk/government/publications/behaviour-in-schools> – Tom Bennett’s independent review on behaviour in schools, which looked at leadership, culture and methods to improve pupil behaviour

<https://www.ncb.org.uk/resources-publications/resources/whole-school-framework-emotional-well-being-and-mental-health> – The National Children’s Bureau’s self-assessment and improvement tool for school leaders, to support them in implementing a whole school approach for emotional wellbeing and mental health

<https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges> – this report presents pen portraits of mental health provision based on case study research in 36 schools, colleges and other educational institutions across England

<https://www.mentallyhealthyschools.org.uk/> – is recommended by NAHT, and brings together quality-assured information, advice and resources to help primary schools understand and promote children’s mental health and wellbeing.

<https://whatworkswellbeing.org/> work with a network of researchers, think tanks, businesses, government departments and non-profits to provide evidence, guidance and discussion papers on a range of subjects, including community wellbeing and measuring wellbeing.

[EBSA Resources for Children & Families | Suffolk County Council](#) and [School Anxiety and Refusal | Parents' Guide to Support | YoungMinds](#)

[Early Years in Mind](#) is a free learning network for early years staff and practitioners which offered termly updates on the latest advice, guidance and resources from the Anna Freud Centre in regards to the mental health and wellbeing of infants and their families.

Suffolk MH Network Meeting (April 2022). Gathering strategies to exemplify good practice for Mental Health and Wellbeing

Suffolk education setting colleagues took part in the following reflective activity looking at examples of effective practice across a range of areas.

Training that we've found helpful and seen the impact of.....



**We sent a teacher to train in 'paws.b' with the Mindfulness in Schools team and they now run weekly groups for both staff and pupils on an 'opt in' basis. Participants say it helps reduce stress levels**

**Emotional awareness & resilience. Suffolk MIND trained 20 staff on adult version. Then came in and worked with children. Shared an assembly that we could use with parents / carers.**

**ACEs training:  
[www.acesonlinelearning.com](http://www.acesonlinelearning.com) - very good to raise staff awareness, particularly around attachment**

**The Source - recommended website.  
<https://www.thesource.me.uk/>**

**Zones of Regulation - children now talking about which zone they are in and how to implement their own strategies**

**Parenting Smart - Recommended Resource.  
<https://parentingsmart.place2be.org.uk/>**

**Staff tasked with reading 'Know Me to Teach Me' (Louise Bomber) - lots learnt and has led to the creation of a pastoral support team.**

Extra-curricular activities we've attempted that pupils have responded well to .....



**Days out (during school time due to many children arriving by taxi) include swimming, Rendlesham Forest, rowing on Alton Water, setting up a cinema in the hall...**

**We started a lunch-time gardening club for pupils who said they were finding it difficult to socialise. 3 parents of pupils in this group have fed back that it's now so much easier to get their child into school in the morning**

**Green Bike Project - Ipswich based.  
<https://www.orwellmencap.co.uk/greenbike/>**

**Pets as Therapy dogs have been into school - enormous impact**



Strategies we've used to build relationships with parents / carers  
that seem to work well.....



We have created a parent wellbeing information page on our website and in a feedback survey 80% of parents said they'd found it helpful.

**Parent  
drop-ins**

**Family  
THRIVE**

Mental Health Wellbeing Hub is being built / set up during Easter hols - a space in school for staff, parents and children - the whole school community

PACE (Dan Hughes) working with families (used with staff and CYP for a long time).

**Tier 4:  
Triangle  
of Care  
approach.**

Reading with grandparent / wider family networks invited into schools.

**BE  
KIND**



Changes / adaptations we've made to the physical spaces within our setting that we feel have had a positive impact.....



perkinsrecreation.org

**Sensory Rooms & Gardens**

**Calm areas in every classroom**

**Interactive boards - capturing CYP voices**

**Using different entrance gates**

**Staggering the start to the day**

**Greenery - plants and trees**

**Lots of access to play - this includes access to water e.g. water feature in sensory garden, or a pond. Water can have a calming effect.**

**Forest Schools**

**Creating a 'home environment'**

**Dark dens: Space to go and shut out sensory overstimulation**

**We've developed a quiet 'wildlife' area in the grounds for pupils to use and last week when 2 of our pupils were about to go into 'fight or flight' we took them to the wildlife area and they calmed within 5 minutes**

Practices we've trialled in direct intervention work with pupils that have shown positive impact on MHWB.....



**We used the 'Starving the Anxiety Gremlin' workbook with a small group of Year 6 pupils worrying about SATs and transition and they all said it helped them to feel stronger and in more control**

**Zones of Regulation:  
Our emotions are a way of expressing ourselves**

**'Hey Warrior' resource by Karen Young - a book for children about anxiety. (neuroscience) Understanding why anxiety feels the way it does and where the physical feelings come from.**

**We have 4 Emotional Literacy Support Assistants (ELSAs) across the age range in our setting - this works well**

**PATH training (Person Centred Planning Process see [www.suffolk.gov.uk/pts](http://www.suffolk.gov.uk/pts))**

**The language that is used - if a whole school approach - CYP feel listened to**

**Restorative Practice:  
impact on behaviour and mental health**

**Direct interventions e.g. ELSA working really well.**

**We use Tomatis Sound Therapy, sensory integration and primitive reflexes - really good impact for children that could be described as 'shut down'**



Things we've tried to raise staff wellbeing that have seemed helpful



**We've created some staff Whatsapp groups that we use to give each other messages of support and maintain social contact and it's definitely helped us to feel more connected.**

**For staff -  
Toast and tea  
on a Friday  
morning  
before school.**

**Wellbeing group that meets regularly: groups are represented here. Regular meetings. Book in the staffroom that people can add to anonymously. These issues can then be brought to the meeting**

**Nurturing Peer supervision - supporting the wellbeing of those who nurture- by Dr Tina Rae etc**

**Working with clinical psychologist - looking at staff strengths. E.g. influence of social media on our lives**

**Problem solving can be part of the wellbeing meetings Minutes are shared with SLT - Team support**

**Peer supervision - trauma informed**

*2 - Quality supervision was also raised as being an important initiative being embedded in some education settings in Suffolk.*

Changes we've made to policy and practice that we've found to be beneficial to Mental Health and Wellbeing in the classroom



**We scrapped our behaviour traffic light chart in class which had become such a source of stress for staff & pupils.**

**We now have a class marble jar to capture the good moments & we use restorative conversations to address any upset.**

**We have a wellbeing policy now :)**





What words and phrases best describe a mentally healthy school / setting?

"A mentally healthy educational setting is one that....."

is trauma informed.  
**PROTECT REGULATE  
RELATE REFLECT**  
Trauma Informed  
Schools UK (TISUK)

**promotes  
kindness**

**celebrates  
individuality**

ensures everyone  
has a voice that is  
heard without  
judgement and  
everyone is valued  
for who they are.

**supports  
supervision**

**supports  
each  
other**

uses PACE  
(Playfulness,  
acceptance,  
curiosity and  
empathy) and  
WINE

**enables  
reflective  
practice**

**has open  
and  
honest  
dialogue -**

**has a  
listening  
ear**

Thank you to all our wonderful colleagues in Suffolk who have contributed to the information in this presentation, for all that you do to support children and young people across Suffolk and for supporting each other.

