

# Supporting Children's Emotional Wellbeing

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Mental Health Support Team  
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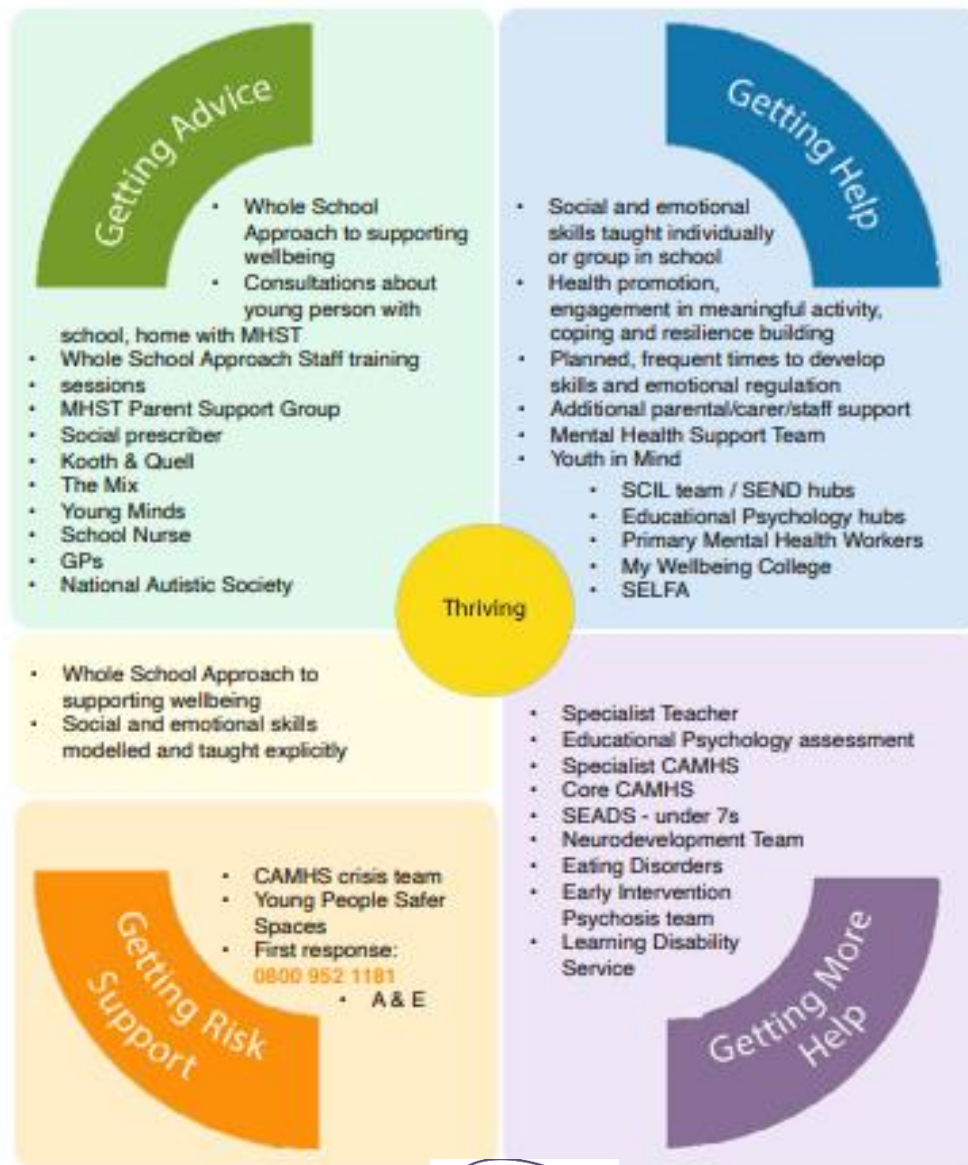
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## Thriving

Around 80% of children at any one time are experiencing the normal ups and downs of life but do not need individualised advice or support around their mental health issues.

They are considered to be in the 'Thriving' group and benefit from whole school practices promoting emotional wellbeing including: Identified SMT lead for Emotional Wellbeing, Curriculum, School policies, DfE lead training, Relational approach and Healthy Minds Chartermark

### Presenting Needs

- Feeling low after a poor test result;
- Falling out with a friend
- Feeling sad after a bereavement.

### School Based Support Strategies

#### Core School Offer

- Whole school approach to supporting emotional wellbeing
- Identified SMT lead for Emotional Wellbeing
- DfE lead training
- Relational approach to manage behaviour
- Social and emotional skills modelled and taught explicitly throughout curriculum
- Healthy Minds Chartermark

### Services available in Bradford and Craven

- See [Living Well Schools](#)
- See [Healthy Minds Directory](#) Bradford Healthy Minds Bradford and Craven

#### Specifically:

- [Bradford Healthy Minds Chartermark | Bradford Schools Online](#)
- [Anna Freud](#) National Centre for Children and Families
- [Bradford Mental Health Senior Leads Training\\*](#)
- Kindness, Compassion and Understanding Campaign
- [Youth in Mind Live](#) - Mental Health & Wellbeing Webinars

*\*Support to staff*

### Suggested Tools and Resources

- [ROAR](#) Whole School Approach to Mental Health and Academic Resilience (Primary School focussed)
- Nurturing Schools (Secondary School focussed)
- [Bradford Health Minds Chartermark](#)
- Anna Freud [Whole School Approach](#)



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“ – Safe Settings –

Since we may not know who within our setting is living with the impacts of trauma, we treat each child (and adult) as if they are

”



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Quick Win



Instead of  
'What's wrong with  
you?'

ask

'What happened to  
you?'



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Do what this  
child needs



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# - What Need is being Met? -

Attention

Basic need  
e.g. food /  
drink

Escape

Sensory  
regulation

Care or  
connection

To be  
heard



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The relationships in a school form a living system, like an ecology in nature. When we nurture our relationships in a school, we are feeding and nurturing the school's ecology, which, as in nature, values and sustains every person and relationship in it

- Joe Brummer -



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## Getting Advice

- This group includes both those with mild or temporary difficulties AND those with fluctuating or ongoing severe difficulties, who are managing their own health and not wanting goals-based specialist input.
- School maintains up to date information on resources and other sources of support to encourage Emotional Wellbeing
- Information is shared such that it empowers young people and families to find the best ways of supporting their mental health and wellbeing.

### Presenting Needs

- Coming to terms with neuro diversity issues
- Issues relating to sexuality
- Mild worries
- Friendship issues
- Family problems / home life

### School Based Support Strategies

#### Core School Offer

- School maintains up to date information on resources and other sources of support to support Emotional Wellbeing
- Information is easily available and shared such that it empowers young people and families to find the best ways of supporting their mental health and wellbeing.
- School actively keeps up to date via Mental Health Champions or Mental Health Champions Plus

### Services available in Bradford and Craven

- See [Living Well Schools](#)
- See [Healthy Minds Directory](#) Bradford Healthy Minds Bradford and Craven

#### Specifically:

- [Kooth](#)
  - [Qwell](#)
  - [SELFA Children's Charity](#)
  - [Night Owls](#) - MindMate
  - [School Nurse School Nurse teams](#) - Bradford and Airedale - BDCT
  - [Guideline](#) | Mind in Bradford
  - Health Champions\*
  - Mental Health Champions Plus\*
- \*Support to staff

#### National Resources:

- [Childline Helpline](#)
- [Young Minds](#) | Mental Health Charity For Children And Young People
- [Buzz Us](#) text messaging service
- Parent Support Group (Raising Yorkshire Puddings)
- [Incredible Years@ Programme](#)

### Suggested Tools and Resources

- Circle Time
- Assemblies



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- This group comprises of CYP and families who would benefit from focused, goals based support, with clear aims, and criteria for assessing whether these aims have been achieved.
- Individual Plan to identify needs, implement support and monitor progress.
- Key-working approaches to ensure the child / young person has a trusted adult support during vulnerable times.
- Additional adult support from delegated SEN budget (up to 16 hours) to facilitate; Social and emotional skills taught explicitly individually or as part of group, Intervention programmes with familiar skilled and experienced staff, Planned, frequent time in smaller groups and individually in order to develop social skills and emotional regulation, School/health funded agencies in school (VCS), SALT/0-19 services, EEWP/MHST

Getting Help

### Presenting Needs

- Anger outbursts
- Mild anxiety
- Friend / Family / Home Issues (significant)
- Low Self Esteem
- Mild depressive Symptoms
- Eating Issues (change in weight/eating habits,
- Negative body image.

### Suggested Tools and Resources

- Think Good, Feel Good
- Lego therapy
- Rainbow Fish,
- Socially Speaking
- Big book of worries
- Zones of regulation
- Nurture Group
- Worry Monsters
- Assemblies

### Services available in Bradford and Craven

- See [Living Well Schools](#)
  - See [Healthy Minds Directory](#)
- Bradford Healthy Minds Bradford and Craven

See next page for Specifically

### School Based Support Strategies

#### School Support Level or EHCP (Code of Practice)

- Use of graduated response framework ([Matrix of Need](#))
- Individual Plan / MSP to identify needs, implement support and monitor progress.
- Key-working approaches to ensure the child / young person has a trusted adult support during vulnerable times.
- Additional adult support from delegated SEN budget (up to 16 hours)
- Social and emotional skills taught explicitly individually or as part of group.
- Intervention programmes with familiar skilled and experienced staff
- Planned, frequent time in smaller groups and individually in order to develop social skills and emotional regulation



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## Services available in Bradford and Craven

### Specifically:

- [Bradford Counselling Services](#)
- [The Brew Project](#)
- [Wharfedale, Airedale, Craven Alliance \(WACA\) Social Prescribing Service](#)
- [HALE Young Peoples Social Prescribing](#)
- [IDAS: The Respect Programme](#) (North Yorkshire)
- [Inspired Young and Healthy People](#)
- [Know Your Mind](#)
- Neurodevelopment Team CAMHS
- [Relate Bradford](#)
- [Roshni Ghar](#) (Keighley)
- [Sharing Voices Bradford](#)
- [Step 2](#)
- [Carers Resource](#)
- [North Yorkshire County Council Early Help](#)
- [Bradford Early Help Gateway](#)
- [Youth in Mind | Mind in Bradford](#) (Buddies, Craven Buddies, Rooted, Peer Mentoring in Schools, WRAP groups)
- [Compass PHOENIX](#) North Yorkshire - (formerly BUZZ and REACH)
- [SCIL team SEND Hubs](#)
- [Educational Psychology Consultation hubs](#)
- [BDCT Mental Health Support Team](#) (MHST)
- [Educational Emotional Wellbeing Practitioners](#) (EERP)

Getting Help



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# Distress

**Mild:** levels of distress that are unpleasant but tolerable and not present continuously. Little impact on thought processes or behaviour.

**Moderate:** fairly common experiences of distress that are difficult to tolerate and drive behaviour and thought processes resulting in disruption in daily life.

**Severe:** high levels of distress that the individual cannot tolerate that have a significant impact on their thought processes and behaviour.



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# Risk

**Mild:** some thoughts of self-harm or suicide, or thoughts of being better off dead but generally fleeting and no plans or intent to act on these thoughts. Plans for the future and protective factors in place.

**Moderate:** regular and fairly persistent thoughts of self-harm or suicide. May include plans of suicide, but no active planning or intent to act. May include self-harm behaviours that are unlikely to lead to significant harm even if hospital treatment not sought. May also include levels of impulsivity and unpredictable behaviour that are moderately likely to result in significant harm.

**Severe:** continuous thoughts of suicide, with active planning and intent with likelihood to result in significant harm or death. Or impulsive and highly dangerous acts of self-harm that are likely to result in significant harm or death.



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# Function

**Mild:** some difficulty in social, occupational, or school functioning (e.g. occasional absence from school, family tension, arguments with friends) but generally functioning pretty well, has some meaningful interpersonal relationships.

**Moderate:** moderate difficulty in social, occupational, or school functioning (e.g. few friends, conflicts with family, peers, or co-workers). Likely to interfere with developmental trajectory.

**Severe:** major impairment in several areas (e.g. work, school, family relationships, friends). Significant impact on developmental trajectory.



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- This is not conceptually different from the previous group however requires more extensive, specialist goal-based support.
- External resource allocation for a small number of individuals may require particular attention and coordination from those providing services across the locality.
- For example: assessment, consultation and intervention for staff and students, from external support services; Specialist Teacher (SCIL) Team, Educational Psychology, CAMHs

### Presenting Needs

- Complex Trauma
- Depressive Symptoms
- Eating Issues (change in weight/eating habits, Negative body image, purging or binging)
- Hyperactivity (levels of over activity and impulsivity)
- Increased levels of self-harm
- Mood Disturbance
- Obsessive thoughts and/or compulsive behaviours
- Moderate Anxiety
- Some thoughts of ending life with no plan or intent

~the criteria is duration of issues, acuteness of issues and what other interventions have been tried

### Suggested Tools and Resources

- Therapeutic Story Writing
- Trauma Informed Practice
- Zones of Regulation
- Emotion Coaching

### School Based Support Strategies

#### School Support Level or EHCP (Code of Practice)

- As with previous but also referral to external service or school based Mental Health Practitioner
- For example: Assessment, consultation and intervention from educational psychologist
- 6 weeks 1:1 evidence based intervention from Educational Emotional Wellbeing practitioner.
- Skills and emotional regulation

### Services available in Bradford and Craven

- See [Living Well Schools](#)
- See [Healthy Minds Directory](#) Bradford Healthy Minds Bradford and Craven

See next page for Specifically

Getting More Help



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