

# Targeted Mental Health in Schools Project



## Mental Health Toolkit



# Thinkgood Feelgood

supporting emotional health and wellbeing in schools



# Content

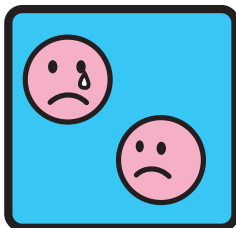
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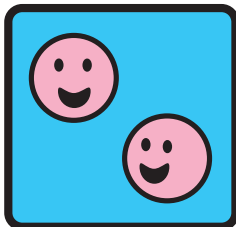
# Whole School Interventions

## SEAL

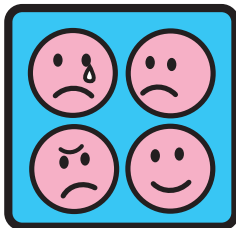
The TaMHS pilot schools have been supported to embed SEAL into the curriculum, make SEAL visual within the schools and develop a common language. These schools have lesson plans now developed which they have used linking the themes to the school term eg. New Beginnings in September. TaMHS infant and junior schools which have amalgamated have used SEAL as a major part of developing the ethos for the new primary school. It has been used as a way of drawing the staff together with a common theme. The schools have designed their own logos and are focussing on the 5 key skills to strengthen the relationships across the school. The schools have developed a common language ensuring consistent messages to pupils. In the nurture groups SEAL resources can be used as a way of developing social skills, self awareness, managing feelings, motivation and empathy in order for these pupils to feel valued, successful members of the school. SEAL also provides the opportunity for secondary schools to support transition.



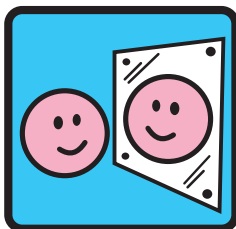
Empathy  
Empathy



Social Skills  
Social Skills



Managing Feelings  
Managing Feelings



Self Awareness  
Self Awareness



Motivation  
Motivation

1 <sup>st</sup> half Autumn Term	<b>New beginnings</b>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Self awareness</li> <li>• Motivation</li> <li>• Social skills</li> </ul>
2 <sup>nd</sup> half Autumn Term	<b>Getting on and falling out</b>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Managing feelings</li> <li>• Social skills</li> </ul>
1/2 weeks Autumn Term	<b>Say no to bullying</b>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Social skills</li> <li>• Self awareness</li> </ul>
1 <sup>st</sup> half Spring Term	<b>Going for goals</b>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Self awareness</li> </ul>
2 <sup>nd</sup> half Spring Term	<b>Good to be me</b>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Self awareness</li> <li>• Managing feelings</li> </ul>
1 <sup>st</sup> half Summer Term	<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Self awareness</li> <li>• Managing feelings</li> </ul>
2 <sup>nd</sup> half Summer Term	<b>Changes</b>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Managing feelings</li> <li>• Social skills</li> </ul>

See learning gateway for SEAL toolkit.

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# SUMO



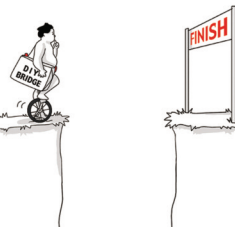

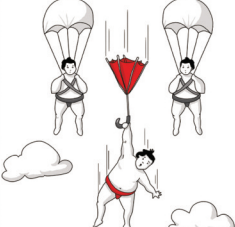

## Stop, Understand and Move On

SUMO can be used alongside SEAL and other resources to develop a common language that children and staff understand. For example if a child says "I feel like I need 'Hippo' time today" staff know they are feeling a bit low and in need of some additional support.

The SUMO for schools principles seek to uncover the secrets of a successful life and equip learners with the tools to achieve it. The products address practical ways to keep children and young people healthy - emotionally, mentally and physically.

The six life inspiring principles are:

1. **Change your T-shirt**  
Learn how to take responsibility.
2. **Develop Fruity Thinking**  
Learn how to use your mind to fulfil your potential.
3. **Hippo Time is OK!**  
Managing your emotions - don't let them manage you.
4. **Remember the Beach Ball**  
Learn how to build better relationships with others.
5. **Learn Latin**  
Seize the Day! Life rewards actions not intentions!
6. **Ditch Doris Day**  
Create your own future and make a positive difference.

<p><b>Faced with a challenge?</b> 7 questions to help you <b>S.U.M.O.</b></p>	 <p>1: Where is this issue on a scale of 1 - 10?</p>	 <p>2: How important will this be in 6 months time?</p>	 <p>3: Is my response appropriate and effective?</p>
 <p>4: How can I influence or improve the situation?</p>	 <p>5: What can I learn from this?</p>	 <p>6: What will I do differently next time?</p>	 <p>7: What can I find that's positive in this situation?</p>
<p><b>www.SUM04Schools.com Tel: +44 (0) 1925 268 708 E-mail: contact@SUM04Schools.com</b></p>			



## Emotional Management Tools

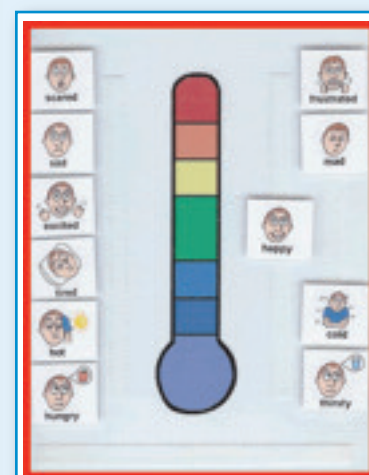
It is important that schools use emotional management strategies as well as behaviour management tools. If a school has processes in place which encourage pupils to take responsibility for their feelings and understand those feelings it can help prevent outbursts of poor behaviour which often happens when children and young people do not have the skills to be able to express their sadness, anger, guilt. By a child acknowledging themselves they need to go on the red traffic light or cloud because they are feeling angry/sad, they can feel reassured that a member of staff will talk to them and that this doesn't mean they are wrong for feeling this way.



## The Emotional Thermometer

Even young children know that if they are feeling physically unwell and their temperature is high (in the red), various measures need to be taken to reduce it, eg. cold compress, cool shower, fan, calpol etc. Equally they need to be taught approaches that will help get their emotional temperature back under control if they are feeling angry/sad eg. read a book, quiet time, play sport, talk to someone, listen to music.

The earlier a child develops positive coping strategies to help them through difficult times the less likely they are to use negative coping strategies, such as alcohol/ substance misuse/self harm, as they grow older.



## Other School Developments to Promote Whole School Emotional Health and Wellbeing



- Outdoor classrooms
- Outdoor nurture groups (chicken club, guinea pig clubs)
- Outdoor musical instruments
- Forest Schools
- Community allotments
- Community choirs
- Relaxations area
- Playground buddies
- Buddy stops.

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# Targeted Interventions

## Reach for the Top

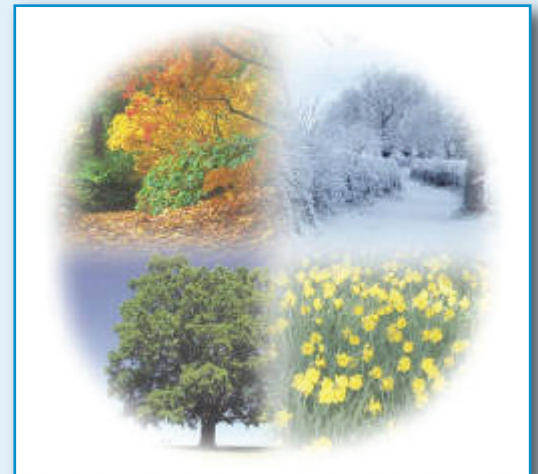
Reach for the Top is a six week targeted intervention programme developed by the learning mentors. The programme aims to build children and young people's self esteem and resilience. The week's sessions involve a parent and carer completing home activities each week with the pupil, to encourage parent involvement and consistency in approaches.



The pupil invites a friend to the fifth session which encourages working together and principles of sharing, listening and empathy. This resource is actively being used in all the pilot schools. A hard copy of the manual and a DVD is available for every school in Shropshire. Training on how to use the programme is also available to all Shropshire schools. Contact the project manager for details.

## Seasons for Growth

The Seasons for Growth programme is designed for children, young people and adults to assist them in managing and understanding the effects of significant change, loss and grief in their lives. Companions are trained to facilitate small peer groups. These groups provide a safe and creative space to explore feelings, memories, loss and grief, using a curriculum based on William Worden's Tasks of Grieving. Seasons offers an 8-week peer education experience, using the metaphor of the seasons to explain change, loss and grief. It is based on the belief that grief is normal and can be a valuable part of life.



The programme was originally written and designed for use in schools. Its roots are in suicide prevention. It is based on the reality that children and adolescents need to be provided with the opportunity to examine how grief - as a result of death, separation, divorce or any other significant change or loss - has impacted on their lives.

The TaMHS project manager has been trained along with 8 learning mentors from the TaMHS pilot schools. All schools across Shropshire will have the opportunity to train a member of staff to be a Seasons companion using their TaMHS funding during the roll out of the project.



## TalkWorks

TalkWorks is a support programme for children and young people in **Shropshire** whose families are experiencing separation or divorce.

When families split up it can be overwhelming for children and they may feel confused and rejected. They often find it difficult to say how they feel and struggle to process their emotions.

TalkWorks is an interactive support programme in which young people join together in small groups to discuss and reflect on their experiences of divorce and separation in a safe environment. Working with trained staff to assist the participants to develop self-awareness and understanding about their situation.

### Aims:

- to learn effective coping strategies for challenging situations
- to gain self-confidence and the tools to adapt to new situations
- to interact with others and begin to manage their own behaviour.

The programme, funded by BBC Children in Need is free for families in Shropshire. It can be accessed by or on behalf of a child or young person at any time during or after separation or divorce.

if you would like to learn more about the TalkWorks programme or to make a referral email [talkworks@mediation-works.co.uk](mailto:talkworks@mediation-works.co.uk)

## Nurture Groups

“Nurture groups are an ‘in school’ resource for primary school children, whose emotional, social, behavioural and formal learning needs cannot be met in the mainstream classroom.” (Boxall 2002)

Depending on the size of the school’s accommodation, settings can cater for up to 10 children in the group. However, many groups have as few as 6. The space/ classroom is furnished to offer elements of home and school but environmentally it must be comfortable, welcoming and offer a feeling of safety and security.

TaMHS pilot schools attended nurture group training and have successfully set up nurture groups. There is positive evidence showing the impact on attendance, attainment and Boxall profile scores.



# FRIENDS - FOR LIFE -

Programme recommended by the World Health Organisation for promoting the emotional well-being and mental health of children and young people.

A research evidence based programme aimed at preventing childhood anxiety.

A 8 week peer support programme created to assist children and young people to learn important skills and techniques to cope with and manage their worries and concerns.

A programme which can be used both: preventatively and with those at risk

- Assists children in developing life skills to effectively cope with difficult and/or anxiety-provoking situations
- Normalises the emotional state of anxiety
- Builds emotional resilience and problem-solving abilities
- Encourages peer learning and builds peer support networks
- Promotes self-confidence.

# FRIENDS - FOR LIFE -

## Assessment/Tracking and Early Identification Tools

It is important to use assessments to ascertain the pupils that may benefit from being involved within targeted support group work. It is not always the children 'acting out' that are most vulnerable. Some children internalise their feelings and could therefore be missed in terms of needing additional support. These surveys also provide useful tools to assess if interventions are having any impact. Social Emotional Profile Questionnaires (SEPQ's) are completed on line by the pupils. Individual and class profiles are produced as shown in the examples below.

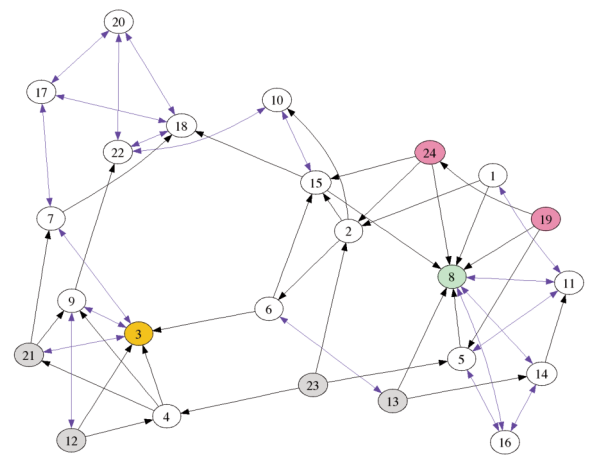
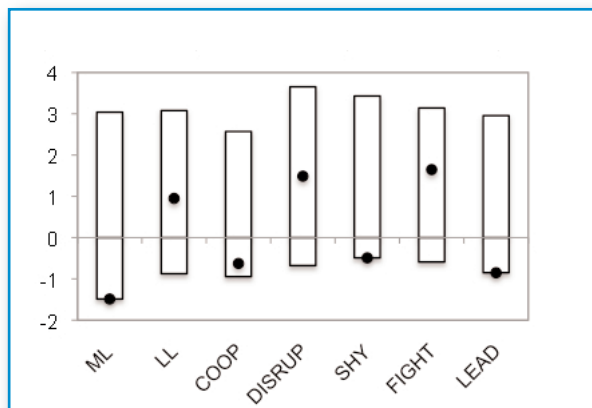
All Shropshire schools are able to access the, 'Feelings' and 'My Class' surveys via the Learning Gateway, training can be provided by contacting the TaMHS team or Learning and Skills team.

### Sociograms 'My Class' Survey

A cycle of assessment, intervention, and evaluation

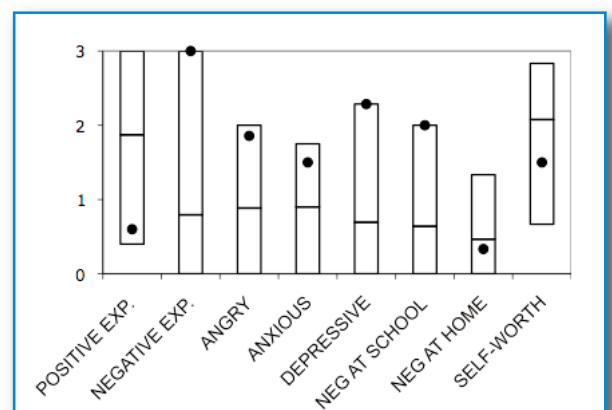
➔ Using assessment data

- identification of needs
- priorities for whole-class, small-group and individuals
- consideration of provisions/interventions
- planning and execution.



### My Feelings Survey

A 'U' shape (smile) donates a positive profile an 'n' shape depicts a profile of a pupil needing intervention.



## Staff Support

Teaching is known to be one of the most stressful professions; therefore it is crucial that staff are encouraged to look after their own mental health to ensure that they are in sound emotional state themselves to be able to support the emotional and mental health needs of children and young people.

There are both formal and informal staff support systems, it is important to discuss within the school which would be most beneficial to staff.

## Co-coaching

### What is Co-coaching?

Coaching is a structured professional conversation that is based on evidence from the classroom practice of the learner and which supports them in

- Articulating their existing practice and reflecting on it
- Identifying challenging goals
- developing their practice to meet those goals.

### What are the benefits of Co-coaching?

Benefits to Teachers	Benefits to School	Benefits to School
Improves general interpersonal and communication skills	Dissemination of skills and good practice already present in the school	Increase in innovative teaching during lessons
Boosts self-esteem	Improves the standard of consistency of Teaching and Learning across the school	Higher level of student motivation and engagement
Provides an opportunity to become a reflective practitioner	Effective embedding whole school initiatives and changes	Opportunity for students to see teachers as lifelong learners
Enables teachers to take risks	Develops inter-departmental communication	Positive effect on students attainment
Provides opportunities to work closely with people from other departments	Creates culture of learning within school	
Creates professional development routes into accredited courses		

## Why can it be useful?

Co-coaching provides a system that supports staff in sharing the good practice which exists in all our schools. It provides a strategy for staff development which is likely to be sustained and builds capacity within the institution. Coaching provides a means for whole school, departmental and individual development. In a coaching situation there tends to be reduced variation between teacher performance, improved staff retention and improved motivation and attainment for pupils.

### Coaching is:

- A partnership where responsibility for professional development is shared 'improving together'
- Specific and focused
- Transformational.

### Coaching is not:

- Performance management
- Judgemental
- Buddying.

## Peer Support Groups

Staff support groups consist of a group of three staff who are available to talk through concerns affecting any member of staff. These could be issues in or out of school, but which are having an effect on the individual's wellbeing in school.

Training for the support group has centred on solution-focused discussions, whereby practical suggestions are offered, rather than advice given. The individual requesting the consultation retains ownership of the situation. Signposting to outside agencies or providing communication links within school might be appropriate. It will not be a counselling service.

The group is independent of the management structure and completely confidential (except for child protection guidelines). The agenda is to be non-judgemental, impartial and supportive.

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## Ten tips for Teachers

- Recognise stress within yourself. Don't wait until you are in a crisis.
- Identify what stresses you. Change what you can and work realistically with what you can't.
- Identify achievable goals and then take a 'small steps' approach to achieve them.
- Teachers tend to say 'yes'. Don't say yes if what you actually mean is 'no'.
- Teaching demands a lot of you. Every now and then put yourself first.
- Caffeine, alcohol and self-prescribed drugs don't always help. Be aware and take control.
- Healthy environments are important. Take active responsibility for your school.
- Protect your own time. Relaxation and leisure time are not treats - they are essential ingredients in a healthy lifestyle.
- Keep things in perspective. Remember your achievements and the positive impact you have in your school.
- If you want confidential, professional counselling and support you can call Teacher Support Line **08000 562 561**
- Individual, face to face counselling is also available via Occupational Health **01743 252835**

A survey to identify how well staff feel supported in school can be accessed along with the other resources on the learning gateway.



# Thinkgood Feelgood Help us to help you...

Promote a culture of openness around mental health

- Talk about mental health problems
- Talk about recovery and hope
- See the whole person not just the problem!

"Give your heart a hug"



'People may forget what you said,  
People may forget what you did,  
But people will never forget how you made them feel.'

Maya Angelou (American Poet b.1928)

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TaMHS Team, Family Care and Wellbeing  
[www.shropshire.gov.uk](http://www.shropshire.gov.uk)