

# BSW Senior Mental Health Lead Network

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## ❑ Purpose of the network meetings

- Opportunity to share good practice
- Identify challenges and explore solutions
- Pick up area of interest and development identified by the group

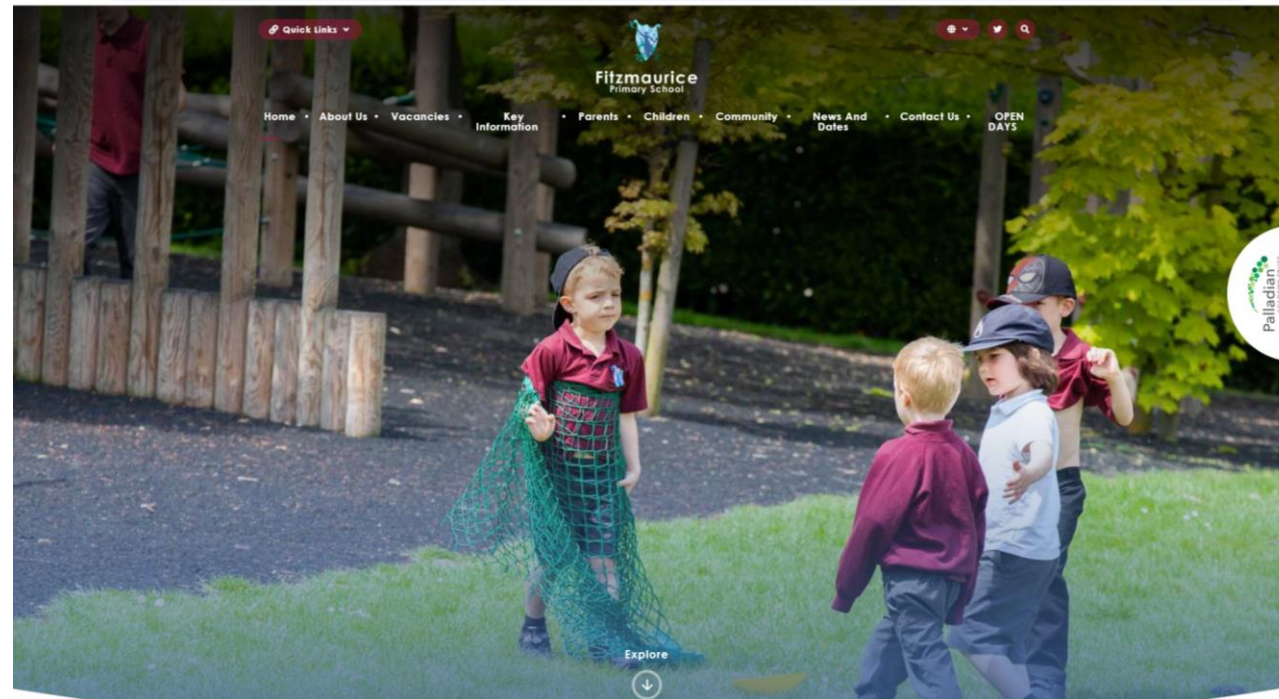
**3 July 2024**

## ❑ Today's agenda

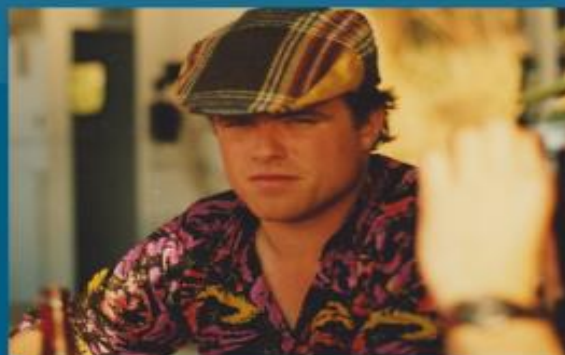
- Case Study: Fitzmaurice Primary School - Charlie Waller Trust support
- Discussion: how do you involve your whole school community?
- Speaker: Emotionally Based School Non-Attendance
- Future topics for network
- Local and national updates
- Discussion: plans for anti-bullying week

# Case Study: Fitzmaurice Primary School

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Laura Wilson l.wilson1@PalladianAcademyTrust.com  
Assistant Head & Swift Teacher, Fitzmaurice Primary School



## About us

Charlie Waller was a strong, funny, popular, good-looking and kind young man, with a close and loving family. To the outside world, he had everything to live for. Yet in 1997, at the age of 28, Charlie took his own life. He was suffering from depression.

In response to this tragedy, his family founded The Charlie Waller Trust, to open up the conversation around mental health, and to ensure that young people are able to understand and look after their mental health and to spot the signs in others.

Charlie sits at the heart of our story, our vision and our purpose.



# We're talking mental health

## Our vision

A world where people understand and talk openly about mental health, where people and those who support them are equipped to maintain and enhance their mental health and wellbeing, and have the confidence to seek help when they need it.



# Evidence based training



## Positive

We take a positive approach to mental health. We focus on prevention and early intervention, and recognise the importance of offering hope.



## Proven

Our consultancy, training and resources are all based on sound clinical evidence.



## Practical

We give people practical strategies and tools to care for their mental health, and to support others in doing so.

<b>Leadership</b>	<b>Curriculum</b>	<b>Ethos</b>	<b>External relationships</b>	<b>Staff development</b>	<b>Student voice</b>	<b>Targeted support</b>
Pupil survey Parent survey Staff survey Appoint a wellbeing governor Create 5 year plan	No time outs at playtimes clubs-broad offer to all Mental health month – PSHE/ children tight about brain development Share services available to support children and staff 5 ways to wellbeing training	Home/ school behaviour policy NSPCC speak out stay safe assembly Children know services available to them	Website Parent sessions Wellbeing Teen brain Anxiety Emotion coaching	Managing anxiety Emotion coaching Non-judgemental listening Managing difficult conversations (with parents)	Action outcomes from survey in 5 year plan	Transition of pupils who arrive mid year Identify pupils who need support with MH Communicate with parents and provide support Trauma informed training

# [gemma.howard@charliewaller.org](mailto:gemma.howard@charliewaller.org)

Gemma analysed the audit tool with me, and we made an action plan together.

We planned surveys together. I used Microsoft forms to make them. I collated answers and Gemma and I met to interpret results.

Gemma ran all the staff training sessions. I navigated staff meeting slots, and TA training – deciding if repeated or recorded. I organised TA release time to attend.

Gemma ran all the parent sessions- I promoted, ensuring posters up, in newsletters and I sent to parents to put in the 'Whats App groups' school social media, I sent reminders on the day and handed out leaflets to target parents. I attended all sessions to promote myself to parents as mental health lead.

I planned the mental health month but sent ideas to Gemma and we talked through – she directed me to best resources and videos. I booked assembly slots for Gemma and organised her timetable to visit pupils.

I annotated the original action plan so this repeated into our second year.

Now we are the point where we can see in Sept how we upskill new staff and then have annual events for the children as they pass through the school.

## TEEN BRAIN TRAINING

Our session helped parents/ carers to understand the changes pre-teen and teens are going through and how adults can support children during these times.



MRS WILSON IS THE MENTAL HEALTH LEAD AT SCHOOL.

## RESOURCES TO SUPPORT YOUR CHILD'S MENTAL HEALTH

Gemma from The Charlie Waller Trust ran a session for parents signposting them to places they can get help and advice.

## SUPPORTING EMOTIONAL RESILIENCE

Parents and carers covered the developing brain, the nervous system and stress, effects of emotional overwhelm on children's ability to regulate, think and reason.

Parents were introduced and signposted to strategies to help children to regulate and calm their nervous system.

## CHILDREN'S SESSIONS

We organised and ran sessions for all children in the school on naming feelings, what is mental health, brain development, speaking out and what the barriers to speaking out might be.



MENTAL HEALTH

## POSITIVE NOTICING

Children have been encouraged to notice positive things about themselves and others. Parents will have seen positive notes come home. Staff in school have modelled being positive about children and staff.

## STAFF TRAINING

All school staff are up to date with the most recent trauma informed approaches to supporting children.

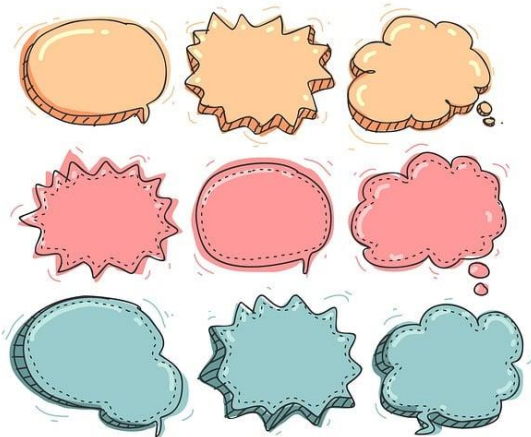
## WHAT HAVE WE ACHIEVED 2022-23 ?



# Discussion:

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How do you involve your whole school community around mental health and wellbeing?



Some of the resources shared by schools:

<https://relaxkids.com>

On SMHL training providers:

“I've heard Place2Be and Anna Freud are highly recommended”

“The TISUK 5 day course was amazing - really informative and with lots of practical strategies”

# Emotionally Based School Non-Attendance

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Dr Jaime Rowley, Educational Psychologist, Swindon Borough Council

# Good Practice Guidance for Supporting Emotionally Based School Non Attendance (EBSNA)

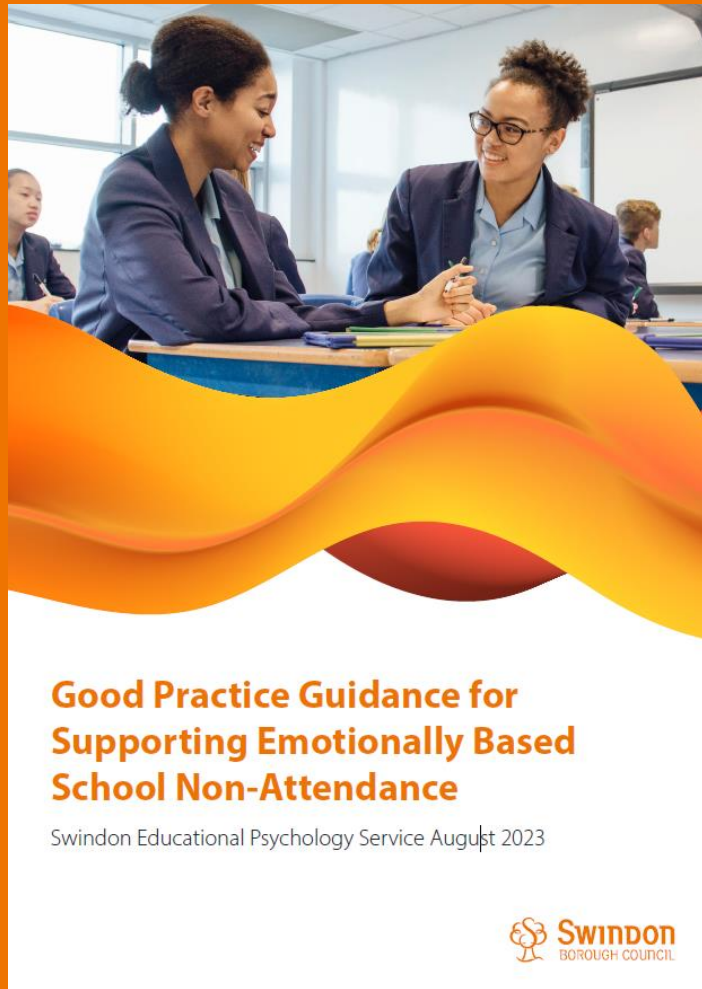
03.07.2024

Dr Jaime Rowley

Educational Psychology Service



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# Introduction

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# Why is school attendance important?

Frequent non-attendance has been associated with a range of short- and long-term adverse outcomes including:

- Poor academic attainment
- Adult unemployment
- Physical ill-health
- Anxiety
- Social and emotional difficulties

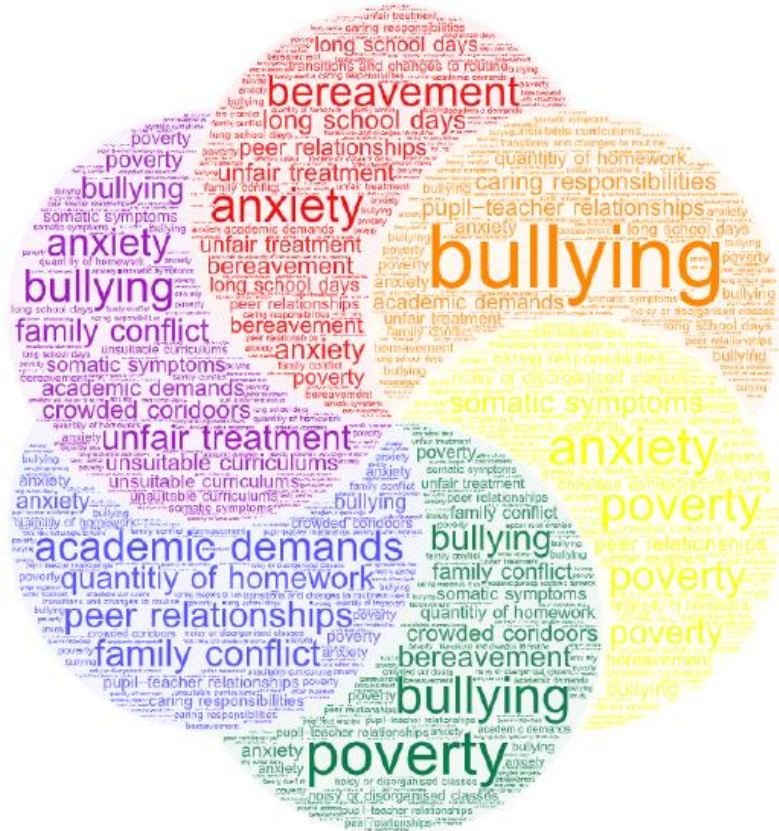
Pupils who are not attending school are also considered to be at risk of **exploitation**, **radicalisation**, and **becoming NEET** (not in education, employment, or training) later in life.

# What is EBSNA?

Emotionally Based School Non Attendance (EBSNA) is a term used to describe persistent difficulties in attending school due to emotional factors (such as anxiety).



# What causes EBSNA?



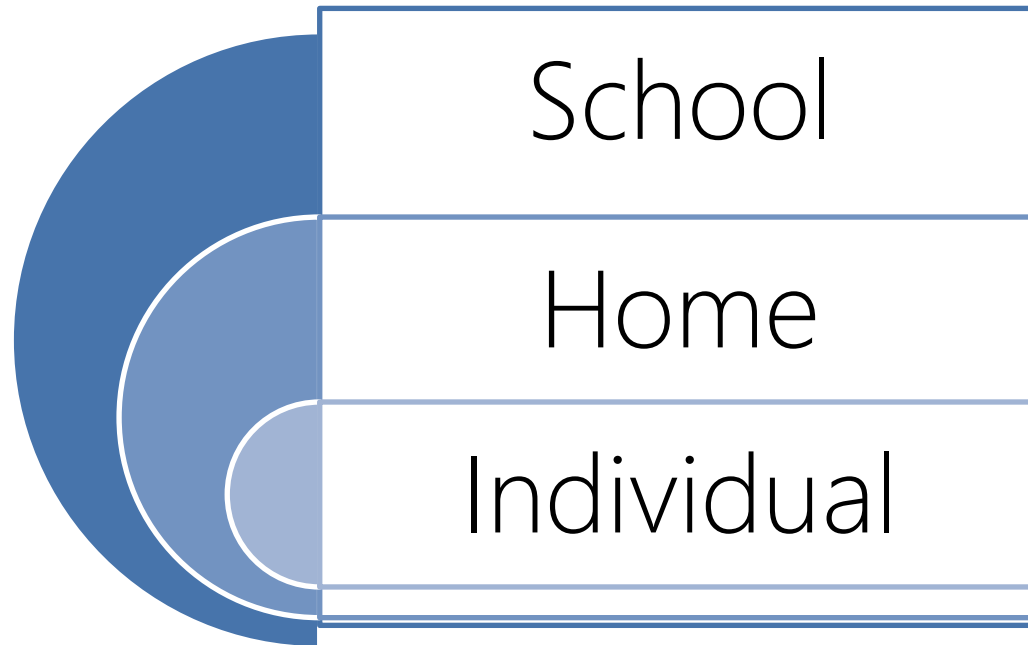
## Shared understanding?

- Pupils and parents tend to report school-related factors as being the leading causes of non-attendance.
- Professionals tend to associate the underlying difficulties as being located within the child and family context.



# An Interactionist Perspective

Reciprocal link  
between pupils  
and their  
environment.

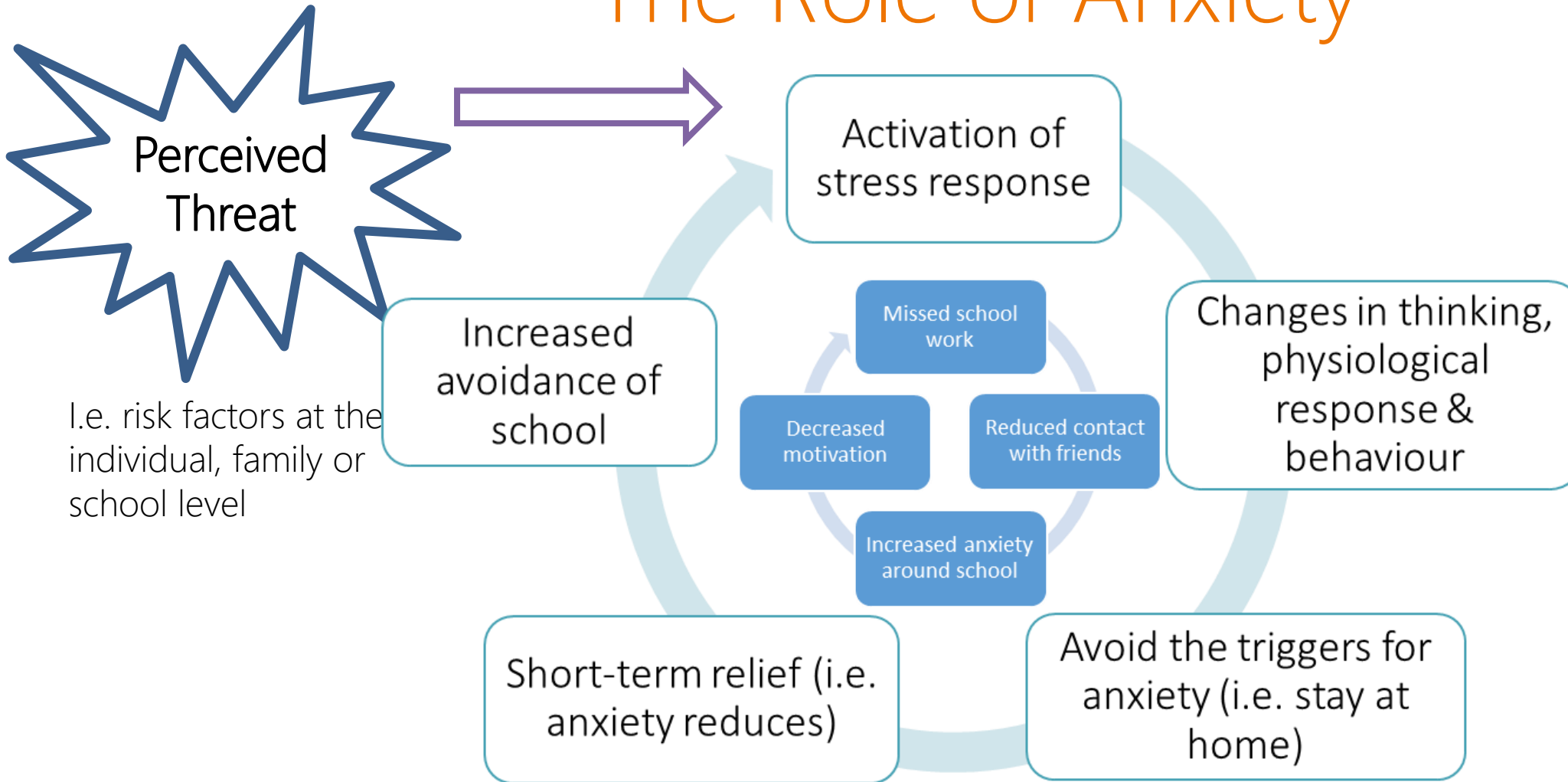


- No friends in school
- Academic demands
- Worries about parent/carer
- Low confidence/self esteem

# Risk and Resiliency Factors

Risk Factors		Resiliency Factors
	School	
<ul style="list-style-type: none"><li>• Bullying</li><li>• Peer/staff relationships</li><li>• Academic demands</li></ul>		<ul style="list-style-type: none"><li>• Friends in school</li><li>• Feeling understood</li><li>• Interested in subjects/lessons</li></ul>
	Home	
<ul style="list-style-type: none"><li>• Parental illness</li><li>• Parental separation</li></ul>		<ul style="list-style-type: none"><li>• Positive attitudes toward learning.</li><li>• Positive home/school relationships</li></ul>
	Individual	
<ul style="list-style-type: none"><li>• Low self confidence</li><li>• SEN</li><li>• Traumatic events</li></ul>		<ul style="list-style-type: none"><li>• Career ambitions</li><li>• Sense of belonging</li></ul>

# The Role of Anxiety



# Importance of Terminology

- Where the 'problem' is being located?
- How are difficulties being communicated?
- Grouping these pupils into subtypes lacks evidence.
- In practice this can lead to pupils with similar underlying needs being treated inconsistently.

'Neurotic Refusal'  
'Truant'  
'Persistent School Non-Attendance'  
'School Phobia'  
'School Avoidance'  
'Skiving'  
'Emotionally Based School Avoidance'  
'School Absenteeism'  
'Extended School Non-Attendance'  
'Problematic Absenteeism'  
'Ditching'

# Internalizing Vs Externalising

## Child A

- Feels anxious/worried (i.e. about parents, school work, bullying).
- Stress response activated (i.e. feels sick, has negative thoughts, withdraws.)
- Attempts to manage anxiety through avoidance (i.e. avoids certain lessons, stops attending school).

## Child B

- Feels anxious/worried (i.e. does not feel safe, does not trust adults, finds schoolwork challenging).
- Stress response activated (i.e. shouts, swears, runs away).
- Attempts to manage anxiety through avoidance (i.e. walks out of classroom, stops attending school).



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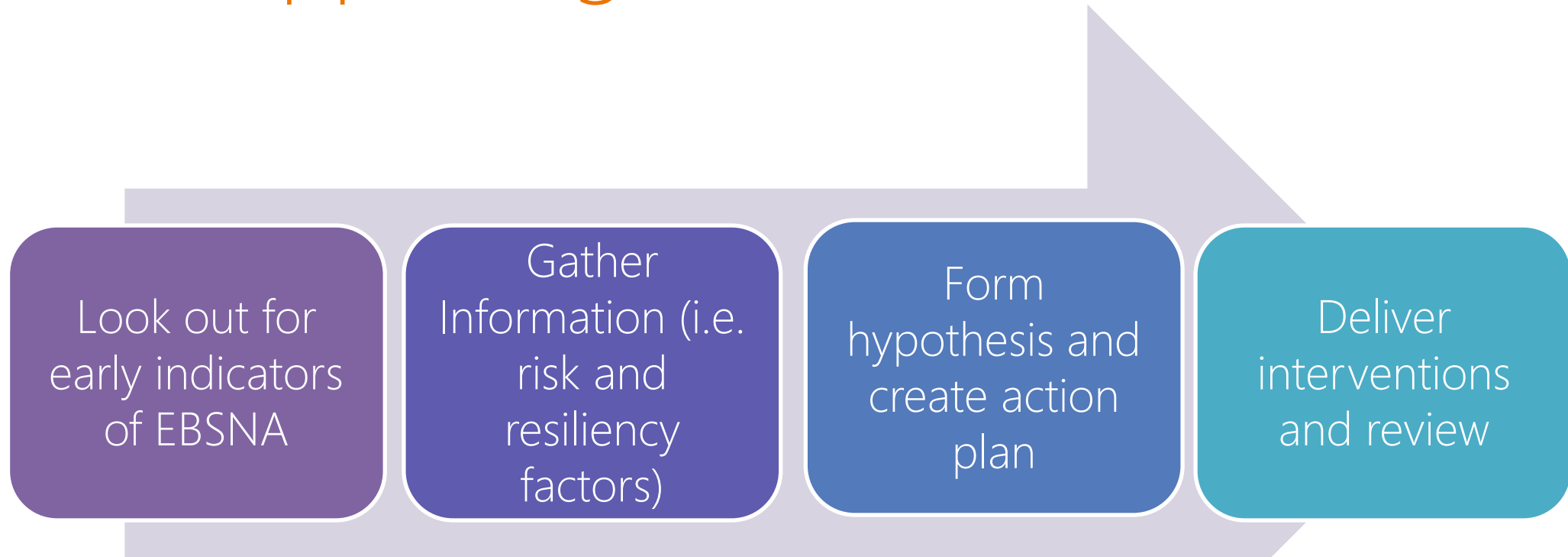


# Good Practice Guidance

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# Supporting School Attendance



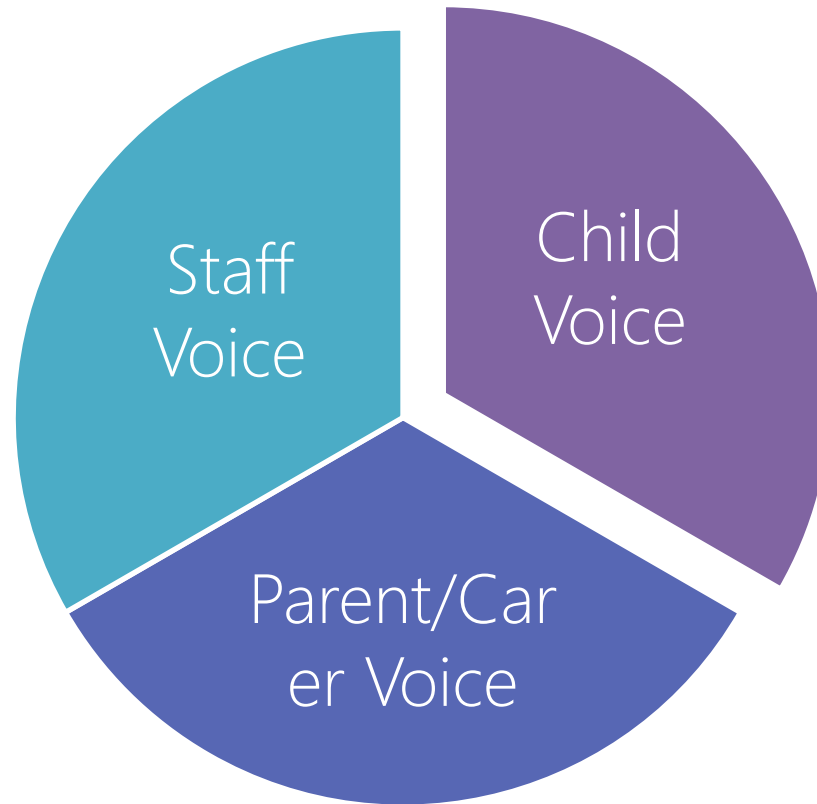


# Early identification

- Sporadic attendance and/or lateness.
- Regular absence for minor illnesses.
- Patterns in absence e.g. particular subjects or days.
- Reluctance to go on school trips.
- Reluctance to leave home, separate from parents or get out of the car.
- Physical symptoms believed to be linked to stress (e.g. stomach ache, sickness, headache, difficulties sleeping, weight changes).
- Increase in worries relating to school work, homework, relationships etc.
- Severe emotional dysregulation or distress.
- Low self-esteem and/or lack of confidence.
- Social isolation from peers or changes in social behaviour.
- Behavioural changes or fluctuations (e.g. interactions with others, reduced motivation and engagement in learning tasks).

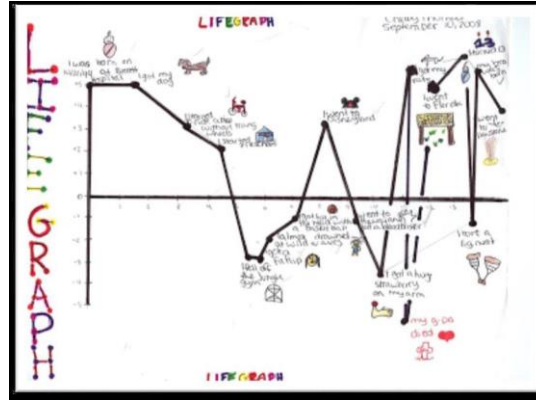


# Information Gathering



# Gathering the views of the child

- Timetable review
- Life graph
- Feeling cards
- Scaling
- Risk and resiliency cards



Anger Thermometer Name: \_\_\_\_\_

Write 2 things or situations that make you feel each of the emotions listed below.

**Furious**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Angry**

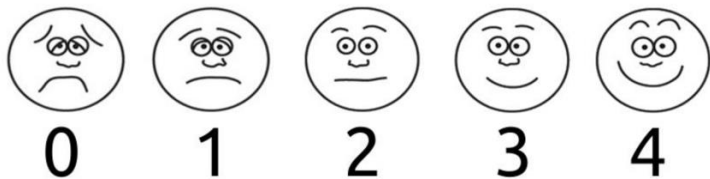
1. \_\_\_\_\_
2. \_\_\_\_\_

**Frustrated**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Calm**

1. \_\_\_\_\_
2. \_\_\_\_\_



# The views of family

- Take time to build a collaborative re
- Gather background information
- Establish current situation
- Gather parent/carer views
- Ensure regular contact



# The views of professionals/school staff

- Strengths and what is working well for them
- Challenges and support in place to meet these
- Peer and adult relationships
- Response to academic tasks
- Examples of emotional or behavioural dysregulation
- Staff perspectives on EBSNA
- Ideas of further support

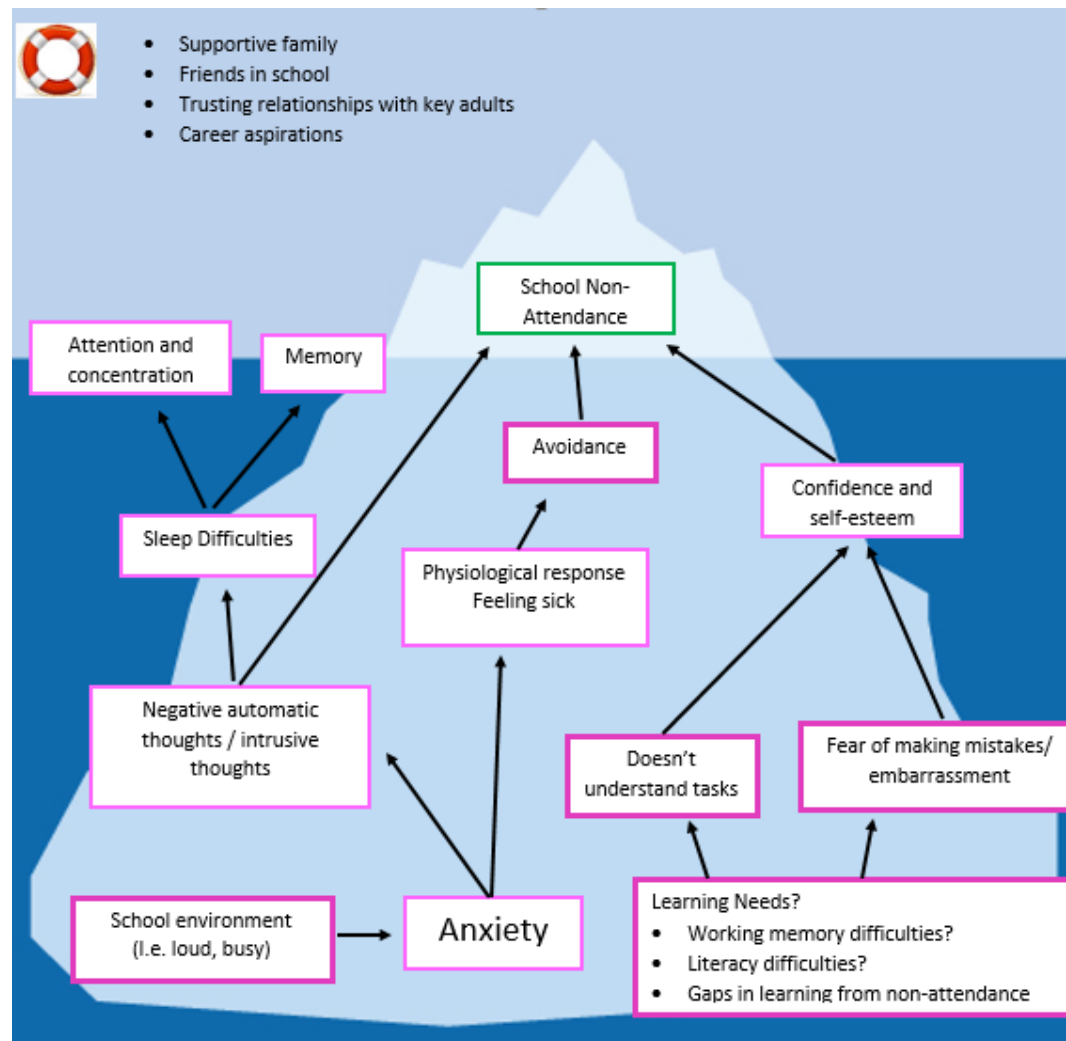
# Form a hypothesis

What do we think is happening here?



- What is working/not working?
- What would they like to be different?
- Function of behaviour.
- Protective/risk factors.
- Identified strengths which can be built upon.

Pupils Name:		Year Group/ DOB	
Contributors: (i.e., pupil, family, professionals)		Date:	
Description of current situation			
Summary of child voice			
Protective factors			
Child:			
Family:			
School:			
Other:			
Risk Factors			
Child:			
Family:			
School:			
Other:			
Formulation/Hypothesis- (what do we think is happening here?)			





# Intervention, Strategies and Resources

Considering seating plans.

Ensuring clear communication between key adults in school.

Mapping school environment to identify safe spaces.

Psychoeducation (learning about anxiety and worry).

Anxiety management techniques.

Gradual re-exposure using an avoidance hierarchy.

Teaching social skills and supporting friendships.

Pre teaching of missed work/additional support in lessons.

Support access to extracurricular activities.

Work with families.

EP and AEP  
support

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## Promoting feelings of safety

- Seat next to friends in lessons.
- Map school environment to identify safe spaces.
- Provide access to trusted key adults.

## Reducing academic pressures

- Assessments to identify gaps in learning.
- Pre teaching/over learning.
- Increased adult/peer support in lessons.

## Supporting Wellbeing

- Psycho education.
- Gradual re-exposure to school environment.
- Anxiety management techniques.

# EPS support for EBSNA

## Educational Psychologists

- Joint problem solving
- Therapeutic interventions
- Support for parents
- Supervision and training for staff
- Systemic work

## Assistant Educational Psychologists

- Psychological and therapeutic interventions
- Targeted package of support
- Parent workshops

# How to access EP support?

## Swindon

Link EP through school SENCo

Swindon Local Offer - Swindon Educational Psychology Service

EPSenquires@swindon.gov.uk

Alexa Denham-Principal EP,  
Suzanne Horgan-Deputy  
Principal EP

## BANES

<https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send/professionals-and-senco-section/educational-psychology>

Telephone: 01225 394901

Email:psychology\_service@bathnes.gov.uk

## Wiltshire

[Emotionally Based School Avoidance \(EBSA\) | Right Choice \(wiltshire.gov.uk\)](https://www.wiltshire.gov.uk/emotionally-based-school-avoidance)

Dr James Wood  
Lead Professional  
Educational Psychology  
01722 438161  
james.wood@wiltshire.gov.uk

# Thank you

[www.swindon.gov.uk](http://www.swindon.gov.uk)



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What's  
Next?

What topics would you like to discuss at future network meetings?

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- Engaging with parents
- More on EBSNA – including school case studies



# Updates for Senior Mental Health Leads

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# Building Connections

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Building Connections is a new online service for young people up to the age of 19, empowering them to find a way through loneliness.

It is delivered via a secure text messaging platform.

Young people work through the online Building Connections programme over 11 weeks, with the support of a trained befriender.



## For further information

Website: [Building Connections Resources including posters](#)

Local contact: Kevin Lynch  
(Befriending Coordinator)  
[kevin.lynch@nspcc.org.uk](mailto:kevin.lynch@nspcc.org.uk)

National email:  
[buildingconnections@nspcc.org.uk](mailto:buildingconnections@nspcc.org.uk)



# Draft national guidance

## 1) Draft non-statutory guidance for schools on gender questioning children

Consultation ended on 12<sup>th</sup> March 2024.

2) The DfE published proposed revisions to the guidance on Relationships, Sex and Health education (RSHE) for consultation from 16<sup>th</sup> May to 11<sup>th</sup> July 2024.

The current 2019 RSHE guidance remains in force until new guidance has been finalised and published, following the consultation period.

The next government will consider the responses from the consultation and decide whether to take forward the draft guidance.

Schools will be given time to reflect new guidance in their provision.

Schools will not be required to update their provision for Sept 2024.



### Gender questioning children:

Everything you need to know about new draft guidance for schools



### Draft Relationships Education, Relationships and Sex Education (RSE) and Health education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

# Anti-bullying week

Anti-Bullying Week 2024 will take place from Monday 11th to Friday 15th November (with Odd Socks Day on Tuesday 12th), featuring the theme 'Choose Respect'.

To sign up as a supporter and find out how you can get involved: [www.anti-bullyingalliance.org.uk/abw](http://www.anti-bullyingalliance.org.uk/abw)



## School Resources

In this section you will find everything you need to make Anti-Bullying Week happen in your schools across England, Wales and Northern Ireland. All provided free of charge. The resources for Anti-Bullying Week 2024: Choose Respect are still in development. Watch this space.

### Primary School Pack (2024)

Our Primary School Pack (2024) has not been released yet.



[More](#)



### Secondary School Pack (2024)

Our Secondary School Pack (2024) has not been released yet.



[More](#)



# Behaviour in Schools Study (BISS)

How does school discipline affect pupil mental health and wellbeing?



Are you are involved in behaviour management in a mainstream secondary school? If so, NIHR would value your experience and views on different approaches and how you think behaviour management strategies in schools may be improved. They are looking to speak with school-based staff e.g. headteachers, class teachers, pastoral and mental health leads, behaviour support staff and governors.

<https://arc-w.nihr.ac.uk/research/projects/how-does-school-discipline-affect-pupil-mental-health-and-wellbeing/>

# Barnardo's Swindon & Wiltshire Phoenix Project



Changing childhoods.  
Changing lives.

Barnardo's is providing a therapeutic recovery support for children and young people who have experienced childhood sexual abuse.

Funded by the NHS and Ministry of Justice.

The support is available for any child aged up to 18 living in Swindon or Wiltshire.

Their specialist counsellors are able to provide up to 24 sessions of support and will work holistically with parents and carers and other key professionals supporting the child in order to embed the recovery work they do and to sustain the outcomes from their work with the young person.

Further information: **[Kathleen.kinloch@barnardos.org.uk](mailto:Kathleen.kinloch@barnardos.org.uk)**

Barnardo's also has support guides available for children, parents/carers and professionals to share and more resources can be accessed if you visit the Centre of Expertise on CSA work which is hosted by Barnardo's. **[www.csacentre.org.uk](http://www.csacentre.org.uk)**

# Senior Mental Health Lead Training



Did you know the Department for Education is offering a grant of £1,200 for eligible state-funded schools and colleges to train a senior mental health lead?\*



Schools and Colleges can now claim a 2nd grant if the trained lead has left the setting.



Don't Miss Out!  
[Click here](#) to claim your grant now!

SMHL  
grant take up

National: 70%

S West: 76%

B&NES/  
Swindon/  
Wiltshire:  
approx 85%

"There was time to clarify ideas through the support of a dedicated coach and deep dive into our provision and support"

"The training has been hugely helpful in identifying areas where more work is needed over the next year"

"I enjoyed the mix of practical tips, modelling and academic research"



Find a course that meets your needs and claim your grant for in 3 simple steps:

Step 1:  
Reserve the grant

Step 2:  
Choose and book your course

Step 3:  
Upload evidence of your booking to secure payment

c100 DfE  
quality  
assured courses  
to choose from

Beginner,  
intermediate and  
advanced courses,  
delivered online or  
face to face

Online tools to help  
you select the right  
course for you and  
your setting

Note: Second grant applications require ticking a declaration as part of step 1

All courses will help the mental health lead to develop a whole school or college approach to mental health and wellbeing.

## Alcohol Awareness Week 1-7 July

[www.talkaboutalcohol.com](http://www.talkaboutalcohol.com) is a young people-facing online learning zone including fun and engaging activities and games such as an online nightclub. The site allows KS3 pupils to learn to make safe choices around alcohol.

**Teacher Workbook** includes 6 model lessons on alcohol including alcohol and the law, alcohol and its effects physical and social, units and guidelines with additional elements for 16+. The lesson plans, PowerPoints, games and activities are organised by topic and year group.

Alcohol  
Awareness  
Week

**Six fully planned lessons including accompanying PowerPoints.** Download via [6 Model Lesson Plans for Alcohol | Talk About Trust](#)

**Alcohol and You' guide for young people** including top tips and advice on staying safe around alcohol:  
[talkabouttrust.org/wp-content/uploads/2024/01/Alcohol-and-you-leaflet.pdf](http://talkabouttrust.org/wp-content/uploads/2024/01/Alcohol-and-you-leaflet.pdf)

# Useful sources of national updates

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## Newsletter sign ups

Anna Freud (Schools in Mind Newsletter)

<https://www.annafreud.org/resources/schools-and-colleges/schools-in-mind/>

Charlie Waller <https://www.charliewaller.org/newsletter>

Anti-Bullying Alliance <https://anti-bullyingalliance.org.uk/get-involved-0/anti-bullying-email-newsletter>

Place2be (Children's Mental Health Week updates and resources)

<https://www.childrensmentalhealthweek.org.uk/subscribe/>

# Discussion

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What are your plans for Anti-bullying Week?



Many schools have not yet made plans but are likely to so from next term:

- Use ABA resources
- Odd Socks Day
- Assembly input
- Cover in PSHE
- Catholic network – pupil video



# Future dates for BSW SMHL networks

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17th September 2024

10th February 2025

21st May 2025

Booking links will be circulated.

## **SMHL group on Knowledge Hub**

[Request to join here](#)

Ask questions, share information and keep in touch.

# Access to SMHL info

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- PDFs of [network meeting slides are here](#) alongside other useful links.
- Past course materials [have been added here.](#)