

BSW Senior Mental Health Lead Network

17 September 2024

□ 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

□ Today's agenda

- Anna Freud Schools in Mind: offer for schools around mental health and wellbeing in terms of training and resources.
- Case study of secondary school supported by EPS around emotionally based school non-attendance (EBSNA)
- Supporting CYP following recent right-wing violence.
 - Resources for schools
 - Group discussion
- Local and national updates



Senior mental health lead support

Natalie Merrett

Head of Knowledge Dissemination in Schools



Anna Freud
building the mental wellbeing of the next generation

Fully funded training

The Department for Education is offering a grant of £1,200 for all eligible state-funded schools and colleges to train a senior mental health lead.

The deadline to apply for funding is **31st December 2024**.

Schools can also now **claim a second grant if the trained lead has left the setting or has moved roles** and is no longer able to embed a whole school college approach.



www.gov.uk/guidance/senior-mental-health-lead-training



Anna Freud

Course options



Beginner senior mental health lead training

Develop the foundational knowledge and skills you need to start your role as a senior mental health lead in your school.

📍 Online

🕒 2 half days



Intermediate senior mental health lead training

Build your skills and develop your provision as the senior mental health lead in your school or college.

📍 Online

🕒 2 days



Anna Freud

Senior mental health lead training at Anna Freud

- CPD-accredited and DfE quality-assured training
- 100% of attendees agreed or strongly agreed that they know how to lead their school to create an environment and culture that promotes wellbeing as a result of attending the training (Beginner course).
- 100% recommendation rate from attendees (Intermediate course).

“Really knowledgeable course leaders. Lots of useful resources and opportunities to share experiences and learn from others”

(Beginner attendee, Jul 2024)

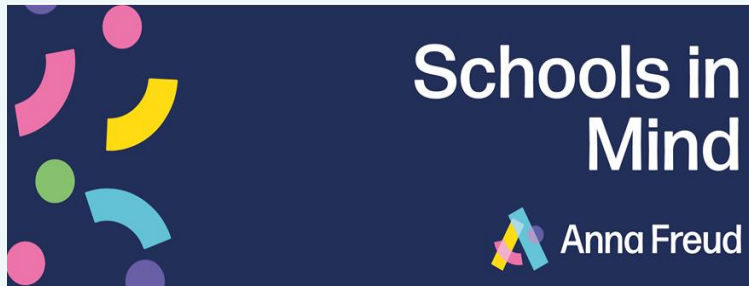
“I enjoyed the training very much and feel very motivated and well equipped to take this forward.”

(Intermediate attendee, Jul 2024)



Anna Freud

Free resources



Sign up for monthly newsletter updates about our resources, training, research.

annafreud.org/resources/schools-and-colleges/schools-in-mind



Access our mental health lead resource hub and hundreds of other free, clinically assured resource.

MentallyHealthySchools.org.uk



Anna Freud

Resource hub and targeted support tool

Anna Freud
Mentally Healthy Schools

Resources Mental health information Whole-school approach Targeted support

Mental health lead resource hub

For a whole-school or college approach

Department for Education

This resource hub has been created in partnership with and funded by the Department for Education, with new resources added regularly. [Find out more](#) about how the suitability of resources is assessed.

Signposted resources are not funded or endorsed by the Department for Education, unless otherwise stated.

Search...

Filter RESET FILTER

- Age
- Principles
- Format
- Setting
- Free resources only

RESET FILTER Apply

Eight whole-school or college approach principles

- 1 LEADERSHIP AND MANAGEMENT
- 2 SCHOOL ETHOS AND ENVIRONMENT
- 3 CURRICULUM TEACHING AND LEARNING
- 4 STUDENT VOICE
- 5 STAFF DEVELOPMENT, HEALTH AND WELLBEING
- 6 IDENTIFYING NEED AND MONITORING IMPACT
- 7 WORKING WITH PARENTS/CARERS
- 8 TARGETED SUPPORT

Showing 1 to 6 of 113 results Sort

1 LEADERSHIP AND MANAGEMENT

Discussing race and racism in the classroom

Lesson plans and guidance for discussing race and racism in the classroom.

[View resource](#) [Save resource page](#)

By:

1 LEADERSHIP AND MANAGEMENT

Discussing contemporary Islamophobia in the classroom

Lesson plans and guidance for discussing Islamophobia in the classroom.

[View resource](#) [Save resource page](#)

By:

7 WORKING WITH PARENTS/CARERS

Parents guide: how to navigate social media safely with your kids

A guide to help parents and carers to safely discuss and navigate social media with children and young people.

[View resource](#) [Save resource page](#)

By:

1 LEADERSHIP AND MANAGEMENT

Anna Freud
Mentally Healthy Schools

Resources Mental health information Whole-school approach Targeted support

Mentally Healthy Schools > Targeted support > Targeted support tool

Targeted support tool

Department for Education

A tool for providing targeted support options for your setting, created in partnership with and funded by the Department for Education.

Showing 1 to 6 of 12 results Sort

Important information about this toolkit

This tool outlines in-school or college targeted support options that have been **evaluated** and signpost to relevant programmes. Before you begin using it, [read our guide](#) for planning your support.

Search...

Filter RESET FILTER

- Outcomes
- Education phase
- Delivery method
- Delivered by

RESET FILTER Apply

Evidence key

- High
- Moderate
- Low
- Very low
- Not yet evaluated

[Learn more](#) about our evaluation methods.

With Thanks To

Acceptance and commitment therapy (ACT)

ACT targeted support programmes are designed to help students to recognise and accept their emotions...

[View](#)

Behavioural programmes

Behavioural targeted support programmes are designed to improve pupils' behaviour and social skills.

[View](#)

Cognitive behavioural therapy (CBT)

CBT programmes aim to support students to manage stress and emotions more effectively.

[View](#)

Computer-based cognitive behavioural therapy

Computer-based CBT targeted support programmes draw on CBT techniques via digital platforms.

[View](#)

Creative and arts therapy

Creative and arts therapy targeted support programmes could include art, music and drama.

[View](#)

Depression prevention

Depression prevention programmes teach coping skills to prevent the onset of low mood and depression...

[View](#)

Thank you! Any questions?

annafreud.org/smhl

mentallyhealthyschools.org.uk

Natalie.merrett@annafreud.org



Anna Freud

A systemic project to creatively explore EBSNA

17th September 2024

Dr Chizzy Chapman

Swindon Educational Psychology Service



Context for this work

- Traded model of service delivery
- School raised this as a need.
- During one observation, out of a possible 27 lessons, only three lessons were attended by the 9 children involved in this project.

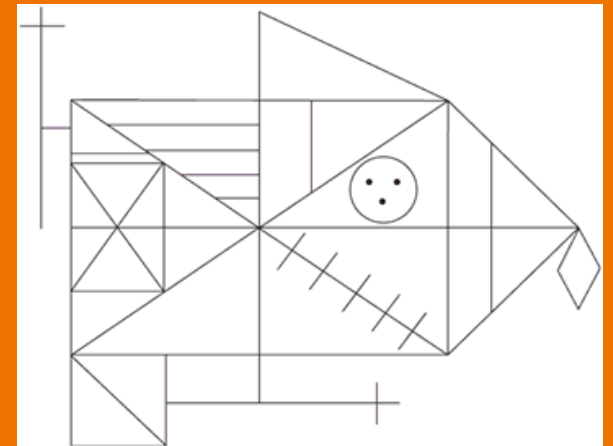


Collaboration

Initial Joint problem-solving meeting between three Assistant Principals. At this meeting, an assessment question was established: What are the push and pull factors for this group of CYP and their engagement with learning.

Assessment

- Group Dynamic Assessment using the Complex Figure Drawing. Group dynamic assessment was used as a way to explore, not only individual learning strengths and needs, but also how the CYP learnt within a group.
- Focus groups with CYP



Assessment

- Questionnaires completed by school staff and parents.
- Reviewing information known about these CYP (e.g., social care involvements, primary school handover) to ensure that the strengths and needs of these CYP were considered holistically.
- Observations of lessons and key areas of the school (e.g., reflection) to build an understanding the myriad ways in which school operates and the daily life of CYP.

Plan

- A presentation to SENCo and DSL to provide feedback from the assessment and to create a PATH (Planning Alternative Tomorrows with Hope)
- A presentation to school's Senior Leadership team to provide feedback from the assessment and for SENCo to present the PATH
- Additional recommendations for two individual pupils

Suggestions for next steps

- School to review how they are identifying SEMH needs.
- For CYP identified as having SEMH needs, for school to consider how the school's behaviour policies need to be adjusted and how this can be applied consistently by all staff.
- For all school staff to develop their skills and confidence to provide quality first teaching for all young people with SEND needs.

It is too early to establish impact...

.... But as of yesterday all of the group apart from one were regularly in lessons this new term.

Supporting CYP following recent right-wing violence

Resources

- PSHE Association
- Picture News
- Empathy Week 2025
- NYA: Speak Out Toolkit
- Educate Against Hate
- Stop Hate UK
- A Parent's Guide to Black Lives Matter
- SARI

PSHE Association Advice

- In addition to PSHE challenging racism should be part of a whole-school approach.
- Anti-racism education is best embedded over time, not as a single delivery.
- Topics: managing hurtful behaviour, bullying and respect can be used in primary schools.
- Secondary school pupils can recognise and tackle stereotypes, bias and discrimination through teaching about self-concept and maintaining respectful relationships.
- For KS4 upwards, the situations discussed should be more relevant to young adults.
- Using stories helps identify discrimination and racism, impact, how to report and challenge.
- Books can provide a stimulus for classroom discussion.
- **BookTrust** & **LoveReading** books on topics including racism, with age recommendations.

<https://pshe-association.org.uk/news/news-and-blog/blog-entry/challenging-racism-through-pshe-education>

Picture News

- **Guide: Talking to children about the riots**
 - Guide and support document for teachers, discussing sensitive news topics.

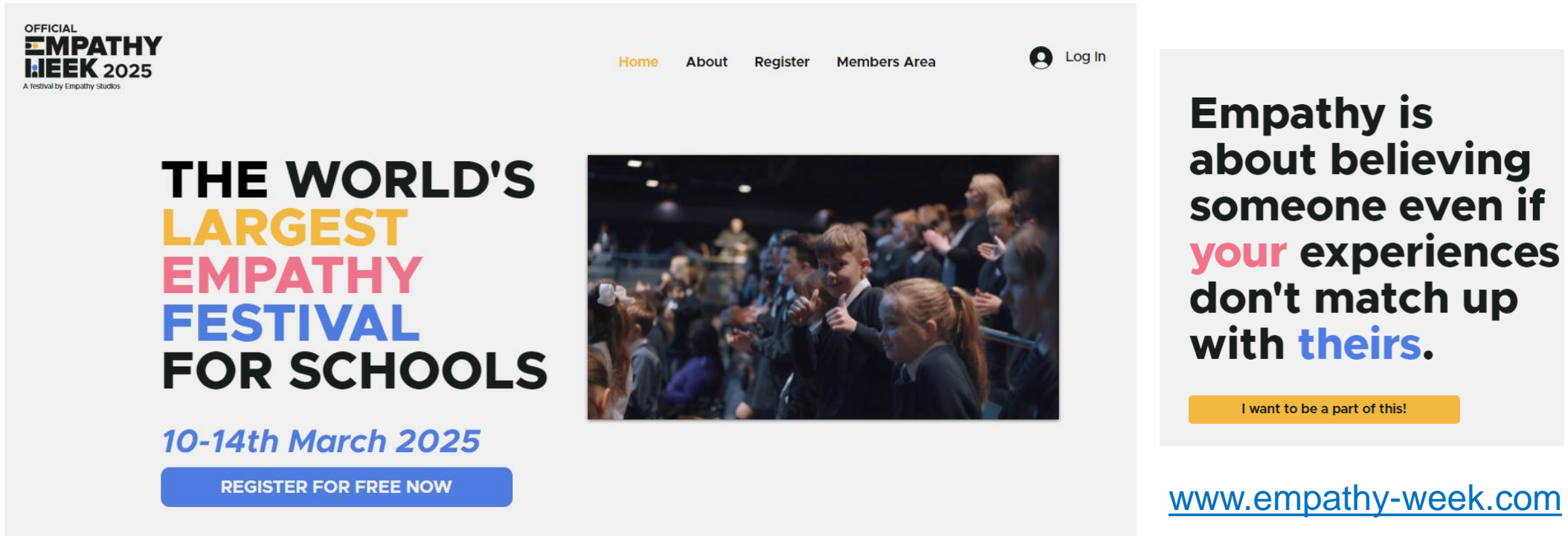
[Talking to children about sensitive new - UK](#)

- **Lesson plan**

- video: [How can communities help each other in times of difficulty?](#)
- presentation: [download PDF here](#) To request a PowerPoint version, contact help@picture-news.co.uk



Empathy Week: 10-14th March 2025



The screenshot shows the homepage of the Empathy Week 2025 website. At the top left is the logo for 'OFFICIAL EMPATHY WEEK 2025' with the tagline 'A festival by Empathy Studios'. The navigation menu includes 'Home', 'About', 'Register', and 'Members Area', along with a 'Log In' button. The main content area features the text 'THE WORLD'S LARGEST EMPATHY FESTIVAL FOR SCHOOLS' in large, bold letters, with 'LARGEST' in yellow, 'EMPATHY' in pink, and 'FESTIVAL' in blue. Below this is the date '10-14th March 2025' and a blue button that says 'REGISTER FOR FREE NOW'. To the right of the text is a photograph of a group of school children in a dark setting, possibly a cinema or auditorium, looking towards the camera. On the right side of the page, there is a quote: 'Empathy is about believing someone even if your experiences don't match up with theirs.' with 'your' in pink and 'theirs' in blue. Below the quote is a yellow button that says 'I want to be a part of this!'. At the bottom right of the page is the website URL 'www.empathy-week.com'.

OFFICIAL
EMPATHY
WEEK 2025
A festival by Empathy Studios

Home About Register Members Area Log In

**THE WORLD'S
LARGEST
EMPATHY
FESTIVAL
FOR SCHOOLS**

10-14th March 2025

REGISTER FOR FREE NOW

Empathy is about believing someone even if **your** experiences don't match up with **theirs**.

I want to be a part of this!

www.empathy-week.com

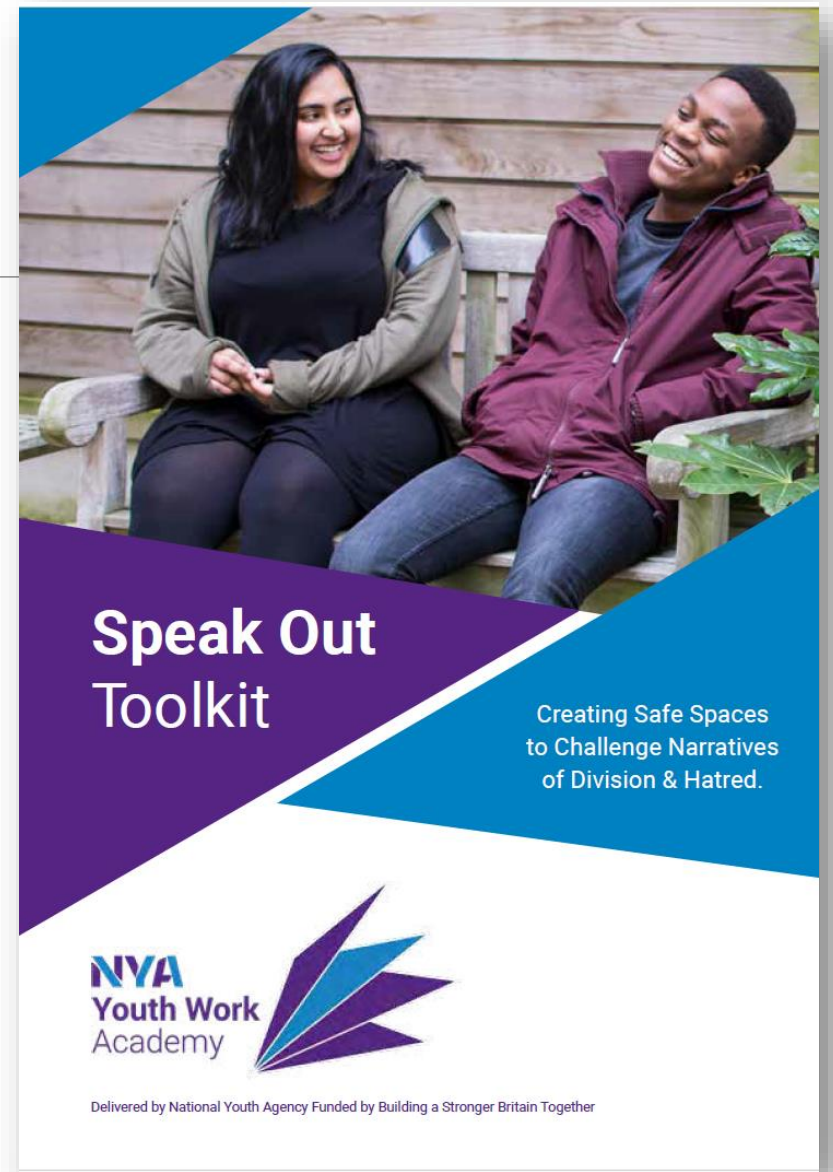
An annual festival of film, storytelling and events that develops the crucial skill of empathy in students aged 5-18.

NYA: Speak Out Toolkit

This toolkit supports this youth work pedagogy by providing ideas for activities to support work with young people around these more difficult topics.

Through promoting safe spaces to explore differences positively, we create spaces and societies of tolerance, inclusion and cohesiveness, but where debate and reflection are encouraged.

[Speak-Out-Toolkit-2019.pdf](#)



Educate Against Hate

Following the violent disorder in the aftermath of the attack in Southport, educate against hate have published a blog to support schools and colleges build their students' resilience to extremism.

"Given the impact of what has happened, we know that you'll want to discuss what has happened since July 29th with your learners once they return to school, and that it's likely many students will want to discuss these issues with their classmates".

[The blog can be accessed here](#)

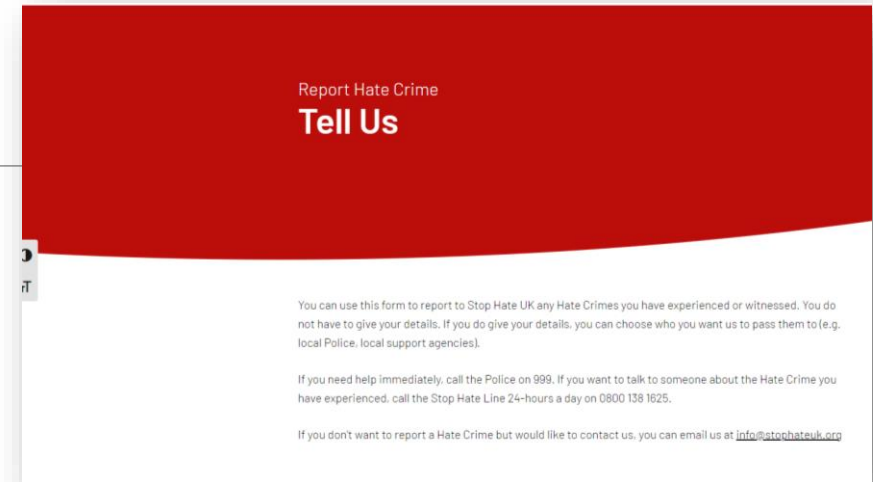
[Resources, guidance and support for schools and colleges to discuss violent disorder with students](#)

Stop Hate UK

You can use this form to report to Stop Hate UK any Hate Crimes you have experienced or witnessed.

You do not have to give your details. If you do give your details, you can choose who you want us to pass them to (e.g. local Police, local support agencies).

If you need help immediately, call the Police on 999. If you want to talk to someone about the Hate Crime you have experienced, call the Stop Hate Line 24-hours a day on 0800 138 1625.



The image shows a screenshot of a web form titled "Report Hate Crime Tell Us". The form has a red header with the text "Report Hate Crime" and "Tell Us" in white. Below the header, there is a white background with the following text: "You can use this form to report to Stop Hate UK any Hate Crimes you have experienced or witnessed. You do not have to give your details. If you do give your details, you can choose who you want us to pass them to (e.g. local Police, local support agencies). If you need help immediately, call the Police on 999. If you want to talk to someone about the Hate Crime you have experienced, call the Stop Hate Line 24-hours a day on 0800 138 1625. If you don't want to report a Hate Crime but would like to contact us, you can email us at info@stophateuk.org".

If you don't want to report a Hate Crime but would like to contact us, you can email us at info@stophateuk.org

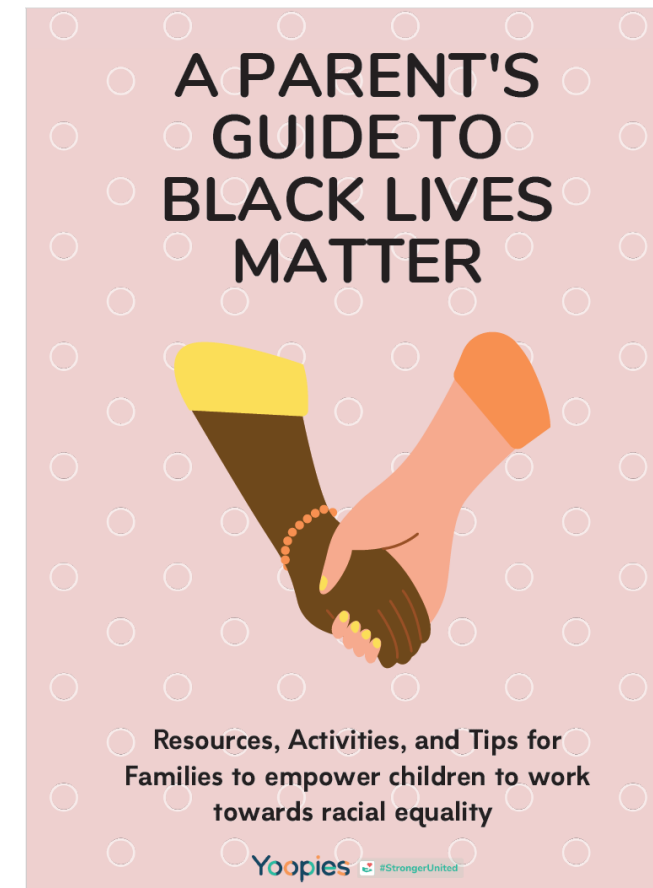
<https://www.stophateuk.org/report-hate-crime3/tell-us/>

A Parent's Guide to Black Lives Matter

Resources, activities, and tips for families to explore and uplift Black History, heritage and culture.

[A Parent's Guide to Black Lives Matter and A Guide to Black History Month \(yoopies.co.uk\)](#)

[Download the parent's guide here](#)



SARI - Stand Against Racism & Inequality

SARI - Stand Against Racism & Inequality

In light of the recent racist and Islamophobic incidents across the UK, **SARI** have put together a help sheet to support schools and parents/ carers.

This includes B&NES support services but the information to schools and families is relevant to all areas. It can be downloaded from the B&NES HUB via [How to respond to Racism - resources & Tips for schools & families.](#)

B&NES specific:

B&NES council in partnership with **Off the Record** are encouraging young people to **Report Incidents of Discrimination** (RID). We ask that you share the **RID advert** at the end of this newsletter with your school community. A printable poster is also available to download from the HUB via [Report Incidents of Discrimination.](#)

Race Equality Charter – By signing up to the charter schools in B&NES are able to make a public statement of their commitment to the following aims; challenging racism and racial harassment, promoting race equality and cultural diversity and fostering good race relations.

Schools can find out more about the charter and sign up [here](#).

Related training & webinars for staff

19, 26 September @ 4pm: [Healing Classrooms \[Basic\]](#) (IRC)

25 September @ 4pm: [Changing the Narrative: Challenging Islamophobia in the Classroom](#) (BE Truth To Power and Project Free CIC)

1, 18, 14 October @ 4pm: [Healing Classrooms \[Basic\]](#) (IRC)

2 October @ 4pm: [Changing the Narrative: Challenging Islamophobia in the Classroom](#) (BE Truth To Power/Project Free)

8 October @ 4pm: [Supporting Refugee Students in School](#) (Refugee Education UK)

15 October @ 4pm: [Translanguaging - Using students' own languages to enhance learning](#) (The Bell Foundation)

Year-long programme: [Human Rights Education Teacher Training Programme](#) (Amnesty International)

Updates for Senior Mental Health Leads



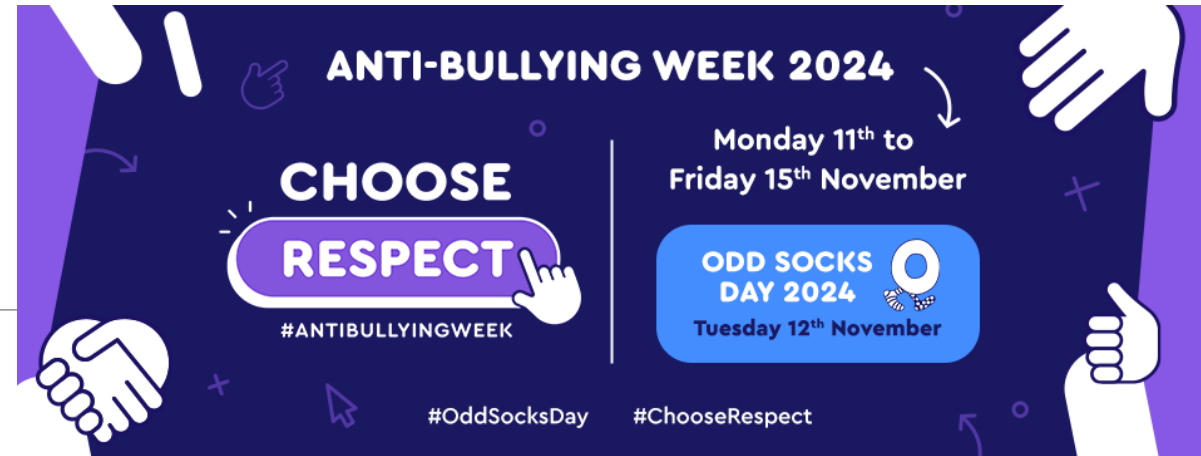
Good child report 2024 Headlines

- Children's (aged 10 to 15) mean scores for **happiness with their life as a whole, friends, appearance, school, and schoolwork were all significantly lower** in 2021/22 than in 2009/10.
- Data continues to show concerning patterns for girls' wellbeing. In 2021/22, **girls were significantly less happy on average than boys with their life as a whole, family, appearance, and school.**
- In 2024, **11% of the 10- to 17-year-olds** were identified as having **low wellbeing.**
- In 2024, children and young people (aged 10 to 17) were, on average, most happy with their family. More children and young people (14.3%) were **unhappy with school** than with the nine other areas of life they were asked about.
- More children and young people (aged 10 to 17) said they were **worried about rising prices**, compared with the other eight societal issues they were asked about. Two in five (41%) of children and young people were 'very' or 'quite' worried about this issue. In 2022, the UK had the **lowest average overall life satisfaction** among 15-year-olds across 27 European countries.
- **25.2% of the UK's 15-year-olds** had **low life satisfaction.** This was one in five males and almost one in three females.

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

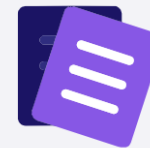


School Resources

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.

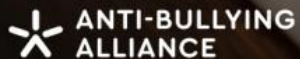


[More](#)





Free CPD Online Anti-Bullying Training



- 1 What is bullying?
- 2 Bullying and the Law
- 3 10 principles to reduce bullying
- 4 Preventing bullying
- 5 Responding to bullying
- 6 Cyberbullying (Online bullying)
- 7 Bullying and Difference
- 8 Bullying and SEN/disability
- 9 Young Carers and Bullying
- 10 Looked After Children and Bullying
- 11 Bullying and Gypsy, Roma and Traveller young people
- 12 Reducing Disablist Bullying: Disabilities, the Equality Act and Schools Duties
- 13 Sexual and Sexist Bullying
- 14 Mental Health and Bullying
- 15 All Different, All Equal: Preventing and Responding to Appearance Targeted Bullying
- 16 Banter or bullying? Navigating the line of acceptability

<https://anti-bullyingalliance.org.uk/tools-information/free-cpd-online-training>



BSW Together
Asthma Friendly School

To be an asthma friendly school, schools need to:

1. Identify an Asthma Lead/Champion who has received accredited training via: [Asthma \(Children and young people\) - elearning for healthcare \(e-lfh.org.uk\)](#) The minimum is the Tier 1 training, which staff can access when convenient.
2. Hold a register of all pupils with asthma
3. Hold a personalised asthma action plan (PAAP) for each pupil
4. Have emergency asthma kits available
5. Keep an up-to-date asthma school policy (including emergency procedures)

The ICB can provide you with a logo when you confirm that you have self-assessed your school to meet the above criteria, using the [self-assessment template](#). To confirm that you meet the above criteria, please contact each LA lead. [B&NES](#) [Swindon](#) [Wiltshire](#)



Useful sources of national updates

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 – THIS WEEK!)

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

Mental Health Support Teams (MHSTs)

The MHSTs deliver 6 to 8 sessions of Cognitive Behavioural Therapy (CBT) interventions for mild to moderate mental health and emotional wellbeing issues, such as anxiety, low mood or behavioural difficulties, as well as providing training and support to staff within school and college settings.

This resource of **additional staff** comes directly into schools and colleges to support pupil mental health and wellbeing delivering evidence-based, low-intensity, guided self-help interventions with children and young people and their parents/carers, either remotely or in a school setting.

It is also **additional support for education settings** to work with the school's senior mental health lead, to help develop your schools whole school approach to mental health. This can include staff workshops and training, school assemblies, group work with young people, parent sessions and support with completing the Mental Health and Wellbeing Audit. We work with schools to meet the needs of their students.

B&NES and Wiltshire's MHSTs are delivered by Oxford Health.

Referrals are accepted from the school's allocated mental health lead. If you need help identifying who this is, or would like to get in contact, you can email:

B&NES:

banesmhstreferrals@oxfordhealth.nhs.uk

Wiltshire

admin4mhst@oxfordhealth.nhs.uk

Swindon

Swindon's MHSTs are delivered by BeU Swindon:
01793 781484 or beu.swindon@nhs.net



Pupils voice survey: Mental health and wellbeing (Swindon)

Years 4, 6, 7 and 10

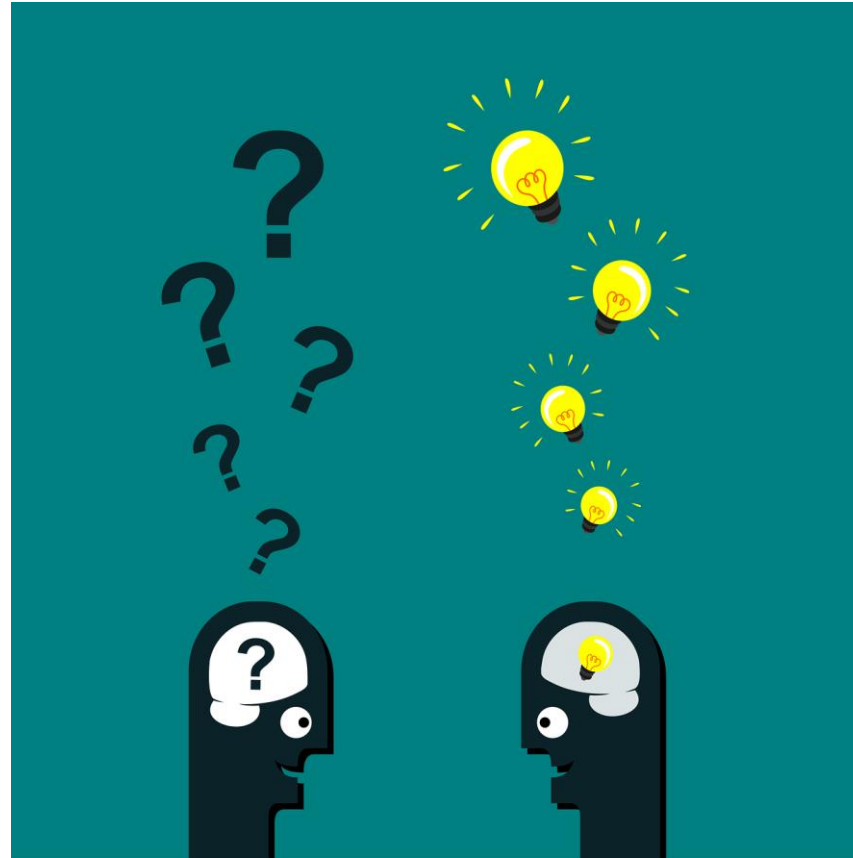
After October half-term

Please could you carry this out with pupils?

Would you be willing to test it out? If so, please email
SwindonHealthySchools@swindon.gov.uk



What topics would you like to discuss at future meetings?



Future dates for BSW SMHL networks

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

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