

How do we support the mental health and emotional wellbeing of pupils in our school?

We have worked with the Educational Psychology Team to look at the approaches, interventions and resources that we have on offer in our school to support pupils at different levels of mental health need, from those who are “thriving”, right through to those few who may need “risk support”.

We have used the THRIVE Framework as a structure for this.

What is the THRIVE Framework?

The [THRIVE Framework for system change](#) (Wolpert et al., 2019) is an integrated, person centred and needs led approach to delivering mental health services for CYP and their families. It was developed by a collaboration of authors from the Anna Freud National Centre for Children and Families and the Tavistock and Portman NHS Foundation Trust.

The THRIVE Framework conceptualises need in five domains: **Thriving**, **Getting Advice**, **Getting Help**, **Getting More Help** and **Getting Risk Support**. Emphasis is placed on prevention of MHEWB difficulties, and the promotion of positive MHEWB across the whole population. CYP and their families are empowered through active involvement in decisions about their care through shared decision making, which is fundamental to the approach. (Information taken from www.implementingthrive.org)



The THRIVE Framework in our school

Acronyms: CYP: CYP and Young People, plus parents/carers where necessary MHEWB: Mental Health and Emotional Wellbeing

CAMHS: CYP and Adolescent Mental Health Service

SEVERITY / URGENCY OF NEED

Thriving	Getting Advice	Getting Help	Getting More Help	Getting Risk Support
 <p><i>Those whose current need is to maintain wellbeing through effective prevention and promotion strategies</i></p>	 <p><i>Those who need advice and signposting</i></p>	 <p><i>Those who need focused, goals-based input</i></p>	 <p><i>Those who need more extensive and specialist goals-based help</i></p>	 <p><i>Those who have not benefitted from or are unable to use help, but are of such a risk that they are still in contact with services</i></p>
<p>This refers to:</p> <ul style="list-style-type: none"> Most CYP (approx. 80%) CYP who are generally coping with the ups and downs of life (feeling low after a poor test result, falling out with a friend, or feeling sad after a bereavement), without any particular additional support Within this group are particular groups who are vulnerable due to a range of factors (e.g. poverty, SEN, discrimination etc) so interventions/approaches should also include work done in school to mitigate these risks 	<p>This refers to:</p> <ul style="list-style-type: none"> CYP with mild or temporary difficulties and those with fluctuating or ongoing severe difficulties, who are managing their own mental health and not wanting goals-based specialist input. CYP adjusting to life circumstances, with mild or temporary difficulties, where the best intervention is within the community with the possible addition of self-support. CYP who need support with issues such as coming to terms with neuro diversity issues, issues relating to sexuality, mild worries, friendship issues, family problems / home life 	<p>This refers to:</p> <ul style="list-style-type: none"> CYP who would benefit from focused, evidence-based help and support, with clear aims and criteria for assessing whether these aims have been achieved. CYP may need support with such as anger outbursts, mild anxiety, significant friendship/family/home issues, mild depressive symptoms, change in eating habits or negative body image. They will follow a programme led by a named staff member and/or the MHST to identify needs, implement support and monitor progress 	<p>This refers to:</p> <ul style="list-style-type: none"> A small number of CYP who would benefit from focused, evidence-based help and support, with clear aims and criteria for assessing whether these aims have been achieved, like at Getting Help, but where this generally entails a more extensive resource allocation CYP who have overlapping needs that mean they may require greater input (e.g. neurodiversity / learning difficulties / trauma / attachment needs) 	<p>This refers to:</p> <ul style="list-style-type: none"> A very small number of CYP, who are likely to have multiple-agency support, e.g. from social services and youth justice. CYP and families who currently unable to benefit from/engage with evidence-based treatment (e.g. at Getting Help or Getting More Help) but remain a significant concern and risk. CYP who are likely to have a significant and complex profile of need – e.g. delusional thoughts / self-harming / psychotic symptoms / suicidal ideation with plan and intent / thoughts of harming others or actual harming / violent behaviours towards others / associated mental health disorder
<p>These CYP need:</p> <ul style="list-style-type: none"> To just stay on track! Occasional, “light touch” support to help at times of difficulty 	<p>These CYP need:</p> <ul style="list-style-type: none"> Signposting / self-management - typically consists of a one-off contact with follow-up. 	<p>These CYP need:</p> <ul style="list-style-type: none"> Evidence-based interventions, with clear aims and criteria for assessing whether these aims have been achieved Help from a school or Health funded person in school (e.g. Nurture Group Lead, School Nurse, or mental health professional), where they take a lead on 	<p>These CYP need:</p> <ul style="list-style-type: none"> Evidence-based interventions, with clear aims and criteria for assessing whether these aims have been achieved (like at Getting Help) More extensive intervention than at Getting Help (e.g. an external 	<p>These CYP need:</p> <ul style="list-style-type: none"> An urgent, often same-day response A multi-agency response including Social Care is usually required

		the delivery and monitoring of intervention	professional taking the lead on delivery and monitoring of intervention)	
<p>At a general level, we provide this by:</p> <ul style="list-style-type: none"> ✓ Having whole-school relational approaches to MHEWB ✓ Providing everyday support and intervention to meet basic needs relating to MHEWB (e.g. helping CYP to understand the impact of sleep, diet, exercise, and screen time on MHEWB) ✓ We are aiming to have an identified Mental Health Champion to help develop whole-school practice and provision for MHEWB ✓ Having an identified member of the staff team with a responsibility for MHEWB ✓ Modelling and teaching social and emotional skills through the PSHE curriculum supported by SCARF (Safety, Caring, Achievement, Resilience and Friendship). ✓ Ensuring adaptive teaching strategies are employed according to need ✓ Being aware of different CYP's sensory needs and responding appropriately where necessary 	<p>At a general level, we provide this by:</p> <ul style="list-style-type: none"> ✓ Having a robust, whole-school offer around mental health, as outlined at Thriving ✓ Maintaining up to date information about resources and other sources of support in relation to MHEWB ✓ Making this information easily available and sharing this in a variety of ways (e.g. on school displays and website, information stall at parent events) so that it empowers young people and families to find the best ways of supporting their own MHEWB. 	<p>At a general level, we provide this by:</p> <ul style="list-style-type: none"> ✓ Identifying a “key-worker” approach, or similar, to ensure the CYP has support from a trusted adult during vulnerable times. ✓ Teaching social and emotional skills on 1:1 or small group basis, with familiar, skilled and experienced staff 	<p>At a general level, we provide this by:</p> <ul style="list-style-type: none"> ✓ Providing similar support to at Getting Help, but also referring to external services or a school-based mental health practitioner who will often be involved in delivering and monitoring intervention/provision 	<p>At a general level, we provide this by:</p> <ul style="list-style-type: none"> ✓ Same as for Getting More Help, but also referring to external health-based team ✓ Working with other agencies to understand the YP and their context ✓ Engaging in a multi-agency response (usually requiring Social Care involvement)

<p><i>In our school, staff are familiar with these approaches and interventions and use them in day-to-day practice across school:</i></p> <ul style="list-style-type: none"> • Trauma informed practice • Nurture • Restorative practice • Zones of Regulation • Mindfulness • Yoga for schools • Circle Time • Forest School • OPAL Play (Outdoor Play and Learning) to develop play, creativity, problem solving, resilience and support friendship building and behaviour. • Workshops delivered by the MHST: self-esteem and resilience, emotional intelligence, friendship, kindness. <p><i>We also do the following:</i></p> <ul style="list-style-type: none"> • Teach and discuss social skills and emotional literacy through the curriculum and regular assemblies. • Teach positive relationships education through our Relationships and Sex Education curriculum • See everyday difficulties as potential learning opportunities (e.g. friendship difficulties / frustration at not being able to complete a task) • Provide a free breakfast for those who need it • Provide daily opportunities for outside play (OPAL) • Provide opportunities to learn outside where possible • Provide a wide range of extra-curricular activities • Frequently celebrate successes and achievements (e.g. celebration assembly / Headteacher Award, parent achievement, SCARF certificates, merit assemblies) • Have a Kindness Box for CYP to promote kindness. • Communicate with parents to let them know what support is available (e.g. via a school newsletter, facebook page) 	<p><i>In our school, we use the following interventions and approaches when CYP need something “over and above” a whole-school approach for a while:</i></p> <ul style="list-style-type: none"> • Targeted support from a named member of staff • Wellbeing Champion support for particular CYP • Circle Time, PSHE lessons and/or assemblies in response to specific situations that have arisen • Use of books and stories to provide talking points in response to particular situations • Offering parent drop ins with identified member of staff (e.g. Safeguarding Lead) for parents to discuss concerns <p><i>We also refer to the Families and Young Persons Information website for further signposting, information and advice</i></p>	<p><i>In our school, we use following interventions, approaches and resources on a small group and 1:1 basis when a CYP need more focused, often evidence-based support:</i></p> <ul style="list-style-type: none"> • Nurture Group • Lego-based Therapy (e.g. Le Goff et al, 2014) • Zones of Regulation (Kuypers, 2011) • Cognitive Behavioural Therapy resources used by the MHST • Social Stories (Gray, 2010) • Bradford Emotionally-Based School Avoidance guidance <p><i>We also offer intervention to help CYP understand a theme or skill, based around story books</i></p> <ul style="list-style-type: none"> • Stories offered throughout the year to support this and a weekly SEMH book-based assembly. <p><i>We access/link with these external sources of support for further advice and intervention:</i></p> <ul style="list-style-type: none"> • Educational Psychology Team consultation hubs • Mental Health Support Team (MHST) <p><i>We also refer to the Healthy Minds Services Directory for Schools document, the Healthy Minds Support Finder tool, the Living Well Schools website and the Families and Young Persons Information website for further signposting, information and advice</i></p>	<p><i>For the small number of CYP who need even more support than at Getting Help, we request additional intervention and support from the following local services and organisations:</i></p> <ul style="list-style-type: none"> • Early Help • Bradford Educational Psychology Team • Bradford SCIL Team • Bradford CAMHS <p><i>They may deliver, or support school staff to deliver, interventions/approaches.</i></p> <p><i>We also refer to the Healthy Minds Services Directory for Schools document, the Healthy Minds Support Finder tool, the Living Well Schools website and the Families and Young Persons Information website for further signposting, information and advice</i></p>	<p><i>In our school, we refer/signpost CYP and families to these places when a young person is experiencing acute, high level distress or presents with behaviours that cause an ongoing, high level of concern:</i></p> <p>Local:</p> <ul style="list-style-type: none"> • First Response (all age crisis service) • Safe Spaces Bradford/Keighley • West Yorkshire Night OWLS Helpline: 08001488244 • Guide-Line: 08001 884 884 between 12pm (midday) and 12am (midnight). • CYP’s Community Support Team (CCST) • CYP and Adolescent Mental Health (CAMHS) Bradford/Keighley • Emergency Duty Team (Social Care) <p><i>We also refer to the Healthy Minds Services Directory for Schools document, the Healthy Minds Support Finder tool, the Living Well Schools website and the Families and Young Persons Information website for further signposting, information and advice</i></p>
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- Involve CYP in MHEWB provision planning (e.g. through School Council, and Wellbeing Champions)
- Have a range of sensory resources available (e.g. fidget toys, sensory resources)
- Encourage some CYP to do a daily feeling “check in”
- Reinforce social skills and emotional literacy visually (e.g. display boards, posters)
- Have a robust offer in place to support staff well-being (e.g. signposting, providing access to counselling)
- Celebrate national mental health initiatives (e.g. Children’s Mental Health Week / World Mental Health Day)
- Periodically gather information about CYP’s wellbeing and friendships (e.g. through questionnaire), using this information to inform provision

We access/link with these external sources of support, to help us maintain a good quality whole-school offer for MHEWB:

- [Social Communication Interaction and Learning \(SCIL\) Team](#) (e.g. whole school development work offer, Nurture Groups)
- [Anna Freud National Centre for CYP and Families](#)
- [Kindness, Compassion and Understanding Campaign](#)
- Leeds Carnegie Bronze Mental Health Award

We liaise with CYP and their families at all levels of the THRIVE Framework, to ensure that they are empowered and actively involved in decisions about their care

In our school, we do this through:

- Individual work with the CYP in school
- Holding meetings with parents and carers, and the CYP where appropriate
- Encouraging parents and carers to seek support from advocacy services such as [SENDIASS](#) (Special Educational Needs and Disabilities Information and Advice Service), where the young person has SEND
- Sharing information about the THRIVE Framework and associated services with parents using a range of means (e.g. our newsletter, coffee mornings, school website, Facebook page)