

Early Intervention Resource

Supporting Children: A guide for all staff

Promoting Mental & Emotional Wellbeing





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Acknowledgements

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It was created and developed through consultation with over 100 colleagues from across Children & Families staff (and pupils) from Primary & Secondary Schools, Hospital and Outreach Teaching Service, Visiting Teaching and Support Service, Family Based Care, Community Learning & Development, Workforce Development, Educational Welfare, Educational Psychology, Quality Improvement, Getting it right for every child, Social Work and staff from Voluntary Organisations, NHS including the Child & Adolescent Mental Health Service.

There are too many people to mention everyone individually but all of whom are owed sincere thanks for their time and contributions as without them the production of this guide would not have been possible.

Any questions about the content of this guide or suggestions, additions, modifications for the next one, please contact the Mental Health & Wellbeing Team: growingconfidence@edinburgh.gov.uk

Graphics for 'Being Well, Staying Well' designed by Clare Goodall.
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Introduction to the Supporting Children Guide

What is this guide for?

This guide has a very clear purpose: to act as a valuable and accessible support for staff in supporting the mental health and emotional wellbeing of children. Building on the work of Growing Confidence within Edinburgh it aims to continue to raise awareness about why 'good health and wellbeing is central to effective learning'¹ and the role all staff can play in supporting its promotion in the children they work with.

Research² demonstrates that staff can support children's emotional and mental wellbeing and resilience by helping them to develop problem solving skills, build positive relationships, experience meaning and accomplishment through engagement in schools and communities and by supporting their emotional and social development. It is critical that staff recognise that the interactions and relationships they have with children can make a real difference. **The information in the first part of the guide aims to offer staff ideas and strategies to help promote mental and emotional wellbeing and resilience in the children they work with.**

It is also true that 'members of staff are often best placed to identify even minor changes of mood in a child or young person which could reflect an important emotional, social or mental health issue with which that child or young person needs help or support'.³

It is important, therefore, that all staff have an understanding about how best to support children at an early stage so they get the help they need before difficulties get worse. (This was one of the four key areas for improvement identified in the recent inspection of Children's Services in Edinburgh Report 2013). It is also true that children will choose whom they share their feelings and concerns with and this may not be the person identified as their key adult or named person. **The information in the second part of this guide aims to help staff to respond to Wellbeing Concerns by giving some ideas and strategies to support them in this role.**

The final section (Appendices 1–5) of the guide are primarily for named persons and other relevant staff and suggest a wide range of resources and services available to support children's mental and emotional health and wellbeing.

It is hoped that the first edition of this guide can help staff to implement the principles and practice underpinning policies such as Getting it right for every child, Curriculum For Excellence Health and Wellbeing Across Learning, Mentally Flourishing Scotland and Better Relationships, Better Learning, Better Behaviour.

Any thoughts, comments or inclusions for future editions of this guide? Please email growingconfidence@edinburgh.gov.uk

What is Mental and Emotional Wellbeing?

The Mental Health Foundation defines emotional wellbeing as: 'A positive sense of wellbeing which enables an individual to function in society and meet the demands of everyday life; people in good mental health have the ability to recover effectively from illness, change or misfortune.'

This definition is further developed by Action for Children which describes an emotionally well person as someone who: 'demonstrates empathy, self awareness, an ability to manage feelings, motivation and good social skills.'

Many factors can negatively impact on the emotional wellbeing of individuals and may result in the individual demonstrating distressed behaviour; but this does not necessarily constitute a clinical mental health issue as shown in Figure 1.

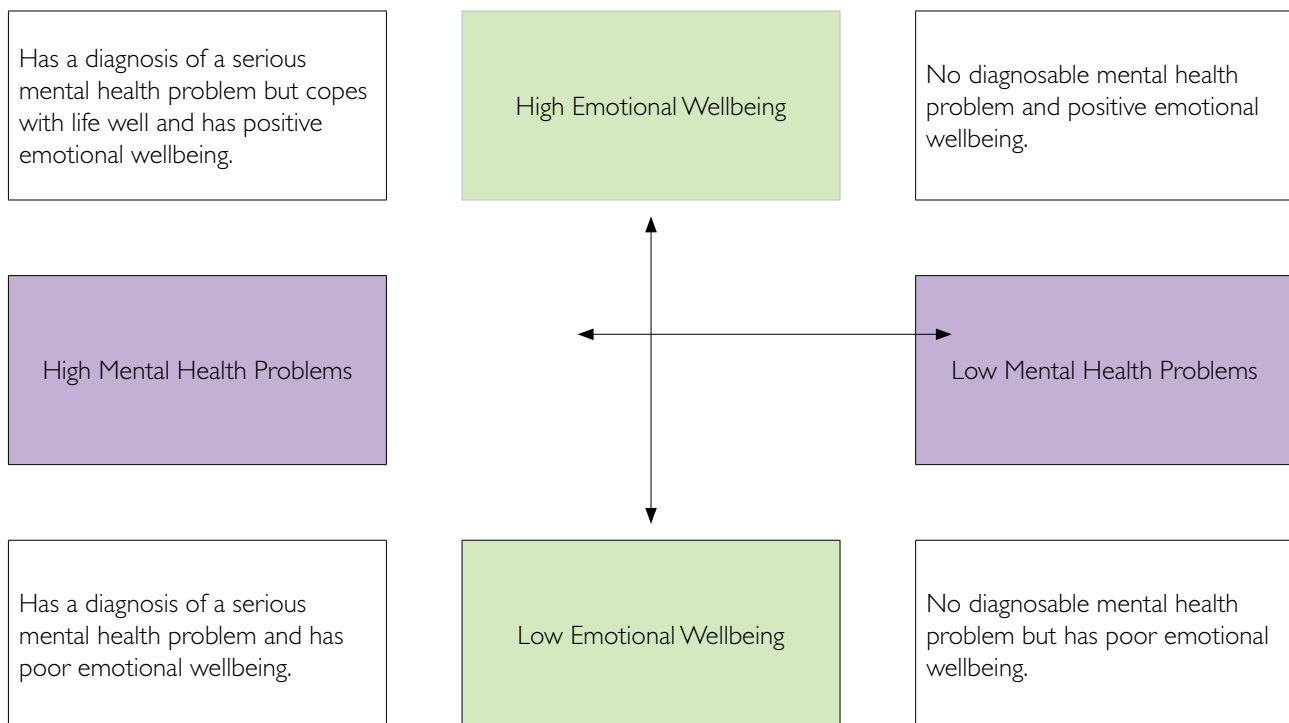
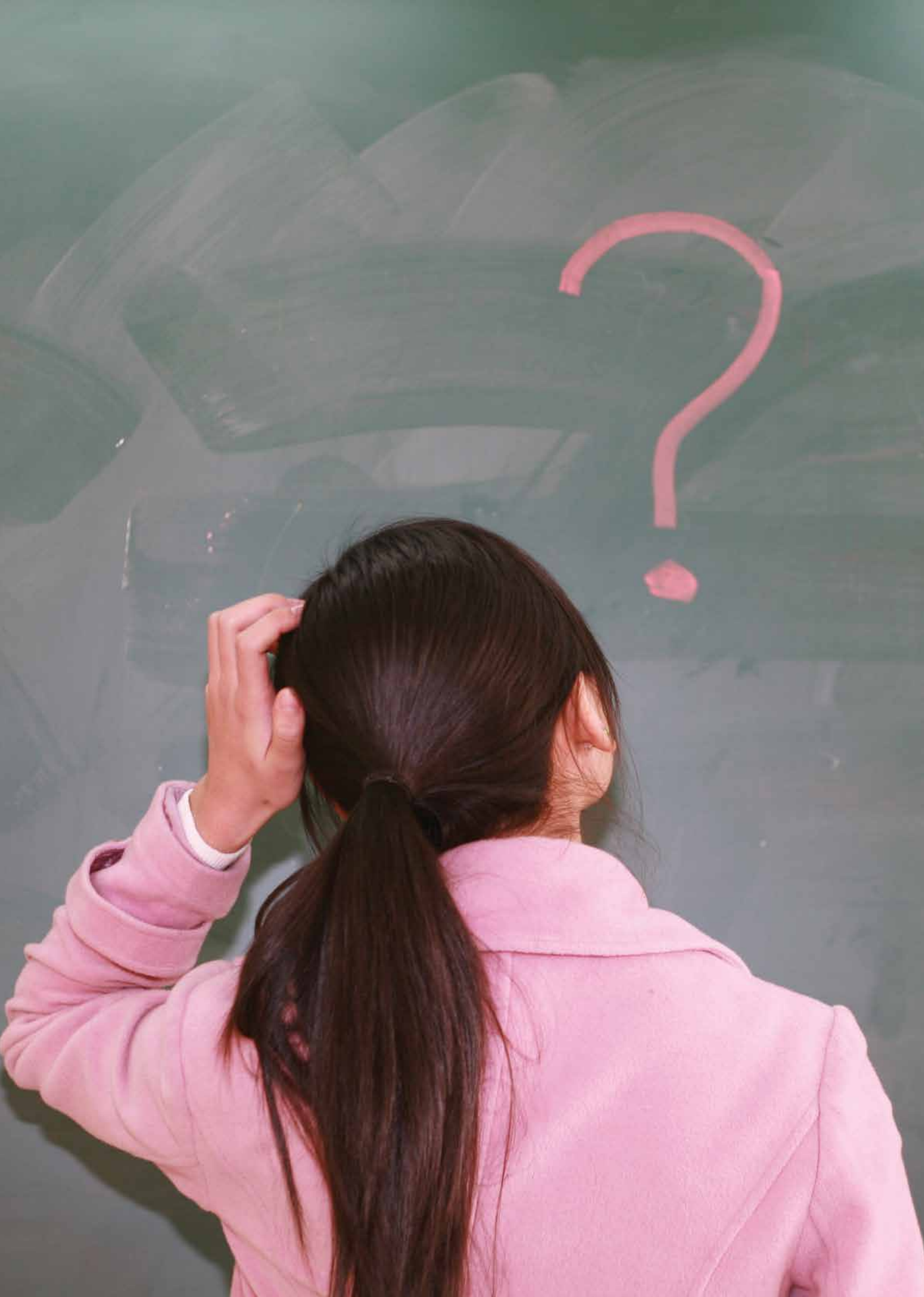


Figure 1: **The Mental Health Continuum** (Adapted from K.Tudor, 'Mental Health Promotion: Paradigms and Practice', 1996 and NHS Scotland, Scottish Mental Health First Aid)

Most children and young people will flourish and have good mental and emotional wellbeing throughout their lives. Even when experiencing periods of low emotional wellbeing (for whatever reasons) it is unlikely that a child or young person will have a diagnosable mental health problem. In the case of young people who do have a mental health issue, treatment and recovery can be enhanced by promoting emotional wellbeing. Therefore, all staff can and do play a role in offering appropriate support to the children and young people they work with no matter where they may be on the continuum.



Ethos and Culture

In order to promote the positive mental health and emotional wellbeing of children the starting point is a positive ethos and climate of respect and trust based upon shared values. This is at the heart of the Getting it right for every child approach which asks staff to consider the eight Wellbeing Indicators below and the role they can play in supporting children to be:

Safe

Where staff proactively work, within and across agencies, to ensure the children are protected from abuse, neglect or harm and take appropriate action if staff have concerns.

Healthy

Where children experience the highest standards of physical and positive mental health opportunities, and are supported to make healthy, safe choices in their lives.

Achieving

Where staff hold high expectations for all and this is reflected in children receiving strong support and guidance in their learning and development of skills to be the best they can be.

Nurtured

By providing positive role models and caring relationships and interactions that help children to grow, learn and thrive.

Active

Where children have opportunities to take part in a wide range of activities and play that facilitate skill development, enjoyment and challenge.

Respected

Where children know that they are listened to and have a voice by being involved in the decisions that affect their wellbeing and their learning.

Responsible

Where children are encouraged to take an active role within their school, setting, families and communities by taking on appropriate and meaningful responsibilities to help themselves and others.

Included

Where children receive help and guidance to overcome social, educational, physical and economic inequalities and become accepted as full members of the communities in which they live and learn.

Assessment and Evaluation Tools

Tools such as parent, pupil or staff questionnaires can be useful in helping to gauge the attitudes, beliefs and perceptions of the ethos and culture of the school and setting.

For more information on Pupil or Staff Wellbeing Questionnaires which focus particularly on this area please contact growingconfidence@edinburgh.gov.uk

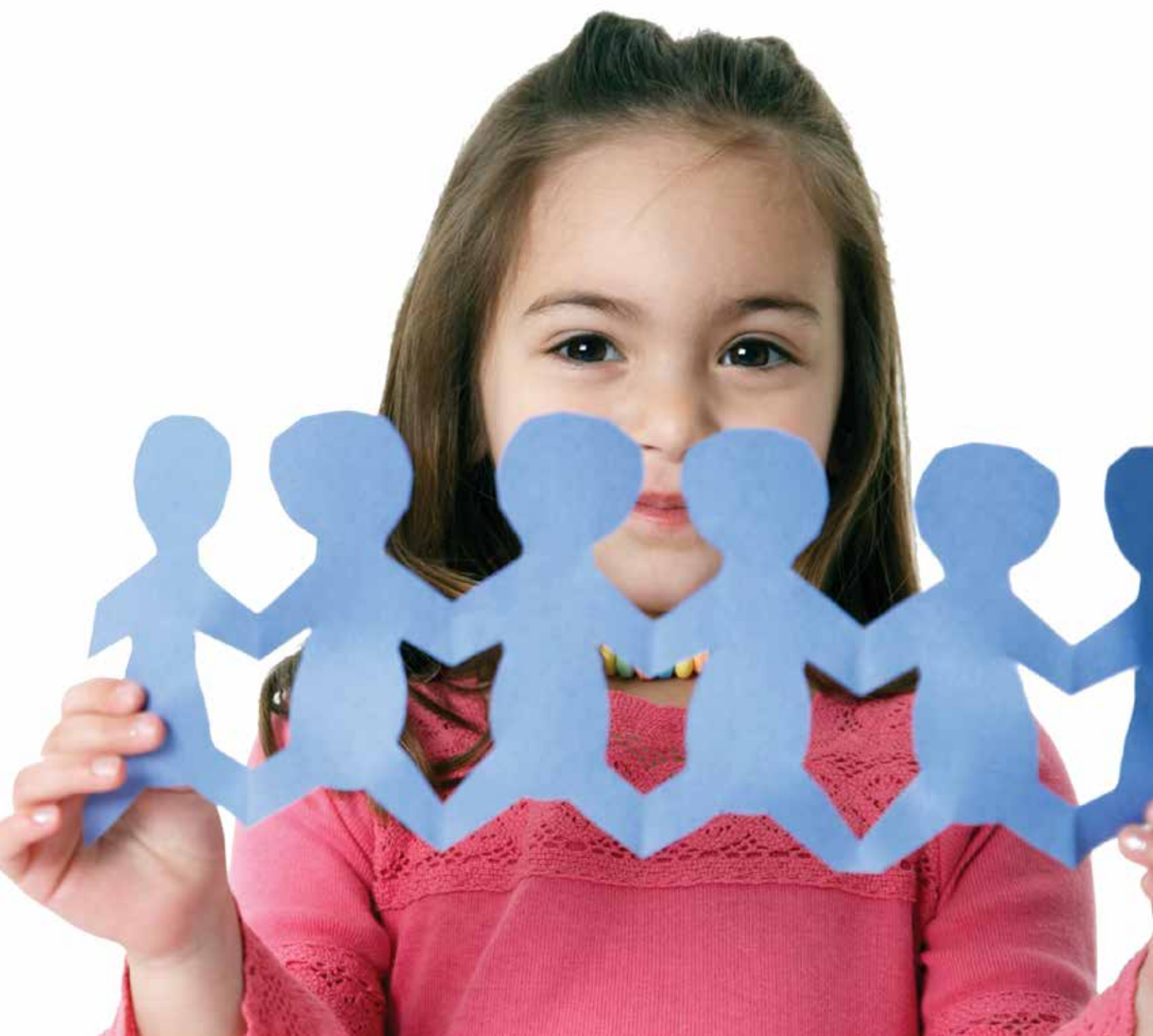
For more information on other available questionnaires for staff, pupil and parents please contact David.Maguire@edinburgh.gov.uk

For more information on evaluating Getting it Right For Every Child Wellbeing Indicators with children, young people and parents contact girfec@edinburgh.gov.uk

For more information about tracking and monitoring of progress in Health and Wellbeing please contact your Quality Improvement Officer.

For help interpreting and implementing feedback from questionnaires please contact your Educational Psychologist.





Protective Factors

Research has identified a number of factors which can positively influence our mental health and emotional wellbeing (some of these are reflected in the My World Triangle). These 'protective factors' have been found to decrease the likelihood of children and young people developing mental health difficulties even when faced with high levels of adversity.

1 Why relationships matter

The research is clear that key protective factors for children are:

- ✱ The presence of one positive, consistent, caring relationship in their lives (eg this could be with a family member, siblings, neighbours, peers, extended family, staff, youth or community workers) who provides support, encouragement and holds high expectations for the child⁴
- ✱ Healthy adult role models (eg this could be someone they know or may not know personally but who can positively influence and inspire them)⁵

The **Curriculum for Excellence** guidelines⁶ affirms this research and makes it clear that all members of staff have a responsibility in supporting positive relationships by:

- developing open, positive, supportive relationships where children and young people will feel that they are listened to
- promoting a climate in which children and young people feel safe and secure
- modelling behaviour which promotes effective learning and wellbeing within the school community
- being sensitive and responsive to each child or young person's wellbeing

2 Why what we do matters

Other protective factors are concerned with what we can do to make a difference to our wellbeing. Research has found that children who have good mental and emotional health have often experienced the following:

- ✱ Successful engagement and participation within school, families or communities (eg this can lead to a sense of achievement, self efficacy and feelings of making a difference)⁷
- ✱ A sense of meaning and belonging (eg this involves feeling included and part of something bigger which often comes about through participation in activities, hobbies and interests)⁸

3 Why interactions matter

Human beings are highly social and much of our development and success in life can be dependent on how we interact and relate to other people. Research has found that another key protective factor for children is the extent to which they have received:

- ✱ Support to learn and develop key social and emotional skills

These skills (sometimes referred to as executive functions) include:

- Self awareness
- Ability to regulate emotions and impulses
- Empathy
- Problem solving
- Reasoning and reflective capacity
- Optimistic outlook
- Sense of humour
- Ability to delay gratification
- Perseverance⁹







Promoting Children’s Mental and Emotional Wellbeing

‘Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence’
(Curriculum For Excellence 2008)¹⁰

The key research points around protective factors for our mental health and emotional wellbeing has been condensed into 10 themes below. This is to help staff raise children’s understanding and awareness of what has been proven to make a positive difference to everyone’s mental health and wellbeing and the role children can play in supporting their own mental and emotional health. Staff can also use the themes to help children identify what is already going well and actively support them to **build on these strengths** and consider what else could help them.

Each theme has some suggested questions that can be used as a platform to enhance any **one-to-one** conversations staff may have with a child. The 10 themes can also be used to facilitate discussion and activities within a small group, class, department, year group, whole school or setting in a bid to raise awareness of positive mental health and wellbeing.

10 things that help us to be well and stay well		Wellbeing indicators
	<p>Research has confirmed that having positive social relationships is crucial for good mental and physical health.¹¹ Whereas loneliness or the lack of social support is associated with increases in problems (eg depression, coronary heart disease).¹²</p> <p>Questions</p> <ul style="list-style-type: none"> * Do you have someone you trust you can talk things over with? * Who do you feel supports and encourages you? * Who do you enjoy being with? 	NURTURED
	<p>Research has found that the experience of success in some domain of activity seems to be important for fostering resilience. This is particularly so where the children is able to take some responsibility, exercise a degree of autonomy and have the opportunity to learn from their mistakes.¹³</p> <p>Questions</p> <ul style="list-style-type: none"> * What are you good at? * What hobbies, interests or activities do you enjoy? * What have you done recently that you are proud of? 	ACHIEVING
	<p>High self-respect means we like ourselves and have a core set of moral values which are not grounded in what we can or cannot do, nor in comparing ourselves to others. Researchers have found that children with high self-respect are less prone to blame, guilt, regret, lies, secrets and stress.^{14,15}</p> <p>Questions</p> <ul style="list-style-type: none"> * What do you think are your strengths, personal qualities? * Are you able to say no to things you are not comfortable with or don't want to do? * Can you take a compliment? 	RESPECT

 <p>STAY HEALTHY</p>	<p>Research is clear that looking after the mind and body is of paramount importance for our health. Regular exercise releases brain chemicals that affect our mood for the better and can bring down stress.¹⁶ Lack of sleep,¹⁷ poor nutrition and not managing our stress effectively have been correlated with poor mental and physical health outcomes.</p> <p>Questions</p> <ul style="list-style-type: none"> When did you last have a drink of water, something to eat, a good night's sleep? Do you do any physical activity, where and how often? What do you do to manage your frustration? 	<p>HEALTHY</p>
 <p>HAVE FUN</p>	<p>Positive emotions are linked to better physical health, even when taking into account a lack of basic needs. Laughter releases endorphins, neurotransmitters that have pain-relieving properties similar to morphine. Studies have shown that laughter boosts the immune system in variety of ways.¹⁸</p> <p>Questions</p> <ul style="list-style-type: none"> What do you enjoy doing to relax or have fun? Do you make time and space for this? What made you laugh recently? 	<p>ACTIVE</p>
 <p>BECOME A PROBLEM SOLVER</p>	<p>Research demonstrates that our belief in our ability to tackle problems, challenges and stressors is crucial for resilience. It is important that children are exposed to and helped to develop problem-solving skills (in the face of smaller stressors and setbacks) so they can deal better with the bigger stressors when they come along.¹⁹</p> <p>Questions</p> <ul style="list-style-type: none"> What are your choices in this situation? What could you do differently? Can you think of a time you faced a difficulty before and how did you overcome it? 	<p>HEALTHY</p>
 <p>ASK FOR HELP</p>	<p>Resilient people have been found to be better at 'reaching out to others' for help.²⁰ They do not feel they have to manage everything by themselves.</p> <p>Questions:</p> <ul style="list-style-type: none"> Who can you talk things over with? What is one thing that would help you? 	<p>SAFE</p>

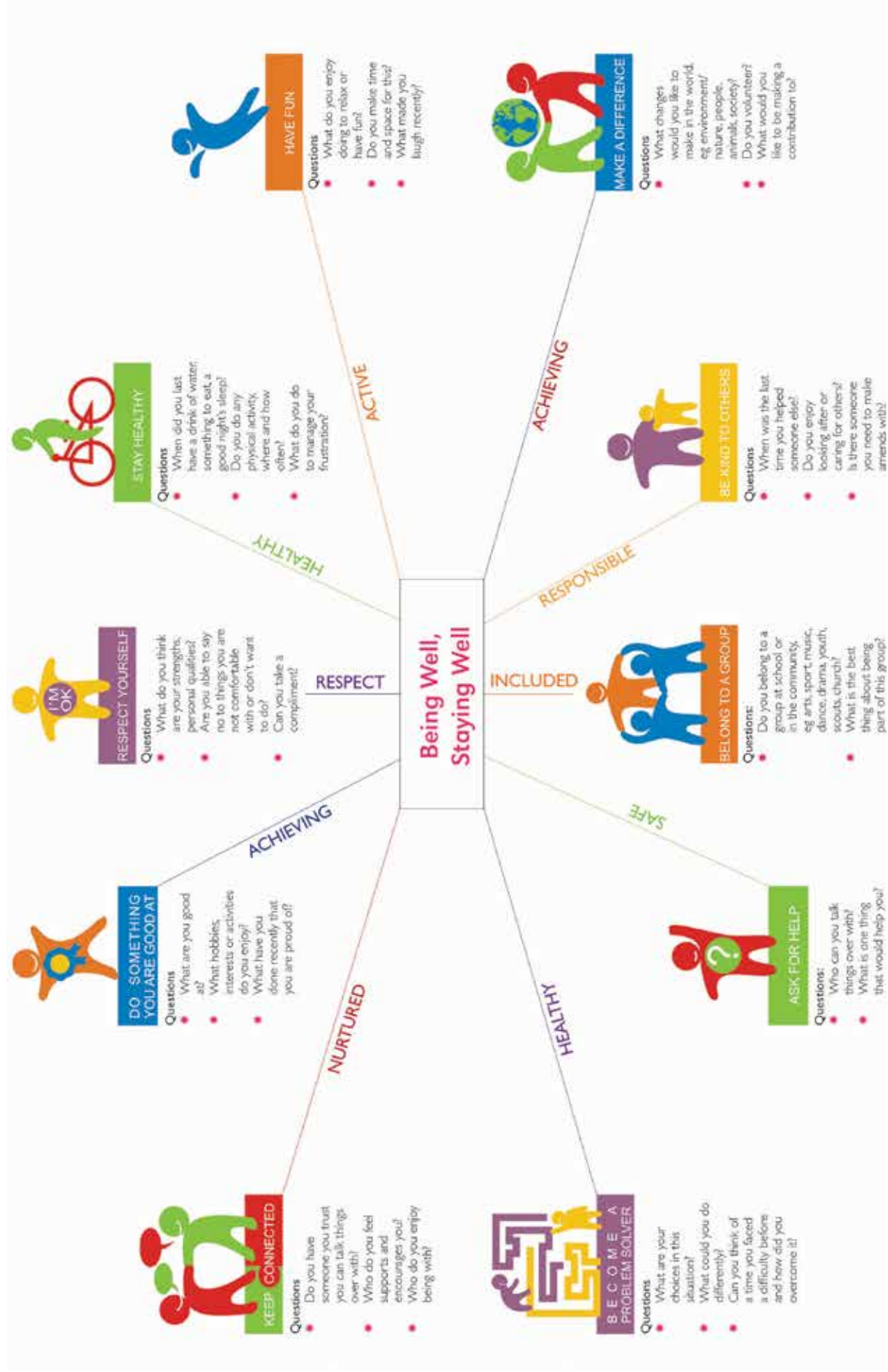
	<p>Researchers have proposed that all people have an innate need to belong to social groups and to form positive interpersonal relationships with others²¹. They found that when children and young people felt they belonged, they had an enhanced sense of worth and increased self-confidence²²</p> <p>Questions:</p> <ul style="list-style-type: none"> * Do you belong to a group at school or in the community, eg arts, sport, music, dance, drama, youth, scouts, church? * What is the best thing about being part of this group? 	<p>INCLUDED</p>
	<p>A wealth of research has shown that not only does kindness positively affect the receiver; but also the giver's psychological, emotional and physical wellbeing. Scientific evidence has proven that kindness actually changes the brain, impacts the heart and immune system, and may even be an antidote to depression.²³</p> <p>Questions</p> <ul style="list-style-type: none"> * When was the last time you helped someone else? * Do you enjoy looking after or caring for others? * Is there someone you need to make amends with? 	<p>RESPONSIBLE</p>
	<p>Researchers have found that the belief that one is living a meaningful and purposeful life is associated with enjoyment, happiness, hope, physical and mental wellbeing.²⁴</p> <p>Questions</p> <ul style="list-style-type: none"> * What changes would you like to make in the world, eg environment/nature, people, animals, society? * Do you volunteer? * What would you like to be making a contribution to? 	<p>ACHIEVING</p>

On the next few pages there are some tools to accompany this section. This includes a flyer or poster that can be used with children or young people and a Mindmap which can be an easy reference sheet for staff.

Being Well, Staying Well



Mindmap





Promoting Children's Resilience

According to research good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.²⁵

Within this document and throughout Growing Confidence resources and training, resilience is defined as 'having the skills to cope with, and learn from, setbacks, challenges and disappointments in order to positively move forward in life'. Learning skills and strategies to deal with difficult or stressful experiences is an important part of a child's development.

Research suggests that **over-protecting children and young people** can negatively impact on the development of resilience as they can be excessively sheltered from challenging situations that provide opportunities to develop coping skills.^{26, 27}

Instead, it is important that children learn skills and strategies to manage their frustrations, anxieties or disappointment so that they are better able to deal with similar experiences in the future. It is by having experiences of dealing successfully with a problem or stressors that we develop a belief in our capacity to do this.

All staff working with children can play a role in helping them develop skills and strategies to foster resilience by incorporating some of the following ideas into their interactions with them.^{28, 29}

- 1 Try to normalise the experience of setbacks and challenges. Help children to see they are not abnormal in having difficulties in life.
- 2 When reading stories, watching video clips or discussing events draw attention to how people managed to overcome difficulties.
- 3 Encourage children to keep things in perspective – the problem is usually confined to only one part of their lives.
- 4 Help them to see that problems can be solved. Get them to consider what are their options or choices in that situation rather than trying to fix the problem for them.
- 5 Help them to see that feelings are temporary. Bad feelings don't last forever – but this too will pass.
- 6 Encourage perseverance. Make them aware that the brain changes with effort and practice and this means they can get better at anything.
- 7 Give children a platform to discuss mistakes and how they could do things differently next time.
- 8 Consider how you are role modelling handling mistakes, setbacks or difficulties when you are in their presence.
- 9 Talk out loud when facing daily challenges so that they can hear how you work through the process of managing these.
- 10 Provide support – it is important they know people care about them and will help them to understand, explore and discuss their problems when needed.

Opportunities for Wider Achievement

This section gives you ideas for how you can support P5 – P7 children to engage with the Wellbeing Indicators by participating in a range of activities that aim to support their social and emotional development. Curriculum for Excellence emphasises that learning through health and wellbeing should enable children to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life and which will help to promote the health and wellbeing of the next generation of Scottish children

This framework can be used in a variety of ways to support Health and Wellbeing Outcomes, Opportunities for Wide Achievement, personal profiles and targets in personal learning planning.

Safe

- * Walked to school alone (see below)
- * Learnt to swim
- * Learnt to ride a bike
- * Fixed something (puncture/sew on a button)
- * Know how to keep themselves safe online
- * Other (add your own)

Starter idea

As part of Walk to School Week, Walk Once a Week (WOW), a project about Road Safety or working to improve general fitness and health, children plan out their route to walk to school identifying hazards and supports along the way. Making it a homework task means that parents/ carers are part of the process and hopefully more willing to let their child undertake the challenge. For children who live too far away from school to walk the whole way, they could plan to walk part of the way and similarly for children who live too close to the school their plan could be made more challenging. Additional ideas, maps to plan routes and support for schools and parents/ carers can be found at: www.livingstreets.org.uk/walk-with-us/walk-to-school/walk-to-school-in-scotland



Healthy

- * Know some ways to relax when feeling stressed
- * Survived a hard time and know it
- * Fallen out and made up with a friend
- * Read 'Oh the Places You'll Go' by Dr Seuss (see below)
- * Asked someone for help
- * Other (add your own)

Starter idea

'Oh, the Places You'll Go' by Dr Seuss is an excellent book to help explain that in life everyone has 'ups and downs' and we need to learn to cope with setbacks and become more resilient. It is suitable for all ages, can be used in cross-curricular contexts, through whole school assemblies and then explored further and developed in class. It is useful for P7s before moving on to high school but with support the message can be understood by younger children and complemented by other programmes such as Big Deal, Little Deal (contact Educational Psychologists for more information)



Achieving

- * Participated in a performance (on stage or behind scenes)
- * Taught someone else something new
- * Been on a residential/away from home
- * Tried a new hobby
- * Worked to develop a Growth Mindset (see below)
- * Other (add your own)

Starter idea

Based on the work of Carol Dweck, American Professor of Psychology, who first coined the term fixed and growth mindset, schools can encourage learners to think about their brains as another muscle in their bodies which can be developed with perseverance and hard work. Through discussion, teaching, learning and using the language to develop growth mindsets, learners are motivated to try their best and they develop a love of learning and a resilience to persevere when things get tough. Results show that children's progress can be improved using this way of working and especially for children with additional needs. Parents too have found it very useful – both for using with their children at home and for themselves at work!



Nurtured

- * Taken care of a pet
- * Been a mentor/buddy to a younger peer
- * Grown your own vegetables
- * Shown kindness and compassion to someone
- * Become a Bucket Filler (see below)
- * Other (add your own)

Starter idea

Bucket filling is a concept that encompasses every positive character trait you want children to learn. Based on the book 'How Full is Your Bucket?' for Kids by Tom Rath and 'Have You Filled a Bucket Today?' by Carol McLeod it is a simple, tangible way to explain the importance of empathy, kindness and compassion. Introducing this idea through a whole school approach, especially at the beginning of a school year, could help support a positive and happier school culture. Resources and a step by step guide is found at www.bucketfillers101.com/



Active

- * Learnt to leap frog or played street games
- * Climbed a tree
- * Built a den
- * Walked to the summit of a hill
- * Got a Health Passport (see below)
- * Other (add your own)

Starter idea

The purpose of the Health Passport is to encourage children to be more active. Eight achievable targets are set and children given around 4–5 weeks to complete them at home. In schools, that have used this idea, learners are very motivated to complete their passport and parents/ carers are very positive about this type of 'homework'. For more information contact your Active Sports Coordinator.



Respected

- * Spoken in public about an issue of importance
- * Written a letter of thanks to someone (see below)
- * Practised active listening
- * Been on the pupil council or other group
- * Made amends with someone they have fallen out with
- * Other (add your own)

Starter idea

Research has found that 'giving thanks' benefits the giver as well as the receiver. Encourage this in your children by getting them to write a letter of thanks to an adult within the school who has been important to them (think widely) such as teachers, learning assistants, secretary, janitors, canteen staff, lollipop ladies, parent helpers, etc. Ask them to explain to the person what it was that 'made a difference' to them and how it helped them. Build on this theme by encouraging children to write another letter to someone within their home or local / wider community. If it someone in the wider community, part of the challenge may be to plan how to get it to their chosen person.



Responsible

- * Volunteered in the community
- * Cooked a meal for their family
- * Engaged in a debate
- * Completed a Make a Difference Challenge (see below)
- * Planned and participated in a fundraising or enterprise event
- * Other (add your own)

Starter idea

Encourage children to take part in a 'Make a Difference' challenge where they have to come up and implement one small change that could make a difference to the local area or wider community. In one school, every child received £1 and were asked to join with others and come up with ideas to use it to enhance their community. Some enhanced their original budget by fundraising and projects included improving the school grounds, encouraging wildlife, making a greenhouse from plastic bottles, supporting a wide range of charities. The children participated in rich and meaningful learning experiences and developed skills in planning, organising, cooperative learning, articulating, presenting.



Included

- * Helped an older person or neighbour
- * Made someone else feel special
- * Invited someone new to play with them
- * Played the Snail Game (see below)
- * Watched a sunrise with someone else
- * Other (add your own)

Starter idea

The Snail Game was designed by the Getting It Right For Every Child team in partnership with the Scottish Government. Its aim is to help children learn about and choose to make healthy and responsible decisions that affect their wellbeing. Each of the coloured tiles on the board represents the different principles that are at the heart of the Getting It Right For Every Child approach to make every child feel Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Some of the game cards directly link to Health and Wellbeing outcomes within Curriculum for Excellence so are an excellent way to help embed learning. Up to 5 children can play and quality discussion with an adult during or after playing the game will reinforce understanding. For more details and copies of the game click on the link below.



www.scotland.gov.uk/Topics/People/Young-People/gettingitright/resources/snail-game

Evidence of achievement

Evidence of achievement could be captured in creative ways through:

- * Music
- * Poems
- * Stories
- * Presentations
- * Photos
- * Film
- * Certificates
- * Drama
- * Drawings
- * Letters or postcards received
- * Feedback from others (eg community members)

If you would like further information on the Starter Ideas or have other suggestions to take forward this section please email us at growingconfidence@edinburgh.gov.uk

Other Ideas

A number of other ideas and resources exist to help promote emotional and mental wellbeing and resilience some of these are detailed below.

Emotional wellbeing/literacy

<i>Blob Tree</i>	A poster that can be used to generate discussion about situations and emotions .	Available from www.pipwilson.com/p/blob-tree.html
<i>Creating Confident Kids</i>	A wide ranging resource for developing pupils' emotional and social competence, helping them manage life and learning more effectively. The materials are published in 8 themes, each comprising a Teacher's Book and a Resource Book.	Available from Publications Team learning.publications@ea.edin.sch.uk
<i>Being Cool in School</i>	A programme for developing emotional literacy and teaching pro-social behaviour in children.	For further information visit www.educationscotland.gov.uk
<i>Emotion Talks</i>	The Emotion Talks Framework is an emotional literacy resource that can be used in a variety of settings.	Training and resources available through MyHR
<i>Getting the LowDown</i>	DVD resource which includes lessons on Loss and Bereavement, Friendships, Bullying, Anger Management, Friendships	Contact growingconfidence@edinburgh.gov.uk
<i>Helping Children With Feelings Book Series</i>	A series of books by Margot Sunderland that can be useful to help children with different feelings and situations.	Available in bookshops and libraries.
<i>Restorative Conversations</i>	Part of the restorative approaches and training	Training available through MyHR
<i>Volcano in my tummy</i>	A book to help children to handle anger by Eliane Whitehouse and Warwick Pudney	Available in bookshops and libraries

Empathy/kindness

<i>Bucket Filler Books</i>	Books that help promote kindness and empathy.	Available in bookshops and libraries. Activities and classroom ideas www.bucketfillers101.com/
<i>Kindness Boomerang</i>	Video to get a discussion going about benefits of kindness	For further information visit www.youtube.com/watch?v=nwAYpLVyeFU
<i>Random Acts of Kindness</i>	A series of books by Margot Sunderland that can be useful to help children with different feelings and situations.	For further information visit www.randomactsofkindness.org/school-activity-ideas
<i>Volunteer Scotland</i>	Organisation that supports children (and adults) to volunteer and help in their local communities	For further information visit volunteeredinburgh.org.uk or email saltire@volunteeredinburgh.org.uk

Resilience

<i>Big Deal, Little Deal</i>	Resource to help promote resilience and perspective.	For further information contact your Educational Psychologist or visit www.projectlearnnet.org/tutorials/sr_ef_routines.html
<i>Boing Boing</i>	Website and resources to help promote resilience	For further information see www.boingboing.org.uk
<i>Bounceback Resources</i>	Whole school programme and classroom activities to promote resilience	Available from www.bounceback.com.au/ some further materials on www.centreforconfidence.co.uk/
<i>Boundin'</i>	PIXAR Video Short that is good to help facilitate discussion about resilience	Available in video shops
<i>Oh The Places You'll Go</i>	Book by Dr Seuss that helps to generate discussion about the ups and downs of life	Available from libraries and bookshops
<i>We're on this road</i>	A CD resource which contains songs for children on developing emotional resilience and managing times of change.	For further information visit www.fischy.com

Perseverance/mindset

<i>Kid President</i>	Peptalk motivational video by Kid President for teachers and students	For further information visit www.youtube.com/watch?v=RwlhUcSGqgs
<i>Mindset</i>	Developed by Carol Dweck (see her Mindset Book).	A growing number of resources are available on the internet to help promote growth mindsets in children and children. Useful video link www.youtube.com/watch?v=o8JycfeoVzg
<i>Perseverance</i>	Activities and ideas to promote perseverance	For further information visit www.reachinginreachingout.com/ and http://schools.cms.k12.nc.us and Kid President Pep Talk
<i>The Little Book of Thunks: 260 Questions to Make Your Brain Go Ouch</i>	A book by Ian Gilbert which is helpful for facilitating children's creative thinking and problem solving skills	Available from bookshops and libraries.
<i>The Motivated School</i>	The Motivated School gives a theoretical framework to sharpen thinking on learner motivation by focusing on the interaction between the learning environment and learner characteristics	For more information see www.themotivatedschool.com/

Relaxation

<i>Massage in Schools</i>	Ways to promote positive and nurturing touch	For further information visit www.misascotland.org.uk/
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<i>Relaxed Kids</i>	A number of online resources that can help promote relaxation	For further information visit www.relaxkids.com and www.playpauseunwind.co.uk/teach/
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Early years

<i>Health and Wellbeing DVD</i>	Materials to help plan for learning in the Early Years	For further information contact the Quality Improvement Officers
<i>Is Daddy coming home in a minute</i>	This book explains (sudden) death to very young children in a way they can understand for their age and stage of development	For further information visit www.isdaddycomingbackinaminute.com
<i>Thinking It, Feeling It, Doing It</i>	A resource to help promote emotional health and wellbeing in the Early Years	Training and resources available through MyHR or email growingconfidence@edinburgh.gov.uk



Dealing with Wellbeing Concerns

Risk and vulnerability

Sometimes children will lack the skills to deal confidently with the issues they are facing in their lives. They may become overwhelmed and highly stressed and this could lead to subsequent inappropriate emotional or social or behavioural responses which may come to the attention of staff. It is therefore important that all staff feel they have the skills and strategies to identify and respond appropriately to these concerns.

A child's mental health and wellbeing can be undermined by the presence of several factors. There are certain 'risk factors' that make some children and young people more likely to experience problems than others, but they don't necessarily mean difficulties will occur or are even probable.

However, the more risk factors that are present the more vulnerable a child will be.³⁰

According to the Mental Health Foundation³¹, some of these risk factors include (but are not limited to):

- * having been severely bullied or physically or sexually abused
- * being 'looked after' as a result of their home circumstances
- * experiencing the death of someone close to them
- * having parents who separate or divorce
- * living in poverty or being homeless
- * experiencing discrimination, perhaps because of their race, sexuality or religion
- * acting as a carer for a relative and taking on adult responsibilities
- * having a parent who has had mental health problems, problems with substances or has been in trouble with the law
- * having a long-term physical illness
- * having long-standing educational difficulties or additional support needs.

When should staff be concerned?

Some children who experience even high levels of adversity will have sufficient resilience and protective factors to cope with their experiences and are managing successfully at home, at school and at play. Research has found that this is probably true for about a third of children.³² However, other children may need additional support and help to achieve better outcomes in the long term. For these children, it is particularly important to consider how staff can help build on the protective factors and experiences outlined on page 7.



While some children may be more vulnerable than others, **anyone** can find themselves experiencing high levels of stress and anxiety from time to time and this can fluctuate depending on circumstances. It is important for staff to be particularly mindful of any child who has **MARKED or SUDDEN CHANGES** to their usual behaviour.

Researchers³³ have identified the following behaviours associated with stress, low mood and/or anxiety that are warning signs to watch for:

- * tiredness, sleep disturbances
- * headaches and stomach aches
- * repetitive fine motor behaviours (eg hair pulling, chewing and sucking, scratching/biting of skin, rocking, noises)
- * obsessive attachment to objects, routines, food
- * persistent concern about 'what comes next'
- * excessive worrying, sadness
- * crying
- * hyper-alert
- * 'freezing up' and 'shutting down' in social situations
- * withdrawing from others
- * irritability
- * loss of interest in the activities they enjoy
- * running away or hiding
- * overly clingy, attention 'needing' or over familiar
- * absence or lateness
- * taking things from others
- * changes to appearance
- * disordered eating
- * toilet issues
- * sexualised behaviour
- * aggressive to others or defensive outbursts

Managing stressed behaviour

The best way to understand the reasons behind behaviour is to **have a supportive empathic conversation with the child** about what has been observed (see the section **Listening to Understand**).

However, below are some other ideas for staff that have been found by researchers to work well to help manage a child's stressed behaviours:³⁴

- * Provide clear routines and inform them in advance of changes to these.
- * Ask yourself what might this behaviour be communicating and consider the possible reasons behind it.
- * Try not to take the behaviour personally – remember the primary intention is to protect themselves not to upset others.
- * Be clear to express concerns about the behaviours observed and not about the person.
- * Give choices not ultimatums.
- * Ask questions beginning what, where, when or how rather than 'why'.
- * Discuss with children what strategies could help them to calm down when they feel themselves getting stressed out.
- * Try and address behaviour and provide alternative strategies away from a public audience.
- * Provide opportunities for reparation.
- * Stay calm.

Music, rhythm and movement

There is substantial emerging research that demonstrates the importance of using music, rhythm and movement to support children who have been exposed to adverse risk factors or childhood experiences that may have affected their brain development, learning and behaviour. This will be included in the next edition or update supplement.

Listening to Understand

If you are worried about a child or indeed if a child asks to speak to you about their concerns it can sometimes be difficult to know what to do next. Many staff are worried about starting the conversation for the following reasons:

- * 'What if I can't help?'
- * 'What if I make it worse?'
- * 'What if I say the wrong thing?'
- * 'What if I can't fix it?'

However, children will choose whom they share their feelings and concerns with (and this will not necessarily be the person who the service has identified as their key adult, but one they have a relationship with). It is therefore important that all staff feel confident and able to have a conversation with a child which may help prevent early difficulties from getting worse.

This simple five step process aims to address any concerns staff may have about taking forward an initial conversation with a child they are worried about and reassure them that they can make a difference.

1 NOTICE



The important thing is to respond to clues and check that the child is OK.

'I notice you're not looking your usual self, are you OK?'

'I'm a bit worried about you, is everything OK?'

It is important to let a child know you've noticed them (which is why it is useful to use their name specifically). Even if they do not want to talk at least they know someone cares enough to ask.

This will not make anything worse.

If a child does want to talk it may be easier to arrange a fixed time and space that works for both.

2 LISTEN



If a child does choose to talk, try not to worry about what you are going to say and just concentrate on listening.

The best way is to just reflect back what you hear in an empathic way. Hearing the words for what they are experiencing is comforting, helps them feel understood and enables them to start to make sense of things.

'What I hear you saying is that you find it difficult when...'

'I wonder if you are feeling sad about...'

Help them to deal with their feelings by acknowledging them rather than dismissing them.

3

QUESTION



You might like to consider the **10 things that help us to be well and stay well** on page 9 for ideas of more questions.

You are not expected to fix it or solve it or have the answers.

Research³⁰ stresses the importance of children and young people having a sense of control over their lives. Sometimes there is a tendency to want to try and find solutions or fix the problem rather than helping the child to explore their options and establish what they actually want or need in this situation.

Instead of asking 'What can I/we do to help?' try **'What is one thing that would help you?'** and support them to identify what that might be.

Help them to find their own solutions.

4

SUM UP



It is important to sum up what you've heard or what has been talked about (eg clarify any next steps) and thank them for sharing.

For example, 'Thanks for feeling able to talk to me about this.'

'This is what I think I heard you say..'

If appropriate sign post them to relevant services, resources and websites.

5

NEXT STEPS



- * Consider whether you need to make a time to touch base with the child at a later date.
- * Consider filling in a Wellbeing Concern Form and sharing this information with the named person (or Pupil Support Staff) in the school. (www.edinburgh.gov.uk/girfec)
- * If it is a child protection issue or crisis follow usual procedures and contact the named person. If it is out of school hours call Social Care Direct out of office number 0800 731 6969.



SUPPORT

HELP

ADVICE

ASSISTANCE

GUIDANCE

Support for All

For any member of staff who would like to know more about promoting positive mental health and wellbeing in the children they work with there are some follow up suggestions below.

For the named person and other relevant staff (like Pupil Support) who may have to follow up issues that arise with regards to the wellbeing of children and families **see Appendices 1–5**. These contain lists of services and resources available that can provide consultation, support and advice around different topic areas.

Useful websites

Hands On Scotland Online Toolkit – this website aims to help adults make a difference to children and young people's lives. It gives practical information, tools and activities to respond helpfully to troubling behaviour and to help children and young people to flourish. www.handsonscotland.co.uk/

Young Minds Website – the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. Their website is full of further general information, resources and support in this area. www.youngminds.org.uk/

Further reading

NHS Lothian has put together a list of healthy reading books and other resources for children, teenagers, parents and carers to support health and wellbeing. www.edinburgh.gov.uk/healthyreading

The Mental Health and Wellbeing Team also has a list of recommended reading around supporting children and young people's brain development, attachment, resilience and empathy which staff can obtain by emailing growingconfidence@edinburgh.gov.uk.

Their top recommended reads are:

- * *Inside I'm Hurting* (Practical Strategies for Supporting Children) – Louise Michelle Bomber
- * *How to Talk So Kids Will Listen and Listen So Kids Will Talk* – Adele Faber and Elaine Mazlish
- * *The Boy Who Was Raised As A Dog: What Traumatized Children Can Teach Us About Loss, Love, and Healing* – Dr Bruce Perry and Maia Szalavitz
- * *Mindset: How You Can Fulfil Your Potential* – Carol Dweck

Further training

There is a huge selection of training available on MyHR. Details of some training courses that are particularly concerned with promotion of positive mental health and wellbeing are listed below.

- * Confident Staff, Confident Children
- * Emotion Talks
- * Restorative Approaches
- * Building Resilience In Children and Young People
- * Understanding Change, Loss and Grief
- * Better Relationships, Better Learning, Better Behaviour

For further information on any of the above please contact growingconfidence@edinburgh.gov.uk

Staff Wellbeing

It can be hard supporting children's wellbeing especially if staff are going through difficult times themselves. This section is concerned with what resources are available to staff to support their own wellbeing.

Personal support and helplines

- 1 **Line Manager and Colleagues** – it may be helpful to first talk things through with your Line Manager who has a duty of care to you and/or your colleagues who may have experienced similar problems and can help share the burden.
- 2 **Workplace Wellness** – a confidential legal advice and counselling helpline for all CEC employees. The 24/7/365 service is free to call from a landline, and is there for work-related or personal matters. The number for the helpline is 0800 1116 387.
- 3 **CEC Coaching Bank** – coaching is a series of 6 professional, confidential, one-to-one conversations for an individual seeking to make a change in themselves to enhance personal performance including gaining focus, managing work relationships, difficult situations, career development. It is also independent, confidential and you can be paired with someone outwith your Department. Contact the Council Leadership and Development team on coaching@edinburgh.gov.uk or telephone 0131 529 6520.
- 4 **Teacher Support Scotland** – practical and emotional telephone and online support, 24 hours a day, 365 days a year, to any teacher, at any stage of their career, at any age, in any role, in any type of school, with any union. Telephone: 08000 562 561 <http://teachersupport.info>
- 5 **General Practitioners (GPs)** are your main point of contact for general healthcare. Make an appointment with them to discuss any concerns you may have as they can help manage your health and make referrals to other services if necessary.
- 6 **Union Support** – if you belong to a union consider contacting them for help and support. They aim to help members deal with concerns and represent individuals in times of difficulty.
- 7 **Helplines: Samaritans** – confidential support for people experiencing feelings of distress or despair. Telephone: 08457 90 90 90 (24-hour helpline) www.samaritans.org.uk
- 8 **The Spark** – confidential relationship helpline for those experiencing difficulties in relationships at work or in personal life. Tel: 0808 802 2088 (free from landlines and most most mobiles) or chat online at thespark.org.uk
- 9 **Cruse Bereavement Care Scotland** – national phoneline for advice and support following a bereavement. Tel: 0845 600 2227 or visit www.crusescotland.org.uk
- 10 **Breathing Space** – a free, confidential telephone and web based service primarily for men in Scotland experiencing low mood, depression or anxiety. Telephone: 0800 838587 www.breathingspacescotland.co.uk

Online support

- 11 **Mental Health** www.edspace.co.uk – is an online resource providing information on every aspect of mental health through factsheets and a services directory relevant for anyone who is experiencing a mental health difficulty or supporting friends or family with a mental health difficulty.

- 12 **NHS** – stress www.stepsforstress.org: this website covers practical ways for you to start dealing with stress. There is a downloadable booklet and free relaxation CD which can be ordered from the site.
- 13 **Mentally Healthy Workplace** – there is online training available which covers many aspects of developing mentally healthy workplaces including: tackling stigma and discrimination, managing personal stress and supportive management practices. www.healthyworkinglives.com/advice/workplace-health-promotion/mental-health#training



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Generic and Universal Support

The wellbeing of children and young people is at the heart of *Getting it right for every child*. Children and young people will progress differently, depending on their circumstances but every child and young person has the right to expect appropriate support from adults to allow them to develop as fully as possible across each of the Well-being Indicators. Below are just some examples of a wide range of opportunities, activities and programmes that schools and settings may already be using to support the development of children's social, emotional and mental health.

<p>SAFE</p> <ul style="list-style-type: none"> Keeping Myself Safe Child Protection Training Street Sense Fire Service Education Programme Childline Risk Factory Bikeability Swimming Programme Sex Education 	<p>HEALTHY</p> <ul style="list-style-type: none"> Healthy Schools Creating Confident Kids Healthy Cafes and Tuckshops Physical Education Massage in Schools Cool in School Bounceback Emotions Talk Growing Confidence Seasons for Growth
<p>ACHIEVING</p> <ul style="list-style-type: none"> Junior Award Scheme Scotland (JASS) Learning logs/profiles Up, Up and Away Curriculum for Excellence Outcomes Creative Learning School Plays and Performances Duke of Edinburgh 	<p>NURTURED</p> <ul style="list-style-type: none"> Buddy system Peer mentoring Circle Time Family Groups Nurture Groups
<p>ACTIVE</p> <ul style="list-style-type: none"> Active Schools Outdoor Learning Forest Schools Residential trips Edinburgh Primary Schools Sports Association (EPSSA) Sports Clubs Daily Physical Activity (DPA) 	<p>RESPECTED</p> <ul style="list-style-type: none"> Rights Respecting Schools Personal Learning Planning (PLP); Individual Education Plan (IEP); Additional Support Plan (ASP); Child's Support Plan (CSP) Children's Planning meeting (CPM) Equalities/Peace and Justice Restorative Approaches Transition Work Child's Parliament
<p>RESPONSIBLE</p> <ul style="list-style-type: none"> Pupil Council Eco Schools Paired Reading Enterprise Activities Global Links Junior Road Safety Officer (JRSO) Representing school 	<p>INCLUDED</p> <ul style="list-style-type: none"> Charity Fundraising Cooperative Learning Anti bullying Circle of Friends Circle Time Assemblies Friendship Stops English as an Additional Language (EAL) Community and church involvement

Consultation and Advice

The following are a list of agencies or services that the named person or other relevant staff can contact for advice and support with regards to concerns about a child or young person's wellbeing. For themed services and support see Appendix 3. For information about making a formal referral to services see Appendix 4.

Consultation Regarding Concerns Impacting on School Life

Every school has a link Educational Psychologist who can be a useful point of contact for consultation regarding concerns. Educational Psychologists can offer advice on strategies and support either on an un-named basis or with parental permission. Psychological Services administration can be contacted on 0131 469 2800.

Consultation about support and services offered by voluntary and community organisations

In addition to those detailed in Appendix 2 and the support offered by Youth Workers and Police School Liaison Officers (Campus Officers) in schools. You could consider contacting your local Children Services Management Group (CSMG) who will have an overview of organisations and services that are specifically providing support in your area. Alternatively check out the EVOG website www.evoc.org.uk or www.joininedinburgh.org for details of programmes/activities in your area.

Consultation on mental health and wellbeing concerns

The Child and Adolescent Mental Health Service (CAMHS) provides consultation for professionals who have concerns about the mental health of a child or young person. Telephone consultation is available daily during office hours and can be accessed by phoning 0131 536 0534 (South Edinburgh) or 0131 537 6364 (North Edinburgh). Face to face consultation with 2 members of the CAMHS team takes place once a month in Leith, Craigmillar, Sighthill and Craigmillar and can be useful when 2 or more professionals are involved. A time can be booked by phoning 0131 536 0534. You may wish to use consultation to discuss whether a referral to CAMHS would be appropriate.

Consultation on care issues

Children and Families Social Care Direct (0131 200 2327) are available for advice and information where concerns about care or wellbeing are paramount or pressing.

Consultation on cultural issues

Visiting EAL staff can advise on and support the potential difficulties faced by minority ethnic children and young people from minority groups can, for various reasons (language and cultural difference, conflicting family and peer pressures, racism), face isolation, poor peer relationships and bullying, and staff need to be aware of and sensitive to this. English as an Additional Language (EAL) Service 0131 469 2890.

Consultation on child protection issues

Every school has a designated member of staff for child protection and policy. Appropriate procedures should be followed.

The Child Care and Protection Training and Development Team provide learning and development opportunities for staff across Children and Families and also have a multi agency remit through the Edinburgh Child Protection Committee. The Employee Development Officers (Child Protection) can be contacted on 0131 469 6105 about organising child protection training and about other training or development needs for individual staff or for your establishment.

Social Care Direct 0131 200 2327 Monday to Thursday 8.30am–5.00pm and Friday 8.30am–3.55pm or email socialcaredirect@edinburgh.gov.uk

NB If a crisis occurs outside normal working hours, the out of hours service offers advice, support and help to ensure that vulnerable people are not left at risk. The out of hours service can be reached on 0800 731 6969.

Consultation with school nurses

School Nurses are qualified registered nurses who deliver effective, evidence based public health interventions to school age children and young people. Each school nursing team is made up of qualified school nurses and health assistants who are crucial to the ongoing delivery and development of the school nursing service. All schools have a named school nurse as its first point of contact and school nursing teams work in a range of community settings both in and out of school.

School nurses are skilled in working with children and young people, identifying health issues and risks early. They have a long tradition of working with families and communities to promote health. School nurses have close links with education staff, community paediatricians, health visitors and professionals from other agencies. They provide support and advice on a range of child health and young people issues and help make sure children and young people with additional health needs receive support when they need it.

Consultation on education welfare and school attendance

Every school has a designated Education Welfare Officer who has a legal responsibility to monitor school attendance. The Education Welfare Officer works with children and young people, families and schools to encourage and support families in difficulty. They help to identify barriers to regular school attendance and give practical support and advice to families that are referred to us, ie home visits, multi-agency work and one-to-one support. They encourage the involvement of families in decision making. To find out more please see the web page (on the ORB) or phone 0131 469 2970.

Consultation on children affected by imprisonment

Families Outside now has a designated Child and Family Support Manager in Scotland and is developing support for children and young people affected by imprisonment. They also have a team of Family Support Workers who can provide a range of support for families. For more information or to make referrals contact the Families Outside Helpline on 0500 83 93 83.

Significant Occurrences

Managing sad or disturbing events is part of the work of working in an educational establishment. Some of these events can be sudden, shocking and very challenging to manage. These are known as significant occurrences. Pupils, staff and parents/carers may face dangerous situations and experience acute distress.

Examples of significant occurrences experienced in Edinburgh in recent years are:

- * Deaths of pupils in or out of school
- * Death of a member of staff
- * Fatal road accidents witnessed by pupils/involving pupils
- * Murder of a parent
- * High profile criminal cases involving parents/member of staff
- * Death and injury of serving soldiers
- * Serious vandalism of a school

The Significant Occurrence Procedure has been devised to assist all educational establishments and is found on the Orb.

Consultation on support for parents and carers

There are parent and carer development officers for each area in Edinburgh and they can provide helpful information, advice on parenting support, groups and services in your area. To find out more email supportingparentsandcarers@edinburgh.gov.uk

For more information on Parent and Carer Wellbeing see Appendix 5.

Consultation on bereavement

The Child Bereavement Project UK has a free confidential Helpline for staff who require information and advice around supporting a child or young person who has been recently bereaved. Telephone 0800 0288 840 or visit www.childbereavement.org.uk/Support/Schools

Resources by Topic Area

The following are a list of themed resources, services and support (outwith the Council) that the named person and other relevant staff could explore to support children and young people's wellbeing.

Many of the services listed below can be contacted directly but it is anticipated that often this will have been discussed at a Pupil Support Group meetings or Child's Planning Meetings. Please ensure that the appropriate steps have been taken within your setting.

Resource	Further Info	Contact details
ADHD You may wish to consider a referral to CAMHS for this concern.		
Anger/Aggression		
Getting the Lowdown	Primary DVD Rom covers Friendships and Relationships, Bullying, Anger Management, Loss & Bereavement, Being Active	Mental Health and Wellbeing Team – growingconfidence@edinburgh.gov.uk
Autism/ASD Discussion with your school's educational psychologist may be appropriate for this concern.		
The Yard	Indoor and outdoor adventure playground in Edinburgh for children and young people with additional support needs and children in the community.	www.theyardscotland.org.uk 0131 476 4506
Lothian Autistic Society	Accessible high quality autism-specific support services	www.lothianautistic.org office@lothianautistic.org 0131 661 3834
The Autism Toolbox: An Autism Resource for Scottish Schools	Designed to support Education Authorities, Schools and Pre-schools in the delivery of service and planning for children and young people with Autism Spectrum Disorders (ASD).	www.scotland.gov.uk/Publications/2009/07/06111319/0
Bereavement		
Seasons For Growth	Group work	Contact the Educational Psychologist www.seasonsforgrowth.org.uk
Richmond Hope	1:1 therapy	0131 661 6818 www.richmondshope.org.uk
CRUSE	1:1 counseling	0131 229 9355 www.crusescotland.org.uk
Getting the Lowdown	Primary DVD Rom covers Friendships and Relationships, Bullying, Anger Management, Loss & Bereavement, Being Active	Mental Health and Wellbeing Team – growingconfidence@edinburgh.gov.uk

Bullying/Cyber Bullying		
Getting the Lowdown	Primary DVD Rom covers Friendships and Relationships, Bullying, Anger Management, Loss & Bereavement, Being Active	Mental Health and Wellbeing Team – growingconfidence@edinburgh.gov.uk
Think U Know	Online Safety advice	www.thinkuknow.co.uk
RespectMe	Scotland's Anti-bullying Service	www.respectme.org.uk enquire@respectme.org.uk 0844 800 8600
Beat Bullying	Lesson plans, assembly plans. Trained peer mentors are available to 'listen' and support children. Teachers can also seek advice for their pupils online too.	www.beatbullying.org
Cybermentors	This pioneering programme trains pupils within schools as peer mentors giving them the skills and experience to mentor and support their peers – in the classroom and outside in the community. Also provide training for staff.	cybermentors.org.uk
Counselling		
Childline	Telephone, online chat, email or forum support	www.childline.org.uk 0800 1111
Cultural Issues/Racism		
You may wish to consider contacting EAL staff who can advise on this cf.englishadditionallanguage@ea.edin.sch.uk 0131 469 2890		
Edinburgh and Lothians Regional Equality Council	A range of services and projects to promote equality for everyone and fight discrimination	www.elrec.org.uk admin@elrec.org.uk 0131 556 0441
Multicultural Family Base	a range of services to vulnerable children, young people and their families.	www.mcfb.org.uk management@mcfb.org.uk 0131 467 7052
Sikh Sanjog	Partnership working with school to support Sikh young people.	www.sikhsanjog.com/youth.html 0131 553 4737
Disordered Eating/Body Image		
You may wish to consider a referral to CAMHS for this concern.		
B-eat	Online, group or 1:1 support, telephone support or text support.	Youthline: 0845 634 7650 Email: fyp@b-eat.co.uk Text: 07786 20 18 20
Domestic Violence/Abuse		
Edinburgh Women's Aid	Support for children and young people, including outreach support in schools.	www.edinwomensaid.co.uk 0131 315 8111 info@edinwomensaid.co.uk
SHAKTI	Support, advocacy and information to BME women, children and young people experiencing and/or fleeing domestic abuse.	www.shaktiedinburgh.co.uk/ 0131 475 2399

Cedar Project	A therapeutic 12-week, group-work programme for children and young people who have experienced domestic abuse. This runs alongside a concurrent group work programme for their mothers.	www.cedarnetwork.org.uk
Gambling		
Gamcare (big deal – facts about gambling)	Providing support, advice and information to anyone suffering through a gambling problem.	www.gamcare.org.uk or www.bigdeal.org.uk
Homelessness		
Shelter	Advice and support	www.scotland.shelter.org.uk info@shelter.org.uk
Bethany Christian Trust	Meet housing needs and provide support to individuals and families to help them tackle long-term homelessness problems.	www.bethanychristiantrust.com 0131 561 8930
Imprisonment		
	A national charity supporting children and families affected by imprisonment, Families Outside can offer resources for children and young people; a booklet specifically for schools on how to support children affected by imprisonment; an online video made by children whose parents are in prison; and in-prison training for school staff.	www.familiesoutside.org.uk Helpline (for families and professionals) – 0500 83 93 83 Office – 0131 557 9800
Looked After Children/Young People		
Who cares? Scotland	A national voluntary organisation – providing a range of advocacy, advice and support services across Scotland for children and young people with experience of care up to the age of 25.	enquiries@whocaresscotland.org 0141 226 4441
B'friends	1:1 support for children and young people	www.bfriends.org.uk
Mental Health You may wish to consider a referral to CAMHS for this concern.		
B'friends	Befriending service for children and young people aged five to 14 who are experiencing difficulties at home, school or socially. Available in Edinburgh to children living in the North Edinburgh, Gilmerton and Wester Hailes areas.	Tel : 0131 672 1857 Email: bfriends_southedinburgh@children1st.org.uk

CAMHS websites	NHS Lothian websites for teenagers	www.stressandanxietyinteenagers.co.uk www.depressioninteenagers.co.uk
Getting the Lowdown	DVD-ROM classroom resource	Mental Health and Wellbeing Team – growingconfidence@edinburgh.gov.uk
Health in Mind	A charity promoting positive mental health and wellbeing in Scotland. Provides access to services including befriending, counselling and trauma support	40 Shandwick Place Edinburgh EH2 4RT Tel: 0131 225 8508 contactus@health-in-mind.org.uk www.health-in-mind.org.uk
Young Minds	Website with information and advice for young people, children and staff	www.youngminds.org.uk
Samaritans	Emotional support by telephone, email, post or in person	www.samaritans.orgjo@samaritans.org Emotional support: 08457 90 90 90 Post: Freepost RSRB-KKBY-CYJK, Chris, PO Box 90 90 Visit: 25 Torphichen Street, Edinburgh EH3 8HT, telephone: 0131 221 9999
Samaritans Services : Step-by-Step	Provides advice and practical guidance to help schools prepare for, and deal with, the repercussions of suicide or attempted suicide.	www.samaritans.org/your-community/supporting-schools/step-step
See Me	Campaign to end the stigma and discrimination of mental ill-health	www.seemescotland.org 0131 554 0218
Young Scotland in Mind	Brings together voluntary sector organisations from across Scotland.	www.youngscotlandinmind.org.uk admin@youngscotlandinmind.org.uk 07970 784 616
The Mental Health Foundation	Work across all age ranges and all aspects of mental health.	www.mentalhealth.org.uk
The Spark CYP Service	Offering counselling and group work sessions, transition support and peer mentoring/education programmes	www.thespark.org.uk Counselling appointments: 0845 271 2711 Relationship helpline: 0808 802 2088
Play Therapy	Play therapy can help children aged 3–14 who are struggling with any type of issue. This could be as a result of loss, trauma, bereavement or social isolation etc. Talking therapies can be difficult for some children whereas with this approach children can make sense of their thoughts and feelings through play with the help of a qualified therapist.	Play Therapy Base: 0131 454 9713 or email playtherapybase@gmail.com www.playtherapybase.co.uk With Kids: 0131 458 3267 or email info@withkids.org.uk www.withkids.org.uk
Scottish Association for Mental Health	SAMH operates a mental health information service with excellent links and signposting to a range of supports.	www.samh.org.uk

Mentoring		
PlusOne	Plusone seeks to use the skills and life experience of local volunteer mentors to engage with young people across Scotland aged 8–14 within their own communities. Mentors develop positive and trusting relationships with the young people and help equip the young people with skills and knowledge to make informed choices.	www.plusone.uk.com/
Physical Illness		
Action for Sick Children Scotland	Works for all sick children and young people irrespective of their illness/condition.	www.ascscotland.org.uk
Self Harm/Suicidal Behaviour You may wish to consider a referral to CAMHS for this concern.		
Penumbra	1:1 and group support, drop in services, information for families	www.penumbra.org.uk enquiries@penumbra.org.uk 0131 475 2380
Separation/Divorce		
Couple Counselling Lothian	Family support for children and young people	
Relationships Scotland – Lothian	Offer family mediation services including direct consultation and groups for children and young people.	Tel: 0131 226 4507 Email: info@familymediationlothian.org
Sexual Health/Sexuality		
LGBT Youth	Advice, support, peer education	www.lgbtyouth.org.uk 0131 555 3940
Caledonia Youth	Services and support that cover personal relationships, emotional issues and sexual wellbeing. All services are free, confidential and inclusive for young people in Scotland – no matter your background, gender or individual circumstances.	5 Castle Terrace Edinburgh EH1 2DP Professionals, youth workers, parents and carers – 0131 221 1486 information@caledoniayouth.org
Chalmers Sexual Health Centre	Advice and support around all issues related to sexual and reproductive health.	Chalmers Hospital 2a Chalmers Street Edinburgh EH3 9HQ Telephone: 0131 536 1070 for appointments Walk-in clinic available 8.30am–10am Mon–Fri

Social Inclusion		
Green Shoots/Green Team	Social inclusion project delivering customised practical environmental and outdoor programmes to groups of young people.	www.greenteam.org.uk
Circle of Friends	Materials to support an individual or small group who are at risk of social isolation due to ASN.	Contact Educational Psychology 0131 469 2800
Join in Edinburgh	Information on clubs/groups, etc for young people in Edinburgh.	www.joininedinburgh.org
The BIG Project (Scotland)	The BIG Project delivers a programme of opportunities and experiences designed to develop and reinforce young people's skills, confidence and self-image in a safe and supportive environment.	bigproject@hotmail.co.uk 0131 622 7784
Citadel Youth Centre	The Citadel Youth Centre offers local children and young people aged 6–21 yrs opportunities for fun, meeting friends, trying new things and having experienced youth workers there for help and support.	info@citadelyouthcentre.org.uk 0131 554 0510
Canongate Youth Project	Support, recreation and training opportunities for 5–25 year olds to help them overcome barriers and secure a great future.	admin@canongateyouthproject.org 0131 556 9389
Granton Youth Centre	Granton Youth Centre provides specific services for young people that include counselling and employability work, volunteering and peer education, as well as schools based services for the local community.	info@grantonyouth.com 0131 467 5854
Muirhouse Youth Development Group (MyDG)	Community based youth development work aimed at raising self esteem and aspirations.	0131 332 3356 – Craigroyston Community High School 0131 315 6405 – North Edinburgh Arts Centre
Pilton Youth and Children's Project (PYCP)	PYCP provides a range of services and activities ranging from open clubs and groups to community and school based individual support in Greater Pilton area.	0131 332 9815
Changing Faces Scotland	Support to children/young people and families with disfigurements from any cause	scotland@changingfaces.org.uk Tel: 0845 4500 640

Substance Use		
MY CREW	Impartial drugs information, support and advice Is for young people over the age of 16yrs but can sign post enquiries about those under 16yrs.	www.mycrew.org.uk mycrew@crew2000.org.uk 0131 220 3404
Sunflower Garden	Children and Young People aged 5–14 who are affected by parental substance misuse. 1:1 and groupwork support and counselling.	www.simpsonhouse.org/ sunflowergarden sunflower@crossreach.org.uk 0131 2202488
Broomhouse Youth Befriending Project	Supporting young people affected by substance abuse in Broomhouse and surrounds	www.broomhousecentre.org.uk 0131 455 7759
Fast Forward	Projects, workshops and publications to educate young people on drugs, tobacco and alcohol	www.fastforward.org.uk admin@fastforward.org.uk 0131 554 4300
Aberlour Family Outreach	Support to families affected by substance misuse including work with parents and 1:1 therapeutic support for children and young people 5–16yrs.	Email: edinburgh.outreach@aberlour.org.uk Tel: 0131 453 9110
British Red Cross	Education Sessions for Young People on stigmatising behaviour and drugs and alcohol	youtheducation@redcross.org.uk Tel: 0344 412 2734
Young Carers		
Edinburgh Young Carers Project	1:1 support, group work, day and residential trips	www.youngcarers.org.uk info@youngcarers.org.uk 0131 475 2322
YC Net	Online support and information for young carers	www.youngcarers.net
North West Carers Project	North West Carers Centre is a charity, established in 1997, which supports carers of all ages and in all caring situations living in North West Edinburgh.	www.nwcarers.org.uk
Broomhouse Young Carers	Broomhouse Young Carers offers respite to young carers from the ages of 7–18 by way of weekly support groups.	youngcarers@broomhousecentre.org.uk 0131 455 7731
Positive Help	Befriending for children and young people affected by HIV/ AIDS or Hep C. A homework club has just been developed.	0131 225 4766 office@positivehelpedinburgh.co.uk www.positivehelp.org.uk

Making Referrals

Educational Psychologist

Every school has a link educational psychologist and most referrals come through schools, or from other services or agencies. We do not become involved with children and young people without their parents' informed consent. We also accept self-referrals and parents can contact us directly.

Referral to the educational psychologist for direct involvement with a child would normally arise from discussion at a Child's Planning Meeting and agreement between parents, teachers and psychologist.

Additional Support for Learning Services

All requests for ASL Services must be made to a single access point; the Additional Support Access Point (ASAP) for the following:

- Hospital and Outreach Teaching Service (HOTS)
- Visiting Teaching and Support Services (VTSS)
- Barnardos Community Support Service (S1/2)
- Literacy and Dyslexia Support Service
- Additional Support for Learning ICT support

An Assessment of Need and the notes of recent Child/Young Person's Planning Meeting should be submitted to the ASAP, along with other relevant professional reports. The ASAP group meet on a monthly basis to consider all requests and a response given as soon as possible thereafter. In addition there will also be weekly meetings for screening of requests which may result in quicker responses. To avoid any delay to providing advice or a service, please complete the Assessment of Need and the notes of the C/YPPM as fully as possible.

Child and Adolescent Mental Health Services (CAMHS)

CAMHS provides assessment and intervention for children, young people and their families when the child/young person is experiencing difficulties ranging from significant emotional or behavioural problems to persistent mental health problems. Referrals will be considered when the presenting problem has a significant impact on everyday life.

Ideally a pre-referral discussion should have taken place at a Child Planning Meeting. CAMHS staff can be involved at this stage when there is considerable concern and a range of professionals are involved. Alternatively referrals can be discussed via the CAMHS consultation service.

A referral will be considered to be urgent when the child or young person is at risk of suicide or serious self harm, has an emerging psychosis or has rapid weight loss. Children or young people with rapid weight loss should be encouraged to attend their GP for medical assessment at the time of referral and when possible, please include details of this assessment with the referral, particularly height, weight and rate of weight loss.

When a child or young person is referred to CAMHS they will be seen for an initial assessment by two clinicians from the out-patient team or within one of the specialty teams. If appropriate they will then be placed on the waiting list for treatment.

CAMHS specialty teams include:

Meadows Team (Child Sexual Abuse or single event trauma)

PPALS (Paediatric Psychology and Liaison Service) for children and young people who are also being seen at the RHSC for medical conditions

Edinburgh Connect for looked after and accommodated children and young people

Learning Disability Team for children and young people with a moderate to severe learning disability

Following contact in the out-patient setting, a child or young person may have access to CAMHS Tier 4 services which are:

Forteviot Day Programme (for children under 12 years old)

Tipperlinn Day Programme (young people from 12–18 years old)

Intensive Treatment Service (ITS)

Early Psychosis Support Service (EPSS) for young people with a diagnosis of psychosis

In-patient unit

As a tertiary service, CAMHS cannot accept direct referrals from young people or parent/carers.



Parent and Carer Wellbeing

Often children and young people are worried about their parents and carers or you may have the adults approach you directly looking for support and advice. Below are a number of local and national services and agencies that you can signpost them to.

1 Local Support

There are Parent and Carer Development Officers for each area in Edinburgh and they can provide helpful information, advice on parenting support, groups and services in your area. They also help coordinate the 17 Parent Information Points which are drop-in spaces in your community where they can find helpful information, seek advice on parenting issues and link with helpful services.

To find out more contact your Parent and Carer Development Officer at supportingparentsandcarers@edinburgh.gov.uk

2 Local Groups

There are a number of parenting groups offered and available throughout the City. For further information contact supportingparentsandcarers@edinburgh.gov.uk

3 Website Support

Parenting Across Scotland – comprehensive website with information and support for parents in Scotland: www.parentingacrossscotland.org

One Parent Families Scotland – ensuring lone parents have the support, information and confidence needed to play a full part in Scotland's economic and social life: www.opfs.org.uk

Stress – www.stepsforstress.org this website covers practical ways for you to start dealing with stress. There is a downloadable booklet and free relaxation CD which can be ordered from the site.

Mental Health – www.youngminds.org.uk/for_parents YoungMinds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people.

General wellbeing Concerns – www.handsonscotland.co.uk/ – this website aims to help you make a difference to children and young people's lives. It gives practical information, tools and activities to respond helpfully to troubling behaviour and to help children and young people to flourish.

Further Reading – www.edinburgh.gov.uk/healthyreading – this website provides a list of Supportive reading for children, young people and families, as recommended by NHS Lothian's Child and Adolescent Mental Health Service.

4 Telephone Helplines

ParentLine Scotland – Scotland's free and confidential telephone and email support, advice and information for anyone caring for a child or young person. Call 0800 028 2233 (free from a landline, mobile charges vary) or email parentlinescotland@children1st.org.uk

Young Minds Parent Line – offers confidential telephone and email support to any adult worried about the emotional wellbeing of a child or young person up to age 25. Call free on 0808 802 5544 (Monday to Friday 9.30am–4pm) or email parents@youngminds.org.uk

Edinburgh Crisis Centre – the Crisis Centre is open 24 hours a day 365 days of the year and provides community based, emotional and practical support at times of crisis. Also includes face-to-face support. Freephone 0808 801 0414

The Spark – confidential relationship helpline. Tel: 0808 802 2088 (free from landlines and most mobiles) or chat online at thespark.org.uk

Cruse Bereavement Care Scotland – national phoneline for advice and support following a bereavement. Tel: 0845 600 2227 or visit www.crusescotland.org.uk



