

Resources for School Staff to Support Positive Mental Wellbeing of Children and Young People



Resources to Support Mental Wellbeing

Introduction

This tool is designed to provide a comprehensive package of information, resources and organisations which are freely available to support primary and secondary school staff to support the mental wellbeing of children and young people. It is hoped that it will be a useful and practical resource for practitioners working with children and young people ensuring the focus on their wellbeing is equal to that of other curricular areas.

The majority of these resources are universal support, however, a number of these are targeted and coloured green for ease of reference. The publications listed in the document are designated as:

- **(P)** Primary
- **(S)** Secondary or
- **(B)** Suitable for both primary and secondary

and are categorised as:

- **(G)** Guidance
- **(PL)** Professional Learning
- **(R)** Resources.

Every child and young person should have access to mental wellbeing support in school. Education authorities and schools are responsible for identifying, supporting and developing the mental wellbeing of pupils. This may be support from their class teacher, pastoral care staff, school counselling or Educational Psychology Services, or specialist family and health services when required.

It is recognised that the lists within this tool are not exhaustive, and many education authorities or schools may produce their own specific resources around mental wellbeing in partnership with local partners and children and young people.

A wide range of information and resources are available on Education Scotland's website and the National Improvement Hub which enhance support and professional learning materials for practitioners on mental wellbeing.

Coronavirus

(COVID-19)

Following the publication of the strategic framework [Excellence and Equity During the COVID-19 Pandemic National Strategy for Educational Recovery in Scotland](#) on 21 May there has been a range of guidance published to support the consideration of plans and approaches to the continued learning of children and young people, within a blended learning approach which is also included within this document.

A COVID-19 Education Recovery Group has been established to ensure that partnership working takes place across the education and Early Learning and Childcare sectors whilst we are responding to the C-19 pandemic. The aim of the group will be to look beyond the immediate impact to consider, from a strategic and policy perspective, how national and local government can best work with key partners to support the education and ELC sectors moving forward.

This resource has a section on COVID 19 and further information can be found at:

<https://www.gov.scot/groups/covid-19-education-recovery-group/>

Resources to Support Positive Mental Wellbeing



Overarching Policy and Guidance

Overview

The Scottish Government has made clear the commitment to promote and support children's mental wellbeing, through wide ranging commitments in our current Programme for Government.(2019-2020)

Health and Wellbeing is one of the eight curricular areas in Curriculum for Excellence. Its substantial importance is reflected in its position at the centre of the curriculum and at the heart of children's learning – as well as a central focus of the Scottish Attainment Challenge and the National Improvement Framework for Education. Along with literacy and numeracy it is one of the three core areas that are the responsibility of all staff in the school. Learning in Health and Wellbeing is designed to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.

The Scottish Government take child and adolescent mental health very seriously and know that prevention and early intervention make a big difference to the risk of developing mental health difficulties

Information and Resources Available

[Building the Curriculum](#) (B) (G)

[Developing a positive whole school ethos and culture: relationships, learning and behavior](#) (B) (G)

[Getting it right for every child](#) (B) (G)

[Health and Wellbeing Benchmarks](#) (B) (G)

[Health and Wellbeing Experiences and Outcomes](#) (B) (G)

[How Good is our School - HGIOS?4](#) (B) (G)

[Improving Educational Outcomes for Children and Young People from Travelling Cultures](#) (B) (G)

[Included Engaged and Involved Part 2](#) (B) (G)

[Included, Engaged and Involved Part 1](#) (B) (G)

[Internet safety for children and young people: national action plan](#) (B) (G)

[Curriculum for Excellence - Statement for Practitioners](#) (B) (G)

[Suicide Prevention Action Plan](#) (S) (G)

[Wellbeing Indicators – SHANARRI](#) (B) (G)

Organisations

[Education Scotland](#)

Inclusive Education

Overview

Scottish education is based on the belief that education is a human right and that all children and young people should be supported to reach their fullest potential. Scotland's education system is designed to be an inclusive one for all children and young people in Scottish schools with or without additional support needs.

This inclusive approach not only allows children and young people to thrive in their community but also contributes to all children and young people's understanding and appreciation of diversity and helps to build a more just society.

Information and Resources Available

[Education Scotland - Embedding inclusion, equity and empowerment](#) (B) (G)

[Education Scotland - online Professional Learning on Inclusive Education](#) (B)(G)

[Education Scotland - online Professional Learning to support Inclusive Classrooms – 'Inclusion in Practice: The CIRCLE Framework – Secondary'](#) (B) (PL)

[Education Scotland – Professional Learning resource to support whole school inclusive practice](#) (B) (PL)

[Education Scotland - online Professional Learning – Dyslexia and Inclusive Practice](#)
(3 incremental modules) (B) (G)

[Education Scotland – Supporting LGBT young people and those who are part of LGBT families](#) (B) (G)

[Recognising and Realising Children's Rights](#) (B) (G)

[Guidance and materials to support a "psychologically informed transition back to school"](#) (P) (S)

Organisations

[Education Scotland](#)

Professional Learning

Overview

The Scottish Government promotes children and young people's mental health as a core component of practitioner professional learning.

The Scottish Government has asked the General Teaching Council for Scotland (GTCs) to consider the issue of teacher preparedness in this area in their current review of the Professional Standards.

The review of the Standards is a long-term piece of work which will conclude with publication of a revised suite in 2021. University Initial Teacher Education programmes must also prepare newly qualified teachers to meet the professional standards this will, in time, result in changes to the content of the programmes themselves.

Information and Resources Available

Professional Learning Activity (PLA) [Compassionate and Connected Community \(PL\)](#)

Professional Learning Activity (PLA) [Supporting children and young people through grief and loss \(PL\)](#)

[Scottish Mental Health First Aid Training \(SMHFA\) \(S\) \(PL\)](#)

Applied Suicide Intervention Skills Training (ASIST) <http://www.chooselife.net/Training/index.aspx> (S) (PL)

[Let's Introduce Anxiety Management \(LIAM\) \(B\) \(PL\) \(R\)](#)

There are many online courses around trauma and bereavement on the NES TURAS website (you are required to set up an account) (B) (PL) www.turasdashboard.nes.nhs.scot

Organisations

[General Teaching Council for Scotland](#)

[Education Scotland](#)

Health and Wellbeing (curriculum)

Overview

Positive relationships within an ethos and culture of mutual respect are the building blocks to developing children and young people's resilience and helping them to make the right choices and cope when they are faced with challenging situations. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole learning communities where everyone can learn and work in a peaceful and safe environment.

Information, resources and organisations for each of the H & W curriculum areas have been included within this tool.

Health and Wellbeing (curriculum) – Mental, Emotional, Social and Physical Wellbeing

Overview

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect. The four aspects of wellbeing are inextricably linked.

Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive relationships in the classroom, playground, and wider learning community.

It is important that the educational establishments have the capacity to support pupils and flexibility to utilise an approach that meets local needs and circumstances. Providing a positive future for our young people is our top priority and their mental health is a key part of that. Curriculum for Excellence is helping young people gain the knowledge, skills, capabilities and attributes needed for learning, life and work, including learning that builds resilience and confidence.

Information and Resources Available

[Health and wellbeing responsibility of all: making the links making it work](#) (B) (PL) (R)

Restorative Approaches (Practice example NIH) (B) (PL)

Solution Oriented Approaches Practice example NIH (B) (PL)

Peer Education (Practice example NIH) (B) (PL)

Scottish Mental Health First Aid Training - <http://www.smhfa.com/index.aspx> (S) (PL)

Organisations

[Education Scotland](#)

[The Scottish Government](#)

[See Me](#)

NHS Greater Glasgow and Clyde

UNICEF

Papyrus – prevention of young suicide <https://papyrus-uk.org/help-advice-resources/> (B) (G)

MindEd UK – educational resources <https://www.minded.org.uk/> (B) (R)

Choices for Life – substance misuse education programme -
<https://young.scot/campaigns/national/choices-for-life> (B) (R)

Young Scot 13 ways - <https://young.scot/campaigns/north-ayrshire/13-ways-a-suicide-prevention-blog-for-young-people> (S) (R)

See Me (resources for adults) – What’s on your Mind - <https://www.seemescotland.org/young-people/whats-on-your-mind/> (S) (PL)

Whole school approach to loss and bereavement, emotional resilience toolkit; on edge self-harm toolkit <https://www.seemescotland.org/young-people/resources/partner-resources/> (S) (G) (R)

Health Scotland resources:

Ask, Tell - Look After Your Mental Health: understanding mental health and keeping mentally healthy (open access: <https://vimeo.com/338176495>) (S) (R)

Ask, Tell - Save A Life: Every Life Matters: suicide prevention and keeping people safe (open access: <https://vimeo.com/338176444>) (S)

Ask, Tell - Have a Healthy Conversation: supporting compassionate conversations with people who may be experiencing mental distress or who are at risk of suicide (open access: <https://vimeo.com/338176393>) (S) (R)

Parentzone Scotland – [Learning at home mental, emotional, social and physical wellbeing](#) (B) (R)

[The Resilience Alphabet](#) (P) (R)

[Healthier Minds - Nurturing and Supporting Mental Wellbeing Together](#) (B) (R)

[Moodcafe](#) (B) (R)

[You alright? Whatever's stressing you out you've come to the right place.](#) (B) (R)

[BBC Own it](#) (P) (R)

[The Compassionate and Connected Classroom: A health and wellbeing curricular resource for upper primary](#) (P) (R)

[Mentally Healthy Schools](#) (P) (R)

[Schools HWB Research Improvement Network \(SHINE\)](#) (B) (R)

British Red Cross
North and South Lanarkshire/NHS
Lanarkshire
Fife CAMHS
BBC
Childline
Young Scot
Mental Health Foundation
MindEd UK
Papyrus
Anna Freud Centre

[Childline – Your feelings](#) (B) (R)

[#LiveSkills: resources](#) – Think you know (B) (R)

[Sleep Scotland - Gateway to good sleep](#) (B) (R)

[NHS Inform - Mental wellbeing](#) (B) (R)

[BBC Teach when I worry about things](#) (P) (R)

[NHS Apps Library - Mental health apps](#) (B) (R)

[aye mind toolkit](#) (S) (R)

Fife CAMHS [HandsOn](#) (R)

[Respectme – anti-bullying](#) (B) (R)

[BBC Bitesize Early Level HWB](#) – Mental, emotional and social wellbeing (B) (R)

[BBC Bitesize First Level HWB](#) – Mental, emotional and social wellbeing (B) (R)

[BBC Bitesize Second Level HWB](#) – Mental, emotional and social wellbeing (B) (R)

[Resilience Toolkit](#) Glasgow CHP South Sector Youth Health Improvement (S) (R)

[On Edge - Self Harm Awareness Resource Pack](#) - NHS Greater Glasgow and Clyde (S) (R)

[Whole School Approach to Loss and Bereavement](#) NHS Greater Glasgow and Clyde (S) (R)

[Healthy Schools](#) – Lanarkshire (B) (R)

[Caring for Each Other – Sesame Street](#) (P) (R)

[Mind Yer Time](#) (B) (R)

[Your life is online. Protect it!](#) (B) (R)

[Scarfed for life - An anti-sectarianism learning resource](#) (B) (R)

Health and Wellbeing (curriculum) – Planning for Choices and Changes

Overview

Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.

Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of the world of work, training and lifelong learning so that they can embrace opportunities.

Information and Resources Available

[PSE Benchmarks](#) (G)

[BBC Bitesize Careers](#) (B) (R)

[Developing the Young Workforce Summary page on the National Improvement hub](#) (G)

[My World of Work](#) (B) (R)

[Parentzone Scotland - Planning for choices and changes](#) (B) (R)

[Barclays LifeSkills](#) (S) (R)

[Financial Education resources](#) (B) (R)

[RBS MoneySense](#) (B) (R)

[BBC Bitesize - Learning for Life and Work](#) (S) (R)

BBC Bitesize [PSHE and Citizenship](#) (S) (R)

[Information on gender stereotyping in toys and play](#) (P) (R)

[Scotland's Enterprising Schools](#) (B)(R)

Organisations

[The Scottish Government](#)

[Education Scotland](#)

BBC

Fast Forward

Barclays

Royal Bank of Scotland

Health and Wellbeing (curriculum) – Physical Education, Physical Activity and Sport

Overview

Physical education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

Being active isn't just good for our physical health; it's also proven to have a positive effect on our mental health.

Information and Resources Available

[PE Benchmarks](#) (B) (G)

[PSE Benchmarks](#) (B) (G)

[Physical Education – Home Learning Challenges](#) (P) (R)

[BBC Bitesize First Level Physical Education](#)

[BBC Bitesize Second Level Physical Education](#)

[BBC Bitesize Third Level Physical Education](#)

[BBC Bitesize Fourth Level Physical Education](#)

[Parentzone Scotland - Physical education, physical activity and sport](#) (P) (R)

[Actify hub – Active Scotland](#)

[Better movers and thinkers](#) (P) (R)

[Walking and staying active during lockdown](#) - Walk to school (B) (R)

[Play Scotland](#) (P) (R)

[Parent Club – PlayTalkRead](#) (P) (R)

[Jog Scotland-taking care of your mental health](#)

[Couch to 5k](#)

Organisations

[The Scottish Government](#)

[Education Scotland](#)

BBC

Play Scotland

[Scottish Association for Mental Health \(SAMH\)](#)

Health and Wellbeing (curriculum) – Food and Health

Overview

Learners develop their understanding of a healthy diet, which is one composed of a variety and balance of foods and drinks. They acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits. They develop awareness that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media.

Scottish Government is committed to ensuring every pupil leaves school equipped with the skills, knowledge and experience they need to make better health choices and live longer, healthier lives free from avoidable, diet related conditions.

Information and Resources Available

[Food and Health Benchmarks](#) (B) (G)

[Parent Club - Eat Better Feel Better](#) (P) (R)

[Food Standards Scotland Educational Resources](#) (B) (R)

[NHS Eatwell Guide](#) (B) (R)

[Grow Well Choices - NHS Grampian](#) (P) (R)

[Parentzone Scotland – Food and Health](#) (B) (R)

[Food Education – Good Food Skills](#) (B) (R)

[Food – a fact of Life](#) (B) (R)

Summary of food education on the National Improvement Hub

<https://education.gov.scot/improvement/learning-resources/hwb42-food-education-summary> (B) (G)

A full resource linked to professional learning for practitioners in delivering practical food education

<https://education.gov.scot/improvement/learning-resources/hwb51-food-education-good-food-skills>

(B) (G)

Better Eating, Better Learning: <https://www.gov.scot/publications/better-eating-better-learning-new-context-school-food/> (B) (G)

Organisations

[The Scottish Government](#)

[Education Scotland](#)

NHS

Healthy eating in schools guidance: <https://www.gov.scot/publications/healthy-eating-schools-guide-implementing-nutritional-requirements-food-drink-schools-9780755958306/>
(Please note this document will shortly be updated following a review of the school food and drink regulations) **(B)** **(G)**

The 'Becoming a good food nation' document: <https://bit.ly/2kuMAjJ> **(B)** **(G)**

Health and Wellbeing (curriculum) – Substance Misuse

Overview

Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. This will enable learners to make informed personal choices with the aim of promoting healthy lifestyles

Information and Resources Available

[PSE Benchmarks](#) **(B)** **(G)**

[Choices for Life](#) NHS Greater Glasgow and Clyde **(B)** **(R)**

[Ash Scotland](#) **(B)** **(R)**

[Parentzone Scotland - Substance Misuse](#) **(B)** **(R)**

[Substance Misuse Primary Education Lesson Plans](#) **(P)** **(R)**

[Healthy and Smoke Free. The Smoke is in your eyes](#) **(B)** **(R)**

[Highland Substance Awareness: Prevention and Education Framework](#) **(B)** **(R)**

[Substance Misuse Toolkit](#) NHS Greater Glasgow and Clyde **(S)** **(R)**

[Know The Score](#) **(S)** **(R)**

[Talk to Frank](#) **(S)** **(R)**

Organisations

Ash Scotland

Education Scotland

NHS Greater Glasgow and Clyde

Health and Wellbeing (curriculum) – Relationships, Sexual Health and Parenthood

Overview

Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer.

Scottish education has a key focus on health and wellbeing and relationship based approaches to support children and young people. An understanding of how early experiences impact on children and young people's behaviour and the importance of relationships in shaping later outcomes is the foundation which underpins much of the Scottish policy landscape and curriculum

Relationship based approaches such as nurturing approaches help schools to develop an awareness of early adversity and trauma and are therefore a pivotal part of realising the Scottish Government's aim of preventing and mitigating the impact of Adverse Childhood Experiences (ACEs).

Information and Resources Available

Organisations

[PSE Benchmarks](#) (B) (G)

[Relationships, Sexual Health and Parenthood Resource](#) (B) (R)

[Healthy Respect](#) (S) (R)

[Puberty Education Secondary Resources \(Always\)](#) (S) (R)

[Parentzone Scotland - Relationships, sexual health and parenthood](#) (B) (R)

[Life. Live It British Red Cross](#) (P) (R)

[Supporting LGBT young people and those who are part of LGBT families](#) (B) (R)

[Healthy relationships and consent: key messages for young people](#) (S) (R)

<https://education.gov.scot/improvement/Documents/HWBPpersonalSocial%20EducationBenchmarksPDF.pdf>

(B) (G)

[RSHP guidance - Conduct of Relationships, Sexual Health and Parenthood Education in Schools](#) (B) (G)

[SHARE - Sexual Health and Relationships Education](#) (S) (G) (R)

Relationship Based Approaches

Overview

Curriculum for Excellence cannot be delivered without positive relationships and behaviour. We want all our children to get the support they need to benefit fully from their education.

The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment.

Scottish education has a key focus on wellbeing and relationship-based approaches to support children and young people. An understanding of how early experiences impact on children and young people's behaviour and the importance of relationships in shaping later outcomes is the foundation which underpins much of the Scottish policy landscape and curriculum

Relationship based approaches such as a nurturing approach help schools to develop an awareness of early adversity and trauma and are therefore a pivotal part of realising the Scottish Government's aim of preventing and mitigating the impact of Adverse Childhood Experiences (ACEs).

A key aspect of promoting positive mental health is through supporting a positive culture and ethos in schools. This is currently supported through the delivery of professional learning materials which support relationship-based approaches such as restorative approaches; solution-oriented approaches and whole school nurturing approaches. Other more targeted resources such as The Compassionate and Connected Classroom and Community help schools to develop an awareness of early adversity and trauma in order to better support positive mental health across the whole school community.

Information and Resources Available

[Prevention - Mentors in Violence](#) (B) (G) (R)

[Applying Nurture as a whole school approach - A framework to support self-evaluation](#) (B) (PL)

Organisations

[Education Scotland](#)

[Zero Tolerance](#)

Bullying/Peer Support

Overview

The Scottish Government takes bullying very seriously. Bullying of any kind is unacceptable and must be addressed quickly, whenever it arises.

We expect all schools to develop and implement an anti-bullying policy, which should be reviewed and updated on a regular basis. Head teachers, teachers, school staff and local authorities are best placed to decide how to address bullying in their schools – Respect for All provides the overarching framework.

We want all children and young people to learn tolerance, respect, equality and good citizenship to address and prevent prejudice, as well as healthy relationships

Information and Resources Available

Organisations

[Respect for All](#) (B) (G)

[Recording and monitoring of bullying incidents](#) (B) (G)

[CRER](#)

COVID 19

Coronavirus
(COVID-19)

Overview

Local authorities and schools are familiar and trained in a wide range of mental health interventions and strategies, which will be critical in supporting children and young people throughout the COVID-19 period and when returning to school. Teachers and school leaders play a fundamental role in promoting and protecting the wellbeing and resilience of children and young people. It is more important than ever that schools, local authorities and health boards continue to provide and promote a named person or first point of contact for initial advice and support about a child's wellbeing, to assess needs, and make plans for support.

Information and Resources Available

Coronavirus (COVID-19): supporting pupils, parents and teachers <https://www.gov.scot/publications/supporting-pupils-parents-teachers-learning-during-term-4/> (B)

Strategic Framework - <https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/> (B) (G)

Inclusion, Wellbeing and Equalities Wakelet – Mental Health <https://wakelet.com/wake/506e0c7c-434f-4424-a9bb-98999a2f2065> (B) (G)

Transitions in 2020 - guidance – <https://education.gov.scot/improvement/learning-resources/transitions/> (B) (G)

Covid 19 psychological support materials available via the TURAS Learn website:
<https://learn.nes.nhs.scot/29910/psychosocial-mental-health-and-wellbeing-support/taking-care-of-other-people/working-with-young-people-and-families> (B) (G)

The principles of 'Psychological First Aid' can be applied to improve psychosocial outcomes and effective recovery following any sort of crisis, such as Covid 19, by offering humane, supportive and practical help -
<https://learn.nes.nhs.scot/28724/psychosocial-mental-health-and-wellbeing-support/covid-19-psychological-first-aid>
(B) (G)

CAMHS resources - <https://www.camhs-resources.co.uk/coronavirus> (B) (R)

Anna Freud, National centre for Children and Families, Mentally Healthy Schools
<https://mentallyhealthyschools.org.uk/getting-started/coronavirus-and-mental-health/>

Signposting organisations for [Guidance](#) related to COVID-19

Further information on resources and signposting organisations which can support mental health and wellbeing can be found on [Education Scotland's National Improvement Hub](#)

Organisations

[Education Scotland](#)

[The Scottish Government](#)