



# Student Wellbeing Resource

Introduction

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# Student Wellbeing Index

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# Introduction

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We are all becoming increasingly aware of the impact of students' emotional wellbeing on their attendance and attainment at school, and the growing pressure on staff to provide support to students facing a range of issues around mental health, relationships and risky behaviour.

School staff are constantly faced with children and young people's wellbeing needs arising from complex family or care environments, peer relationships and the challenges of their developmental phase and emerging identity.

## Healthy Minds Framework

The Sheffield Healthy Minds Framework focuses on developing a positive mental health culture in schools by providing schools with in-reach from Children and Adolescent Mental Health Services (CAMHS). The focus of the in-reach is on providing whole school training on mental health, as well as targeted training for key members of staff such as pastoral teams, the contents of this training is tailored to a school's individual needs.

By embedding a whole-school approach to mental health, the framework aims to not only prevent emotional wellbeing and mental health issues from escalating, but to also make it easier for the most vulnerable children and young people to be supported.

If you are a Healthy Minds school, please work with your CAMHS link person when reviewing the student wellbeing offer and considering potential commissions. This will help ensure that you get the best service for your school.

## Youth Information and Counselling Service (YIACS)

As part of our local transformation plan we have also developed a YIACS service called Door 43 at Star House through Sheffield Futures. Door 43 will provide a central hub of co-located services which young people age 13- 25 can access. The delivery of the service is through an innovative partnership between

Information on topics which may impact on students' wellbeing has been compiled by partner organisations with pointers for best practice and resources that schools can draw on to provide a whole school approach, targeted or individual support.

This is intended as a complimentary offer to the Healthy Minds framework which is being rolled out across Sheffield primary and secondary schools in phases.

the statutory and voluntary sector, led by Sheffield Futures. The services on offer include a range of areas including emotional wellbeing, sexual health, substance misuse, employment information and independent living support.

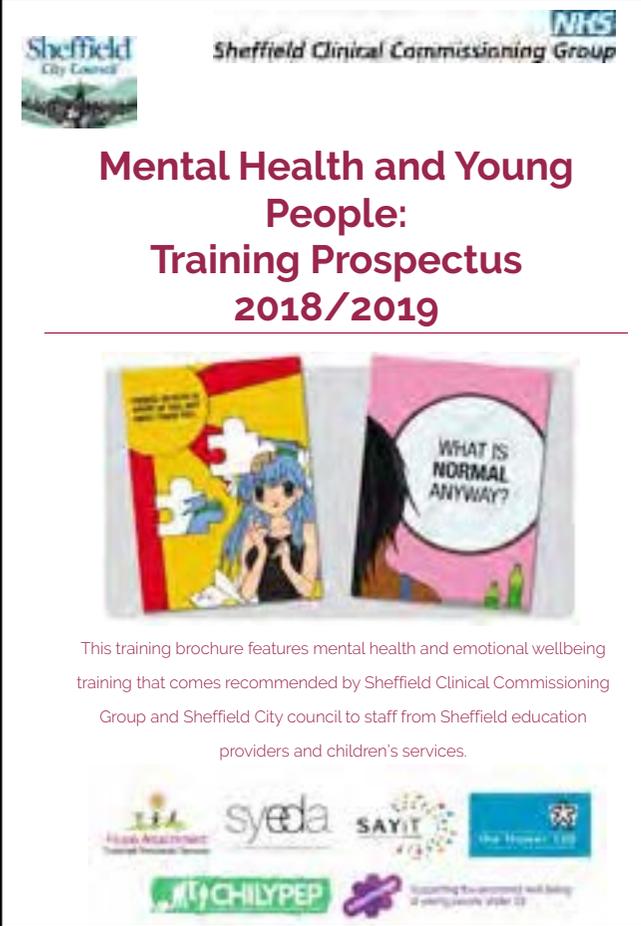
# Introduction

## Wellbeing Café

Door 43 includes a Wellbeing Café. This café will provide a safe space for young people who feel like they are at risk of a mental health crisis to go to, in order to receive support, advice and guidance. The café will be linked to Door 43 to make it easy for a young person who presents at the Wellbeing Café to access the range of services which form part of the YIACS.

## Future in Mind Training Offer

Schools can access emotional health and wellbeing workforce development training by third sector partners from September 2019 to July 2020 including Youth Mental Health First Aid, Flower 125 (emotional wellbeing programme targeting primary school students), emotional attachment needs, and specialist support for students with eating disorders, LGBT+ students and students who self-harm.



The image shows a training prospectus titled "Mental Health and Young People: Training Prospectus 2018/2019". At the top, it features logos for Sheffield City Council, Sheffield Clinical Commissioning Group, and NHS. Below the title, there are two book covers: one with a blue-haired anime-style character and the text "WHAT IS NORMAL ANYWAY?", and another with a yellow background and a puzzle piece. Below the covers, there is a paragraph of text: "This training brochure features mental health and emotional wellbeing training that comes recommended by Sheffield Clinical Commissioning Group and Sheffield City council to staff from Sheffield education providers and children's services." At the bottom, there are logos for "Flower 125", "syeda", "SAYIT", "The Trustee", "CHILYPEP", and "Supporting Emotional Wellbeing in young people under 25".

## The Early Help Offer

The Early Help offer will be a useful resource and is available on the website:

Early Help offers support to families where there are issues such as the following:

Children who are missing school

Children at risk of entering or re-entering children's social care

Children and adults with emotional and mental health issues

Children with behavioural problems

Families affected by domestic abuse

Families affected by substance misuse

Families experiencing poverty, at risk of homelessness or long term unemployment

Families with needs around parenting

This support is offered: Through advice and self-help guidance via locality based appointment-led Advice Sessions that offer immediate advice and guidance on the 4 key areas of the Core Offer, and signposting for any additional services. Families can also access themed advice workshops on specific areas. This will also include Parenting Seminars on a range of topics. School based small group interventions are available to work with children around low level emotional health and well being issues. Advice and guidance can be offered through consultation with Inclusion and Attendance Specialists around removing barriers to learning.

Through Professional discussion and vulnerable learner reviews, early years partnership process or a referral to Early Help Gateway Meetings in localities, we can agree, through multi-agency discussion, outcome focussed interventions for children, young people and families.

Through an assessment-led professional referral to Early Help screening where a holistic picture and action plan will be created and supported, through the delivery of solution focused intervention by a key worker.

Students may also find the CAMHS resource for peer support Epic Friends useful:

**[www.epicfriends.co.uk](http://www.epicfriends.co.uk)**

Epic Friends offers advice on various issues such as depression, bullying, family problems, self-harm, eating disorders and anxiety, and gives guidance on when to seek help and support.

There are many other areas that we could have included in the Student Wellbeing offer, but we had to draw a line to get the information out to schools. We welcome your feedback on the contents and will respond with updates including new subjects if there is a demand.

The mental health section could be broken down into several pages on self-harm, risk of suicide, ADHD, ASD etc, which are referred to but not in detail. We also considered the importance of sleep and nutrition, which the school nurse and MAST can help with.

Some local organisations offer training and workforce development as well as support for children and young people. Resources for PSHE on these subjects are available on-line.

<https://www.pshe-association.org.uk>

There is useful information, advice and resources for schools on the Safeguarding Sheffield Children website:

<https://www.safeguardingsheffieldchildren.org/sscb/education/policies-1>

## Quality Standards

All the organisations included in the resources section have signed up to the following quality standards. Learn Sheffield and Sheffield City Council are not responsible for the content of the resources / programmes provided, but would be pleased to receive feedback and will review the offer annually. Data provided is taken from trusted sources and will be updated annually, but we cannot accept responsibility for its accuracy.

## Providers will...

- Work in accordance with Sheffield Safeguarding Children Board procedures and children and young people's suicide prevention pathway:

<http://sheffieldscb.proceduresonline.com/chapters/contents.html>

- Work in partnership with the Local Authority and engage in relevant local partnership working bodies.
- Discuss emerging issues for the client groups with local authority commissioners and other appropriate partners.
- Share data for the purposes of local needs assessments with local authority commissioners and other appropriate partners.
- Promote locally agreed multi agency pathways and risk assessment tools.

## Feedback

We hope you find these resources useful and would welcome feedback to: [enquiries@learnsheffield.co.uk](mailto:enquiries@learnsheffield.co.uk)