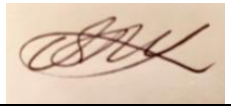
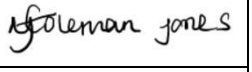
Wellbeing and Mental Health Policy

Policy Owner	**Sophie Evitts**
Role	**Head of Site**
Date issued	**Sept 2022**
Chair of Governors Signature	
Date and Minute Number	**21st November 2022 - 923**

Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
14/08/24	14/08/23	SE	J2L moved to behaviour policy, removed ELSA	27/11/2023 - 991	
16/09/25	16/09/24	MU	Content moved to appendices	07/10/2024 - 1040	
March 2026	21/03/2025	VC	Updated Looked After Children section	16/06/2025 – 1080	
August 2026	20/08/26	SE	Updated to reflect KCSIE 2025, Working Together 2026, Children's Wellbeing and Schools Act 2026, online safety, attendance and mental health guidance	16/11/2026 - 2058	

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EQUALITY, INCLUSION AND ANTI-DISCRIMINATION

COMMUNITY FOR ALL

Brackenfield SEND School promotes equality, diversity and inclusion and values every member of the school community.

The school will not tolerate discrimination, bullying, harassment or victimisation based on protected characteristics.

We recognise that belonging, inclusion and positive relationships are protective factors in promoting mental health and wellbeing.

SAFEGUARDING, MENTAL HEALTH AND WELLBEING

HEAD OF SITE	SOPHIE EVITTS

Brackenfield SEND School recognises that safeguarding, wellbeing and mental health are intrinsically linked.

All staff understand that mental health concerns may be an indicator that a child has suffered or is at risk of abuse, neglect, exploitation, trauma, bullying, discrimination, online harm or other adverse childhood experiences.

Where concerns are identified regarding a pupil's emotional wellbeing or mental health, staff will consider whether a safeguarding response is required in line with the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

Staff will not attempt to diagnose mental health conditions. Concerns will be recorded and shared with the Designated Safeguarding Lead (DSL) and Senior Mental Health Lead as appropriate.

The school will work collaboratively with families and external agencies to ensure children receive the right help at the right time through early help, targeted intervention or statutory services.

SCHOOL MENTAL HEALTH OFFER

SENIOR MENTAL HEALTH LEAD	SOPHIE EVITTS

The mental health offer has been devised alongside the attachment aware approach embedded throughout the school's culture and vision. Everyone has mental health and a right to a positive wellbeing.

The mental health offer for pupils, families and staff has been mapped to the Thrive framework.



The Thrive framework is an essential framework for communities who are supporting the mental health and wellbeing of children, young people and their families.

It aims to talk about mental health and mental health support in a common language that everyone understands. This has been proven to improve the support offered to children, young people and their families by different professionals as communication and efficiency is improved.

The framework is needs-led. This means mental health needs are defined by children, young people and families alongside professionals through shared decision making. Needs are not based on severity, diagnosis or health pathways.

Referenced: https://www.annafreud.org/mental-health-professionals/thrive-framework/

The Senior Mental Health Lead and Pastoral Support Team work with several professionals from the mental health support team to provide advice, guidance and training for pupils, staff and families.

Annually, senior leaders complete the wellbeing audit and attachment relationship aware audits to inform school improvement planning related to relationship and wellbeing practice.

PUPILS' WELLBEING

SENIOR MENTAL HEALTH LEAD	SOPHIE EVITTS

The purpose of the mental health offer for our pupils is:

- To proactively support positive mental health embedding approaches within the curriculum
- To provide mental health support for pupils that is appropriate and timely
- To support all pupils to have good mental health and know how to access support when their mental health deteriorates
- To support all pupils to have good mental health and know how to access support when their mental health deteriorates

Brackenfield recognises that pupils with SEND are at increased risk of abuse, neglect, exploitation and mental health difficulties. Staff receive regular safeguarding and SEND specific training to ensure vulnerabilities are recognised early and appropriate action is taken.
Particular consideration will be given to:

- Child-on-child abuse
- Online safety and harmful online content
- Emotional based school avoidance
- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- Domestic abuse
- Mental health concerns
- Attendance concerns
- Self-injurious behaviour
- Radicalisation and extremism

Thrive model for pupils

Getting advice:

- Class based interventions
- Social stories
- Social groups within timetable
- Exposure to role models
- Exposure to leisure activities
- Social role modelling
- External speakers, including sports leaders, employers, social group leaders

Getting help:

- **In-house interventions**
- **Drawing and talking, artistic expression, Lego therapy, social groups**
- **Targeted support plan i.e., health care**
- **Early help support-sleep support, routines, medication, getting dressed community visits, transitions**

Thriving:



Getting risk support:

- Team Around the Family meetings
- Social care support through child protection plan
- Local authority
- Police/ youth offending teams

Getting more help:

- Respite / short breaks
- CAMHS
- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- Social care support through ChIN
- Paediatrician
- Learning disability Nursing team
- External therapeutic input

See appendix 1 for risk and protective factors

See appendix 2 for the proactive ways all pupils' wellbeing is supported to thrive.

Role of the Class Team and Keyworkers

The first stage of pastoral and wellbeing support begins within the classroom. Through working with them every day, the class team are best placed to have a thorough understanding of the pupils' holistic needs: learning their preferences, motivators, narrative and journey to this point. Each pupil has a keyworker, who liaises day to day with home. Classroom timetables and environments are set up to promote positive mental health; stability, routine, predictability and independence.

The class team support behaviour through the completion of the 'All About Me' documents for each child. These cover strengths and needs, wellbeing, sensory profile, developmental stage, communication needs and behaviour support.

Class teams also have access to the Peli-Can Framework to support pupil wellbeing.

Peli-Can is a framework, story, guidance, and resources to support children and young people with additional needs, particularly learning disabilities, learn skills in noticing and coping with feelings and thoughts, building relaxation skills, and problem-solving/flexible thinking skills. Peli-Can is

designed to be delivered to children and young people with complex learning needs and/or learning disabilities aged 4-18 years.

The story is engaging and simple and shows the Peli-Can framework with some examples of how Tou helps Peli using the four framework elements:

- I CAN Feel
- I CAN Relax
- I CAN Think
- I CAN Do

These four elements are important aspects of building emotional literacy, resilience and wellbeing.

See the Peli-Can long term map for additional information about classroom practice.

When classes feel their classroom approaches are not fully supporting a pupil to thrive, or there is a change in the pupil, classes will refer to the pastoral team for support which they feel requires additional input outside of the class team.

ONLINE SAFETY AND DIGITAL WELLBEING

Brackenfield recognises the impact of the online environment on children's wellbeing and mental health.

The curriculum promotes safe, responsible and healthy use of technology.

Staff remain vigilant to:

- Online bullying
- Harmful content
- Extremist content
- Misinformation and disinformation
- Online exploitation
- Inappropriate relationships
- Excessive screen use
- Artificial intelligence related risks

Concerns will be managed through safeguarding procedures and the Online Safety Policy.

This is specifically aligned with recent KCSIE updates

INTERNAL SUPPORT INCLUDING WELLBEING SESSIONS

HEAD OF PASTORAL CARE

The purpose of the wellbeing session and internal support is:

- To provide pupils of Brackenfield SEND school with bespoke therapeutic interventions, for tier two early help; whereby they require support additional to provision within the classroom to support their emotional and wellbeing needs.
- To provide pupils with timely access to therapeutic interventions to support their mental health and wellbeing.

Referring for support:

Where a pupil presents with significant changes in emotional wellbeing, suicidal ideation, self-harm, significant withdrawal, persistent anxiety, trauma responses, unexplained behavioural changes or safeguarding indicators, the matter will immediately be discussed with the DSL.

Safeguarding concerns will always take precedence and referral pathways will follow safeguarding procedures.

Staff must never promise confidentiality where a safeguarding concern is identified.

Class teams who wish to access mental health interventions for pupils must email earlyhelp@brackenfield.derbyshire.sch.uk. The referral should include details of observations linked to the reason for referral. Reasons may include noticing a change in presentation, interactions or relationships; a change in circumstances; or simply observations that something is not right.

Referrals are then triaged and allocated at the weekly pastoral support meeting. Feedback is given to teachers, along with signposting to other services if necessary.

At the pastoral support meeting, a decision will be made to the most appropriate service, this might be an intervention provided in school, or a specialist service outside school such as Single point of access (SPOA) for CAMHS services or Single Point of Entry (SPOE) for LD- CAMHS, Clinical psychology and Specialist nursing team.

The pastoral team will seek specialist support from Specialist Community Advisors (SCA) where a referral to specialist services is needed to access appropriate and timely services. Pastoral Support Team has several external agencies they can refer pupils to, should mental health support be needed.

Before support commences, the family support worker will check the J2L and complete the intervention spreadsheet, with bespoke target setting. This is shared with the staff member delivering the intervention or therapy. Usually this will not be a familiar member of staff to ensure the sessions do not interfere with day to day relationships.

Currently we have staff trained to deliver therapies and interventions in Peli-Can, Positive Play, Drawing and Talking Therapy, Behaviour Box, Therapeutic Arts and Lego Therapy. **Further details of the content of these sessions can be found in appendix 3.**

Impact, including quality assurance:

Pupils who attend therapy or intervention sessions are provided with a safe space to talk about difficult emotions or experiences, enabling them to be open with us about their mental wellbeing. All pupils are set clear outcome targets before sessions start. At the end of each session staff note their progress towards these targets and provide qualitative information. Some outcomes that have been met are:

- Increased attendance at school
- Awareness of emotions and confidence to share with others
- Confidence with friendships
- Ability to discuss life events
- Social group participation
- Ability to recognise anxiety
- Increased management of Anger emotions
- Role modelling

Family support workers keep in regular contact with class teams on the impact of sessions, looking at decreased behaviours in class and increased engagement in school. Following assessment depending on the impact the work maybe continued, changed or discontinued. On some occasions therapies and interventions are not suitable due to the severity of need. In these cases, alternatives are sought, such as referrals to Specialist CAMHS services, or signposting for class teams to support.

The Head of Pastoral Care and Family Support Worker review the waiting list and therapeutic spreadsheet to look at progress and impact of therapeutic interventions on a half termly basis. This information is fed back to Senior Leadership Team as part of the Headteacher's Report to Governors.

Impact

Pupils can access mental health support early, which produces better long-term outcomes. Class teams know a clear route to refer and can do this with already established assessments. Pastoral team staff have appropriate information that ensures they can make a timely referral. Pupils receive the right support at the right time, including referrals into external services and family support. This is evidenced through pupil voice, pupil progress and intervention quality assurance.

FAMILIES' WELLBEING

HEAD OF PASTORAL CARE

Family support plays a vital role in supporting the wellbeing of our pupils and supporting them to thrive. The purpose of family support is:

- To proactively support and involve families in their child's education with regular communication, opportunities to feedback and impact on the school community
- To listen and to signpost families to support their child and wider family
- To actively support through the early help offer and safeguarding procedures

Thrive model for families:

Getting advice:

Parent groups

Parenting courses

Local charity support for equipment

Disability support services

Sleeping advice

Diet advice

Routine advice

Home behaviour advice

Thriving:

- Thorough transition visits into school and class
- Welcome pack and key contact within SLT
- Journey to Learn assessment, Sensory toolkit assessment
- Strengths and needs incl. PLIs- reviewed every 12 weeks, Behaviour support plan, Developmental stages profile, Communication support plan, Intensive interaction/ phatic communication development
- Class based keyworker
- Daily notes written in the electronic or paper-based diary by named TA (including personal care, meals/ snacks, activities, reminders)
- **Communication which might cause conflict should be made via telephone.**
- At least 3 PLI updates via BOOP a week
- At least 3 BOOP updates to celebrate successes against Brackenfield Characters and the curriculum
- Weekly bulletin via BOOP/ text link to website
- Letters sent home with pupils as required via MM.
- Half termly newsletter via BOOP/ text with link to website (paper copies can be sent)
- Parent voice surveys sent via weekly bulletin and MM.
- Invited to family support group hosted by the children's services team.
- Telephone calls returned by key worker at the end of the school day wherever possible.
- 3 Planned and structured consultations/reviews per year

Getting help:

Opportunities will be made for parents, carers, and families to come into school and meet with the teacher as required or for them to go out and meet in the family home if safe to do so.

Opportunities will be made for parents, carers, and families to come into school and meet with the relevant member of the leadership team as required or for them to go out and meet in the family home if safe to do so.

Targeted support plan i.e., health care

Early help support-sleep support, routines, medication, getting dressed community visits, transitions

Getting risk support:

Team Around the Family meetings

Social care support through child protection plan

Local authority

Police/ youth offending teams

Getting more help:

Respite / short breaks

CAMHS

Educational Psychologist

Speech and Language Therapy

Occupational Therapy

Social care support through ChIN

Paediatrician

Learning disability Nursing team

External therapeutic input

Family Group Decision Making

In line with current children's social care reforms, Brackenfield will support families to access Family Group Decision Making and Early Help processes wherever appropriate.

The school recognises the importance of family networks, kinship carers and wider support systems in promoting positive outcomes for children and young people.

Impact

Families have open communication with the staff supporting their child and appropriate ways to raise concerns/ queries or seek advice. Staff are approachable with a specialist provision to provide early help. See early help policy in safeguarding handbook for additional information. This will be evidenced through analysis of early help and parental voice.

PASTORAL OFFER

TEAM ROLES

The Pastoral offer includes the Head of Pastoral Care, Safeguarding Admin and Family Support Workers.

Head Of Pastoral Care

- Provides Leadership and Management for the school in areas of personal development, behaviour and welfare and safeguarding
- Managing and leading the Children's Services Team
- Triaging DSL for the school
- Child Protection caseload
- Early Help Intervention
- Organise and oversee training needs in terms of safeguarding
- Provide guidance and support to staff around individual pupils

Family Support Worker

- Providing Early Help
- Work closely with parent/carers providing home with information and advice to help with Independence, Behaviour and Social skills.
- Completing Early Help assessments and holding a caseload of pupils open to social care
- Team Around the Family and Child in Need meetings
- Monitoring attendance
- Working with children providing interventions around emotional health and behaviour

ATTENDANCE AND WELLBEING

The school recognises the strong relationship between attendance, wellbeing and safeguarding.

Persistent absence, emotional based school avoidance, anxiety related non-attendance and unexplained absence may indicate unmet needs or safeguarding concerns.

Attendance concerns will be monitored and considered through safeguarding, wellbeing and early help processes to ensure children receive appropriate support.

EARLY HELP OFFER

Providing early help to our children and families of Brackenfield SEND School means we promote effective support as early as possible. Early help means providing support as soon as a problem emerges, at any point in a child's life, from early years through to teenage years.

Here at Brackenfield SEND School, we understand just how complicated family life can be. From time to time there may be situations where families need extra help and support. Parents and carers can self-refer or be referred by school staff for pastoral support and the early help offer. There are many ways in which we can help.

At Brackenfield SEND School we pride ourselves in knowing the children well: we are alert to the welfare of our children and are vigilant regarding any situation in which we can provide support.

We have a number of systems in place to identify unmet needs and we seek at all times to work in collaboration with families, with openness, integrity and understanding and with the needs of the child at the centre of all we do.

Early Help is everyone's responsibility. As such, you can speak with any member of the school team who would be happy to pass your concerns on to one of our Children Services team.

Safeguarding and Child Protection Procedures

The school has a clear and detailed Safeguarding (Child Protection Policy). Key members of the Senior Leadership Team, as well as the Pastoral Manager, are trained as Designated Safeguarding Leads, to ensure adequate coverage at all times. We also have a Safeguarding Governor. Click here for the list on our website.

At Brackenfield SEND School, we all work together to ensure that rigorous and robust systems are in place within the school to ensure the safety of all our children and that we always act in the interest of the child.

We meet the needs of our children through a variety of ways. These are detailed in appendix 4

LOOKED AFTER CHILDREN

ASSISTANT HEADTEACHER

Brackenfield SEND School recognises the needs of children who are looked after, previously looked after, children in kinship care and children supported through special guardianship arrangements.

The school acknowledges the increased vulnerability of these groups to trauma, attachment difficulties and mental health needs and will ensure their educational achievement and wellbeing are actively promoted.

Care Planning and Reviewing

All looked-after children have a care plan which sets out objectives for work with the child, the birth family and the carers in relation to the child's development needs. Components of the plan cover

health, education, emotional and behavioural development, identity, family and social relationships, social presentation and self-care skills. The local authority is responsible for making sure the overall care plan covers these different strands in a way that meets the child's needs. Looked After Children Reviews happen every 6 months for as long as the child is looked after (the first review must be held within four weeks of a child becoming looked after. The second review should take place within three months of the first review) and these are attended by the Designated Teacher and a person from the class team who knows the child well (usually, the class teacher). The review meetings are chaired by the child's independent reviewing officer (IRO), whose role is to ensure that looked-after children are able to meaningfully participate in planning for their own care, and that the care plan that the local authority prepares for them is based on a thorough assessment of all aspects of the individual child's needs. The child or young person is invited to attend the review meeting if they would like to, along with the parent, and anyone else who has parental responsibility, the child's social worker, the children's foster carer (if they are in foster care or residential worker and the foster carer's supervising social worker. The main purpose of the reviews is to check that the care plan is working well for the child. The meeting is an opportunity to consider whether any changes need to be made to the child's care plan. Meetings also provide an opportunity for parents to raise any concerns they may have.

Additional Funding and Pupil Education Plan

Every LAC pupil is entitled to additional funding of £2345 per academic year. The funding is applied for during Pupil Education Plan (PEP) meetings, which both the class teacher and the Designated Teacher attend. These are held once a term or twice a year. PEP meetings cover the following agenda items: strengths and achievements, views of the student, personalised learning intentions in line with the school curriculum offer, current and target attainment data. Due to the low level of cognitive and developmental needs, Brackenfield pupils' targets are set as their Personalised Learning Intentions (PLIs). This lateral data is used to track progress of the pupil. These PLIs are used as the focus for intervention sessions for each LAC pupil. Intervention sessions are completely bespoke depending on the individuals needs and PLIs. The funding also enables resources to be purchased specifically for use during sessions, considering the interests of the pupil.

Thrive model for Looked After Children:

<table>
<tr><td>Getting advice:

Class based interventions
Social stories
Social groups within timetable
Exposure to role models
Exposure to leisure activities
Social role modelling

External speakers, including sports leaders, employers, social group leaders</td><td rowspan="2"></td><td>Getting help:

Priority for in-house interventions
Drawing and talking, artistic expression, Lego therapy, social groups
Targeted support plan i.e., health care

Early help support-sleep support, routines, medication, getting dressed, community visits, transitions</td></tr>
<tr><td>Getting risk support:</td><td>Getting more help:

Achievement officer</td></tr>
</table>

Looked After Children Reviews (6 monthly) Pupil Education Plan (PEP) Meetings (once a term or twice a year) Team Around the Family meetings Social care support through child protection plan Local authority Police/ youth offending teams		Social Worker Therapy service Funding from PEP meeting to purchases resources specially linked to pupil's interests Respite / short breaks CAMHS Educational Psychologist Speech and Language Therapy Occupational Therapy Social care support through ChIN Paediatrician Learning disability Nursing team External therapeutic input

Additional information about looked after children can be found in this government guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

STAFF WELLBEING

SENIOR MENTAL HEALTH LEAD	SOPHIE EVITTS

The school recognises that staff wellbeing is a safeguarding priority. Staff who feel supported, valued and psychologically safe are better able to support pupils effectively.

The school promotes psychologically informed, trauma-informed and reflective practice across all areas of school life.

The purpose of supporting staff wellbeing is:

- To proactively promote wellbeing in which every individual realises their own potential, can cope with the normal stresses of life, work productively and make a contribution to their community
- To promote a sense of belonging and quality relationships within the workplace which can cope with life's challenges and recover from setbacks
- To create a 'be kind' community at all levels without exception, promoting protective factors such as humour and positive attitudes

Thrive model for staff:

Getting advice:

- Senior leader and line lead open door policy
- Occupational health referral process
- Display screen equipment assessments
- Other services referral opportunities
- Development meetings
- Wellbeing committee advice sharing

Thriving:

- Job description and working hours
- Policies and procedures including the code of conduct, complaints procedure, health and safety policies
- Induction process
- Line Lead structure
- Performance management/ appraisal cycle
- Comprehensive CPL offer tailored to the school improvement plan
- Regular consultation on school approaches and development
- Team-ship culture
- Daily briefing including regular full staff briefings
- Weekly update
- Progression pathways in career development
- School ethos and values
- Outstanding safeguarding culture
- Regular staff voice opportunities
- Wellbeing groups

Getting help:

Performance reviews (experiencing difficulty)
Targeted CPL
Stress at work policy including stress at work risk assessment
Confidential wellbeing support
Key contact for confidential check ins
Referral to counselling (talking therapy)
Return to work meetings
UPD policy

Getting risk support:

Confidential SLT keyworker

Structure risk assessments

Regular welfare check-ins

Liaison with next of kin

Getting more help:

Sickness absence review process

Reasonable adjustments

Flexible working requests

Specialist Community Advisor

This model is not exhaustive, nevertheless aims to highlight the processes and culture within the workplace to support the wellbeing and mental health of all staff.

The CPL offer to staff is a fundamental part in promoting the professional development, and therefore inclusion of the whole staff team. The CPL offer is aligned to the school improvement plan, aiming to bring the staff team on the same journey as the school develops to meet the ever-changing needs of its cohort. As a research-based school, our curriculum approaches change and it is important staff are given the opportunity to develop their confidence in these new approaches. Change is difficult for many people, as such the leadership team talk openly about a 'team-ship' approach the school offer and bringing our colleagues with us.

When staff are experiencing difficulty in their life, be it personal or professional, the line lead structure is designed to ensure staff are signposted to the right support quickly and confidentially.

Senior leaders and other school leaders are qualified mental health first aiders. Mental Health First Aiders have the knowledge and skills to spot signs of people experiencing poor mental health, be confident to start a conversation and signpost a person to appropriate support. This supports staff wellbeing and also gives staff confidence in their line leads to have the skillset to support them emotionally.

Please see the Stress at Work, Absence Monitoring, Health and Safety and Code of Conduct policies to see further detail on support available to staff.

The wellbeing action plan forms part of the school improvement plan; detailing how the leadership team work towards embedding an ongoing culture of positive wellbeing for one's self and colleagues.

Impact

Staff at all levels are supported to achieve their potential, understand and fulfil their role in the school and feel informed about proactive approaches to look after your own mental health and signpost colleagues, pupils and families. This will be evidenced through analysis of staff voice, sickness absence, staff performance and the overall success of school development.

Supporting Staff to Support Pupils: Trauma-Informed/ Relational Practice Approach

To ensure pupils are supported in a proactive trauma informed practice, staff must understand how their needs are supported, to enable them to effectively support pupils. The table below identifies the practical measures in place to support staff wellbeing, based on the theory of 'mending hurts' by KCA- knowing '*When we notice ourselves do something well, we become more conscious of our activity and more competent in it.'*

The information found in appendix 5 can be used alongside the stress at work risk assessment to identify areas which may be impacting staff wellbeing at work.

For additional information, read:

- Supporting behaviours policy
- Staff Workload policy
- Mental Health Pathways Guidance document

KEY STATUTORY AND NON-STATUTORY GUIDANCE

- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2026
- Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges (DfE)
- Promoting Children and Young People's Mental Health and Wellbeing
- SEND Code of Practice
- Equality Act 2010
- Children and Schools Wellbeing reforms and associated statutory guidance
- Relationships Education, Relationships and Sex Education and Health Education guidance
- Behaviour in Schools Guidance
- Derby and Derbyshire Safeguarding Children Partnership Procedures

appendix 1

Risk and Protective Factors:

Factors that put children at risk

Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family,or to their community or life events. These risk factors are listed in table 1.

Risk factors are cumulative. For example, children exposed to multiple risks such as social disadvantage, family adversity and cognitive or attention problems aremuch more likely to develop behavioural problems. Longitudinal analysis of data for 16,000 children suggested that boys with five or more risk factors were almost eleven times more likely to develop conduct disorder under the age of ten than boys with no risk factors. Girls of a similar age with five or more risk factors were nineteen times more likely to develop the disorder than those with no risk factors.

Factors that make children more resilient

Research suggests that there is a complex interplay between the risk factors in children's lives, and the protective factors which can promote their resilience. As social disadvantage and the number of stressful life events accumulate for children, more protective factors are needed to act as a counterbalance. The key protective factors which build resilience to mental health problems are shown alongside the riskfactors in table 1, below.

In order to promote positive mental health, it is important that schools have an understanding of the protective factors that can enable pupils to be resilient when they encounter problems and challenges. The role that schools play in promoting the resilience of their pupils is particularly important for children with less supportive home lives, who may not have a trusted adult they can talk to. Schools should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

Table 1: Risk and protective factors that are believed to be associated withmental health outcomes

	Risk factors	Protective factors	Brackenfield approach to promote protective factors for pupils with SEND
In the child	Genetic influences Low IQ and learning disabilities Specific development delayor neuro-diversity Communication difficulties Difficult temperament Physical illness Academic failure Low self-esteem	Secure attachment experience Outgoing temperament as an-infant Good communication skills, sociability Being a planner and having abelief in control Humour and a positive attitude Experiences of success and achievement Faith or spirituality Capacity to reflect	Attachment aware school Brackenfield characters Curriculum approach School wide approach to preparation for adulthood Total communication approach Structure, routine, timetable and promotion of independence Engaging and enriching teaching strategies Themes BOOPs and Headteacher's awards SMSC and cultural capital offer Problem solving approaches
In the family	Overt parental conflict including domestic violence Family breakdown (including where children are taken into care or adopted) Inconsistent or unclear discipline Hostile and rejecting relationships Failure to adapt to a child's changing needs Physical, sexual, emotional abuse, or neglect Parental psychiatric illness Parental criminality, alcoholism or personality disorder Death and loss – including loss of friendship	At least one good parent-child relationship (or one supportiveadult) Affection Clear, consistent discipline Support for education Supportive long term relationshipor the absence of severe discord	Attachment aware approach Family support Keyworker model for communication Ethos and values Curriculum approach Reporting to parents Safeguarding procedures Early help offer and external signposting/ referrals

In the school	Bullying including online (cyber) Discrimination Breakdown in or lack of positive friendships Deviant peer influences Peer pressure Peer on peer abuse Poor pupil to teacher/school staff relationships	Clear policies on behaviour andbullying Staff behaviour policy (alsoknown as code of conduct) 'Open door' policy for children toraise problems A whole-school approach to promoting good mental health Good pupil to teacher/school staff relationships Positive classroom management A sense of belonging Positive peer influences Positive friendships Effective safeguarding and Child Protection policies. An effective early help process Understand their role in and bepart of effective multi-agency working Appropriate procedures to ensurestaff are confident they can raise concerns about policies and processes, and know they will be dealt with fairly and effectively	Curriculum approaches and behaviour policy Staff code of conduct Open door policy with senior leaders for all; pupils, families, staff Complaints procedure for staff, pupils and families Parental communication School ethos and vision Brackenfield characters School community events Early help team; family support workers Safeguarding policy and approaches to high vigilance within community
In the community	Socio-economic disadvantage Homelessness Disaster, accidents, war or other overwhelming events Discrimination Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and theinfluences of extremism leading to radicalisation Other significant life events	Wider supportive network Good housing High standard of living High morale school with positivepolicies for behaviour, attitudes and anti-bullying Opportunities for valued socialroles Range of sport/leisure activities	External services contracts External networking Team around the family meetings Social care and healthcare relationships Referrals to external services Signposting to social groups In house parent support group

appendix 2

Proactive ways to support pupils' wellbeing:

	Guidance	At Brackenfield:
Body: *Be Active*	Discover a physical activity you enjoy; one that suits your level of mobility and fitness.	Sensory toolkit assessments, Sensory diets, Sensory workouts, Soft play, Sensory park, Brack Track and vehicles, Park visits, PE lessons, Dance sessions, Bike-ability, Gym, Swimming, Sports Coaches, Yoga, Exposure to leisure activities
Mind: *Keep Learning*	Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility. Set a challenge you will enjoy achieving. Learning new things will make you more confident, as well as being fun to do.	Personalised Learning Intentions, B-levels/ B-skills assessments, Life skills and Preparation for Adulthood focus, Early Literacy/ Numeracy, EYFS, Applied Literacy/ Numeracy, Accreditation, Regulation, Communication aids, RSHE, Peli-Can
Spirit: *Give*	Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and will create connections with the people around you.	Fundraising events, Food banks, Classroom roles, Breakfast/ snacks roles, Mixed group trip, Enterprise projects, Jobs around school, Work experience, Summer/ winter fayres
People: *Connect*	With the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections with support and enrich you every day.	Thorough transition into school and class, Pathway and class placement to create optimum learning environment-incl. peer group, resources, spaces, timetable, curriculum approach, Journey to Learn assessment, Peli-Can, School Dog, Community visits, Play sessions, Games sessions, Mixed class enrichment, Outside time, Work experience, Assemblies , BOOP (parental communication), Total Communication Approach
Place: *Take Notice*	Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.	Promoting Cultural Capital through Awe and Wonder, Themes, SMSC events, Soft play, Larger country park visits, Local attractions (museums/ library), Enrichment trips, Theatre visits, In-house shows (dinosaurs, birds, pantomimes), Work experience
Planet: *Care*	Look after your community and the world. Make small changes to your life that will reduce your energy use, recycle more, leave the car at home, small steps to a greener life can make a difference.	Community projects (litter picking), Horticulture, Forest Schools, Recycling duties, School Dog, Chicks/ eggs, Classroom tidiness/ housekeeping life skill

appendix 3

Available therapies and interventions for pupils:

Peli-Can: PELICAN is a framework, story, guidance, and resources to support children and young people with additional needs, particularly learning disabilities, learn skills in noticing and coping with feelings and thoughts, building relaxation skills, and problem-solving/flexible thinking skills. It can be delivered to a class, small groups or in intensive one to one sessions.

Positive Play: These sessions look to allow pupils to express/communicate their feelings, raise their self-esteem and improve social skills, in a safe and supportive environment. Sessions are held weekly, for 30 minutes on a one-to-one basis in the Sensory Haven. Sessions are completed when the target is met.

Drawing and Talking Therapy: These sessions look to open a pupil's inner world. This work is carried out through the pupil drawing, and then talking about the drawing. It tries to access the pupil's inner world and must be carried out safely and no. non-intrusively, with respect for the pupil's own pace and state of being. Therefore, anyone using Drawing and Talking learns to stay in the world of the pupils drawing. The pupil sets the pace and decides what to bring to the session. Sessions are held weekly, for 30 minutes on a one-to-one basis. Sessions are completed after 12 weeks.

Behaviour Box. These sessions look to allow pupils the time and space to develop their self-esteem and confidence. Behaviour box is broken down into 4 groups - Belong, Body, Brave and Be. Sessions are held weekly, one to one or one to two to allow information to be bespoke for the pupils needs. Sessions are held weekly, for 30 minutes, sessions are completed after 12 weeks.

Therapeutic arts. These sessions look to allow a pupil to explore their feelings around situations. They are led by the pupil, on topics they choose to explore, this may be, emotional or social feelings. Pupils have access to a range of art materials, including music and drama, and take the therapist along with them exploring. Sessions are held weekly, for 30 minutes on a one-to-one basis. Sessions are completed after 12 weeks.

Lego Therapy. These sessions look to support children social and communication skills. Lego therapy provides pupils will experience in communicating effectively with other, problem solving, persevere, fine motor skills, working cooperatively, identifying and discussing their feelings. Sessions are held weekly, for no more than 30 minutes in a small group. Sessions are completed after 6-8 weeks.

LGBT+. LGBT+ Derbyshire support pupils to look at their identity, including gender identity. They have run bespoke RSE sessions for pupils deemed to be higher risk of exploitation, to support them to understand areas such as consent. Current group sessions focus on Gender Identity, to support bespoke pupils to understand their feelings around their own gender.

appendix 4

Available support and interventions for families:

	Support offered
Open door policy	We are available to talk via telephone and face to face and provide time for our parents to communicate and work with us.
Pupil Voice	Our children are actively encouraged to speak about any concerns they have to a member of staff. They know our staff take all their concerns very seriously and they know they can speak to any responsible adult in school Pupil voice is captured in a variety of ways
Developing Key Skills	We have an effective PSHE and RSE curriculum which supports children and develop key skills, not only for school but for life.

	Intervention
Head of Pastoral Care – school **Family Support Workers – school** **Personal Health Care Team – school**	• At Brackenfield early help assessments and J2L help identify the specific needs of our children and family, so that they can be assigned to the correct interventions for their educational, social, physical and emotional needs. • These interventions are person centred and may include our threptic intervention offer within school which is focused on prevention, early intervention and recovery. The school have trained staff in Behaviour Box, Play Therapy, and Drawing and Talking. and also Positive Play We focus on positive behaviour support in school though a number of interventions.
Health/School Nurse	• Referral to appropriate medical specalist • Registering with appropriate medical support
Early Help Team	• Supported by the transition team which includes Early Help advisiors and Project Officers at Derbyshire County Council

Signposting	• We will signpost families and seek support from different external agencies. There are a number of support agencies who we can access or sign post you to if you are expericing diffciuites at home. Our Children Services Team will work with parents and children to identify and organise additional support. Support and sign posting could involve: • Starting Point • First Contact Team • Single Point of Access referral • Build Sound Minds Derby and Derbyshire • Local Offer Derbyshire • Child and Adolescent mental health via SPOE or CAMHS referral • SV2 • RELATE • Trident Reach the Charity • Health Visitors www.dchs.nhs.uk/healthvisiting • School Nurses www.derbyshireschoolnurses.org.uk • Derbyshire Austism Services • Action for Children • SEND

Derbyshire Local Offer

Derbyshire Local Offer https://localoffer.derbyshire.gov.uk

The original 'Derbyshire Local Offer' website was developed with the help of parents, carers and their children and has been well-used as a source of information about a wide range of relevant services and support since it was launched in 2014.

Since then, changes in the way people prefer to search for information and the advance of social media mean we have reviewed the site, again using feedback from the people who use it.

The site features clearly marked sections, an improved search function by area, service or subject with an ability to filter results and direct links to various organisations' social media accounts.

It also has other sections including information about free courses and training, lists of local support groups for parents, their other children, families and carers, details of leisure events, places to go and things to do plus support for professionals.

appendix 5

Trauma informed support for staff wellbeing:

Relational Practice/ Trauma Informed Practice (Sustained recovery in staff to support pupils)			
	Sensing	Feeling	Thinking
	Feeling Safe	**Feeling Emotionally Supported**	**Feeling Understood**
	Co-regulation: Relationships, Responses, Routines		
Stabilisation	Policies including appraisal/ PMR Line lead structure Job roles within context of school Supportive feedback Supporting each other Regular communication Weekly update Teamwork/ teamship	Being able to say 'I'm not sure' How do I feel? Opportunities to pick how we feel apart Co-regulator who tells us what they see Developing a narrative Work/ life balance	Line Lead personalised approaches Kindness Team habits; softer relational past-times Informal de-briefs Development meetings Staff voice
Integration	**Self Regulation**	**Emotional Literacy**	**Accurate and Coherent Narrative**
	Guidance: Communication, Empathy, Compassion		
	Routine Autonomy in role Structure and policies to reference Common approach to professionalism Staff etiquette Staff briefings	Speaking up when overwhelmed Following up when unsure Performance reviews Reflective practice Quality control process Safeguarding supervision	Reflection/ de-brief no incidents Information sharing Sharing challenges Family updates for pupils (wider context) Up to date data on local challenges to wellbeing Up to date data on local economical challenges School improvement plan knowledge
Adaptation	**Social Responsiveness**	**Joy in Living**	**Self Esteem**
	Support: Experiences, Peers, Reflection		
	Good working relationships Sense of belonging Professionalism Quality assurance	Job satisfaction Softer relationship skills Wellbeing committee events	CPL offer Sense of success Good physical health