

MENTAL HEALTH AND EMOTIONAL WELLBEING

MAINTAINING & DEVELOPING
POSITIVE MENTAL HEALTH



MENTAL HEALTH &
EMOTIONAL WELLBEING

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Edsential

An Introduction

The Edsential team have used their expertise to develop a Mental Health & Emotional Wellbeing offer, which supports the complex and demanding range of challenges affecting the whole school environment.

The Challenges:

- Staff Knowledge, Skills and Confidence
- Leadership Ability to Implement Strategy
- Emotional Wellbeing and Resilience
- Evidencing and Assessing Impact
- Behaviour and Engagement
- Staff Wellbeing
- Parental Engagement
- Raising Aspirations and Narrowing the Gap
- Physical Inactivity
- Partnership and Collaboration Work in Schools

The products and services within this publication offer support and provide a range of learning opportunities for the whole school community. This support will empower schools and will enable the continual development of a whole school approach to Mental Health & Emotional Wellbeing.



Services with this logo meet the guidelines for PE & Sport Premium funding.

The services within this brochure can be adapted for all sectors, EYFS, Primary, Secondary, Post-16 and Further Education.

Why Invest in Mental Health?

- 1

"Mild to moderate levels of mental health disorder can be delivered by trained non-clinical staff with adequate supervision, leading to outcomes comparable to those of trained therapists" Children's Green Paper on Mental Health December 2017
- 2

"76% of children with mental health needs leave primary school without the required level of reading, writing and mathematics"
- 3

"Outside of the home, school is often the most important consistent influence in children's development" British Psychological Society
- 4

"An effective whole school approach, encouraged and equipped all staff to promote good mental health" (August 2017) DfE research from case studies
- 5

"The Department for Education will convene work to look at evidence of how schools and colleges can effectively measure the impact of what they do to support the mental health and wellbeing of pupils. Ofsted will be engaged in this" December 2017 (Transforming children and young people's mental health provision)

Who We Work With

Edsential work alongside nationally acclaimed experts to ensure the services we provide have a real and genuine impact.

These links enable us to support schools, focussing on innovative, evidence-based strategies and solutions.

We are proud to be working in partnership with Carnegie School of Education at Leeds Beckett University and the University's 'Carnegie Centre of Excellence for Mental Health in Schools' – the first centre of its kind in the UK. Leeds Beckett have established the first Masters degree for Mental Health and a Mental Health Award for Primary and Secondary schools.

YOUTH
SPORTS
TRUST

ROYAL LIVERPOOL PHILHARMONIC
OUTDOOR EDUCATION ADVISORS PANEL

LEEDS BECKETT UNIVERSITY

ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPY

DR WILLIAM BIRD [Intelligent Health]

NSPCC – Beat the Street]

EDGE HILL UNIVERSITY

FAMILY ACTION

BARNARDOS

MANCHESTER METROPOLITAN UNIVERSITY

MIND

THE HALLÉ

PUBLIC HEALTH ENGLAND

CHARLIE WALLER AHEAD

ARTS COUNCIL ENGLAND

ASSOCIATION FOR PHYSICAL EDUCATION

ABRSM & ROCK SCHOOL

YOUNG MINDS

UNIVERSITY OF CHESTER

HEALTH FOUNDATION

MENTAL

We understand that schools work together collaboratively. If you would like to purchase any product as part of a Teaching School Alliance, Multi Academy Trust, Local Authority or cluster please contact hello@edsential.co.uk

Edsential can create bespoke inset days, seminars and conferences for clusters or individual schools. We can organise as much or as little as you require including content, venue, IT and delegates for example.





Leadership & Strategy



Leadership & Strategy

In Partnership with Leeds Beckett University

Edsential are providing the following Mental Health training to schools on behalf of Leeds Beckett University in the following local authorities:

- *Cheshire West & Chester*
- *Wirral*
- *St. Helen's*
- *Liverpool*
- *Halton*
- *Cheshire East*
- *Warrington*
- *Sefton*
- *And other North West localities*

If you would like further details about these courses or how to access them in your locality, please email Gaby Crolla on hello@edsential.co.uk.

CARNEGIE
SCHOOL OF EDUCATION
LEEDS BECKETT UNIVERSITY



Developing a Whole School Mental Health Approach Workshop

Addresses the challenges:

- 1 Leadership Ability to Implement Strategy
- 2 Emotional Wellbeing and Resilience
- 3 Evidencing and Assessing Impact
- 4 Raising Aspirations and Narrowing the Gap

The mental health and wellbeing of both pupils and staff is an important concern for all schools and colleges. Designed around the School Mental Health Award, this course will leave you with a solid understanding of mental health, evidence-based approaches and practical steps to implement at your school.



Programme Details:

Date: See website for dates and venues
Time: 9.30am - 3.30pm
Cost: £195 + VAT

This course includes:

- An understanding of mental health – what it is and dispelling myths
- Strategies schools can take to design and embed a whole school improvement plan
- The new Government Green Paper on Mental Health in schools
- Overview of the latest local Mental Health evidence which schools will want to know
- Available funding
- Designing and embedding a Framework to help schools implement a Mental Health and emotional wellbeing whole school improvement plan
- Practical examples and case studies from schools and colleges who are leading the way in mental health improvement
- Ensuring partnership work in schools and training providers to champion a culture of good emotional wellbeing and resilience and promote early intervention.
- Your Local Transformation Plan
- Ensuring effective collaboration
- Plus, information on how to apply to progress with the 'School Mental Health Award'

Pastoral Leadership

Addresses The Challenges:

- 1 Leadership Ability to Implement Strategy
- 2. Emotional Wellbeing and Resilience
- 3. Evidencing and Assessing Impact
- 4. Raising Aspirations and Narrowing the Gap

This programme will challenge and develop pastoral leaders, allowing you to deliver evidence informed support for students experiencing mental health or emotional wellbeing difficulties. You will explore recent research and best practice examples relating to school mental health and wellbeing support.

You will then use this knowledge and understanding to audit your own practice and develop strategies, which you can apply in school. You will leave with a deeper understanding of evidence-based school mental health interventions and an improved confidence around implementation within your role and the wider school.

On completion of the programme you will have further developed your ability to design interventions relevant to your context. Using a process of development and feedback, you will have also grown your capacity to lead mental health interventions in your school.



Programme Details:

Dates: 2 x days across a half term
See website for dates and venues
Time: 9.15am - 4.00pm
Cost: £320 + VAT

This course includes:

- Auditing current practice of mental health support within a department or school.
- Learning from peers what methods have worked in different mental health and wellbeing support situations and how these can be applied in school
- The application of new methods, including evaluating success and areas for improvement
- Leading change amongst colleagues, including how to lead others to improve mental health practice across their area of responsibility

This programme is for middle leaders who currently hold or are interested in taking on a role focussed on leading pastoral care, wellbeing or school mental health. These may include but are not limited to pastoral leads, inclusion leads, Heads of Year, other middle leaders with a wellbeing or school mental health remit and Special Educational Needs leaders.

The course is targeted at both primary and secondary schools.

Role of the Wellbeing Governor

Addresses The Challenges:

- 1 Staff Knowledge, Skills and Confidence
- 2 Leadership Ability to Implement Strategy
- 3 Evidencing and Assessing Impact
- 4 Partnership and Collaboration Work in Schools

This course will provide an overview of the Government’s New *Green Paper* on Mental Health in Schools and the implications for schools and governors. The Governing Bodies have a vital role to play when it comes to the Mental Health & Emotional Wellbeing of leaders, staff and pupils.

The development of a Wellbeing Governor role demonstrates the Governing Body’s commitment to supporting the Mental Health and Wellbeing of both staff and pupils and is an effective way of ensuring governance remains strategic. The creation of this role also emphasises the importance of establishing robust mental health provision in schools: providing equal opportunities, building resilience and developing support strategies and tools.

Programme Details:

Date: See website for dates and further details
Time: 5.30pm - 7.30pm
Cost: £85 + VAT

Aims and outcomes:

- Developing your understanding of your role and responsibility
- The importance of adopting whole-school policies and procedures that help staff recognise and respond to mental health and emotional wellbeing issues and self-harm incidents.
- The importance of ensuring the effectiveness of the content and the procedures contained within the policies that are developed by the school
- Supporting the Curriculum to ensure it promotes emotional wellbeing and enables pupils to seek support for themselves or others
- Involving parents and staff
- Developing a Listening culture
- The current and latest Government updates on Mental Health and Emotional Wellbeing





Support for
Pupils

Healthy Minds - Resilience & Results



Addresses The Challenges:

- 1 Emotional Wellbeing and Resilience
- 2 Behaviour and Engagement
- 3 Raising Aspirations and Narrowing the Gap
- 4 Physical Inactivity

Why a School Should Buy:

This programme works with targeted groups of pupils who may have difficulty engaging, elevated levels of anxiety and/or a lack of confidence. Delivered by a Mental Health and Cognitive Behavioural Therapist and/or Physical Health Expert, the course aims to combat these issues through focussed theoretical and practical sessions. The programme supports sustainability through parental involvement and resources which enable pupils to continue learning with their own parents.

Programme Details:

Time: 4 sessions per ½ day for 6 weeks.
Cost: £100 + VAT per session

Theory: This session will focus on developing resilience strategies and techniques that are integral to emotional wellbeing. Schools may choose to focus on supporting specific challenges such as: learning disabilities, transition from primary to secondary, poor behaviour, increased anxiety/depression and low self-esteem/confidence.

Practical: This session will use a range of exercise and physical activity based sessions designed to enable the young people to connect, engage, be challenged, motivated and deepen their understanding of the need for young people to adopt good habits in relation to any type of regular activity; be it to the maintenance of bikes, gardening, climbing and walking to name a few!

Includes:

- One theory and one practical session per day for each target group
- Two members of staff - one mental health and one physical health expert - so that you can target two groups per day over six weeks and double the impact (max. 30 per group)
- An impact and evaluation report from our Pupil's Voice app (page 42)



"I feel much more confident. I can't wait to get involved in more lessons like this"

"It's so different to be asked what we want to play, I look forward to Tuesdays"



Personal Best – Mental Health through Physical Activity



Programme Details:

Time: 6x ½ day sessions
– 3 groups per half day (max. 12 per group)
Cost: £800 + VAT

Addressing the Challenges:

- 1 Emotional Wellbeing and Resilience
- 2 Behaviour and Engagement
- 3 Raising Aspirations and Narrowing the Gap
- 4 Physical Inactivity

Why a School Should Buy:

This programme utilises the power of being physically active and achieving their own Personal Best to make positive changes to the emotional, social and mental health of young people.

Each group takes part in a carefully designed activity that focusses on social, emotional and mental health. The physical activities are generally not what would be deemed as traditionally competitive and the key message is always about each young person challenging themselves to be the best they can be.

At the start of each programme, young people set themselves personal goals that they self-assess at the end of each week.

Targeted groups may include those who struggle to engage, have increased anxiety, a lack of confidence or self-belief and a lack of enthusiasm towards being active.

For an impact and evaluation case study on Personal Best, see page 44.

Emotional Wellbeing – A Forest Schools Approach



Programme Details:

Time: 6x ½ day sessions
Cost: £1150 + VAT

Addressing The Challenges:

- 1 Emotional Wellbeing and Resilience
- 2 Behaviour and Engagement
- 3 Raising Aspirations and Narrowing the Gap
- 4 Physical Inactivity

Why a School Should Buy:

Research shows Forest School programmes have a positive impact on children's and young people's resilience, confidence and wellbeing. Being absorbed in nature alleviates stress and depression, improves behaviour and raises self-esteem.

This programme provides problem solving activities and self-led experiential learning with risk and real consequence. Young people build self-efficacy, self-esteem, self-regard and interpersonal relationships. Forest School creates a safe environment where young people feel that they can challenge themselves and feel more at ease with expressing their fears and emotions.

Our bespoke Forest School programme can be pupil led or developed with school staff, linking directly to the curriculum.

For an impact and evaluation on case study on Forest Schools Approach, see page 46.

Yoga and Mindfulness

Programme Details:

EYFS and KS1: 4 x 30minute sessions per ½ day, for 6 weeks (Max. 15 per group)
KS2-KS4 from: £100 + VAT per twilight
250 + VAT per ½ day



Addressing The Challenges:

- 1 Emotional Wellbeing and Resilience
- 2 Behaviour and Engagement
- 3 Raising Aspirations and Narrowing the Gap
- 4 Physical Inactivity

Why a School Should Buy:

Yoga with children and young people is not about spirituality, it is about exploring different stories through yoga poses, breathing strategies and mindfulness. With the pressures of everyday life, children and young people are becoming more susceptible to stress.

Many schools are now seeing the benefits that teaching yoga to children as young as four can have on their pupils' ability not only to control their bodies but to control their emotions through the mindfulness and breathing techniques which are embedded in the programme.

EYFS and KS1 - Explore the traditional yoga poses through storytelling, in which children become the characters/animals. The adventures change each week or can be linked to stories which the pupils are studying in class. The yoga sessions can also link extremely well with the pupils' Power of Reading texts allowing another strategy for them to explore the story.

KS2, KS3 & KS4 - The training enables young people to apply mindfulness to many areas including: body image, peer pressure, transition, exam nerves, conflict, self-image and esteem and the standard challenges that children and young people can face as part of growing up. The training will provide techniques that empower young people both mentally and physically, so they are better able to cope with emotional challenges.

An Artistic Outlet for Emotional Wellbeing

Addressing The Challenges:

- 1 Behaviour and Engagement
- 2 Emotional Wellbeing and Resilience
- 3 Raising Aspirations and Narrowing the Gap

Why a School Should Buy:

Our visual arts programme offers children and young people the opportunity to engage in a medium where self-expression is paramount. Creative arts provide pupils with an outlet, allowing them to reflect, be creative and express themselves away from issues and stressful situations.

Time and space is created by the artist to develop a piece, or pieces of work, which encourage aspiration and work towards narrowing the gap. The message that everyone can have a go and succeed in their own specific way is crucial. Collaborative work will develop team work, communication and resilience.

Programmes can be tailored around topics to support curriculum and health and wellbeing difficulties.

Includes an impact and evaluation report from our Pupil's Voice app (page 42)



Programme Details:

Time: Per day – 6 hours.
Cost: £300 + VAT plus the cost of materials.

“

The children thoroughly enjoyed their two days working on the Shakespearean art project. Seeing how they worked as both individuals and a team was one really pleasing aspect. Perhaps my favourite part of the two days was the reflection session, in which the children all stood back and looked at what they had created. You could see how proud they all felt of their hard work and they still talk fondly of the two days now. Seeing how the project itself took shape was a great experience for myself as an NQT and has certainly boosted my own confidence in teaching Art as often as possible”

Mr Campbell
William Stockton Primary School

”

Extracting Positive Outcomes Through Drama

Addressing the Challenges:

- 1 Behaviour and Engagement
- 2 Raising Aspirations and Narrowing the Gap
- 3 Physical Inactivity

Why a School Should Buy:

Through drama and performance, the course enables young people to become more confident, enhance their self-esteem and provide opportunities for them to express their feelings and emotions in a constructive way.

This programme provides the opportunity for pupils to appreciate and use their bodies in different ways, developing motor skills and encouraging physical activity.

Our specialists develop bespoke workshops to address a range of mental health and wellbeing difficulties with great sensitivity and a real depth of experience. Examples include concerns over transition, bullying and anxiety around social media. A programme can be constructed across the age ranges over several days if desired.



Programme Details:

Time: Per day (6 hours)
Cost: £300 + VAT.

“

“It’s a cliché that drama builds confidence, but it’s absolutely true, and I see it each year at the Conway residential. Working with students from other schools and with professionals who demand the utmost focus turns our slightly nervous but excited Year 10 students into Year 11 bundles of confidence and innovation”

Ruth Aldridge
Sandbach High School
and Sixth Form College

”

Arts Festivals

Programme Details:

Contact us to discuss planning your Arts Festival, as each is bespoke and dependent on the number of schools participating.

Addressing The Challenges:

- 1 Raising Aspirations, Narrowing the Gap
- 2 Emotional Wellbeing and Resilience
- 3 Partnership and Collaboration Work in Schools

Why a School Should Buy:

What could be better for raising children’s aspirations than giving them the opportunity to perform and realise what incredible talents they have and perhaps didn’t even recognise?

Performing offers the opportunity for deep relaxation and emotional release, for self-expression and enjoyable social contact. Arts Festivals give young people the opportunity to open their minds, recognise the power of creativity and aspire to achieve. They enable communities of schools to work together and collaborate, develop bonds, enhance social cohesion and physically develop contributions together.

We can co-ordinate and support groups of schools in planning their own Arts Festivals from inception right through to delivery.

“

“As your story telling fellow said – it’s days like that that will live in the memory”
Darryl Pickering, Headteacher

”

Good Vibrations

Programme Details:

Time: ½ day sessions
Cost: £200 + VAT

Addressing the Challenges:

- 1 Emotional Wellbeing and Resilience
- 2 Behaviour and Engagement
- 3 Raising Aspirations and Narrowing the Gap

Why a School Should Buy:

This singing workshop is a fantastic way to boost psychological wellbeing and give pupils a feel-good boost.

Singing increases oxygen levels in the blood triggering the release of ‘happy hormones’, reducing stress and boosting immunity, promoting good social, emotional & mental health. This can be delivered to children or families.



Vocalise!

Programme Details:

Contact us directly to discuss planning your sessions, as each are bespoke and dependent on the numbers participating. Edsential will provide the resources for your school's Vocalise project. From £40 plus VAT per hour.

Addressing the Challenges:

- 1 Emotional Wellbeing and Resilience
- 2 Behaviour and Engagement
- 3 Partnership and Collaboration Work in Schools

Did you know...music releases endorphins in the brain. Endorphins give us a heightened feeling of excitement. In addition to feeling euphoric, endorphins quell anxiety, ease pain and stabilise the immune system. With high endorphin levels, we have fewer negative effects of stress.

What better way to support your students wellbeing than with singing?

Edsential musicians will bring their specialist knowledge and experience to lead students through understanding vocal health to presenting confident performances, working together as a team. Edsential Musicians focus on developing expression, communication, vocal qualities and performance discipline.

Our projects can be delivered across a six to ten-week period, or as a unique, inspirational event: this is also an excellent opportunity for pupils to work towards a performance event, if desired, which has been proved to positively impact on pupils' self-esteem and self-confidence.

Creative Therapy

Programme Details:

Please contact us directly to discuss planning your sessions as each are bespoke and dependent on the numbers participating. From £40 plus VAT per hour. There may be an additional charge to cover materials provided.

Addressing the Challenges:

- 1 Emotional Wellbeing and Resilience
- 2 Behaviour and Engagement
- 3 Raising Aspirations and Narrowing the Gap

Our qualified therapists can support schools looking to offer Creative Therapy (through music and creative arts) to their students. The benefits of this intensive 1:1 and small group approach has been seen to address the challenges listed at the start of this booklet.

Every course of creative therapy is different, carefully designed and continuously adapted to meet the individual needs of children and young people.

If you'd like to discuss how this programme might work for your pupils, please contact us directly.





Support for
Staff

Staff Wellbeing

Programme Details:

Time: Inset, Twilight or Weekly
Cost: From £100 + VAT per twilight

Addressing the Challenges:

- 1 Staff Knowledge, Skills and Confidence
- 2 Leadership Ability to Implement Strategy
- 3 Staff Wellbeing

Why a School Should Buy:

Mindfulness training helps explore and understand the mind and provides mental tools to be proactive in managing responses, actions and behaviours. In doing so mindfulness training also develops resilience.

The techniques are easy to use on a day to day basis providing leaders and staff with the ability to support themselves to apply mindfulness to every aspect of their day during both calm and chaotic times. This training is for leaders and whole staff/individuals/targeted staff groups and can also be provided for the school to support parents / carers

Support staff to engage in regular activity with weekly sessions delivered on the school site. Mindfulness has been scientifically proven to have a positive effect on Mental Health & Wellbeing. We want staff to ensure that they have a strong work-life balance. Includes an impact and evaluation report.



Resilience and Emotional Wellbeing

Programme Details:

Twilight: £275 + VAT
Half day: £375 + VAT
Full Day: £475 + VAT

“At least one in four people in the UK are affected by a mental health condition at some point in their life”



Addressing the Challenges:

- 1 Staff Knowledge, Skills and Confidence
- 2 Leadership Ability to Implement Strategy
- 3 Staff Wellbeing

Why a School Should Buy:

Delivered by a highly experienced change-management consultant, this training provides a safe and open environment to explore the factors that influence emotional wellbeing and asks delegates to reflect on how these factors affect them personally. The programme considers the relationship between stress, wellbeing and performance, as well as the drivers for resilience and the attributes of a resilient person.

The workshop is designed for both leaders and staff and provides techniques and strategies that they can use at home or work to support and better understand their own mental health and emotional wellbeing.

Delegates will consider how their emotional wellbeing can directly impact on the classroom and whole school.

Our Consultant experts in this area work with lots of schools and public-sector partners to help all individuals build their resilience to support them to be the best they can be in all areas of their life.

Includes:

- This workshop provides delegates with the opportunity to create an individual plan for building and maintaining their own personal resilience.

Musical Staff Meeting – Make Time for Music

Addressing the Challenges:

- 1 Emotional Wellbeing and Resilience
- 2 Behaviour and Engagement
- 3 Partnership and Collaboration Work in Schools

Did you know...music releases endorphins in the brain? These give us that heightened feeling of excitement. In addition to feeling euphoric, endorphins quell anxiety, ease pain and stabilise the immune system. With high endorphin levels, we have less negative effects from stress.

Support the wellbeing of your staff by making time for music.

Edsential musicians will bring their knowledge and experience of music-making to lead teachers, support workers, office and site staff through accessible and engaging music making activities, meeting the challenge of learning something new together and working as a team.

Our projects can be delivered across a six to ten-week period, or as a unique, inspirational event.

Programme Details:

Please contact us directly to discuss planning your sessions as each are bespoke and dependent on the numbers participating. You may want to select from:

- Singing
- Drumming
- Ukulele

Edsential will provide the instruments and resources for your Make Time for Music Project

- From £110 plus VAT for 90 minutes drumming or ukulele
- From £60 plus VAT for 90 minutes singing



Continuous Professional Development

Supporting Pupils Effectively with Mental Health & Emotional Wellbeing

These professional development sessions will enable staff to better support pupils to develop key life skills, which are invaluable for the future of their positive mental health and wellbeing.

Includes:

Resource list to support SEMH back in the classroom.

Managing the Effects of Anxiety

Children and young people may feel anxious for many reasons – for example because of worries about things that are happening at home or school, or because of a traumatic event.

Symptoms of anxiety include feeling fearful or panicky, breathless, tense, fidgety, sick, irritable, tearful or having difficulty sleeping.

This session will look at triggers, scaffolding pupils and the impact of anxiety on emotional health and wellbeing so that you can support your pupils better.

Supporting Young People with Bullying

This course is to provide staff with an understanding of types of bullying that pupils may encounter within schools, bullying behaviours and attitudes. We will look at a school's anti bullying policy and resources available to support staff and pupils who feel that they have concerns.

The course will enable staff to consider their roles in relation to bullying and reflect upon ways of supporting young people, raise issues of vulnerable children and develop an understanding of how to work collaboratively with schools, individuals and other organisations and stakeholders.

Programme Details:

- Continuous Professional Development (CPD) can be held centrally or delivered in school
- Central training (1 hour): £175 + VAT per hour session
- Twilight (90 min): £225 + VAT
- Staff meeting (2 hours): £250 + VAT

Attachment

This course will enable staff to define attachment and understand the importance of secure attachment. Staff will develop the knowledge and understanding to develop an action plan to take back to school.

If a child has healthy, positive attachment to adults within the school environment the child will become more confident and develop better self-esteem.

Delegates will learn about the four main attachment types and be able to discuss the challenges faced in schools in a private safe environment.



Working
with Families

Family Activity

Addressing the Challenges:

- 1 Behaviour and Engagement
- 2 Parental Engagement
- 3 Physical Inactivity
- 4 Partnership and Collaboration Work in Schools

Why a School Should Buy:

This programme focuses on developing relationships, which will impact the whole family. It provides a vehicle to bring children and families together and engage with each other away from everyday distractions allowing them to bond. It encourages children and families to challenge themselves and work together to complete tasks. This message can be reinforced and integrated back into the classroom.

Physical Activity:

By engaging families in regular, positive, active play in school and home environments, they will play and learn together. This will support children to develop the physical literacy, communication, social, emotional and cognitive skills to achieve in PE, school and life.



Family Cooking:

Family cooking sessions enable families to work together to learn essential cooking skills and to meet new people in a fun and friendly environment. The programme aims to develop partnership working whilst supporting a healthy lifestyle.

Programme Details:

Time: 6x 1-hour sessions
Cost: £800 + VAT



"The children and parents who took part in the family cookery course thought it was fabulous and they learnt many new skills as well as gaining knowledge about different ingredients. The sessions were very well organised and enjoyed by all"

Margaret Thomas
Headteacher, Mersey Park

"I tried foods I thought I didn't like"
"Really enjoyed cooking with mum"

Child



A Parent's Guide to Developing Resilience

Programme Details:

1-hour workshop: £150 + VAT
1-hour a week for 3 weeks: £425 + VAT
1-hour a week for 6 weeks: £800 + VAT

Addressing the Challenges:

- 1 Emotional Wellbeing and Resilience
- 2 Behaviour and Engagement
- 3 Raising Aspirations and Narrowing the Gap
- 4 Parental Engagement

Why a School Should Buy:

A targeted workshop for parents and carers which will enable them to develop a concrete understanding and knowledge-base to support and promote behaviour in their children. The workshop, across its six sessions, will enable parents/carers to learn and hone a selection of resilience techniques, specifically designed to enable them to be able to cope with their children more easily and improve overall wellbeing.

This parent learning workshop focuses on relationship building between the parents and their children and on the work that the school are developing around a whole school approach to mental health and emotional wellbeing for their pupils.

Family Forest Schools

Programme Details:

Date: To Be Arranged
Time: 4x 2-hour sessions
Cost: £895 + VAT

Addressing the Challenges:

- 1 Emotional Wellbeing and Resilience
- 2 Behaviour and Engagement
- 3 Raising Aspirations and Narrowing the Gap
- 4 Parental Engagement

Why a School Should Buy:

Research shows Forest School programmes have a positive impact on resilience, confidence and wellbeing. Being absorbed in nature alleviates stress and depression, improves behaviour and raises self-esteem.

This programme provides parents/carers and their children with problem solving activities, enabling them to work together to develop relationships, increase confidence, challenge themselves and feel more at ease with expressing their fears and other emotions.

Families engaged in this programme have reported a higher academic performance, improved social competence and increased levels of self-confidence and self-esteem.



Counselling
and Wellbeing
Services

Counselling and Wellbeing Services

Programme Details:

Time: Bespoke to your requirements
Cost: Price on Request
– e.g. from £300 per ½ day

Addressing the Challenges:

- 1 Emotional Wellbeing and Resilience
- 2 Behaviour and Engagement
- 3 Staff Wellbeing
- 4 Partnership and Collaboration Work in Schools

Why Should a School Buy?

To support schools to develop a listening culture, creating an environment where pupils and staff feel able to voice concerns about themselves and others.

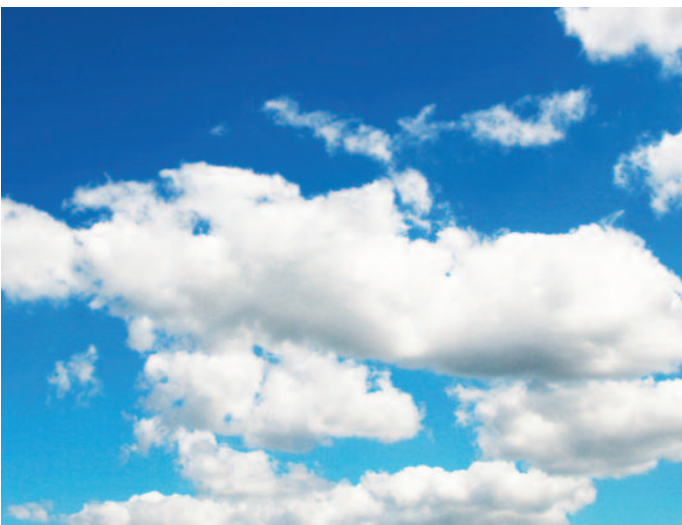
A pupil’s wellbeing is vital to their ability to achieve in school. Teachers play a critical role in supporting all children and young people and, in particular, those who are most vulnerable. Most schools do not have the resources to dedicate one member of staff to student wellbeing.

Our practitioner will work to your remit, either with individuals or groups of children, young people and/or staff. Or you can use them as a drop-in service for anyone within school who is distressed or in need of support.



“It is vital that schools feel confident to play their part in both pastoral activities and early intervention activities”

Minister of State for Children 2010-2012





Data Collection & Evaluation

Data Collection & Evaluation

Edsential want to use the power of data collection and evaluation to improve young people's experiences in the classroom and across the school environment.

We firmly believe that using data is the next step to improving learning outcomes for all pupils as we are able to shift the analytical focus to what a young person is saying and action accordingly.



The RADY Project - Raising the Attainment of Disadvantaged Youngsters

Why a School Should Buy:

The RADY Project is a new approach to closing the attainment gap.

Since its introduction in 2011, billions have been spent on the Pupil Premium, yet the national gaps remain stubbornly persistent. In 2012 it was noticed that the vast majority of schools set targets that are, to a greater or lesser extent, based on prior attainment. The net result is that there is a built-in gap in the targets between those for disadvantaged children (who tend to have lower prior attainment) and those for other children. This is in large part responsible for the difficulty schools have faced in closing the gap.

The RADY project aims to eliminate the attainment gap by first ensuring that the targets set for disadvantaged children are, on average, the same as those set for other children. But so-called 'aspirational' targets, by themselves, are not sufficient, so a novel approach to tracking and monitoring pupil progress is introduced. The combined approach increases the sensitivity of schools' tracking and monitoring systems to underachievement. RADY itself does not provide intervention – its aim is to provide more accurate information on which pupils are most in need of extra support at the right time to enable the greatest impact.

The RADY project was established by Dave Hollomby in 2012 in Wirral, where it demonstrated strong impact. It is now running in many schools in Staffordshire and Birmingham, where early indications are extremely encouraging. HMI have recognised its value as a new approach to tackling the gap. It has been called a 'potential game-changer'.

The project also enables schools to work in networks to consider the data, share best practice and further discuss which strategies are working and which are not having the expected impact in closing the gap. It will consider the benefits of universal strategies and pupil targeted interventions.

Programme Details:

Date: To Be Arranged

Cost: Price on Application

Addressing the Challenges:

- 1 Staff Knowledge, Skills and Confidence
- 2 Leadership Ability to Implement Strategy
- 3 Evidencing and Assessing Impact
- 4 Raising Aspirations and Narrowing the Gap
- 5 Partnership and Collaboration Work in Schools

RADY is not a quick fix, nor is it meant to be. If a quick fix existed, we would all have heard about it by now.

The project:

- 3 years minimum, to track pupils for a meaningful period
- Termly tracking report based on analysis of teacher assessments, to monitor the gap in real time
- Analysis of school data to identify trends
- One network meeting per term (The Headteacher to attend one meeting per annum to ensure)
- One half day support visit per term
- Phone and email support
- Support to enable schools to adapt the approach to the school environment
- Ofsted pre-inspection data support and reports as required.

Includes:

- Edsential would support schools in adapting the approach to their own circumstances and, crucially, analyse the schools' data to identify trends. Participating schools would be invited to termly meetings, free of charge, to hear about the latest developments and share ideas.

Pupil's Voice App

Programme Details:

Cost: From £199 per licence. For multiple licences please contact us for a quotation.

Addressing the Challenges:

- 1 Emotional Wellbeing and Resilience
- 2 Evidencing and Assessing Impact
- 3 Behaviour and Engagement
- 4 Parental Engagement

Why a School Should Buy:

Edsential believe that gaining an insight into children and young people's opinions are vital to maintaining effective teaching and learning outcomes.

Pupil's Voice provides useful data and information on an individual's or group's experience without the need for report filling or in-depth discussions. Pupil's Voice puts pupils at the heart of school and creates evidence banks to show stakeholders how pupils' opinions are shaping school improvement.

- 1 Gain feedback as to whether young people felt challenged in a lesson
- 2 Register moods & behaviours within/before/after class to reflect upon feelings, emotion and celebrate success
- 3 Support lesson observations or collect feedback on interventions
- 4 Enabling children to highlight concerns in discrete way

Includes:

- Simple data reports



Personal Best – Mental Health through Physical Activity (Page 17)

Why is this programme needed?

Schools tell us that they have a growing number of children who are struggling with their self confidence in physical activity lessons, with poor body image, increased anxiety and a lack of self-belief. These issues manifest themselves through children struggling to engage in lessons, poor behaviour and in many cases obesity.

What did we deliver?

Over a 6-week period in each school we delivered 6, 40-minute sessions.

We spent time talking to the children about how they were feeling, gaining their trust and encouraging them to share personal views about physical activity. Together we designed a physical activity programme identifying areas where they wanted to achieve some measurable improvement and gain a sense of achievement and success. The goals were personal and not primarily competitive.

Areas of the programme included agility, co-ordination, speed and strength while developing life skills such as resilience, self-motivation and team work. After each session children record their feelings and self assess against the goals they have set themselves recording achievements on their individual personal best card.

What was the impact on the pupils involved?

Our evaluation focussed on three key questions we asked at the beginning and end of the programme.

1 Do you feel confident when taking part in physical activity?

80% of children when beginning the programme told us that they struggle with their confidence in physical activity lessons, the reasons included:

- Worrying about failure and not being fit enough to keep up
- Stress about getting changed in front of other pupils/body image
- Not being chosen for teams/not feeling included or 'good' enough to compete

Children told us:

"I get too out of breath and can't keep up in the games"

"I worry I won't know what to do and no one will want me in their team"

"This could give me a chance to get fitter"

After the programme 75% of children said that they felt more confident. This ranged from feeling fitter, "I don't get so out of breath in PE lessons now", to reporting a real confidence in trying new activities and enjoying a measure of success.

2 Are you able to keep trying when things get difficult?

Teachers identified that this was a key issue for a high percentage of the participants who regularly sat out of PE lessons and were completely disengaged. 70% of children when asked responded that they often sit out for parts or all of the PE lessons or had to be removed from lessons for their behaviour.

"It's easier to sit out because I'm rubbish at PE"

"I can't remember the last time I stayed in a whole PE lesson"

"I keep forgetting my kit because I can't keep up"

"I just keep losing my temper"

Resilience is clearly a major challenge for children who are participating in the personal best programme. When questioned at the end of the programme 65% of children said they felt they didn't give up as easily and really tried to stay calmer if things got difficult in a lesson, 20% were unsure, 15% of children felt resilience was still a big issue for them. The sessions on teamwork and communication skills aim to equip them with practical coping skills to try out in lessons.

"I try to take a deep breath and not argue all the time"

"I have never seen Jo last a whole PE lesson until last week"

"I do try, but I struggle when my team isn't winning"

3 Do you want to take part in more PE/physical activity?

At the start 90% of participants reported being pleased they had been selected for the programmes and particularly liked the small groups and flexibility within each session.

"I love coming and trying out new games."

"It's so much easier to join in when you aren't with the whole class"

"I can get things wrong without anyone laughing"

"It's great we can plan our own lesson"

At the end of the programmes, 95% responded that they would like to take part in more physical activity.

"I have learnt a new skill that I am actually good at... where can I find a volleyball club?"

Feedback from staff and children indicates that the strength of the Personal Best Programme is that it provides young people with a unique focus. It utilises physical activity to make positive changes to the emotional, social and mental health of young people; challenging them to be the best they can be.

Emotional Wellbeing – A Forest School Approach (Page 17)

Why is this programme needed?

Schools have an increasing number of pupils with low self-esteem, low self-worth and a lack of confidence, which affects their ability to achieve.

What did we deliver?

Over a 6-week period we delivered an intensive *Forest School* programme, immersing the children involved in nature. The programme was child-led and focussed on building confidence. Children were encouraged to take risks and move out of their comfort zones. Children were then provided with coping strategies to enable them to manage the tasks they undertook. The young people involved were encouraged to use these coping strategies in everyday life outside of the programme.

What was the impact on the pupils involved?

The pupils involved demonstrated a willingness to try new things, and developed better relationships with peers. They began to express themselves more positively.

Children told us:

"I am now able to express myself and manage my emotions better, I am less angry"

"I felt excited and scared to try new things, I feel brave"

"I have learnt new ways of keeping calm in school"



For further information about any of the services in this brochure:

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