

## **Overview of a sample of support programmes available for Walsall Schools, Children and Young People**

### **1. Social worker supervision program for Designated Safeguarding Leads**

Supervising social worker to provide one-to-one supervision to Designated Safeguarding Leads in schools.

This is an ambitious evaluation of a new programme that provides support to Designated Safeguarding Leads (DSLs) in Primary Schools through regular supervision sessions. This is funded by What Works for Children's Social Care, and builds on the innovative work of Bolton Council, who created this model of supervision to support DSLs in their crucial work.

### **2. Wellbeing for Education return program**

The Wellbeing for Education Return programme was launched in August 2020 to offer additional training and support to staff working in schools and colleges to respond to the additional mental health and wellbeing challenges as a direct result of the pandemic. The national training resources for local area experts can be found at [Wellbeing for Education Return](#) and a ready-to-use webinar for schools and colleges is available at [Every interaction matters](#). This is delivered by the Educational Psychologists Service.

### **3. Early Help Services**

There are times when children and their families need some extra help, and in Walsall we have committed to working together to provide timely support so children get the help they need, when they need it, in a way that works best for them and their families: our pledge to them is to offer 'early help, early on'.

'Right Help, Right Time' booklet describes the Early Help at level 2 and level 3 which is our partners guidance along with the additional information on the website. This guide aims to give Lead Professionals and Social Workers information to support children, young people and their families to access the full range of services available as part of a Child Protection/Child in Need or Early Help Assessment plan or step down.

This guide is regularly updated and can be accessed through the website [http:// www.mywalsall.org/walsallearlyhelp/](http://www.mywalsall.org/walsallearlyhelp/) although the latest version is attached.

The Early Help leaflet that gives an overview of the offer is also attached.

#### **4. Senior Mental Health Leads training**

Senior lead training gives school staff the knowledge and skills they'll need to develop an effective whole school or college approach to mental health. This programme will help schools to use their existing resources more effectively, promote good mental health and wellbeing in their setting, quickly identify individual pupils or students who need support with their mental health and work effectively with local children and young people's mental health services, including [Mental Health Support Teams](#) where they are established.

#### **5. Mental Health First Aiders in schools**

The training is available to all schools.

The training will enable:

- a) School leaders to understand why mental health is as important as physical health.
- b) Our schools to be mentally healthy workplaces.
- c) School staff to recognise some signs of mental health distress.
- d) School staff being able to start a supportive conversation about mental ill health and listen non-judgementally.
- e) Schools leaders to be able to guide a person towards appropriate professional support.
- f) School leader and staff to encourage open conversations with line managers based on trust.

#### **6. Mental health support teams in allocated primary and secondary schools in Walsall**

The MHSTs will form part of the mental health approach within education settings providing timely, evidence-based support, care and interventions for children and young people who are experiencing mild to moderate mental health problems. They will also support children and young people who present with developing or emerging problems and may provide support for those who present with more complex needs, which will require joint working with and signposting to appropriate services. They will work together to support each named Senior Mental Health Lead in participating schools to develop their whole school or college approach.

It is expected that each Team will consist of a mix of staff to include Health Clinical Lead, Educational Psychology Clinical Lead, Educational Psychology Mental Health Support Officers and Emotional Mental Health Practitioners.

## **7. The Link Programme**

The Link Programme is an established national initiative to support children's mental health. It is delivered by the Anna Freud Centre, funded by the Department for Education, and supported by NHS England and strategic leaders from local authorities, education departments, and the voluntary, community and social enterprise sector. The aim of the programme is simple: to bring together local leaders in education and mental health to identify the support required by children and young people in their area, so they get the help they need, when they need it.

The programme is due for roll out in 2022 and resources can be found here <https://www.annafreud.org/schools-and-colleges/research-and-practice/link-programme-resources-to-support-joint-working/>

## **8. Inclusive schools training inc Raising attainment of disadvantaged pupils (RADY)**

This program offers free training to senior leaders and governors across Walsall on a series of key aspects of inclusive school practice including:

- Raising the attainment of disadvantaged youngsters (RADY).
- Developing and sustaining effective leadership.
- Supporting the mental health needs of pupils.
- Effective and inclusive behaviour management.

An inclusive culture in schools is key to supporting children and young people who are increasingly presenting more complex and challenging support needs that affects their education and that of others around them.

## **9. Relationships, sex and health education (RSHE): Mental wellbeing training module from DfE**

### **10.**

This resource helps subject leads and school staff get the content they need to teach young people about managing their mental health and wellbeing, see examples of good practice and access training resources and templates they can customise. This resource will help schools to understand what they should be teaching, become more confident in training teachers or teaching about mental health and wellbeing and respect sensitivities.

The training programme can be accessed here [Teaching about mental wellbeing training module](#).

## **11. Psychological first aid training**

All school and college staff who help children and young people, aged up to 25 years can access a training programme. The programme offers resources and content to teach young people about managing their mental health and wellbeing, provides examples of good practice, provides access to training resources and templates that they can customise. This resource will help schools to support young people who have recently experienced an emergency or crisis, offer training to all school or college staff that want it and get access to a globally-accepted level of training that is recognised by the World Health Organisation (WHO).

Link is here [Psychological First Aid: Supporting Children and Young People](#).

## **12. Mental health and wellbeing resources**

This list provides sources of mental health and wellbeing support for teachers, school staff and school leaders in all maintained schools, academies and free schools. It will help schools find help and support in response to any feelings you are experiencing as a result of COVID-19, signpost pupils and students to appropriate support, help and advice, provide pupils and students with a list of resources so they can get support on a range of issues independently and access advice on prioritising staff own wellbeing and mental health.

Download here the [list of mental health and wellbeing resources](#).

## **13. The Education Hub**

The Education Hub is a site for parents, pupils, education professionals and the media that captures all you need to know about the education system. You'll find accessible, straightforward information on popular topics, Q&As, interviews, case studies, and more. It provides mental health resources for children, students, parents, carers and school/college staff.

The Hub can be accessed here [Mental health resources for children, students, parents, carers and school/college staff - The Education Hub \(blog.gov.uk\)](#)

## **14. Behaviour Outreach Support Services (BOSS) Family Action**

Supporting schools to reduce the risk of exclusion and to develop the ability to support pupils displaying behaviour that challenges. BOSS can be commissioned directly by schools from Family Action.

Link is here [Boss Flyer v 4 \(confirmed\).indd \(family-action.org.uk\)](#)

## **15. Behaviour and discipline in schools guidance and support from DfE**

This guidance supports school staff to develop a behaviour policy. Includes checklists and resources to support full school opening during the coronavirus (COVID-19) outbreak. The documents and links support schools to promote good behaviour and discipline.

Link is here [Behaviour and discipline in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/behaviour-and-discipline-in-schools)

## **16. Believe to Achieve Services B2A**

B2A is a children's charity established by Lisa Potts in 2001 which offers services to Primary Schools across the Black Country. Services that can be commissioned from schools include Counselling for pupils/parents/teaching staff including Family Therapy, Peer Support programmes targeted at year 5/6 pupils, Gangs Avoidance/awareness workshops year 5/6 pupils/teachers/parents, Online/e-safety workshops focus on mental health/emotional well-being and different workshops aimed at year 4/5/6/parents/teaching staff, MDSA training, Behaviour intervention programmes targeting year 5/6 pupils, Mindfulness sessions year 4/5/6 /teaching staff, Holiday programmes/youth provision, Anti - bullying/stay safe workshops aimed at year 4/5/6 and Parental support programmes.

Link can be found here [www.b2a.org.uk](http://www.b2a.org.uk)

## **17. Health and Wellbeing Toolkit**

This guide is aimed at supporting and identifying what interventions might be set in place to support the promotion of resilience and good behaviour in childhood and adolescence and reduce the behaviour that affects a young person's ability to learn. As emotional wellbeing and behaviour are so closely interlinked, this resource looks at both and suggests resources or services which might tackle one with the anticipation that it will impact on the other.

There are many forms of support that can be put in place that benefit all children to prevent the need for targeted support. This resource aims to identify what a family or class teacher can do to support resilience as well as providing details about external services who can support once the lower level support has been tried.

While issues may become evident at school, the time of pregnancy and early years play a major part in laying the foundations for a resilient person who can cope in the world they are growing up in. There are therefore sections in this resource identifying how the foundations for the resilience and positive mental wellbeing of a child are laid in these periods.

The link to the toolkit is here

[https://go.walsall.gov.uk/health\\_and\\_social\\_care/healthy\\_walsall/starting\\_well/emotional\\_health\\_and\\_wellbeing/emhwb\\_toolkit](https://go.walsall.gov.uk/health_and_social_care/healthy_walsall/starting_well/emotional_health_and_wellbeing/emhwb_toolkit)

## **18. Looked After Children (LAC) and specialist virtual school keyworkers**

We have specialist and dedicated staff to support our LAC children in schools including CAMHS, SEND, Educational Psychologists and speech and language specialists.

## **19. Walsall Disabled Children and Young People's Team**

This is a Specialist Social Work Team which works with children and young people aged 0-18 who have a complex disability and are permanent residents in Walsall Local Authority Area. The team provides a service to children and young people requiring additional resources in respect of their disability, where the disability is permanent and substantial (Equality Act 2010) and has a profound impact on the child or young person's life. The child may have been born with a disability or become disabled as a result of an illness, accident or injury.

## **20. Governance support**

Alongside a clerking service and full training programme the Governor service also provide Monthly Governance Webinars.

In what started as a monthly webinar for governors to ask questions and receive updates on COVID risk assessments and staff wellbeing, at the early stages of the pandemic, has developed into a regular forum for governors to engage in debate and share good practice.

The sessions, run jointly by Walsall Governor Services and Walsall Governance Association, are held monthly and now have over 200 signed up to receive the regular updates, including governors across the region and beyond. The sessions focus on the key questions governors should be asking around current topics and how they can support school improvement, financial oversight and effective challenge.

### **National Leaders of Governance**

Both Duncan Whitehouse and Gurdeep Sanghera in the Walsall Governance Team have been appointed National Leaders of Governance, having recently been approved by the Department for Education. They will be assigned by the National Governance Association to undertake reviews of governance at a regional and national level.

The roles provide an opportunity for them to share good practice as well as informing the further development of the offer provided in Walsall. As part of the selection process both of them had to evidence impact on improving governance of their current roles.

## **21. Educational Psychologists Service**

Walsall Educational Psychology Service aims to apply psychology flexibly to have a positive impact on the outcomes for vulnerable children and young people (including those with special educational needs) their families and educational settings.

Through the application of psychology they are able to support educational settings to:

- Engage in whole school development projects to promote inclusion and ensure they are meeting their statutory duties in relation to SEND (this may include the use of audits, delivery of training and action research projects).
- Develop high quality, evidence based interventions for groups and individual children and young people.
- Offer support for parents/carers to ensure a holistic approach to meeting needs.
- Meet the needs of individual children and young people through consultation and in accordance with the graduated approach (Code of Practice 2015).

See attached Educational Psychologists Service brochure.

## **22. Building Resilient and Inclusive Communities and Schools (BRICS)**

The programme offers nationally accredited nurture provision within each locality leading to the sharing and implementation of trauma informed practice and support to children and young people that are vulnerable. The project will create Nurture Hubs which will act as centres for good practice and advice with trained staff in each centre able to maintain expertise and network with schools within each locality. The project also includes training and support in the implementation of the Boxall Profile nurture principles.

The project will result in a local sustainable offer for SEMH (social, emotional and mental health) that is aligned with the SEN Code of Practice 2014.

## **23. SEND School based support program**

The project is designed to improve attainment and progress of SEND pupils through an SEND toolkit and the delivery of quality first strategies.

The SEND toolkit which is available to use in all Walsall schools. Training sessions, resource and videos are also available through [North Star Federation - SEND Toolkit Support](#): A tool for inclusion

That is available on NIAT's website.  
<https://www.northstarfederation.org.uk/niat/qft-toolkit>

This, alongside Champion Schools, will enable the maintenance of this programme beyond its initial programme lifecycle.

An Early Years Toolkit is also being developed in partnership with Health and will be available from 2022.

## **24. Walsall as an Autism Spectrum Centre of Excellence**

The project will deliver Autism Education Trust training to SENCO's and senior leaders across all settings in Walsall. Alongside this an Autism Spectrum toolkit will support schools in identifying and supporting those with Autism Spectrum.

## **25. Family Action (our SENDIAS service provider) -Positive Behaviour Support (PBS) and This is Me (TIM) Programmes**

Programmes available for parents and children in Walsall. Aimed to address the gap in pre and post Autism Spectrum Disorder (ASD) Diagnostic Support delivered through Family Action.

## **26. Newly Qualified Teacher Development Program (NQT Pool)**

The project is making Walsall an attractive place for NQT's to start and continue their career. The programme sets out a clear commitment that Walsall invests in its NQT's through:

- The offer of a bursary towards the cost of training for those who qualify.
- A structured programme of training and development during their initial period as a teacher in Walsall.
- A Walsall-wide recruitment campaign, attending job fairs at local universities/ colleges.
- The potential for top up funding for qualified teaching assistants undertaking apprenticeships, funded through use of the agreed use of the apprenticeship levy.

The project has attracted a greater number of newly qualified teachers to start their careers in Walsall than has been the case previously.

The programme has led to stronger collaborative working between the primary teaching schools and Wolverhampton University to develop a



structured and sustainable programme. Those in receipt of a bursary will remain within Walsall for at least 3 years after qualification.

## **27. Raising English as an additional language (EAL) attainment and progress**

The REAP (Raising EAL Attainment and Progress) project is designed to accelerate the progress of learners for whom English is an additional language (EAL). The project is delivering an EAL audit and toolkit initially to schools across Walsall where there is an evidenced need for additional support. The toolkit has been developed and shared with all schools. It also includes training for EAL leads and discounted access to the Leading Aspect Award scheme.

## **28. Relationship based restorative culture in schools**

The project in year 1 is working with participating schools to train leaders and staff in the effective use of restorative practice using action research to build local good practice. Working with school leaders, staff, parents/ carers and children and young people a local school led approach will be developed and then rolled out across Walsall in year 2. As part of this restorative champions will be trained to ensure sustainability of the project over time.

## **29. School Nursing Service**

The School Nursing Service works in partnership with children, young people and their families to ensure that children's and young people's health needs are supported within their school and their community.

The service provides a nurse-led service to all children from the stage that they start in reception at school through to 19 years old. This includes support to children who are 'Educated at Home'. Every school in Walsall has access to a named school nurse.

The school nursing team includes:

- **School Nurse** – a registered nurse who previously trained and worked in the hospital before working in the community. They have a further specialist qualification in public health at degree or masters level.
- **Community Staff Nurse** – a registered nurse with additional experience in public health, child health and development.
- **Community Nursery Nurse** – qualified in child development with additional training in areas including sleep, behaviour interventions and promotion of healthy eating.
- **Clinical Support Workers** – have experience and specific training to work with children and young people in schools and in the community and work with the supervision of a School Nurse.

- **School Nurse Administrators** – who support the School Nurse Team by arranging clinics, appointments and taking phone calls to answer general queries about the service. They will be your first point of contact when you call the service.

They provide:

- Advice and support about a range of health issues including:
  - [relationships and sexual health](#)
  - [emotional health and well-being](#)
  - [healthy weight and exercise](#)
- [Behaviour Management Groups for parents](#)
- [Self-esteem and confidence building groups for children and young people](#)
- [ChatHealth](#) Texting Service for young people aged 11+
- [ChatHealth](#) Texting Service for parents and carers
- [HealthforKids](#) and [HealthforTeens](#) websites
- Safeguarding children and supporting children and their families in need of additional help. (We work with a range of other agencies to provide this support)
- Enuresis (bedwetting) clinic
- Support for children and young people with continence problems
- Supporting children with [medical and additional needs](#)
- Provide the [National Child Measurement Programme](#) (NCMP)
- Support to schools:
  - Training to support children with medical needs
  - Training and support to deliver [Sex and Relationship Education \(SRE\)](#)
  - Training and support to deliver Mental Health Promotion

School nursing service and positive steps emotional health and behaviour pathway is attached.

Contact details 01922 423349 or  
Email:schoolnursing@walsallhealthcare.nhs.uk

### **30. Black County Mental Health NHS Trust – Crisis Service**

This telephone-based service is free, open 24 hours a day, 365 days of the year and no referral is required. They provide support to people in The Black Country which covers Dudley, Sandwell, Walsall or Wolverhampton or have a GP in one of these locations.

The Helpline is open access for people of all ages.

They provide immediate access to advice, emotional support, triage, referrals and signposting. They provide emotional support to callers in distress, in need

of reassurance or at those times when people need to be listened to. 0800 008 6516 (24 hours).

<https://www.blackcountryhealthcare.nhs.uk/contact-us/help-crisis>.

### **31. Kooth**

Kooth is an online mental wellbeing community. Access is free, safe and anonymous. It provides online support for young people

<https://www.kooth.com/>

### **32. Walsall Psychological Help (WPH) Counselling and Education Services**

WPH provides free and confidential counselling including Parenting and Family Therapy and support.

01922 649000

<https://wphcounselling.org/Selfharm.htm>

### **33. Supporting Mental Health and Behaviour through becoming Attachment Aware and Trauma Informed- Training and Accreditation Program**

Walsall Virtual Schools Attachment Aware & Trauma Informed Schools Project is part of Walsall's Building Resilient & Inclusive Communities & Schools (B.R.I.C.S) Project.

The project will support schools through a two-year action research process working towards achieving the BroThe purpose of this toolkit is therefore to:

- Highlight some of the key considerations and challenges around behaviour and inclusion associated with the reopening of schools.
- Bring together information from a variety of sources into a generic checklist, with ideas and suggestions to support, leaders and staff.
- Ensure that local authority expertise is being accessed to support settings and pupils.

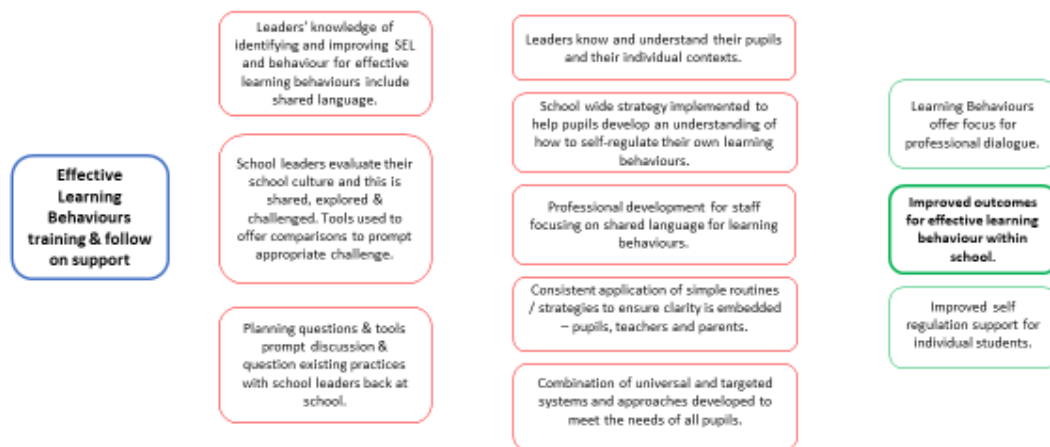
### **34. Education Endowment Fund (EEF) learning behaviours program**

Effective learning behaviours have emerged from the rich and diverse evidence base represented in the EEF guidance reports on improving behaviour, metacognition and self-regulation, special educational needs in mainstream schools, working with parents, and social and emotional learning.

Successful learning behaviours rely on layering all these areas to wrap around every child in our schools.

Each is part of a puzzle which makes best sense when all parts click together, building long-term protective factors for deeper learning.

## Overview of the Effective Learning Behaviours training programme



### 35. THRIVE at work well being programme

West Midlands Combined Authority are delivering the THRIVE programme to support staff wellbeing.

Thrive at Work offers a holistic approach to managing workplace wellbeing. It provides a practical framework with effective techniques that keep staff motivated and healthy.

Leaders are guided across five thematic topics that are known to be key influences on employee mental health and wellbeing:

Thrive at Work themes:

- Enablers of health addressing organisational leadership, policies and procedures that can help effect change.
- Mental health develop identification, prevention and self-management mental wellbeing strategies, including training and support.
- Musculoskeletal addressing prevention, self-management and treatment strategies, and support, such as how posture and movement at work can impact on physical health.
- Lifestyles tackles general wellbeing issues such as smoking, alcohol, substance use, weight management and physical activity.
- External risks to health considers wider impacts on health, such as financial pressures, domestic abuse and caring responsibilities.

### **36. Early Years SEN (Special Education Needs) Team**

The Early Years SEN Team consists of three Specialist Teachers and three Senior Learning Support Practitioners who are experienced in working with children with Special Educational Needs.

We offer a wide range of support to children with Special Educational Needs from birth. Support may take place in a variety of different settings i.e. homes, assessment groups, pre-school settings, day nurseries and transitions into schools.

Alongside Team around the Child (TAC), we support Multi-Disciplinary Assessments of children under 5 years old and signpost to other partners to ensure we are meeting the needs of Early Years Children in Walsall.

The team works closely with Walsall Child Development Centre and has regular ongoing contact with support services, i.e. Speech and Language Therapists, Physiotherapists, Occupational Therapists, Paediatricians, Health Visitors and other agencies.

Through the Area SENCo Role and Practitioner Assessments, they offer advice and support to Early Years provisions on all issues relating to the inclusion of children with Special Educational Needs and Disabilities including:

- Advice on an inclusive curriculum and differentiated learning environments.
- Face to face support through the consultation process in relation to identified individual children (always with parent's written consent).
- Play-based assessments to inform teaching, learning and next steps.
- Support and advice on the Early Years Funding Pathways and the Education Health And Care Plan process (EHCP, Statutory Assessment).
- Supporting staff, individual children and parents through direct teaching, modelling techniques and strategies and signposting to other agencies, e.g. SENDIAS, Admissions.
- Attend TAC reviews, contribute to discussions on your child's progress and give advice in formulating SEN Support Plans and fulfilling the requirements outlined in the SEND Code of Practice as part of the SEN graduated response.
- Facilitating/providing a range of bespoke or core training opportunities.
- Giving advice around appropriate differentiated early attention toys, specialist equipment and resources.

### **37. There are also support services available directly from some of our schools , a sample are below:-**

**North Star Inclusion Advisory Team-**

<https://www.northstarfederation.org.uk/niat>

Their service offers innovative and cutting edge advice and support coupled with unique, high-quality training, conference and school development opportunities. They offer a varied menu of support which can include school based visits to identify strategies to support individual learners through to whole school development projects.

Their approach mirrors the practice of Rushall Primary School and Oakwood School and can be individually tailored to exactly match the needs of our pupils and schools.

**Short Heath Federation-** <https://www.short-heath.walsall.sch.uk/ngs/therapeutic-services>

They provide a variety of services to support schools including a range of therapeutic interventions and specialist support by a professionally trained and qualified counsellor and therapist, who is a member of BACP and PTUK, working with adults, children, and families.

**Cadmus Federation** - <https://www.cadmusschools.co.uk/support-services/>

Through Cadmus Services Ltd. an independent not for profit company which incorporates Cadmus Inclusive – a SEND and Behaviour Support Service which is recognised as a centre of assessment excellence by GL they provide behaviour and SEND support services to schools.

**New Leaf Centre-** provide Behaviour outreach services to schools. They also provide short term assessment places that can be commissioned directly by schools.

**Shepwell School-** <https://www.shepwellsschool.co.uk/our-school/outreach/intro/>

The Shepwell Short Stay School and Home and Hospital Tuition Service also provides OUTREACH support for KS3/4 pupils attending Walsall mainstream schools. They provide specialist care for young people experiencing levels of anxiety, autism or social vulnerability. Working alongside and within mainstream schools across Walsall, they have skilled staff with excellent knowledge and expertise who provide a personalised programme to assist individuals to overcome some of the challenges they face on a daily basis, in their learning environment and at home.

These services can be commissioned directly by schools.

### **38. There are also a variety of further DFE direct led programs**

#### **Teaching School hubs offer**

Manor Teaching School Hub serves South Staffordshire, Walsall and Wolverhampton Schools. <https://manorteachingschoolhub.com/>

Teaching School Hubs form the national backbone of the “golden thread” of professional development, running from initial teacher training, early career support through to school and executive leadership development.

They also provide Appropriate Body Accreditation for our NQT's. They offer the National Award for SEN Coordination (NASENCO), a mandatory requirement for all SENCOs new to the role in mainstream schools and academies, and is viewed as an excellent career development opportunity for aspirant SENCOs. They provide the Early Years Language First programme and there are a range of Department for Education Curriculum Hubs, who provide high quality training advice and consultancy to schools: including Maths and English Hubs, SEND, Behaviour, Computing, Music and the Science Learning Partnership Hub.

In partnership with Voice 21 they also deliver the Oracy School programme which is a commitment to transform oracy teaching and learning across schools, enabling all students to access and benefit from a high-quality oracy education.

#### **They also run the Ed Tech Demonstrator Schools programme**

Demonstrator schools are a network of providers who have shown they can use technology effectively and have the capacity to help other schools and colleges to do the same.

They have supported a range of schools and colleges during the coronavirus (COVID-19) outbreak by helping those schools who are most in need of support, have recently adopted an online learning platform or have high numbers of disadvantaged learners. The support package includes advice, training, online tutorials, webinars and recorded content.

### **Additional Resources**

#### **Videos to support young people's wellbeing from Dr Alex George**

The DfE have worked with the Government's Youth Mental Health Ambassador, Dr Alex George, on a series of wellbeing videos. The videos are based on Dr Alex's five core 'ways to wellbeing' and build on content already in the relationships, sex and health education curriculum. They involve a

whole host of special guests, alongside follow up activities and discussion ideas for children and young people about the video content.

The videos are freely available to all children and young people, education staff and parents and carers. DfE are encouraging all education settings, including summer schools and Holiday Activities and Food programme providers, to [download the videos and supporting resources](#) and deliver them throughout the summer holidays, to support all children and young people to look after their own mental health and wellbeing.

### **Children and young people's mental health and wellbeing resources for teachers and teaching staff**

The Department for Education have put together a [lists of mental health and wellbeing resources](#) for children and young people – one aimed at education staff and the other for education settings to pass on to their students to enable them to seek support on a range of issues independently if they would like to.

This has been published alongside the information DfE have brought together about the various mental health support offers and training available to schools and colleges, which can all be found at this page: [Mental health and wellbeing support in schools and colleges - GOV.UK \(www.gov.uk\)](#).

### **Practical materials for primary and secondary schools to use to train staff about teaching mental wellbeing.**

[DfE have produced guidance](#) for primary and secondary schools to support relationships, sex and health education curriculum planning, as part of education recovery. Covering a range of issues children and young people have been concerned about throughout the COVID-19 pandemic, it includes:

- information on which modules from the curriculum cover these issues
- how to approach teaching this content
- links to additional resources and support