Mental Health and Emotional Wellbeing Policy

Ffederasiwn Ysgolion **Llanidloes** Schools Federation

A Policy and Strategy document to help improve Mental Health and Emotional Wellbeing in Powys Schools

Status	Version 1
Policy Author	Powys County Council
Date of Issue	26.06.2020
Date of Review	12.10.2022, 25.09.2024
Agreed by	Governing Body
Next Review Date	Autumn 2026
Authorisation	Chair of Governing Body Date: 25.09.2024 Signature:

Contents

1. Background References
2. Key Points
3. Purpose
4. Policy statement on Mental Health and Wellbeing
5. Key Principles of a Whole School Approach
6. Impact of the Environment
7. Person-Centred Practice
8. Vulnerabilities
9. Schools working with others
10. Improving outcomes
11. Proposal
12. Training
13. Proposed strategy

Background References

- Wellbeing of Future Generations (Wales) Act 2015.
- Public Health England (March 2015) Promoting children and young people's emotional health and wellbeing; a whole school and college approach
- WAG (August 2010) Thinking Positively 089/2010
- NAW (April 2018) *Mind over Matter* - a report on the step change needed in emotional and mental health support for children and young people in Wales.
- Welsh Government (April 2019) Draft Curriculum for Wales 2022: Draft Statutory Guidance – Area of Learning and Experience; Health and Wellbeing
- British Psychological Society (BPS) (June 2019) Briefing Paper – Promoting mental health and wellbeing in schools

Future guidance is expected from WAG: Framework Guidance on Embedding a Whole School Approach to Emotional Wellbeing and Mental Health.

Key Points

- Recognition of some excellent existing practice in Powys; and the importance of developing a coherent but flexible strategic approach to mental health and emotional Wellbeing for Powys schools
- Local authority and schools to appoint a designated lead in mental health in each school, federation or cluster
- Schools to audit existing practice
- Local authority to facilitate a training programme
- Greater integration with outside agencies, especially Health, to improve knowledge and expertise in schools

Purpose of the Policy

- To ensure a whole school and local authority approach
- To recognise the spectrum of mental health needs
- To recognise a role in identifying and supporting children with mental health difficulties
- Integration of services
- To increase confidence amongst all staff; key staff to be identified and trained
- To ensure that schools and communities continue to become better informed and better placed to identify, understand and support mental health needs

Policy Statement on Mental Health and Wellbeing

Improving mental health and psychological wellbeing and promoting resilience in Powys schools is essential. Mental health awareness should be embedded throughout the whole school; mental health and education are intrinsically linked. Schools can continue to create learning environments that help the whole school community understand the factors impacting on their own and others' present and future mental health and Wellbeing. The goal is that all Powys schools will be '*mentally healthy'* schools for both children and adults. A *definition of wellbeing* is the balance point between an individual's resource pool and the challenges faced.

The seesaw helps us visualise the drive of an individual to return to a set point for wellbeing, as well as a need for equilibrium. Stable wellbeing is when you have the resources to meet a challenge. When you have more challenge than resource, then the seesaw dips along with your wellbeing; and vice versa.

Principles of a Whole School Approach

A whole school approach seeks to support good mental health by building resilience and focusing on prevention and early intervention. When more targeted approaches are needed, it seeks to tackle existing or developing mental illness, and work together with other services in a timely fashion to provide appropriate interventions.

Everyone involved with the school places *wellbeing* at the heart of all they do. Inclusion is valued, where everybody works together, contributing their skills and resources to the collective good. There is a shared understanding of what constitutes a supporting environment where young people are encouraged to fulfil their personal and academic potential, supported by staff who operate in a culture which values everyone's wellbeing. It is achieved by a combination of factors including leadership; the learner's voice; policy, culture and environment; curriculum and staff development (Curriculum 2022).

It complements other whole school approaches that already exist such as the Welsh Network of Healthy Schools Scheme and the work of the Adverse Childhood Experience (ACE) Hub.

In order for leadership and management to be effective, Powys school leaders must be able, and expected, to demonstrate a focus on creating a whole school approach to mental health and psychological wellbeing that is recognised and understood by all staff.

The recognised eight dimensions or principles of a whole school approach are:

Leadership and management

Support from the senior leadership team is essential to ensure that efforts to promote emotional health and wellbeing are accepted and embedded.

School ethos and environment

The environment in which staff and students spend a high proportion of every week day has been shown to affect their physical, emotional and mental health and wellbeing, as well as impacting on attainment.

Curriculum, teaching and learning

Statutory guidance for the *Health and Wellbeing Area of Learning and Experience*, which forms part of the wider *Curriculum for Wales 2022* statutory guidance, is intended to provide a national framework that schools can build on to develop their own curriculum.

Student voice

Involving students in decisions that impact on them can help them to feel part of the school and wider community, and to have some control over their lives.

Staff development, health and wellbeing

It is important for staff to access training to increase their knowledge of emotional wellbeing and to equip them to be able to identify mental health difficulties in their students. Promoting staff health and wellbeing is also an integral principle of the whole-school approach.

Identifying need and monitoring impact

Education settings can use a variety of tools to understand and plan a response to pupils' emotional health and Wellbeing needs. Specifically, School Health Research Network (SHRN) or Health and Attainment of Pupils in a Primary Education Network (HAPPEN)) can be given as a starting point. Defining pupil need on a more formal basis can help to inform commissioning decisions at school level, across clusters or at a local

authority level. It is also important to record and monitor the impact of any support that is put in place.

Working with parents and carers

Families play a key role in influencing children and young people's emotional health and wellbeing.

Targeted support

Some children and young people are at greater risk of experiencing poorer mental health and will need targeted support.

Environmental Impact on Mental Health and Wellbeing

Education aims to improve pupils' resilience, and it is acknowledged that this is not a fixed characteristic, but a dynamic interaction between the person and the environment. Integrating positive mental health and wellbeing support into everyday life at school, pupils are likely to develop stronger emotional literacy and manage their emotions more effectively.

Powys is a rural county. The outdoor, natural environment is important: interacting with nature is positively associated with the mental health of children and young people. Forest Schools have been very welcome, and often work well for those who struggle in the classroom.

Play remains central to the world of children. Children's natural playfulness might have some crucially important functions for healthy physical and mental development. Adventurous outdoor play should be available so that children can challenge themselves, test out their limits, and learn to self-regulate their emotions. Evidence of a lack of typical play development can be a key indicator of serious and potentially damaging mental health difficulties. There is evidence of the benefits of recreational sport. Access to and use of outdoor spaces also contribute to good physical and mental wellbeing.

The school physical environment (classrooms, outdoor spaces, dining and other communal areas and toilets) contributes to young people's sense of wellbeing. The use of space, lighting, noise, temperature and use of walls for display can all contribute to behaviour and the extent of social interaction between students.

For young people experiencing poor mental wellbeing, having access to private and calming spaces where they are not overlooked or overheard is important. High schools are used to providing spaces for use by school counsellors which meet these criteria, though there is also a need to balance the need to provide an available private space,

together with not having any such space labelled so as to avoid any stigma and discrimination attached to its use.

Person-Centred Practice

Person-centred approaches are likely to help; as well as recognising the importance of ensuring that there is an authentic pupil voice in decision-making and peer-led approaches. Person-centred thinking tools are essentially methodical ways to ensure that education is meeting the needs of each child or young person, recognising that each has a unique style of learning, communicating, building relationships and making decisions. The focus on individual children and the range of tools that can be used to put them at the heart of all school planning, could seem a daunting task to teachers, but using person-centred practices pays dividends – contented learners make for happier and more effective schools. You can read more about person-centred practice in education on the personalising education website, www.personalisingeducation.org. Person-centred thinking tools and practices that can bring enormous benefits to schools and colleges. A useful website for examples and stories is: www.helensandersonassociates.co.uk.
The Welsh Government commissioned (2015) a set of resources to be used in schools which are available on their website.

Person-centred practice and tools include:

- One Page Profiles
- Relationship Circles
- 4 and 1 questions
- Good day/bad day

In primary schools, by nurturing pupils' emotional wellbeing and encouraging them to be aware of the support they need and the areas they need to focus on, a person-centred approach can be part of a drive to raise standards. In high schools, where pupils begin to think about their futures, person-centred practices can be used to encourage self-motivation, goal-setting and aspiration, aspects of young lives that are often overlooked due to academic pressures.

Vulnerabilities

Everyone has mental health needs and these sit within a broad spectrum with varying levels of support required to address them; and, most importantly, mental health fluctuation is a part of everyday experiences. Some people experience challenges in their mental health, perhaps with anxiety and depression, addiction, eating disorders, suicidal ideation or self-harm.

One in eight children and young people in the UK have a diagnosable mental health condition, with many more experiencing stress and pressures both in and outside of school. Welsh Government (as well as key charities including Childline) has rightly acknowledged the scale of this challenge and has recognised the key role schools play in promoting wellbeing and responding to mental health difficulties. The National Assembly for Wales' (2018) report on children and adolescent mental health, recommends that schools become 'community hubs' for emotional resilience and mental wellbeing, with mental health embedded in the new curriculum.

The social determinants and complex nature of mental health should be recognised. Adverse Childhood Experiences (ACE), bullying and neglect can all increase vulnerability to mental health conditions. Pupils with SEN, or additional support needs related to disability are also more vulnerable to mental health difficulties; and the whole school approach should take account of any additional needs. Emotionally Able (Fox, Laverty & Chowdury 2020) is a resource that can be introduced in special schools for children with complex and severe learning difficulties.

Children and Young People are not solely responsible for their own mental health. Schools should also be working to identify and support those pupils they believe are suffering from, or are at risk of suffering from, mental health difficulties. Powys, like all local authorities in Wales, has had a responsibility since 2010 to provide independent counselling services for children from Year 6 of their education onwards. Schools should have clear systems in place for teachers to identify a pupil they believe to be suffering from, or at a heightened risk of suffering from mental health difficulties and for that pupil to be referred to the appropriate psychological support. This is particularly true if a young person is dealing with external family or other social, economic or environmental pressures.

Schools should be intelligent in their response; making *reasonable adjustments* to accommodate individual needs.

The socio-economic demographics of a school should be taken into account when evaluating a school's approach to supporting the mental health and wellbeing of pupils. Some Powys schools are admitting children from refugee and asylum seeking families; with English/Welsh as an additional language and who may have experienced trauma.

The evidence on the impact of social media on mental health is not yet conclusive; but it is considered wise to help pupils be equipped with the skills that they need to navigate, and critically assess, what they are seeing on social media and beyond.

Children who end up in custody are three times more likely to have mental health problems than those who do not.

Schools Working with Others

Powys schools should work together to improve services in their area. We prefer that additional mental health staff are made available to schools (i.e. Mental Health support Teams). Powys seeks to improve liaison between schools, school nurses, Primary Mental Health, CAMHS, Youth Intervention, Youth Justice, Educational Psychology and SEN/ALN service.

Many schools already have established links with youth workers and youth work services and should be able to access local youth work support for young people (11-25 years range) including those with emotional and mental health issues, via their local authority and voluntary sector.

The mental health in-reach pilots operating in Brecon and Crickhowell since 2017 have shown the benefit of having specialist NHS staff available to schools to provide regular consultation, liaison and advice.

Children and young people who are referred into the NHS from their schools often report feeling unsure and not knowing where to turn during this difficult period. Schools should develop relationships with local advocacy providers (such as the Tros Gynnal Plant, National Youth Advocacy Service or Mind Cymru) who can provide dedicated advocacy support to these pupils.

Powys aims to improve the resources, support and guidance available to schools to improve psychological education, support and services for its children and young people.

All staff in the School Service, including challenge advisors, educational welfare officers and advisory teachers should have had some basic mental health training, for example, Mental Health First Aid training (MHFA).

Improving Outcomes

These are a set of statements for schools to use to consider mental health and Wellbeing in their own local context.

Belonging: children and young people experience a sense of belonging, feel safe, valued, are treated with respect, feel connected and supported.

Measure(s) of success:

- I know and understand what care, support and opportunities are available and use these to help me achieve my wellbeing;

- I can access the right information, when I need it, in the way I want it and use this to manage and improve my wellbeing;
- I get the right response, as early as possible;
- I attend a school that supports me to achieve my wellbeing;
- I attend a school where I feel safe;
- I speak for myself and contribute to the decisions that affect my life, or have someone who can do it for me;
- My voice is heard and listened to;
- My individual circumstances are considered;
- I can learn and develop to my full potential;
- I trust and have confidence in the staff involved in delivering my emotional and wellbeing education.

Equality of access and outcome

Measure(s) of success:

- I have equitable access to appropriate services, advice, advocacy and support which will have a positive effect on my health and wellbeing and ensure they can engage effectively in my education;
- I can access support in Welsh if I want it;
- I have access to the same level of support as any of my peers regardless of where I live or my circumstances.

Early intervention

Measure(s) of success:

- I can receive support before my mental health escalates;
- I have access to preventative services and any arising mental health issues are identified early;
- I learn about mental health and wellbeing through lessons and I can access more information about it if I want to.

Resilience

Measure(s) of success:
N.B. Ensure that the learner is supported appropriately in addressing these challenges.

- I develop age appropriate maturity, self-esteem, aspirations, self-confidence, empathy and good decision-making;
- I develop the ability to form and maintain healthy relationships with peers and others, and to understand and regulate my own emotions;
- I develop resilience to adversity and to development of mental disorders.

Person-centred

Measure(s) of success:

- I am empowered to speak for myself and contribute to decisions that affect my life, or have someone who can do this on my behalf;
- My voice and preferences are listened to when I seek support;
- My individual circumstances are considered and support is tailored to meet my needs;
- I am involved in developing, changing, designing and delivering provision which contributes to my emotional and mental Wellbeing, and am an active participant in the decision-making process.

School leaders and staff

Measure(s) of success:

- I listen to and act on the views of the young people in my care;
- I listen to and support my colleagues to ensure their wellbeing is accounted for;
- I provide and have access to materials and training opportunities to help me understand the students and my own Wellbeing and developmental needs.

Schools are expected to monitor outputs to track their progress against these measures.

Schools should be encouraged to make use of existing toolkits and evidence-based programmes that have helped deliver positive mental health and Wellbeing outcomes. This could include making use of existing clubs, such as breakfast clubs or pupil forums, as a means of discussing mental health and wellbeing with pupils and using this more informal setting to assess whether young people might be struggling or at risk of developing mental health difficulties. Powys Schools have successfully supported the Incredible Years Programme, which should be sustained especially to support the psychological wellbeing of younger children and their parents. KIVA is an evidence-based programme to help reduce incidents of bullying. Schools should also use the WG resources and toolkit on anti-bullying. Bullying is recognised as a likely trigger for mental health difficulties.

All staff could use the evidence-based strategy of Emotion Coaching to support the development of emotional and behavioural regulation. It is simple to use and can be a long term universal solution to children's wellbeing and resilience.

The science of Positive Psychology can be combined with best practice teaching to encourage and support individuals, schools and communities to flourish. One key piece of research in positive psychology has demonstrated that learning optimism prevents depression and anxiety in children, roughly halving their incidence over the following two years.

The five pathways (positive emotion, accomplishment, engagement, relationships, meaning) to wellbeing in Professor Martin Seligman's PERMA model, described in the book Flourish, provides a clear explanation of how the PERMA model can be applied to increase wellbeing. Schools are encouraged to develop their team of Emotional Literacy Support Assistants (ELSAs) and recognise the importance of supervision for the ELSAs. Schools can focus on specific skills that help pupils strengthen relationships, create positive emotions, enhance resilience, promote mindfulness and support a healthy lifestyle. Some schools have explored the viability of enhanced provision. Nurture groups (www.nurtureuk.org), nurturing schools and the Boxall Profile can be a way of helping to deliver the new curriculum. A classic nurture group can exist to support children with more acute needs and benefit from this more intensive and focused intervention.

The Anna Freud National Centre for Children and Families has created a toolkit to measure and monitor children's mental wellbeing, helping to highlight its significance amongst school (and FE college) staff. This in turn helps schools (and FE colleges) to make better use of data and determine the wellbeing needs of pupils and how best to address needs.

Schools are perhaps less used to the concept of supervision which is more common in other statutory services. A whole-school approach will be required to ensure successful implementation. Senior leaders will need to ensure capacity within the school; ensure that staff have protected time; and make clear the value and importance attached to the process. Reflective supervision sessions should be scheduled into the timetable for staff working with pupils with mental health difficulties. Any supervision process must be strengths-based; solution focused; and put the individuals' own mental health and wellbeing at the centre. There is a need for consistent, structural support for the mental health and wellbeing of teaching staff. Schools are likely to be not only ACE informed but also trauma informed; and this training may have prompted them to ensure that there are support mechanisms in place for staff in school. We must ensure that all adults in caring roles are cared for and supported themselves.

PROPOSAL

Designated Lead for Mental Health

All Powys schools (or federations or clusters) to identify a designated senior lead for mental health and wellbeing; schools should have a single member of staff with relevant knowledge and expertise to act as the school lead for mental health. This individual may already have experience of such work in relation to coordinating Welsh Network of Healthy School Scheme activity, or leading pastoral care, or as the additional learning needs co-ordinator (ALNCo). The goal is that all Powys schools will be 'mentally healthy' schools for both children and adults.

The role of a designated mental health lead in schools is not that of a mental health professional, and teachers and school leaders should not be involved in the diagnosis or treatment of mental health conditions.

The key aspects of the school's role which should be overseen by the designated senior lead are:

(1) Contributing to promoting good mental health and emotional wellbeing amongst pupils of all ages (including those with learning difficulties) by:

- Developing a whole-school approach to support mental wellbeing. This should not be done just with school staff, but other relevant groups of professionals should also be involved. Schools can concentrate on their areas of expertise: equipping children with the healthy coping mechanisms they need to be emotionally resilient. There are activities already in place which need to be connected. Students in maintained, mainstream secondary schools in Wales can complete the bilingual, electronic Student Health and Wellbeing Survey every two years as part of the School Health Research Network (SHRN). This may be extended to primary schools in the future. It is suggested that all Powys secondary schools use this core scheme. 'Health and Attainment of Pupils in a Primary Education Network – Wales' (HAPPEN) is recommended as the core for all Powys primary schools. Complementary audit tools are also available.
- Teaching and promoting mental health and well -being through the Health and Wellbeing Area of Learning and Experience in the Curriculum for Wales.

(2) Playing a key part in identifying emerging mental health needs of pupils by:

- Making sure that staff can recognise signs and symptoms of mental health needs in pupils and know what to do should they have a concern. For example, they will facilitate Mental Health First Aid (MHFA) in relevant schools, which is a two day training course that teaches people about mental health problems and provides them with skills to help people in crisis.

(3) Referring those pupils on to health professionals for appropriate specialist support and treatment by:

- Having a clear process to follow where a concern is raised about a pupil's mental wellbeing;
- Developing links with specialist mental health services, including the School Counselling Service (Xenzone/Kooth), Primary Mental Health, In-Reach and Specialist CAMHs;
- Knowing what local (Third Sector) and national help and support is available in order that these can be signposted to pupils and their families to access help and support. For example:

- Tros Gynnal Plant (TGP Cymru); Advocacy
- The Windfall Centre, Llandrindod Wells; play therapy +
- Samaritans
- BEAT, for eating disorders: www.beateatingdisorders.org.uk/
- Anxiety: www.anxietyuk.org.uk/get-help/anxiety-information/young-people-and-anxiety/
- For pupils who struggle with words, but need emotional support: https://booksbeyondwords.co.uk/

(4) Supporting and managing pupils with mental health needs in the school environment and in their learning by:

- Ensuring that staff are equipped with the skills to support and manage pupils with mental health needs in their learning. They could join the Schools in Mind network (Anna Freud Centre) or similar, for access to resources and advice;
- Where appropriate, sharing information about pupils who are experiencing any mental health issues with those who work with them in school so that they can be supported in the school environment.

Training for Leads in Mental Health

A key incentive will be access to both initial and on-going training and resources. The local authority will facilitate the network of designated leads. All will be entitled to join the Powys Hwb group for Mental Health Leads.

Proposals for training to underpin the policy include:

(1) Mental Health Training

i. Youth- Mental Health First Aid (MHFA), two day course: https://www.traininginmind.co.uk/
Available via Primary Mental Health Practitioners
ii. The Association for Psychological Therapies (APT) packages: https://www.apt.ac/mental-health-awareness-training-for-teachers.html
iii. E-learning: MindEd: https://www.minded.org.uk/ (free)
iv. ASIST (Applied Suicide Intervention Skills Training) – two day course: https://www.traininginmind.co.uk/

(2) Emotional Wellbeing Training

i. ELSA – six day training facilitated by the Educational Psychology Service; plus termly supervision (www.elsa-network.org); plus ELSA+: Emotion Coaching, LEGO therapy, story writing
ii. Aspire Principles - Circles Solutions (Growing Great Schools). Various courses and publications available. Two day course for teachers to learn how to use Circles solutions. https://growinggreatschoolsworldwide.com/.

(3) Therapeutic approaches and psychological interventions – for information

N.B. Overviews of therapeutic approaches can be studied at university – usually at Masters level. Practitioners may use elements of these approaches; but will not be therapists unless they have achieved professional status with regular supervision.

(a) Interventions that school practitioners could adopt with some training and supervision:

N.B. Schools are great at facilitating free play. Therapeutic approaches geared towards children with mental health difficulties can often benefit from the inclusion of practices designed to support and encourage children's free, autonomous play.

i. Parent training based on Social Learning Theory; problem solving and social skills training (Incredible Years - Dinosaur school);
ii. Solution Focussed Brief Therapy (SFBT) – we have a history with the Brief Practice in London and Sycol in Cardiff, who have previously provided SFBT training in Powys;
iii. Mindfulness;
iv. Nurture Group (regional coordinator in Wales for Nurtureuk, can help set up and develop nurture groups);
v. Social understanding (especially for pupils with ASD) – Bridges to Social Understanding;
vi. ELSA+: relationship based play, Nurture ABC + LEGO, therapeutic story writing, LEGO Therapy, restorative approaches, Mindfulness, Emotion Coaching.

(b) Interventions that require specialist therapists:

i. Counselling – must be BACP registered;
ii. Cognitive Behaviour Therapy (CBT); including Silver Cloud on-line: https://www.silvercloudhealth.com/uk;
iii. Dialectical Behaviour Therapy (DBT);
iv. Acceptance and Commitment Therapy (ACT);
v. Complementary Therapies including Animal Therapy;
vi. Creative Arts Therapy (Drama, Art, Music);
vii. Narrative Therapy;
viii. Play Therapy;

ix. Family Therapy;
x. Educational Psychotherapy (www.caspari.org.uk/schools.html).

Resources:

1) ACE Support Hub (www.aceawarewales.com)
2) Mental Health Week https://www.childrensmentalhealthweek.org.uk/schools-and-youth-groups/ (including Welsh resources)
3) Anna Freud Centre - Schools in Mind network https://www.annafreud.org/what-we-do/schools-in-mind/
4) Young minds https://youngminds.org.uk/resources/school-resources/
5) Samaritans https://www.samaritans.org/wales/how-we-can-help/schools/
6) Place2Be https://www.place2be.org.uk/what-we-do/supporting-schools.aspx
7) The Nurture Group Network : https://www.nurtureuk.org/our-services/training/wellbeing-toolkit-teens
http://www.nurtureuk.org/sites/default/files/nurtureuk_briefing_on_nurture_in_wales.pdf
8) School bullying : https://gov.wales/school-bullying
9) Schools Wellbeing Activity Programme - SWAP (Nuffield Health)
https://www.nuffieldhealth.com/swap
10) Youth justice – case identification checklist
www.centreformentalhealth.org.uk/youth-justice
11) Fox, M., Laverty, T. and Chowdury, S. (2020) Supporting the Emotional Wellbeing of children and Young People with Learning Disabilities – A Whole School Approach (Routledge)

Strategy to Implement the Policy and Proposals – Starting April 2020

1) Obtain commitment from the headteacher of every Powys school that they will identify a single lead for Mental Health – either in their school, federation of schools or in a cluster. It is best if the lead has the full support and commitment of the Senior Leadership Team, and not too many other responsibilities. A flexible approach according to local circumstances is appropriate. It is recognised that there is not one universal ("one size fits all") approach.

   - Draft policy to be presented and discussed at primary, secondary, special and area headteacher meetings. Invitation for representatives to be part of an implementation team;
   - Implementation team to develop the policy to ensure it is likely to succeed;
   - Schools to identify a lead;
   - Register of school leads to be maintained by LA.

2) Obtain commitment from headteachers that they will develop a whole school mental health policy (based on the local circumstances, and designed to be sustainable).

- Head of Education to invite schools;
- Guidance document(s) to be produced by implementation team including information of what should be included in a policy;
- Guidance document to be made available to schools;
- Schools to be advised of commissioned services available to them;
- Ensure that schools and partner agencies take up appropriate opportunities for networking and collaboration. This will include networking for support linked to Critical Incidents;
- Challenge Advisers to review progress on policy with schools, work with them to prepare for Estyn and articulate their work.

3) Remind schools that Emotional Literacy Support Assistants (ELSAs) can be their key skills-based practitioners in schools for children and young people with moderate needs.

    - Review register of existing ELSAs
    - Termly supervision for existing ELSAs with Educational Psychology Service
    - Enhanced skills based training and resources to be made available to ELSAs
    - Some schools may wish to enhance the ELSA role to work in their nurture group

4) Powys forum for Mental Health Leads in schools has been opened on Hwb. Access to be agreed for relevant MH leads, ELSAs and associated professional practitioners.

5) Training programme for Mental Health Leads and Associated Professional Practitioners to be outlined for 2020. There is an expectation that schools will also engage with Professional Learning opportunities which support whole school approach and enactment of the Health and Wellbeing Area of Learning and Experience.

6) Each school to develop their Action Plan to become a Mentally Healthy School and to review the plan on an annual basis.

7) Annual forum on Mental Health in Powys Schools to provide ongoing support and networking.