



EMOTIONAL WELLBEING TEAM

Emotional Wellbeing Teams Newsletter

FIFTH EDITION; JULY 2021

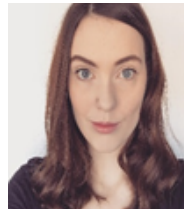
Welcome to the fifth Kent Emotional Wellbeing Teams Newsletter

Meet the Assistant Psychologists

Hi, I'm Tabitha. I am delighted to join the EWTs in Kent. I have a background in Educational Psychology and a passion for well-being in schools. I am looking forward to working with young people to give them the skills and support they need to flourish and grow.



Hi, I'm Annie, a new Assistant Psychologist and the thing I'm most looking forward to in the job is being able to make a difference in children and young people's wellbeing, whether that be sharing resources or running groups.



Hi, I'm Nade and I'm a new Assistant Psychologist in the Mental Health Support Teams. I will be based in Medway. I am looking forward to being part of the vision of the whole school approach and equipping parents and teachers to support the emotional wellbeing needs of the young people within their proximity.



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HIGHLIGHTS FROM THE TEAMS

CANTERBURY EWT

The Canterbury Emotional Wellbeing Team have been busy getting back into schools and continuing to set up the service in the schools which went live in January 2021. We have been working with these schools to find out more about how the Emotional Wellbeing Team can complement support services they already have in place and how we can best support children, young people and staff. We have been offering face to face workshops for young people in secondary schools who are struggling with low mood and anxiety as well as thinking about how we can continue to support primary school parents with both virtual and face to face interventions. We continue to be mindful of the impact of Covid 19 and to support Mental Health Week this year some of the primary schools asked us to provide some information on strengthening resilience in the face of challenges, linking with the theme of nature. We provided a fact sheet for parents on The Tree of Life to help facilitate reflective supporting conversations at home around the challenges of the past year and some of the hopes, dreams and wishes of children as we move forward out of restrictions. Similarly, one of our secondary schools asked us to facilitate a pebble painting session within their SEN provision where young people painted messages of hope on pebbles. We are very much looking forward to offering more face to face work with parents and young people as we gradually move out of restrictions.

DARTFORD, GRAVESEND AND SWANLEY EWT

Over the last few months the Emotional Wellbeing Team has been working collaboratively with staff in specialist education settings to develop a tailored offer that meets the diverse needs of children and young people with additional needs. Staff in specialist settings have also been consistently accessing the reflective practice spaces facilitated by the team, a space that gives voice to their feelings and the opportunity to discuss the demands of their work.

The team have also continued to provide the adapted "lockdown offer" in schools including a termly calendar of digital workshops via Microsoft Teams that parents and carers can join from home such as 'Understanding Your Child's Behaviour', 'Understanding Your Child's Anxiety' and 'Create and Connect'. The team are looking forward to delivering 'Introduction to ASC', 'Understanding ADHD' and 'Understanding Anxiety for Teaching Assistants' workshops by the end of term. The team have also enjoyed offering workshops for young people such as 'Understanding Low Mood' and 'Understanding Anxiety' and look forward to delivering 'Transition to Secondary School' workshops to Year 6s before summer. We are continuing to work collaboratively with schools on the Whole School Approach to emotional wellbeing and thank schools for their ongoing dedication and commitment to ensuring all children, young people and families can access support offered by the EWT during this challenging time.



HIGHLIGHTS FROM THE TEAMS

SWALE EWT

It has been a busy but exciting time in the Emotional Wellbeing Team in Swale. With the national lockdown coming to an end in March, we have been thrilled to return in person to our secondary schools and East Kent College and adapt back to face to face work. Understandably, it has been a challenging time for Schools and we have had many young people reaching out for support where the impact of a winter lockdown has triggered or intensified difficulties with low mood or anxiety.

We have been working with our mental health leads in the secondary schools to think of creative ways to support the young people in the summer term, with the challenges of bubbles and self-isolation. As part of our lockdown offer, we have undertaken some staff well-being drop-in sessions in some settings, where staff have been able to use a reflective space to consider the impact of the pandemic and additional pressures on their own mental well-being. We hope this will be a good position from which to re-launch our Whole School Approach work and think about the School culture in relation to mental well-being while recovering and moving on from the challenges of the pandemic. It has been great to return to East Kent College in person and start to link up with the teaching and pastoral staff to create a timetable of awareness-raising activities across the student groups.

We have enjoyed engaging with more parents through our primary schools who have been requesting our support on returning from the Easter break. We have continued to work digitally to offer support and have positive feedback regarding how this has made joining sessions easier for many parents. We have observed and responded to the feedback given from parents who attended our workshops in March and will be looking to arrange more opportunities to attend across the coming summer term.



HIGHLIGHTS FROM THE TEAMS

MAIDSTONE EWT

Now that lockdown restrictions are easing slightly the Maidstone team are greatly enjoying visiting schools and meeting with children, young people and school staff. This month we have been able to hold face to face meetings, parent and young people sessions and school visits and we are looking forward to working in this way moving forward. This month we have worked closely with staff as part of the whole school approach and have held a staff wellbeing coffee morning and staff training on understanding anxiety in the classroom. We have also delivered a workshop for parents on supporting your child during lockdown which received great feedback. We look forward to continuing to meet with school staff and increasing our presence in schools to reduce mental health stigma and support more children, young people and families.

THANET EWT

The two Thanet teams are now over halfway through their one-year post-graduate diploma in Education Mental Health Practice at the University of Sussex. We are excited to now be at a stage where we can deliver anxiety interventions in schools, both in a 1-1 and group format, along with psychoeducation workshops. We have recently completed the 3-week induction process with our placement schools which involved safeguarding training, a tour of the school, meeting key staff members and discussing how our team will complement the mental health provision that is already in place. Following this induction period, we are now receiving requests for support from some of our primary and secondary schools. We are very pleased to now be offering face-to-face sessions in the schools, having moved to online working during lockdown, which is something that the team have been very much looking forward to. Moving forward, the team will soon have completed their teaching at the University of Sussex and will be focused on delivering interventions for both anxiety and low mood in the placement schools, alongside a variety of workshops to support student, parent/carer, and staff wellbeing.





Update from the Department for Education around Senior Mental Health Leads training

We recently received the following message from DfE:

‘We are writing to let you know that following the below announcement for Mental Health Awareness week, we have now published more information about the senior mental health leads training, which can be found here: [Mental health and wellbeing support in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/mental-health-and-wellbeing-support-in-schools-and-colleges). In response to stakeholder suggestions to bring together information about the range of support and programmes available in one place, this new page also includes information about the range of support available, and how the different Green Paper commitments fit together.

Within the senior mental health leads section, we have also published a separate page [here](#) that provides more detailed information about the grant funding and training schools and colleges will be able to get to help develop a whole school or college approach to mental health and wellbeing. We will also be updating the page with further resources developed by the Mental Health in Education Action Group.’





Emotional Wellbeing Teams - A Typical Day

We are excited to introduce a new regular feature for our newsletter where we meet a team member and hear more about their role within the Emotional Wellbeing Teams in Kent

Today I sat down with Karen, an Educational Wellbeing Practitioner (EWP) to get an idea of what a day of work looks like for her. Karen visits both primary schools and secondary schools for typically one day a week each, seeing around four students or their parents daily.

Thank you for taking the time to meet with me today Karen. Firstly, please would you tell me a little about yourself and how you came to be an EWP?

I did a teaching degree and I worked in a school for over 15 years and really enjoyed it. However, I wanted a change and decided that I wanted to support children and young people's wellbeing.

Tell me about a typical day at work.

On any day, I will usually be based in one of the schools that I work with. In secondary schools, I work with young people offering Cognitive Behaviour Therapy (CBT) -informed guided self-help for anxiety and low mood. I usually see the young person on their own, but we often involve parents too. Our approach is a collaborative one and often includes creating step by step plans with the student to reach a mutually agreed goal such as being able to go to the shops alone. In each session, we rate goals and complete other measures to monitor and discuss progress. Young people have really enjoyed being able to see their journey, the steps they've taken and being involved with the decisions made.

In primary schools, I work with parents – helping them to understand and respond to their child's behaviours. Being based in the school, this means not only do I hear the parent's account, but I can hear what teachers have to say and even observe the child directly in school to gain a greater understanding of their presentation both at school and at home and to make links between the two. Where possible, I work with both parents because they both bring their individual perspectives and parenting styles to the work.

Finally, a day in a school might include offering workshops to parents/carers, students and/or staff. Recently, we have done a workshop on staff wellbeing. many of our young people benefit from us taking this approach and we are able to see real progress made .

Is there anything you dislike about your role?

Following an appointment, there is quite a lot of admin work such as recording appointments on our system, writing up notes, uploading measures, sending out resources, and arranging appointments. But whilst it can take a lot of time, I know it is important to ensure that we are working in a way that is safe and accountable. Also, because of the current lockdown situation, there have been many technical difficulties to overcome, such as parents needing support to access digital resources or families not having access to internet at home.

Tell us about one of the most rewarding parts of your role?

Because we are based in schools, we are in a really good position to open up communication channels between the schools and parents. We can support parents who may feel less confident in communicating with the school. Ensuring that everyone feels heard and understood is an important first step to improving wellbeing.

Parents and Carers, we would like to introduce you to 'The Worry Tree'

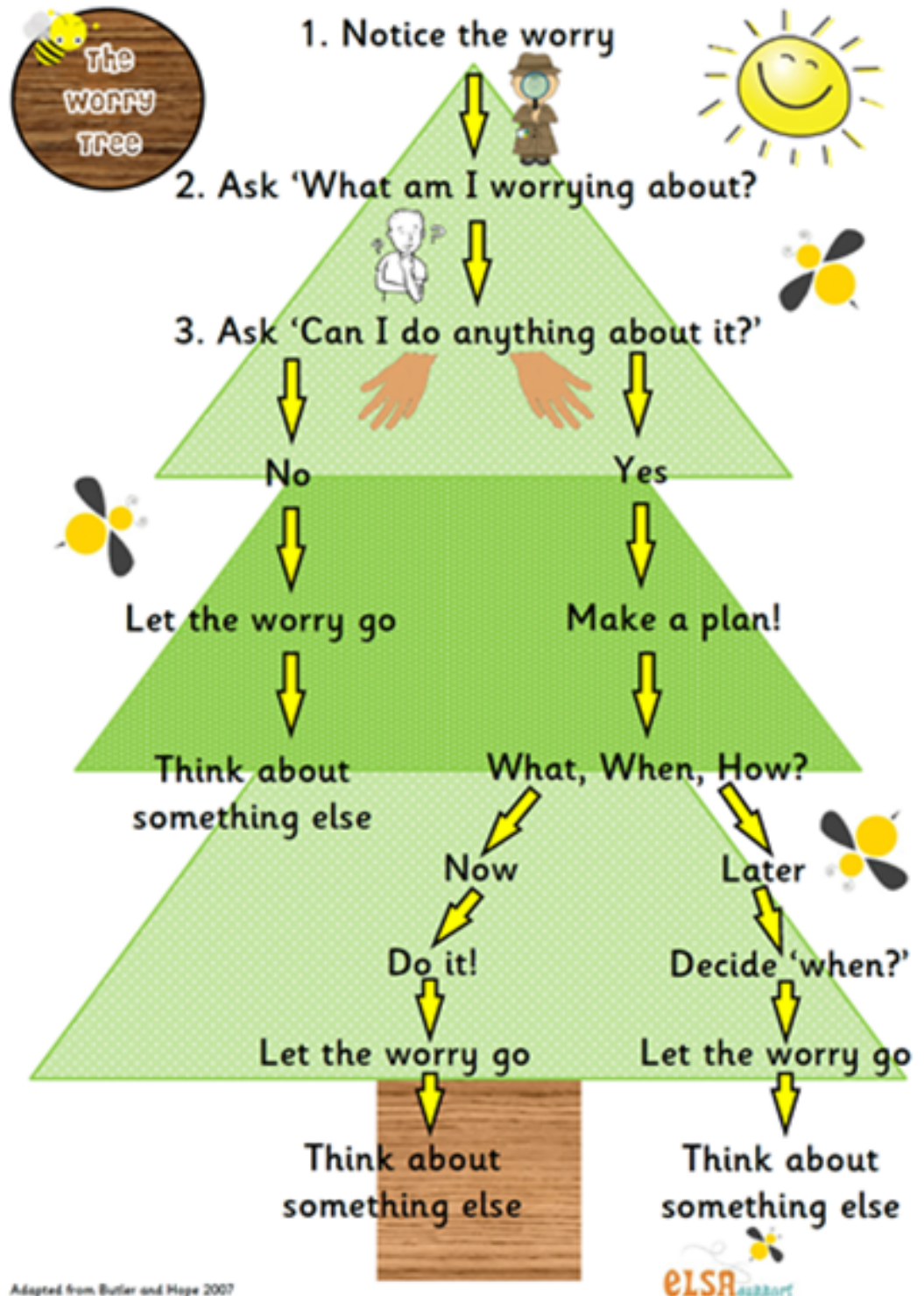
We'd like to take the opportunity to introduce you to 'The Worry Tree'. It's a great way to talk with your child about fears and worries.

The Worry Tree is an activity that supports you to problem-solve worries where possible and if not, then 'let the worry go'. It helps us to recognise when we are worrying about someone real or imagined in the future that we can't control or change.

If you want to complete your own, you will find a [blank template online](#) or you could draw your own.

You may choose to do this as an activity with your child. You might find this a useful exercise for some of your own worries too.

If you feel that you would like further support regarding your child's emotional wellbeing or mental health, then please speak to someone at your child's school.





Rowhill School

Developing Resilience and promoting a Mentally Healthy School

Staff and pupils at Rowhill Specialist School have been working enthusiastically over the last 6 months to identify ways to promote the emotional health and wellbeing of their school community.

Geoff Bartrum, Head Teacher explains; "We are reviewing our mental health programme to meet and develop a greater understanding of the mental health needs of our SEMH pupils. The aim is to develop strategies to support pupil's mental health and wellbeing needs, and to develop a whole school awareness and approach to managing and supporting pupils, as well as, identifying staff anxieties and supporting their emotional wellbeing."

To provide a framework to focus their journey, Rowhill established their 'Mental Health Working Party' in early 2021, with staff representation from across the whole school community. Staff began identifying areas within the school they were keen to pay attention to and develop, drawing on guidance within the [HeadStart Resilience Toolkit](#). Geoff explains; "We completed the toolkit to identify good practice within the school and areas of development; our aim is to have a whole-school approach to resilience and wellbeing. The Emotional Wellbeing Team helped us initially set up and guided us through the toolkit, and they have directed us towards appropriate training and supervision for staff and pupils."

In spring 2021 the school introduced their 'Tree of Self-Esteem', drawn and painted jointly with young people, promoting the motto 'Bee Humble, Bee Kind'. Staff and young people are invited to leave messages of encouragement, support, kindness and gratitude for one another; "Thanks for being there for me" and "Thank you for always making me smile!" Referring to the efforts of one pupil in particular a teacher has written; "Well done for consistently working to the best of your ability" and for another child; "Well done for accepting help when it is offered." Staff have also been helping children and young people further recognise their achievements under the difficult circumstances of the past year via 'Resilience Awards'. Sarah Griffey, hub leader explains; "The tree of self-esteem has had a positive impact on the ethos of the school. Pupils enjoy reading the positive comments others have written about them. It's centrally located and all visitors to the school can view it."





Sarah goes on to describe how staff can recognise and champion the efforts of their colleagues; “Another initiative put in place is the staff gratitude board, this is located in the staff area.” In May, Rowhill hosted a mental health awareness day. All learners took part in sessions specifically aimed and developed to support resilience and emotional wellbeing. Events on the day included street dance, circle time and singing, and staff and learners ‘Dressed to Express’ by wearing colours that expressed how they were feeling. Other ways in which positive mental health is being promoted at Rowhill includes nurture groups, wellbeing sessions, and 1:1 counselling and Art Therapy for children and young people; training and wellbeing workshops for staff; and following a school wide survey exploring the emotional wellbeing needs of staff, the school have prioritised ensuring a regular reflective space is available, with sessions facilitated by a member of the Emotional Wellbeing Team.

Next steps...

When considering the next steps for the school, Geoff explained; “Moving forwards we seek advice with engaging parents to participate in our whole school approach to mental health, to evaluate our toolkit and monitor the schools progress against our targets.”

Following all their hard work, Rowhill will soon be applying for the Kent Award for Resilience and Emotional Wellbeing, to spotlight their journey to becoming a mentally healthy school.





THE EDUCATION PEOPLE

The Department for Education has worked with the Department of Health and Social Care, Health Education England, Public Health England and NHS England and Improvement and an expert advisory group to develop Wellbeing for Education Return.

The Education People has delivered funded training for schools and colleges and is working with other KCC partners to ensure a consistent approach to ensure effective wellbeing support for young people returning to school.



Some of these sessions you may have missed, but not to worry, [here](#) is the link where you will be able listen to the previous session recordings and find out about the offer for Head Teachers. There is also 'How to Develop Parent/Carer Engagement Strategies for Positive Home School Links' training coming up on the 29th June 2021, to attend for free and more information, book [here](#)

In addition to the above training a free webinar on 'Helping Governors to Support and Monitor Wellbeing in Education' on Tuesday 29 June 2021, 6-7pm is also available
To access this, click [here](#)

Governors play a key role in supporting the wellbeing outcomes for schools. This session will provide Governors with the key learning and skills to effectively monitor wellbeing in education. There is an opportunity to develop wellbeing Governors within schools to help aid the vehicle of recovery, post pandemic.

Aims of the session:

Examine the frameworks for a whole school approach for wellbeing

Explore the current research and statistics around pupil and staff wellbeing in education

Gain insights into key questioning strategies for monitoring visits

Take-away a wellbeing toolkit of resources to support you in your role as school governor.





Kent School Games

KENT SPORT SUPPORTING CYP.

Free resources, training, games, activities and opportunities

Kent Sport Children

For anyone interested in what Kent Sport is doing to support children and young people, or to find out how to get involved, you can now **sign up to their news updates**. The first of their all new newsletters specifically for CYP partners is available now, where they share guidance, resources and opportunities. Feel free to take a look, share what you find and if there are any ways which they can support you and your organisation you can contact them from their website.

In this issue they highlight the changing role of Kent School Games, they signpost to a **hub of over 250 resources** designed to spark ideas and offer support to help young people rebuild their confidence in being active, and share a free training opportunity to learn about **building physical literacy through play** based games.

This focuses on making your PE and sport sessions more engaging and effective with a free Boing Kids ONLINE training course. The course is on Tue, 15 Jun 2021 (16:00 - 17:15), and if you go onto the link which will take you to the chat you can book your free place. There is also a video you can access, which tells you more about **'Boing'**



KentSport
.org 

PAY IT FORWARD AND TALENTS AND INTERESTS GRANTS AVAILABLE NOW

Easy to apply

Funding for a nature area, outdoor activity project, safe space

Pay it Forward

Pays for your Family fun day

For more information and how to apply click [here](#)

Type in the search bar 'pay it forward' or 'talents and interests'

Applying is now even simpler than before

Costs towards your transition activities

Cover the cost towards activities to reconnect with each other

Spend, Spend, Spend, when it's gone, its gone

Don't miss out on applying for one of our amazing grants.

Talents & Interest Grants
Up to £300 or £1000

Art and Craft materials

Travel

Equipment

Grants to help pupils access their hobbies and interests



Up to £300 for an individual pupil and £1000 for groups

Visit www.kentresiliencehub.org.uk and search 'talents and interests grants'

Have you got a great idea for a project and need funding?

Grants of up to £1000 are available



PAY IT FORWARD

Grants are available for projects that involve young people and will benefit others. Visit www.kentresiliencehub.org.uk and search 'pay it forward'.



Pay it Forward Grants Up to £1000



USEFUL RESOURCES FOR PARENTS AND PRACTITIONERS

DfE has signposted [resources on supporting and promoting mental wellbeing](#), among the list of resources to help children to learn at home. DfE has worked with the BBC on an online educational package, which includes wellbeing content via BBC Bitesize and social media channels.

Public Health England has updated resources and provided advice in the context of the pandemic, including: the world-leading [Every Mind Matters](#) platform; [Rise Above](#) for young people, which includes RSHE lesson plans for schools; and [guidance on mental health and wellbeing during the pandemic for adults](#) and on [supporting children and young people](#).

Developed by the NHS in Kent, [Good Mental Health Matters](#) is a free resource for primary and secondary school teachers, parents and young people. Online resources for secondary schools include educational videos, downloadable lesson activities and online quizzes. The Fantastic FRED Experience will be touring Primary Schools across Kent.

[Kent Community Health NHS Foundation Trust \(KCHFT\)](#) are offering online 'Solihull approach' parenting courses for anyone caring for a child in Kent and Medway.

Visit [Kent Resilience Hub](#) where you can increase your understanding, find approaches and tools or navigate your way to support and services relating to resilience and emotional wellbeing.

[Kooth online](#) support and counselling for 10-25 year olds across Kent and Medway. Offering 1-2-1 counselling, helpful articles, community discussion boards and daily journals.

[Covid-19 guidance](#) for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus (COVID-19) outbreak.

[Young Minds](#) have a parent's helpline, information and resources. [MindEd](#) is a free educational resource on children and young people's mental health for all adults.

Find out how to tackle hate online and online trolls with [Internet matters](#) advice guide for what [online hate](#) is and how to support your child. Get tools and tips from [Internet Matters](#) to support your child's [digital wellbeing](#), on Facebook, Instagram and WhatsApp.

[Mind's Action for Children](#) around self esteem and helping your child. [Parents with Confidence](#) help your child to emotionally regulate.

[Anna Freud](#) has a guide supporting the mental health and wellbeing of staff at schools and colleges during periods of disruption.

As a parent or carer of a young person, you are extremely influential to their resilience journey visit [Draw Your Own Solution](#) for more information.

[Kent Support and Assistance Scheme](#) for those in crisis. [Find a foodbank](#) tool using a postcode.

[Family Lives](#) if you're finding it hard at home with your child and are struggling to cope, call for free, confidential advice on 0808 800 2222.

[NSPCC](#) if you're worried about the safety of another child in our community, call them on 0808 800 5000. Or call the police on 999 if you think a child is in immediate danger.

[Kent Together](#) is a 24 hour service offering help, supplies or medication from KCC for families living in Kent. The helpline provides a single, convenient point of contact for anyone in the county who is in urgent need of help during the Coronavirus outbreak. Call 03000 41 92 92.

Bereavement information and support is available from [Winston's Wish](#) and [Child Bereavement Charity](#). Kent-based charity [Holding On Letting Go](#) helps children to cope with the death of someone close to them.

USEFUL RESOURCES FOR YOUNG PEOPLE

Moodspark.org.uk a website where young people aged 10-16 can learn how to look after their emotional and mental health and find ways to help them bounce back when life gets tough.



Kooth.com online support and counselling for 10-25 year olds across Kent and Medway. It offers 1-2-1 chats, helpful articles, community discussion boards and daily journals.



NHS Chathealth is a confidential texting service for young people aged 11-19. Young people can text the school health team about any concerns or health issues on 07520 618850. The number is monitored Monday to Friday, 9am to 5pm. Parents, young people and schools can access a range of helpful information and resources via the **Kent Youth Website**.



Kent County Council are launching **Draw Your Own Solution** a new National Lottery Community funded campaign to help young people in Kent (aged 10-16) develop resilience, as part of Kent's wider HeadStart programme.



SHOUT Text the word 'SHOUT' to 85258 for free confidential support at any time from Shout. Free expert advice from trained counsellors is available for every mental health concern.



KEY DATES

28th June for Thanet - Workshop around whole school approach & hear more from EWPs.

8th November for Thanet - Practitioners will have completed training so will have a workshop around the practicalities, processes and next steps.

January 2022 - Thanet and Medway Qualified Emotional Wellbeing Practitioners begin working in all education settings.



EMOTIONAL WELLBEING PROJECT TEAM

Project Management team

- Angela Ford**
Programme Lead
- Lauraine Griffiths**
Project Manager
- Joanne Comer**
Project Officer

Emotional Wellbeing Team operational management by NELFT

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- Dr Virginia Lumsden**
Clinical and Strategic Lead, Kent Emotional Wellbeing Teams (EWTs) and Medway Mental Health Support Teams (MHSTs), NELFT
- Katherine Anderson**
Kent Emotional Wellbeing Teams Manager, (EWTs) and Medway Mental Health Support Teams, (MHSTs) NELFT

NHS Clinical Commissioning Group lead

- Jemma Blesky**
Programme Manager, Kent Children's and Maternity Commissioning Team