

# Newcastle Council

## An Evidence Based '5 Rs' Framework to Support Children and Young People's Social, Emotional and Mental Health Development: Training for Schools and Colleges



### Part 1: Focus on Staff

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## Introduction

There is clear evidence on ‘what works’ in terms of supporting children and young people's [Social, Emotional and Mental Health \(SEMH\)](#) development in schools and colleges. The more we support our children and young people, the more included they will feel and be within our mainstream schools and colleges. Teaching staff in Newcastle are working very hard to care for the children and young people in their settings. The more care we offer adults, the more supported and confident they will feel to include children and young people within their mainstream settings.

Guidance from Public Health England (2021, p. 21) states:

*“It is important for staff to access training to increase their knowledge of mental health and wellbeing and to equip them to be able to identify mental health difficulties in their students and know what to do should they have a concern”.*

This document and associated training offer will help staff to create a school or college-based approach [to improve the relationships, emotional literacy and mental resilience \(the key components of SEMH\)](#) in school and college settings. At the centre of the approach is Newcastle's ‘5 Rs Framework’ to resilience and wellbeing.

## The Path Through this Document

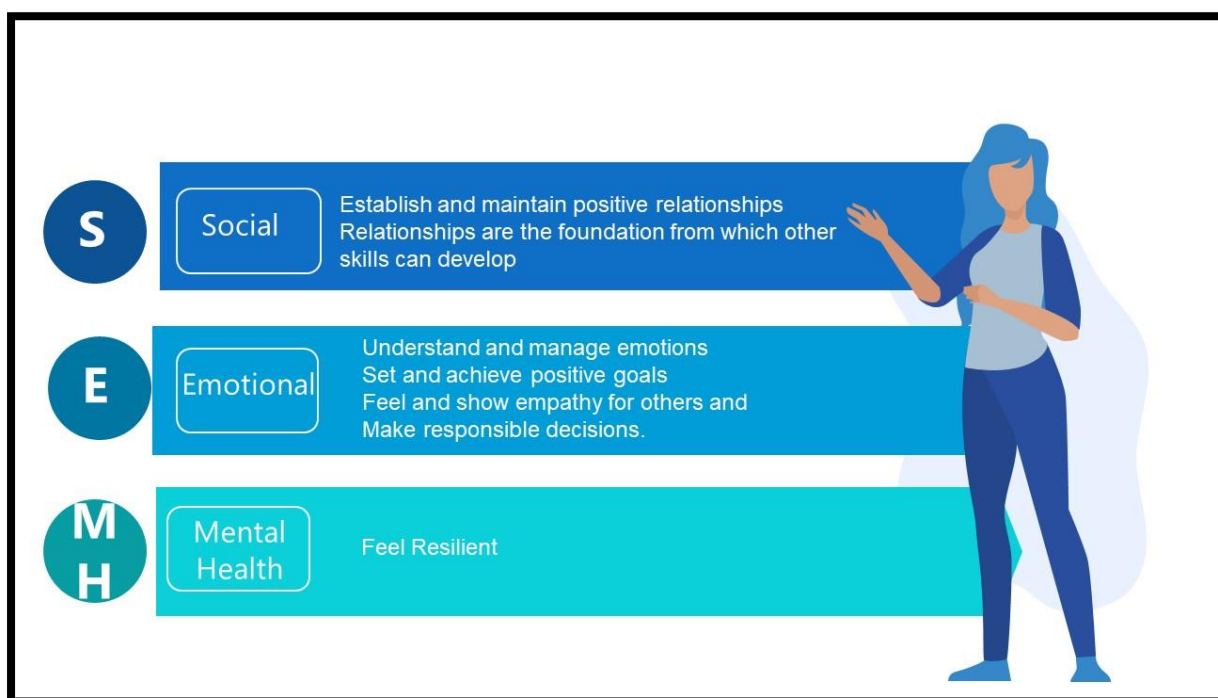
Research suggests that the best way to develop children and young people's social, emotional and mental health is through a coherent and evidence – based whole school or college approach. This will be further outlined at the start of the document, with details on how to access resources to help embed this. Core training available, referenced in this document, can be found in [Appendix 3](#). Alongside the core training offer, there will be a focus on staff evaluating the impact of knowledge they learn and strategies they put in place over time.

At the centre of Newcastle's 5 Rs Framework and a whole school/college approach is the ethos that **[we need to start by supporting staff in schools and colleges, so that they can then feel psychologically ready to support children and young people.](#)** Therefore, the focus of this document is on how to access Local Authority core training, resources and approaches for school and college staff. These approaches consider how staff can promote their own wellbeing through attending to the 5 Rs in themselves and in their colleagues.

Only then, can adults turn to how to promote children and young people's wellbeing and SEMH development. This is, again, through attending to the 5 Rs at the universal, targeted and specialist levels of a graduated approach. [A second, accompanying document focuses on supporting children and young people.](#)

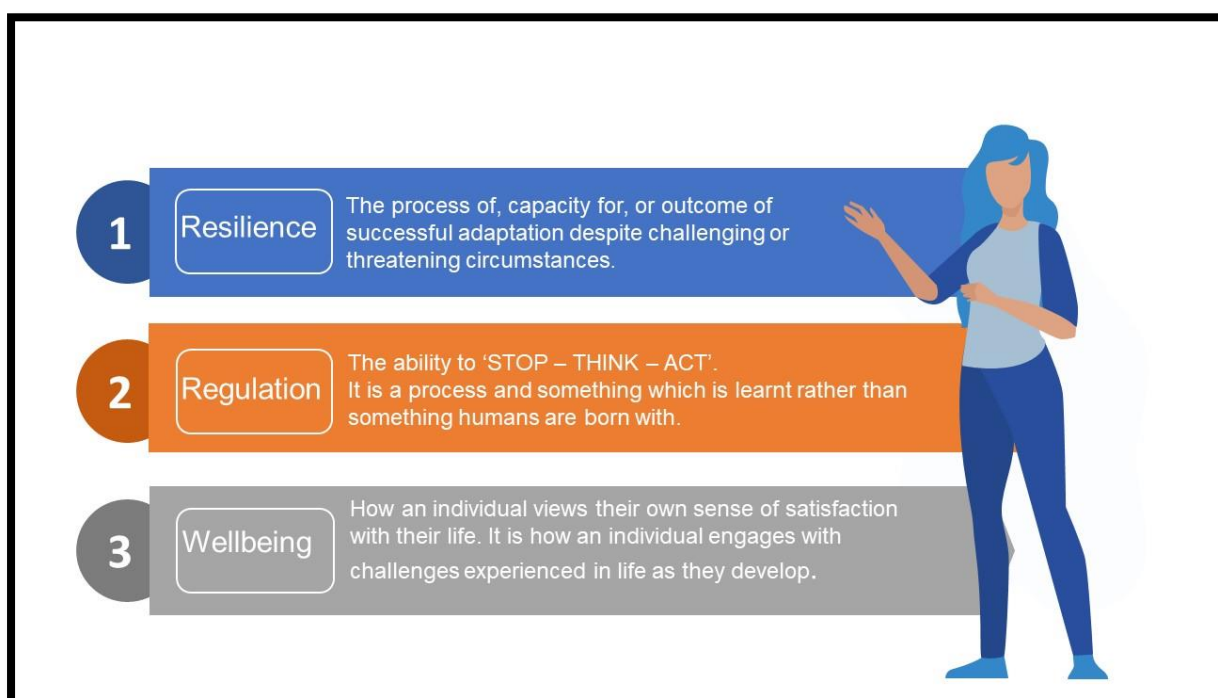
## Key Terms to Note

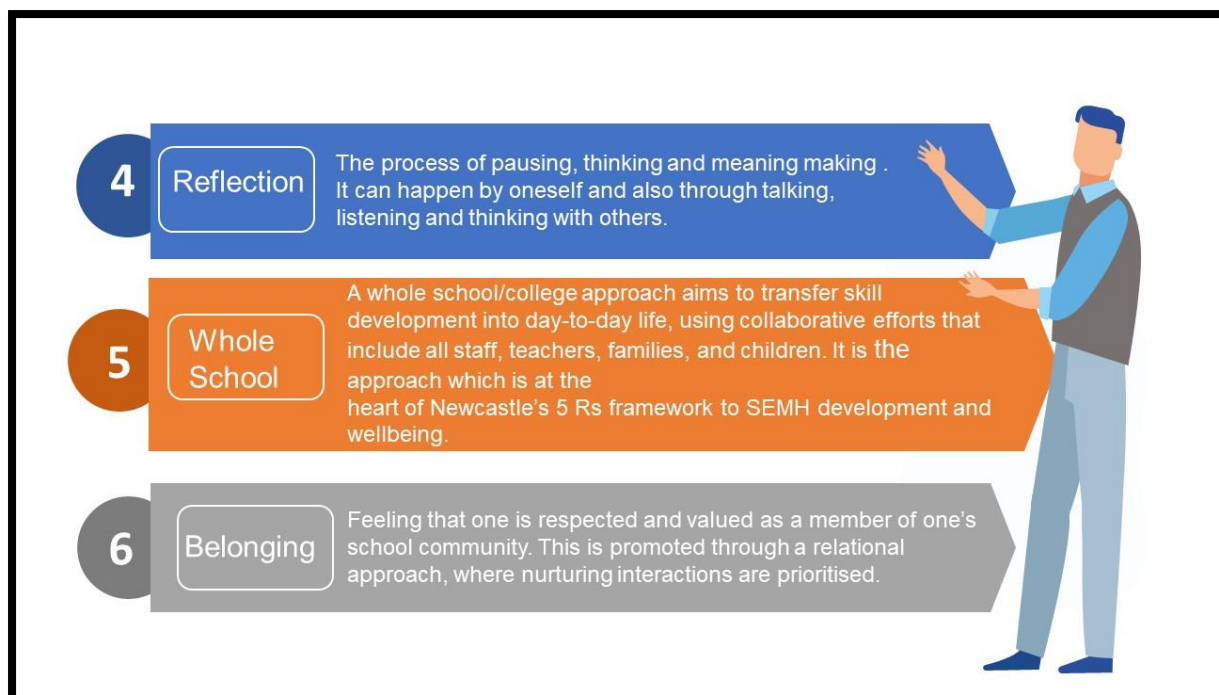
**Social, Emotional and Mental Health:** The process through which children and young people (and adults) learn to:



Having well developed SEMH skills is associated with positive wellbeing (Educational Endowment Foundation, 2020). Click here for more information:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>





## What is the 5 Rs Framework?

The 5 Rs are: **Relationships, Recognition of Distress, Regulation, Reflection and Resilience**. These need to be embedded within a whole school/college approach to promoting wellbeing through SEMH development, as outlined in this document.

### The Psychological Theory Underpinning the 5 Rs Framework

The Newcastle 5 Rs Framework to Resilience and wellbeing starts from the basis that every human, child or adult has SEMH needs. Every human being needs support to meet life's challenges and to learn and grow with others' help.

More resilience is linked to improved wellbeing. Wellbeing helps learning and growth that leads to more resilience. In order to build both resilience and wellbeing, intervention to develop relationships, recognition of distress, regulation and reflection needs to be planned in and adapted for each context.



### A Sequential Model to Developing Wellbeing: Key Messages

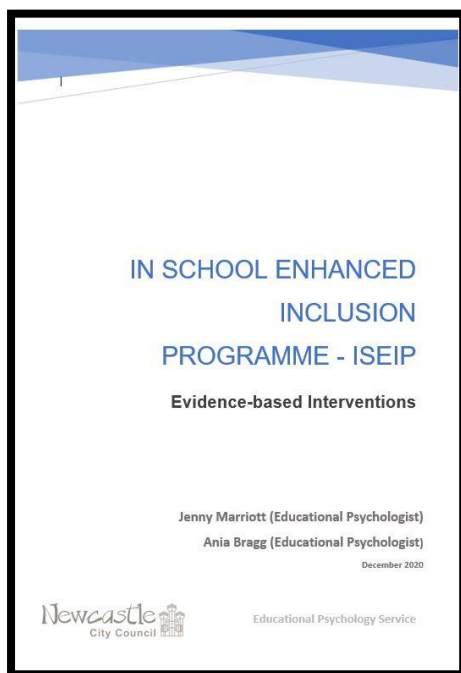
1. **Relationships** are at the heart of any work to promote wellbeing. This document advocates for a whole school/college approach where steps are actively made to promote each person's sense of belonging and connectedness to others in their setting and wider community.
2. In the context of a relational approach, where nurturing interactions are prioritised, children, young people and adults are supported to **recognise** how they are thinking, feeling and acting.
3. After 'recognition', comes **regulation**. This is with others' support in the process of co regulation, and eventually working towards self – regulation.
4. Once a child, young person or adult are regulated as much as possible, a period of **reflection** and, hopefully, **growth and resilience** can develop.

## The Wider Picture in Newcastle

This document fits within wider work in the Local Authority which aims to support and develop children, young people and staff's wellbeing. Please refer to the 'Graduated Approach to SEMH' in [Appendix 1](#).

As part of a government initiative, Newcastle has employed Education Mental Health Practitioners. 'The Rise Project' in Newcastle is supporting children, staff and families to promote wellbeing at the universal and targeted levels. Click here for more information: [RISE | The Children's Society \(childrenssociety.org.uk\)](#).

Educational Psychologists have also created a document which is available to schools and colleges, which outlines the evidence base of different interventions which can develop skills in the area of SEMH. The 5 Rs framework builds on this work and embeds it into a Newcastle specific training offer:




<https://www.newcastlesupportdirectory.org.uk/site/s/default/files/SEMH/ISEIP%20FINAL%20Document.docx>

This also complements the training for Mental Health Leads, details of which can be found here: [National Network of Mental Health Leads – The UK body for Mental Health and Wellbeing Leads, approved provider of Senior Mental Health Lead training](#)

The 5 Rs framework also develops training offered to school and colleges during the Covid pandemic, as part of the 'Wellbeing for Education Recovery' approach. PowerPoints used in the training sessions can be found here:





HM Government


Wellbeing For Education Return Covid-19  
Interactive Session


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Mental health and wellbeing training  
Learning from the pandemic


Helen Bilcliffe (Public Health School Nurse)  
Rebecca Wright (Educational Psychologist)

This project is funded by the Department for Education,  
Department of Health and Social Care, in partnership with  
Health Education England, Public Health England, NHS  
England and NHS Improvement





**MindEd**  
e-learning to support learning minds



**Anna Freud**  
National Centre for  
Children and Families

Session 1: An introduction to a Whole School/College Approach

Session 2: A Whole School/College Approach, Part 2.

<https://www.newcastlesupportdirectory.org.uk/sites/default/files/SEMH/Interactive%20Wellbeing%20for%20Education%20Reform%20Sessions.pptx>

Session 3: Relationships

<https://www.newcastlesupportdirectory.org.uk/sites/default/files/SEMH/Relationships%20Session.pptx>

Session 4: Recognition of Distress

<https://www.newcastlesupportdirectory.org.uk/Recognition%20Anna%20Freud%20training>

Session 5: Regulation

<https://www.newcastlesupportdirectory.org.uk/sites/default/files/SEMH/Regulation%20Anna%20Freud%20Training.pptx>

Session 6: Reflection

<https://www.newcastlesupportdirectory.org.uk/sites/default/files/SEMH/Reflection%20Session.pptx>

## A Whole School/College Approach to Promoting Wellbeing through SEMH Development

There are some key components involved in implementing a whole school/college approach to wellbeing. These aspects will each be considered in this document and that which focuses specifically on supporting children and young people, directly.

- A whole school/college approach defines the entire school community as the unit of change and involves planned action and collaboration between three areas: (i) curriculum, teaching, and learning; (ii) school/college ethos and environment; (iii) family and community partnerships.
- The school/college climate priorities social and emotional learning alongside academic learning.
- There is a stance that positive wellbeing is everyone's responsibility.
- There is a shared belief in the community that social and emotional skills can be developed for all children and young people (and adults), with the right universal, targeted and specialist intervention.
- Social and emotional skill development are constructed as something for all to reflect on and develop.
- All staff know about the impact of trauma on individual children, young people and adults. However, they should also know about the positive impact of supportive relationships and a whole school ethos as outlined in this document as a hopeful mediator.
- The Designated Mental Health Lead in your school/college is the key person who can support the implementation of the approach, with others' support. Click here for more information about this role:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1020249/Promoting\\_children\\_and\\_young\\_people\\_s\\_mental\\_health\\_and\\_wellbeing.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf).

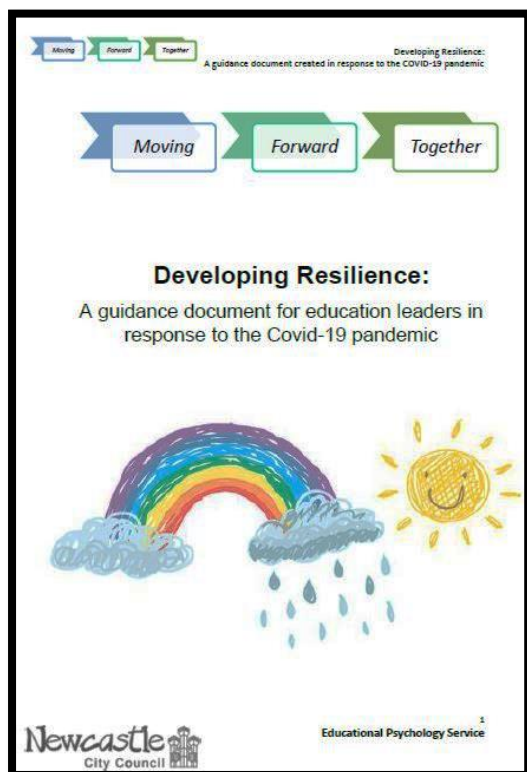
Please see [Appendix 3](#) for information about support for this lead in Newcastle. Training sessions for these leads start in October 2022.

- A sense of belonging in the school community is promoted.

Such a whole setting approach also needs to be considered in the context of our living through a global pandemic. The pandemic is viewed in this document as its own trauma and something which has been retraumatising for some children, young people and adults. That said, there have also been some positive outcomes of note, such as an increased focus on supporting mental health and some deeper reflection about who we are as humans within our communities.

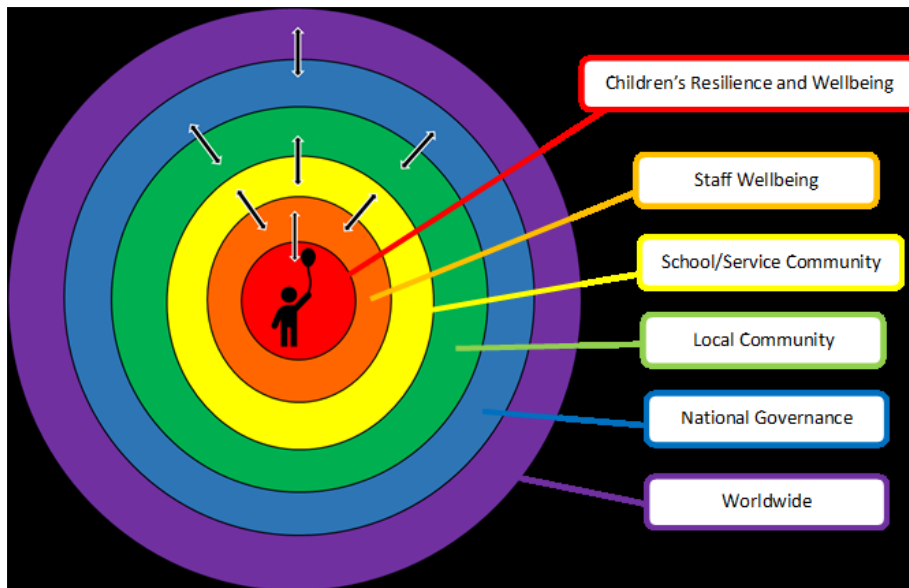
You may have already seen the Educational Psychology Service's 'Resilience' document, created within the context of the Covid 19 pandemic. A video summary can be accessed here: <https://biteable.com/watch/lets-talk-aboutresilience-a-introduction-to-r-2753610/9c9a6735ac8a0f5aa83dc6c77972e44d>

and the document can be found here:



<https://www.newcastlesupportdirectory.org.uk/sites/default/files/SEMH/Newcastle%20EPS.%20Developing%20resilience%20-%20A%20guidance%20document%20for%20Education%20Leaders.pdf>

In this document, Ecological theory (Bronfenbrenner, 2006) is referenced as a key theory to help us understand a whole school/college approach to supporting children and young people's wellbeing. Ecological theory identifies the different levels which affect a child or young person's resilience and wellbeing. In the diagram on the next page, each is represented by a different colour. The arrows indicate how children and young people's wellbeing during adversity is affected by their interactions at each other level. Whilst our goal as professionals is to support children and young people's resilience and wellbeing, you can see that this is dependent on our own wellbeing, as well as interactions and experiences happening more widely.



## Working in Partnership with Families

The family plays a key role in influencing children/young people's wellbeing. There is strong evidence that well implemented universal and targeted interventions supporting parenting and family life that offer a combination of emotional, parenting and practical life circumstances (combining drug, alcohol and sex education, for example) have the potential to yield social as well as economic benefits. Focusing on interventions in this area in this document is outside its scope. It is suggested that schools and colleges work with their family partners and also refer to work on relational practice going on in the Newcastle. Click [here](#) for more information:

<https://www.collaborativenewcastle.org/our-pillars/children-and-families-newcastle/lessons-family-valued-newcastle.pdf> (scie.org.uk)

The family should always be included as part of a collaborative approach whenever a child or young person is thought to need targeted support to promote their SEMH development and wellbeing. See section on the SEMH Profile in the second document.

Signposting tools to support parents and carers can be found in [Appendix 7](#)

## Psychological Sense of Community

'Psychological sense of community' is a construct which recognises that a sense of community is dependent on what is going on in the context of a community.

There are 4 components of a psychological sense of community:

Membership

Influence

Integration and fulfilment of needs

Shared emotional connection

Membership can be strengthened by the use of common symbols in a school/college community: logos, uniforms, a clear ethos and so on.

Individuals need to perceive that they have influence over the decisions taken within the community.

Individuals need to feel that they benefit from being part of it. Do they feel that they are heard? Do they feel competent? Do they share the values of many others in the community? Are there shared emotional connections between members, in positive and difficult times?

## How do you promote a psychological sense of community within your school/college and beyond?

Schools and colleges should be supported to:

- Be a source of community knowledge
- Provide a common meeting place
- A point from which to develop networks of support and friendship (teachers, pupils and parents)

Schools as communities have the potential to:

- Foster interdependence
- Foster mutual commitment
- Provide support and help

## Understanding the Needs of your School/College

The Newcastle 5 Rs Framework advocates for identifying the needs and strengths within your school/college as a first step before planning support. See section on [Recognition of Distress](#). This should be done at the level of the staff and children/young people in your school/college first. As mentioned in the previous section, that is not to say that working with families and parents is not crucial when considering the school/college community but that considering this is beyond the scope of this document at this time.

## Rationale for Starting with a Universal Approach First

Early intervention to identify issues and provide effective support is crucial. The school/college's role in supporting and promoting positive wellbeing can be summarised as:

1. **Prevention**: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping children and young people to be resilient so that they can manage the normal stress of life effectively. This will include teaching children and young people about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos. Please refer to training for the Mental Health Lead for a particular focus on building a relational ethos.
2. **Identification**: recognising emerging issues as early and accurately as possible through a collaborative approach with parents/carers and the children and young people themselves.
3. **Early support**: helping children and young people to access evidence informed early support and interventions. The effects of such support should be monitored through 'plan, do, review' cycles.
4. **Access to specialist support**: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

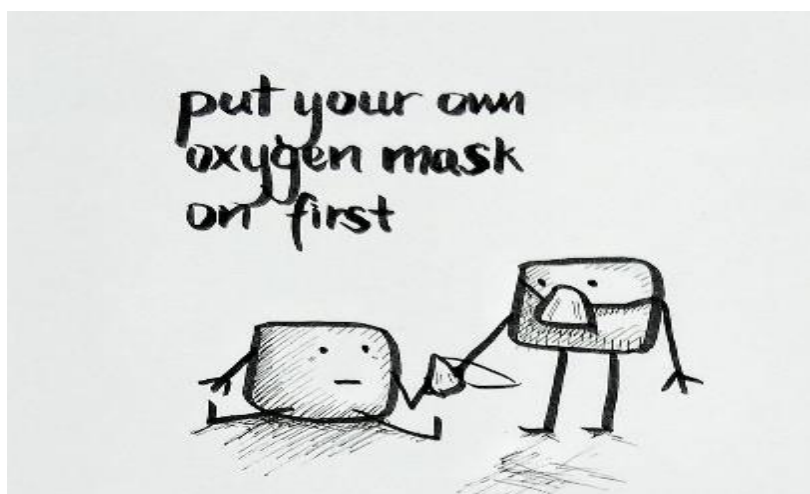
**There is robust evidence to support the association between positive wellbeing and education engagement and academic achievement.**

The benefits to preventing mental health problems in children and young people from arising, and intervening early where they do, can be significant for schools and colleges. For example, it may result in improved attainment, attendance and engagement, as well as happier, more confident and resilient children and young people (see Department for Education. [‘Mental health and behaviour in schools: Departmental advice for school staff’ London: 2018](#)).

## Starting with Staff

### Caring for the Carers

In order to support Newcastle’s children and young people, we need first to prioritise adults’ wellbeing. Think of the instruction to *“put your own oxygen mask on first”*.



This document includes approaches to promote staff’s wellbeing, resilience and sense of control and empowerment, within a context of a whole school/college approach.

The steps to achieve these outcomes in your schools/colleges are:

1. **Identify key issues for staff.** This can be done by completing an annual review of staff’s wellbeing, using a survey, such as the free survey found here: [Wellbeing Measurement for Schools Staff Survey](#) and creating actions in line with feedback.
2. **Have a clear Staff Wellbeing policy/commitment**, which outlines the steps in place to support and care for staff at all levels, including at Senior Leadership level. There should be an action plan and evidence against outcomes 1 – 4 here.
3. **Having a governor with knowledge and understanding of mental health and wellbeing issues** is also highly desirable in championing organisation wide practices.
4. **Provide training for staff about ways in which they might promote their own wellbeing.** (such as that offered through Newcastle’s core offer).



5. **Have clear support and psychological supervision pathways for staff in place.**  
This should include support for senior leaders.

## Staff's Relationships

The first area to consider is how to promote staff's relationships at the universal level, through which the other 'Rs' in the framework can also develop.

### Why Focus on Relationships?

The process of protecting and promoting teacher resilience is dependent on the relationships they have. Strong and positive relationships with colleagues, school leaders, students, friends and family all combine to create a network of relational support.

### How can I Support this Focus on Staff Relationships?

Areas which are given particular consideration in this document are underlined.

Relationships of note which require thinking about and planning at the universal level, as part of a whole school/college approach, include:

1. Support from colleagues – through [psychological supervision](#), [group consultation models](#) and the planning of informal social gatherings which can be opted into. There could be said to be two forms of important social support from colleagues: professional support with school issues and personal support with emotional issues.
2. Strong & supportive leadership – through leaders' dedication and commitment to implementing a staff wellbeing policy for all staff at the universal level. It is referred to throughout the school year and co -constructed with staff.
3. Support from family & friends – through encouragement to have work – life balance and modelling of this from Senior Management.
4. Student-teacher relationships – opportunities for students and teachers to have recreational time together, the inclusion of a good form tutor model, students and teachers having a sense of who others are as people (through the inclusion of pupil and teacher profiles, for example), opportunities to relax and have fun together and the inclusion of a staff – mentor model.
5. A sense of belonging is promoted for all. There is a clear sense of the school/college's ethos and what they stand for as a community of diverse individuals.

At the targeted level (although some settings see this as part of a universal offer):

6. Support from other professionals, such as Educational Psychologists, in the context of a therapeutic relationship in [psychological supervision](#).
7. A buddy system for new staff, particularly those new to joining teaching and/or those returning in a phased transition/post sickness/leave.
8. [Peer staff supervision](#) for all.

Please note, these areas are discussed in detail through training provided for designated Mental Health Leads in Newcastle. Book your place on the course here: [National Educational Leaders in Mental Health Newcastle October 2022 \(SMHL008\) – National Network of Mental Health Leads](#)





## Staff's Recognition of Distress in Themselves and Each Other

### Why Support Staff to Recognise Distress in Themselves and each other?

There is robust evidence that supporting staff to understand their own needs can a) prevent issues from developing to a point which affects their functioning and b) identify which staff need specialist support to heal, away from school/college.

### How can I Support Staff to Recognise Distress in Themselves and each other?

The following contains some evidence - based ways to support staff to recognise their own mental health needs, within a whole school/college approach:

At the Universal level, there is/are:

- A staff mental health and wellbeing policy (this could be included in a school-wide policy or be a separate document). It needs to be active and co – constructed.
- Feedback boxes where staff can share anonymously ideas for improvement of school/college ethos and model good working practices.
- Drop-in sessions with the senior leadership team for staff who have any concerns about their mental health.
- Dedicated space for staff to take some time to ground themselves and reconnect with themselves in a quiet area.

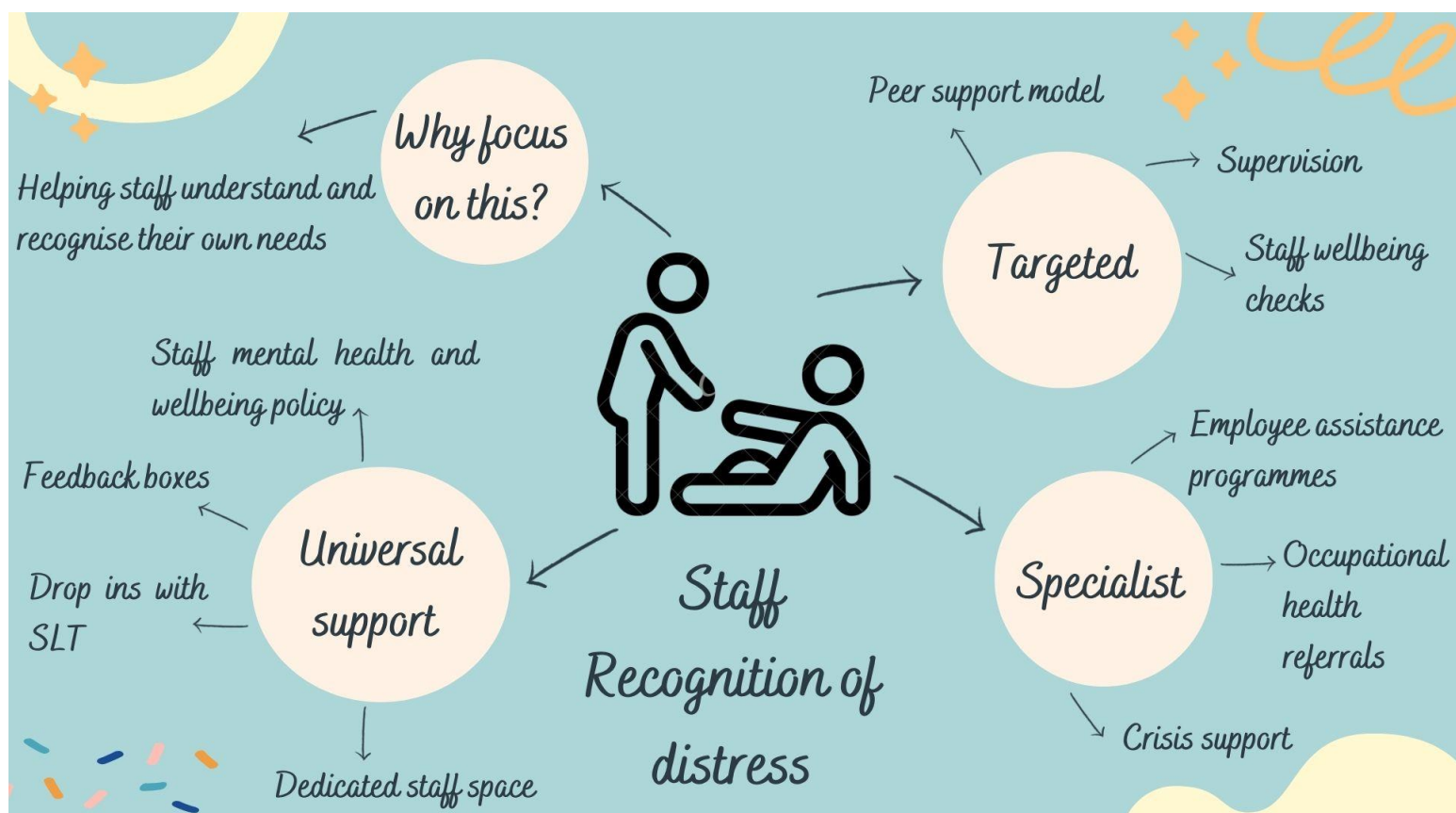
Targeted support for staff, particularly for those with responsibility for mental health, can include:

- [Supervision](#)
- Regular mandatory wellbeing check-in meetings for all staff using a peer-support model
- Wellbeing events for staff, for example, regular yoga sessions

Specialist support for staff can include:

- Employee Assistance Programmes (Education Support offers one).
- Crisis support
- Referrals to Occupational Health

See [Appendix 2](#) for signposts to services which can support staff at times of distress.



## Staff's Regulation

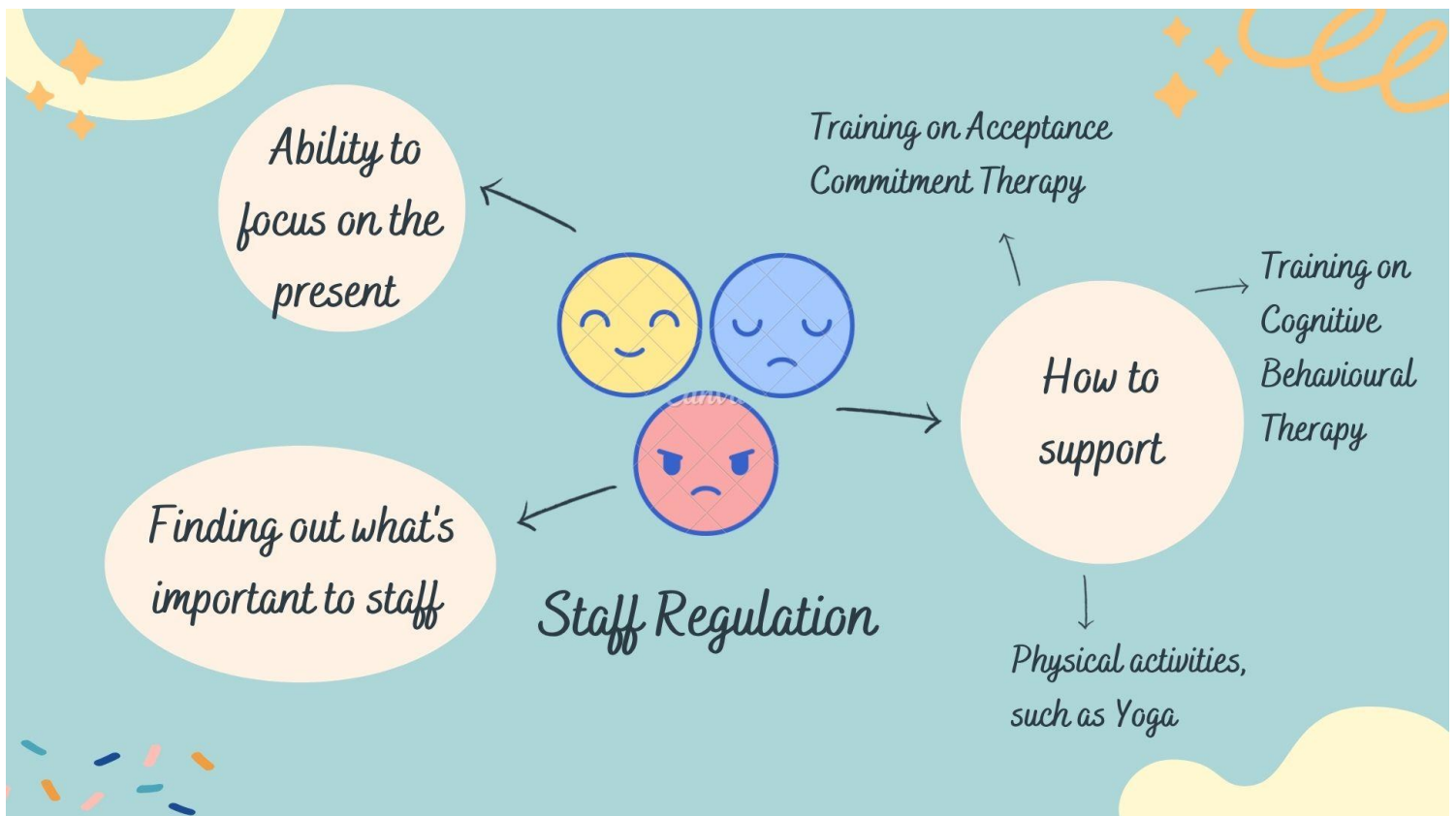
### Why Support Staff's Regulation?

The first step in regulation could be said to be the ability to ground oneself in the present moment. Research with school staff suggests that they can experience constant pressures and stress to the point where they are focused on the future and what they have to do, as opposed to where they are now.

### How can I Support Staff's Regulation?

There are ways in which staff might be supported to stay in the present and focus on the present, what is important to them now, as part of a whole school/college approach. There are different, evidence based, approaches to support staff to feel regulated as part of a universal offer. Some examples include:

- Having a defined sense of what is important to staff in their roles as teaching staff and humans. Staff may be interested in participating in core training on [Acceptance Commitment Therapy](#), provided by the Educational Psychology Service. See [Appendix 3](#).
- Participating in physical activities, including yoga, to connect the body, mind and soul.
- Learning about the area of [Cognitive Behavioural Therapy](#) and accessing core training on this area, provided by the Educational Psychology Service. See [Appendix 3](#).



## Staff's Reflection

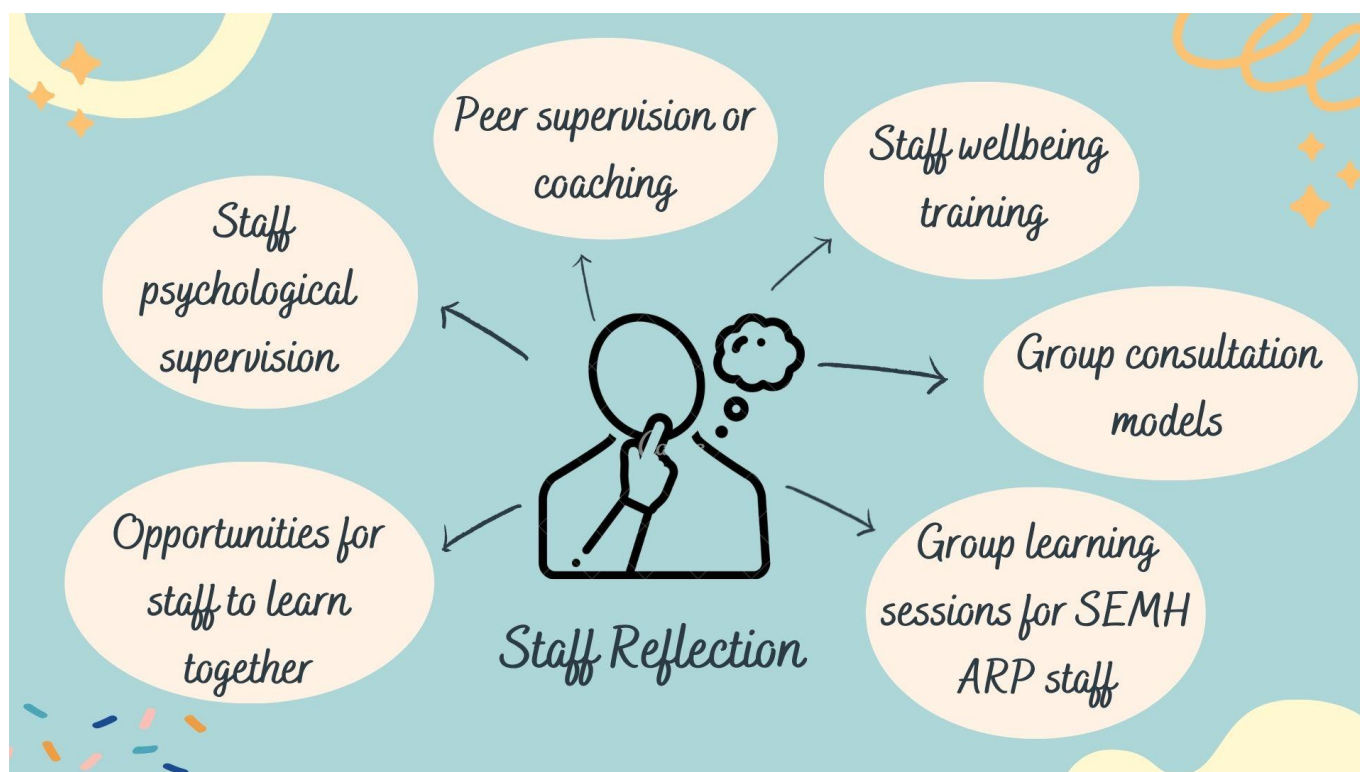
### Why Support Staff to reflect on their own Wellbeing?

Research suggests that staff wellbeing is promoted when there are opportunities for collaborative Continuing Professional Development. This is where there is no 'expert' delivering knowledge that *must* be learned and, instead, staff learn together. When professionals work together in democratic, thoughtful and purposeful ways, staff can feel reenergised as agentic practitioners. Supported and critical reflection can then lead them to make positive changes to their practice that they believe in.

### How can I support Staff to reflect on their own Wellbeing?

At the universal and targeted levels:

- This can be supported through participating in staff [psychological supervision](#) or [group consultation](#). All Secondary School staff have access to a core training session on how to implement their own group consultation approach. See [Appendix 3](#).
- Staff could also be offered universal 'Staff Wellbeing' training as part of the core training offer (see [Appendix 3](#))
- There are regular group learning sessions via Teams for all SEMH ARP staff. ARP staff should contact [Rebecca.wright@newcastle.gov.uk](mailto:Rebecca.wright@newcastle.gov.uk) to opt into these - half termly.
- Staff should ideally have access to [peer supervision](#) or another peer learning approach, including peer coaching. For information about implementing coaching, please refer to advice from Newcastle University, who have a particularly skilled and knowledgeable department specialising in the area:  
<https://www.ncl.ac.uk/media/wwwnclacuk/cflat/files/teacher-coaching.pdf>



## Staff's Resilience

### Why Support Staff's Resilience?

*If education is valuable, and if it is to be a successful social and economic investment, the well-being, engagement, motivation and resilience of teachers are... important issues. However, teachers' resilience in the face of professional difficulties cannot be taken for granted.*

(Lauchlan, Gibbs & Dunsmuir, 2012, p.5)

These are challenging times for the entire education community, with an estimated fifty thousand teachers leaving the profession every year. With the right support, such as that outlined in this document, staff resilience can be protected and promoted. It is suggested that building resilience should not be seen as something which individual teachers need to take responsibility for by themselves. Instead, the 5 Rs framework suggests that it is something which is promoted as part of a [whole school/college approach](#).

### How do I Support Staff's Resilience?

Newcastle's 5 Rs framework suggests that through building staff's relationships, recognition of distress, regulation and reflection through a whole setting approach, resilience will be promoted. Teachers' beliefs about themselves and their role sit at the core of teacher resilience. With this in mind, the approaches outlined in the 5 Rs framework advocate for putting staff first, listening to their views and needs and working with them in collaborative ways.





## Training and Resources to Develop the 5 Rs: Staff

In the following pages, evidence-based approaches which can be implemented as part of a whole school/college approach to promoting wellbeing are outlined. School/college staff can learn more about implementing these approaches by participating in some of the core training sessions described in [Appendix 3](#). If staff have ideas about other training which could be helpful for them relating to this document, they are encouraged to share these as this document can evolve over time, depending on need.



# Staff Psychological Supervision

## What is Psychological Supervision?

Supervision is a way for individuals to 'take stock' and think about their own practice and the children/young people they work with. Supervision is a joint endeavour, in which the member of school/college staff is supported, respectfully and positively, to achieve a goal that is important to them. This framework advocates for the access to psychological supervision for all teaching staff.

What could be brought to supervision? A member of staff could bring a problem that relates to a child or something else. The psychologist and member of staff will negotiate the purpose of the professional dialogue and agree how they will know if the session has been helpful. They will also agree any next steps together. The psychologist will draw on psychological approaches and frameworks to facilitate the member of staff's critical thinking.

Confidentiality: Everything talked about will be listened to, respectfully. Nothing will be passed onto other members of staff, including senior management. That is unless the member of staff thinks that this could be helpful to move forward with the problem or to evaluate progress. The psychologist and the member of staff have a duty to follow up anything that they consider to be a safeguarding issue.

Anonymity: It is not ethical to refer to a child by name and a pseudonym should be used instead.

## Why have staff psychological supervision?

Supervision helps staff learn more about the complexities existing in their own classrooms. Research suggests that supervision facilitated by a psychologist promotes deeper understandings of pupils' needs. It is associated with reductions in job related stress, increased professional efficacy and creative and inclusive changes to teaching practice.

## What are the next steps?

School/college staff should talk to their Educational Psychologist to discuss planning in regular psychological supervision as part of a traded offer. It may also be offered as part of a referral into the Additional Needs Allocation Support Panel (ASAP): [Newcastle SEND Advice and Support Allocation Panel \(SEN ASAP\) \(newcastlesupportdirectory.org.uk\)](https://www.newcastlesupportdirectory.org.uk)

If this is not something which is accessible to school/college staff, Secondary Staff can also access core training on how to embed a [Group Consultation](#) model. See [Appendix 3](#) for details or contact [Rebecca.wright@newcastle.gov.uk](mailto:Rebecca.wright@newcastle.gov.uk)

# Group Consultation Models

## What is Group Consultation?

Consultation' is a psychological approach which has the aim of promoting better understanding of children and contexts, which can lead to practical changes in the classroom, as well as changes to thinking.

Key elements of group consultation include:

- Skilled facilitation
- Clear purpose
- Clear structure
- Evaluation of impact
- Quiet, focused environment
- Group size – 3 - 8

## Why use group consultation?

There is a rich evidence base to support the use of regular group consultation in schools/colleges as part of a whole setting approach to wellbeing.

- It can promote deeper understandings of pupils' learning (Annan & Moore, 2012; Hanco, 1999; 2002).
- It is associated with reductions in job related stress (Bozic & Carter, 2002) and increased professional efficacy (Davison & Duffy, 2017)
- It can promote enhanced communication within staff teams and staff have found it easier to discuss problem situations (Bartle & Trevis, 2015)
- It can promote "catharsis, validation and containment" Muchenje & Kelly (2021)

## What are the next steps?

If you are a senior leader in a Secondary School, you can access core training which will help you to embed a group consultation model in your setting. Please note that this training focuses on training staff on using a 'Solution Circle' model. There are other group consultation models, which an Educational Psychologist can facilitate with groups of staff in your settings, as part of a traded offer.



# Staff Learning Together: Peer Supervision

## What is Staff Peer Supervision?

Distinct from line management, supervision has been defined as:

*...what happens when people who work in the helping professions make a formal arrangement to think with one another... about their work with a view to providing the best possible service to clients, enhancing their own personal and professional development and gaining support in relation to the emotional demands of work.*

(Scaife, 2001, p.4)

Peer staff supervision is characterised by a fluid and changing relational dynamic, in which the roles of supervisor(s) and supervisee(s) are shared between those taking part.

## Why include staff peer supervision?

According to Hulusi and Maggs (2015), the lack of a boundaried, reflective space – combined with the emotional demands of the job – can lead to teachers losing touch with their motivation for the role. Hawkins and Shohet (2006, p.6) write that a “lack of supervision can contribute to feelings of staleness, rigidity and defensiveness which can very easily occur in professions that require us to give so much of ourselves...”

## What are the next steps?

Staff in all settings can attend a core training session to learn more about setting up peer staff supervision in small groups. See [Appendix 3](#).

# Implementing a Staff Wellbeing Commitment

## What is a Staff Wellbeing Commitment?

The 5 Rs framework suggests that settings have a clear ethos or commitment to wellbeing, which has ideally been created with community participants.

It is important to note that Ofsted clarify that they do not expect providers to create documentation for inspection, to try to reduce administrative workload. Instead, having a clear commitment to wellbeing in your setting might be seen as somewhere to share a coherent ethos or aspiration for wellbeing, and the processes in place to promote wellbeing for all.

## Why have a staff wellbeing commitment?

The 5 Rs framework advocates for a staff wellbeing policy being implemented as part of a whole school/college policy to promote wellbeing. This policy should be evidence based and in response to having clear data about what the mental health needs of your staff are.

## What are the next steps?

Questions to consider include:

1. Why are you implementing a staff wellbeing policy? What do you hope to achieve?
2. What do you know about your staff's wellbeing (through data from a staff wellbeing questionnaire, for example)?
3. What areas are important to your staff with regards to their wellbeing?
4. How will you ensure that your staff wellbeing policy is active and valuable for all staff?
5. How do you support staff's wellbeing at different transition and career stages (consider those new to the profession, those returning from parental/adoption leave...)
6. How will you update your policy to reflect changing concerns and strengths?

Further advice on what to consider in a staff wellbeing policy/approach can be found here: <https://www.annafreud.org/schools-and-colleges/resources/ten-ways-to-support-school-staff-wellbeing/>

If setting staff consider that it could be helpful to have a virtual session with others to discuss their policies, this could be arranged. If staff are interested in this, please contact Rebecca Wright at [Rebecca.wright@newcastle.gov.uk](mailto:Rebecca.wright@newcastle.gov.uk)

# Acceptance Commitment Therapy (ACT)

## What is ACT?

Acceptance Commitment Therapy utilises acceptance and mindful process in the service of values based living. It is a therapeutic approach.

### Accessible videos explaining key concepts

<https://www.actmindfully.com.au/free-stuff/free-videos/> This links to Russ Harris' website. There are free, short videos here on a range of topics.

YouTube presentation by Dr Ray Owen (Clinical Psychologist) – provides an overview of the theoretical underpinnings of ACT <https://www.youtube.com/watch?v=hiOkNQnosFM>

Podcast: interview with Russ Harris. On ACT, burnout and wellbeing  
<https://www.youtube.com/watch?v=PjcHSsQSLMs> (podcast)

## Why learn more about Acceptancy Commitment Therapy as an Approach which Staff can draw on?

There is some emerging evidence that drawing on the approach can promote teachers' wellbeing, as part of a whole school/college approach to wellbeing.

## What are the next steps?

Staff can learn about the approach in three core training sessions. [See Appendix 3.](#)

# Cognitive Behavioural Therapy (CBT)

## What is CBT?

CBT is a psychological approach which considers the link between thoughts, feelings or emotions and behaviour.

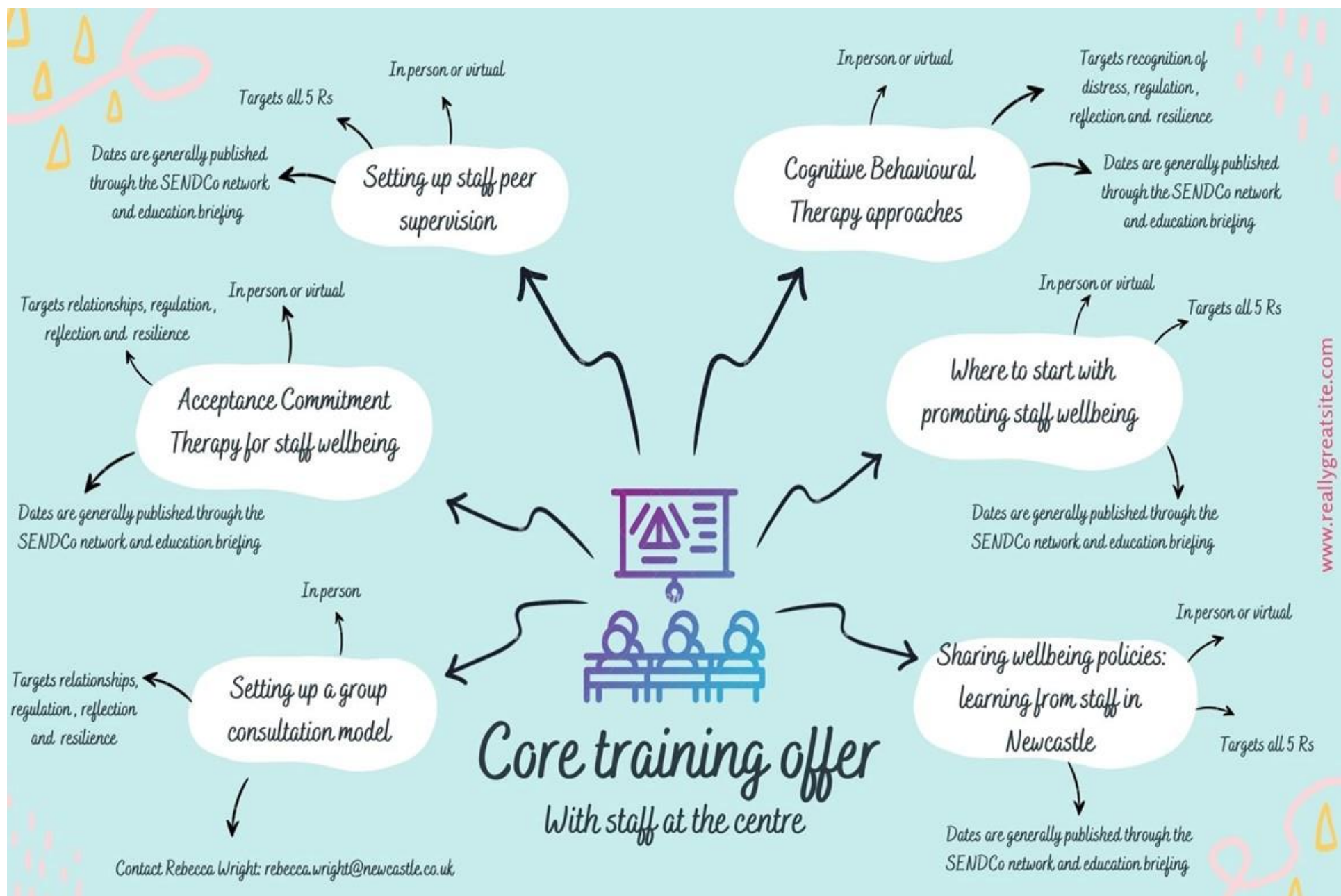
## Why learn more about approaches which draw on CBT to support staff?

Strategies with a CBT underpinning can be used at an individual level to relieve thoughts, feelings and actions associated with anxiety and stress. However, the language of CBT can be implemented at the universal level as part of a whole school/college approach to wellbeing.

Although a complex approach, there are some easy-to-use strategies that might be helpful to draw on if our own thoughts and feelings (and therefore behaviours) seem blocked, overwhelming and/or resistant to change.

## What are the next steps?

Staff can access core training on CBT approaches for staff, as part of a whole school/college approach. [See Appendix 3.](#)



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## Government Guidance

Mental health and behaviour in schools (2018) is departmental advice for school staff.

Department for Education.

Counselling in schools: a blueprint for the future (2015) is departmental advice for school staff and counsellors. Department for Education.

Preventing and tackling bullying (2017) advice for head teachers, staff and governing bodies. Department for Education.

Promoting the health and wellbeing of looked-after children (2015) is statutory guidance for local authorities, clinical commissioning groups and NHS England. Department of Health and Department for Education.

Keeping children safe in education (2014) is statutory guidance for schools and colleges.

Department for Education.

Transforming children and young people's mental health provision: a Green Paper (2017) sets out proposals to implement additional mental health support within schools and colleges. Department for Education and Department of Health.

The Statutory Guidance for RSE and Health Education (2020) sets out guidance for schools and colleges when implementing this curriculum. Department for Education. The Department for Education has created a training module available for school staff that supports the physical health and mental wellbeing section of the RSE and health education curriculum.

The Respectful School Communities self-review and signposting tool supports schools to develop a whole-school approach which promotes respect and discipline, in order to combat bullying, harassment and abuse of any kind.



## Appendices

### Appendix 1: Newcastle's Graduated Approach to SEMH



## Appendix 2: Services which can Support Staff in Times of Distress

There are opportunities for assessing the mental health and wellbeing needs of staff, by providing support to enable staff to reflect on and to take actions to enhance their own wellbeing and by promoting a work-life balance for staff. A good way of driving these changes is through the Workplace Wellbeing Charter National Standards. An alternative is this questionnaire: <https://www.annafreud.org/schools-and-colleges/resources/wellbeing-measurement-for-schools-staff-survey/>

Education Support are a charity dedicated to improving the health and wellbeing of the education workforce and provide a host of resources to support education staff.

The Better Health Every Mind Matters website includes a self-care tool to help staff to take simple steps to look after their mental health and find a good work-life balance.

### Organisations Offering Support

#### **ALCOHOL**

Alcoholics Anonymous offers area support meetings

National Helpline: 0845 769 7555

Email: [help@alcoholics-anonymous.org.uk](mailto:help@alcoholics-anonymous.org.uk) [www.alcoholics-anonymous.org.uk/](http://www.alcoholics-anonymous.org.uk/)

Drinkline offers advice, information and support to anyone concerned about their own or someone else's drinking

Telephone Helpline: 0300 123 1110 [www.patient.co.uk/support/drinkline](http://www.patient.co.uk/support/drinkline)

#### **BEREAVEMENT**

Cruse Bereavement Care helpline for bereaved people and those caring for bereaved people

Telephone Helpline: 0844 477 9400

Email: [helpline@cruse.org.uk](mailto:helpline@cruse.org.uk) [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk)

#### **BI - POLAR UK**

This is a national user-led organisation and registered charity for people who lives are affected by Bi-Polar.

Telephone: 020 7931 6480 [www.bipolaruk.org.uk](http://www.bipolaruk.org.uk)

Email: [info@bipolaruk.org.uk](mailto:info@bipolaruk.org.uk)

**COUNSELLING**

Relate offer relationship counselling and mediation for individuals and couples

Preventing Work-Related Mental Health Conditions By Tackling Stress 26

Guidance for School Leaders from NUT, GMB, Unison and Unite

Telephone: 0300 100 1234 [www.relate.org.uk](http://www.relate.org.uk)

**DEBT**

StepChange Debt Charity provides help for anyone in debt or concerned they may fall into debt

Freephone 0800 138 111 [www.stepchange.org](http://www.stepchange.org)

(including all mobiles)

Email: [www.stepchange.org/Contactus/Sendusanemail.aspx](http://www.stepchange.org/Contactus/Sendusanemail.aspx)

**DRUGS**

UK National Drugs Helpline is a free 24-hour service for drug users and solvent mis-users, their families. Friends and carers

Helpline: 0800 776 600 [www.urban75.com/Drugs/helpline.html](http://www.urban75.com/Drugs/helpline.html)

Email: [www.urban75.org/blog/contact/](http://www.urban75.org/blog/contact/)

**GAMBLING**

Gamcare offers confidential counselling, advice and information for anyone affected by a gambling dependency

Helpline: 0808 802 0133 [www.gamcare.org.uk](http://www.gamcare.org.uk)

**HOUSING**

Shelter offers confidential advice on housing problems

Helpline: 0808 800 4444 [www.shelter.org.uk](http://www.shelter.org.uk) [www.sheltercymru.org.uk](http://www.sheltercymru.org.uk)

**MEDICAL**

Terrence Higgins Trust offer advice, practical support and counselling for HIV and AIDS

Telephone: 0808 802 1221 [www.tht.org.uk](http://www.tht.org.uk)

Email: [info@tht.org.uk](mailto:info@tht.org.uk)

## **MIND**

MIND is the leading mental health charity in England and Wales, providing information and support to those affected by mental distress, as well as campaigning to improve policy and attitudes.

Mind Infoline: 0300 123 3393; Email: [info@mind.org.uk](mailto:info@mind.org.uk)

Legal Advice Line: 0300 466 6463; Email: [legal@mind.org.uk](mailto:legal@mind.org.uk)

020 8519 2122 (England); 029 2039 5123 (Wales) [www.mind.org.uk](http://www.mind.org.uk)

Mind Model Mental Health Policies and Fact Sheets are available from:

<http://www.mind.org.uk/information-support/guides-to-support-and-services/>

## **NEWCASTLE CITY COUNCIL OCCUPATIONAL HEALTH:**

<https://www.newcastle.gov.uk/business/health-and-safety/health-and-safety-occupational-health-services>

The role of Occupational Health is to be an advisory service, aiming to prevent ill health in the workplace. One of their roles is to advise staff during phased returns back to work after a period of absence related to ill physical and/or mental health.

## **PARENTING**

Family Lives offers support for anyone parenting a child, including grandparents and step-parents

Helpline: 0808 800 2222 [www.familylives.org.uk](http://www.familylives.org.uk)

Email: [www.familylives.org.uk/how-we-can-help/email-support/](http://www.familylives.org.uk/how-we-can-help/email-support/)

The Information, Advice and Support Services Network (formerly Parent Partnership) offers support and advice to parents with children who have particular needs in schools across England.

Telephone: 0207 843 1900 <http://www.iassnetwork.org.uk/contact-us/>

Email: [iassn@ncb.org.uk](mailto:iassn@ncb.org.uk)

## **PREVENTING WORK RELATED MENTAL HEALTH CONDITIONS BY TACKLING STRESS**

Guidance for School Leaders from NUT, GMB, Unison and Unite

Supporter Care: 0121 522 7707

Email: [advice@rethink.org](mailto:advice@rethink.org)

**RETHINK MENTAL ILLNESS**

This is the largest mental illness charity in the UK and is dedicated to improving the lives of everyone affected by severe mental illness, whether sufferers, carers or professionals working in the mental health field

Advice Line: 0300 5000 927 [www.rethink.org](http://www.rethink.org)

**SAMARITANS**

Samaritans offer 24-hour confidential and emotional support for anyone in crisis

Telephone: 08457 909090 [www.samaritans.org.uk](http://www.samaritans.org.uk)

Email: [jo@samaritans.org](mailto:jo@samaritans.org)

Samaritans can support schools by giving talks, providing a teaching resource called DEAL, and hosting a suicide response service to support schools following a suicide.

**SMOKING**

Quit offers friendly help, advice and support on how to stop smoking

Telephone: 020 7553 2100 <http://www.quit.org.uk/>

Email: [stopsmoking@quit.org.uk](mailto:stopsmoking@quit.org.uk)

**STRESS**

Teacher Support Network is an independent charity that provides practical and emotional support to trainee, serving and retired teachers and their families

24/7 Support Line: 08000 562 561 (UK); 08000 855 088 (Wales)

Email: [support@teachersupport.info](mailto:support@teachersupport.info) [www.teachersupport.info/](http://www.teachersupport.info/)

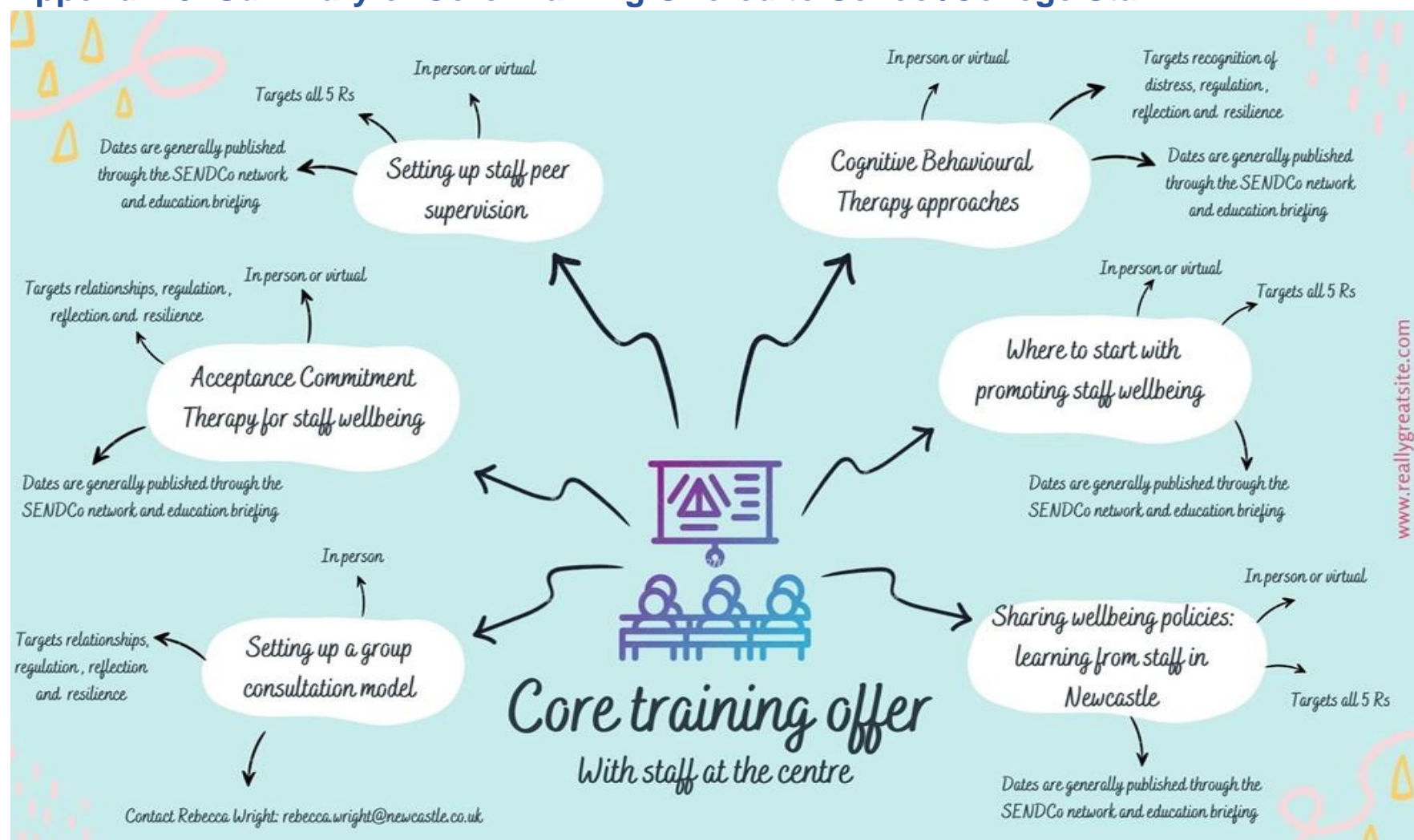
**SUICIDE AND EMOTIONAL CRISIS**

SANE offer emotional and crisis support for people suffering from mental health problems, their friends and families

Telephone: 0845 767 8000 [www.sane.org.uk](http://www.sane.org.uk)

Email: [www.sane.org.uk/resources/contact\\_us](http://www.sane.org.uk/resources/contact_us)

## Appendix 3: Summary of Core Training Offered to School/College Staff



**With Staff at the Centre:**

<b>Area of Training</b>	<b>Virtual/In Person</b>	<b>Which of the 5 Rs are Targeted?</b>	<b>How to Access</b>
Acceptance Commitment Therapy for Staff Wellbeing	Virtual option if more than one setting is interested. There can also be an in-person option made available.	Relationships Regulation, Reflection and Resilience	Dates will generally be published through SENCo network and the Education briefings
Setting up a Group Consultation Model for School/College Staff	In person	Relationships Regulation, Reflection, Resilience	Email Rebecca.wright@newcastle.gov.uk
Cognitive Behavioural Therapy Approaches for School/College Staff	Virtual or in person	The 5 Rs	Dates will generally be published through SENCo network and the Education briefings
Where to Start with Promoting Staff Wellbeing	Virtual or in Person	The 5 Rs	A basic summary course can be accessed as part of the core training offer. Dates will generally be published through SENCo network and the Education briefings
Sharing Wellbeing Policies: Learning from Staff in Newcastle	Virtual or in Person	The 5 Rs	If you are interested in discussing this area with other teaching staff, a virtual space can be arranged and facilitated through emailing Rebecca.wright@newcastle.gov.uk
Setting up Staff Peer Supervision	Virtual or in Person	The 5 Rs	Dates will generally be published through SENCo network and the Education briefings



## Appendix 4: Resources to Signpost Families to

**Centre for Mental Health** has written a briefing for schools about the importance of parenting programmes. Current research suggests that ‘programmes’ that are most meaningful are those that are collaborative and person – centred.

The **Youth Wellbeing Directory** helps service users and funders find high quality services to improve the emotional wellbeing and mental health of children and young people directly, or by supporting their families and caregivers. The directory enables users to search for services in their area and to have the reassurance that the services being promoted adhere to quality standards.

Some of the best tested and most reliable parenting programmes **are Incredible Years and Triple P**. In order to work best, parenting programmes need to be delivered as they were originally intended and be targeted at those with the right level of need.

**YoungMinds Parents’ Helpline** is a free, confidential helpline for any adult who is concerned about the emotional problems, behaviour or mental health of a child or young person up to the age of 25. The helpline number is 0808 802 5544.

**Square Peg** provides support for parents or carers whose children struggle to go to school.

Please refer to Newcastle’s Local Offer and Family Hubs for up to date services in the area.

Many Educational Psychologists in Newcastle are trained in facilitating Video Interaction Guidance: [Association for Video Interaction Guidance UK](#). Talk to your Educational Psychologist to discuss whether this is an approach which could be used in your setting and with your families.