

Graduated Attendance Toolkit

2025-26



Universal

For all children with and without SEND
Always from the school's staff and resources

Targeted

For some children with SEND
Usually from the school's staff and resources

Specialist

For children with SEND with the highest level of need
Usually linked to an EHC Plan
Often from outside the school's staff and resources

Universal

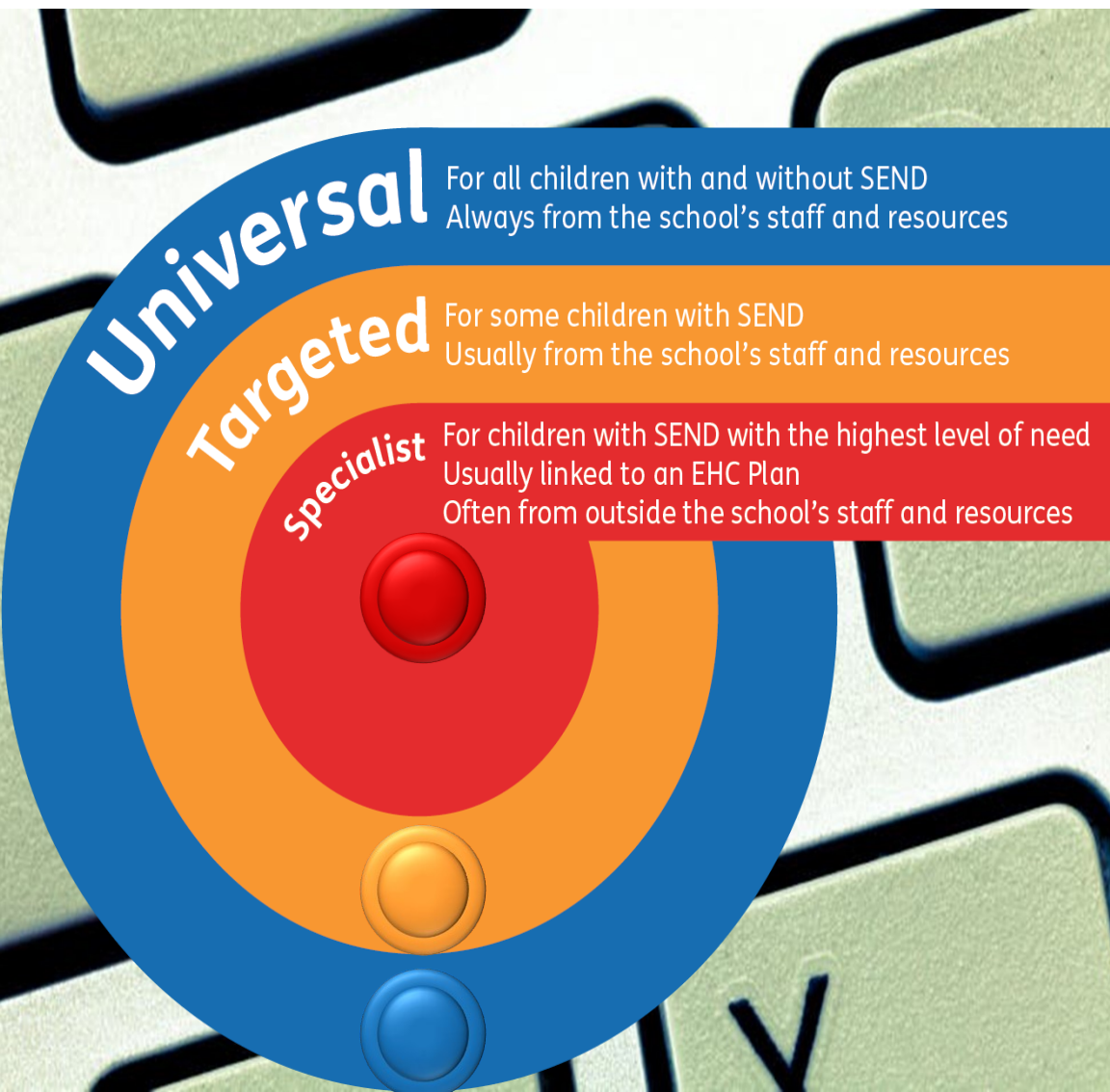
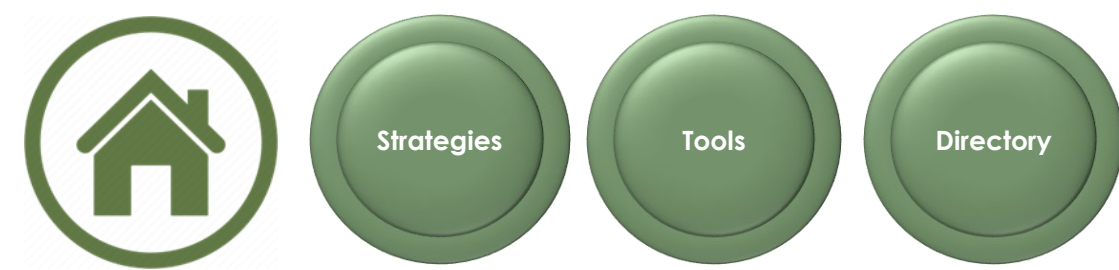
Strategies, Tools and
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Graduated Approach

The Graduated Approach refers to the system of SEN support within mainstream settings. It is the system by which schools should assess the needs of children and young people and then provide appropriate support. The system should follow four stages, often referred to as a 'cycle': Assess, Plan, Do, Review. The four-stage approach is as follows:

Assess: The class teacher or subject teacher (working with the SENCO) is responsible for carrying out a clear analysis of a pupil's needs, drawing on teacher assessments and experience of the pupil.

Plan: Where it is decided to provide a pupil with SEN Support, the parents must be notified. All teachers and support staff who work with a pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required.

Do: The planned interventions should then be put into place. The class or subject teacher should work closely with any teaching assistants or specialist staff involved and the SENCO should support the class or subject teacher.

Review: Reviews should take place and inform feed back into the analysis of the child's needs. The Code of Practice suggests schools should meet with parents three times a year.



Universal Support

This is support that is given in all schools, in every classroom, by every teacher and for all children – those with and without SEN. The funding and the expertise for universal support come from the school's resources and is part of quality first teaching.

Universal support is focused around differentiated learning. The level at which pupils are learning may be different, so, the teacher will change the work to meet their needs within class. This is differentiation and teachers do this routinely for every lesson.

Universal support also includes things that all children can expect to get, such as

- **a buddy system for breaks and lunchtimes**
- **visual support and timetables**
- **breaking down work into small chunks**
- **extra time to finish tasks that need long periods of reading or listening**
- **good preparation for change**
- **the teaching of social understanding**
- **using alternative ways of recording work**

Universal

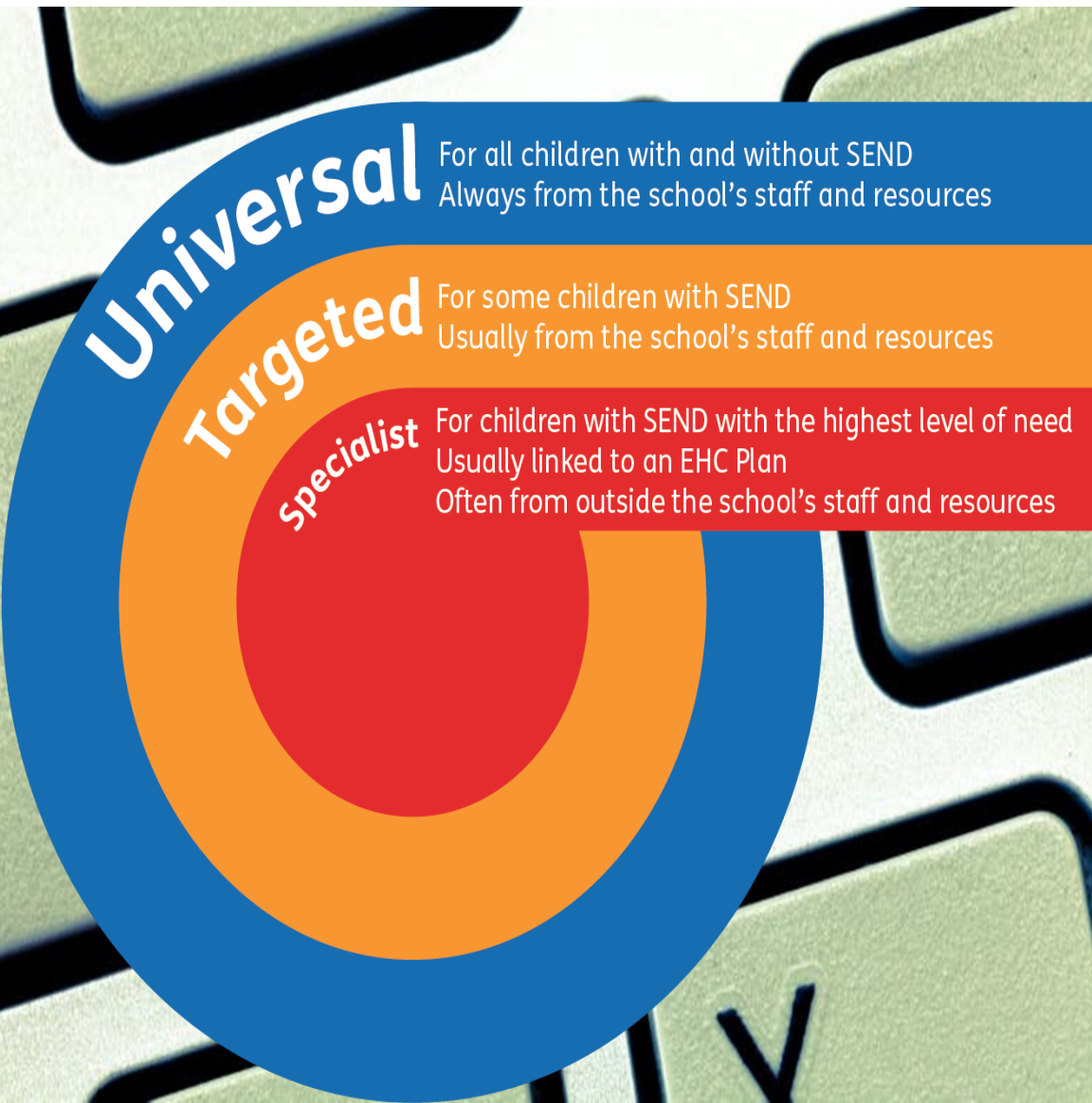
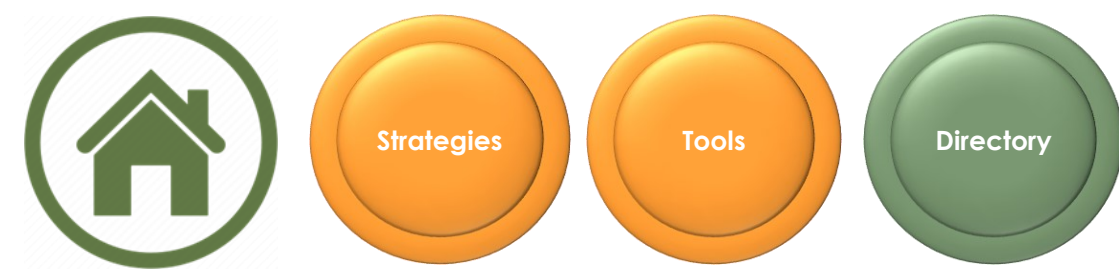
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Targeted Support

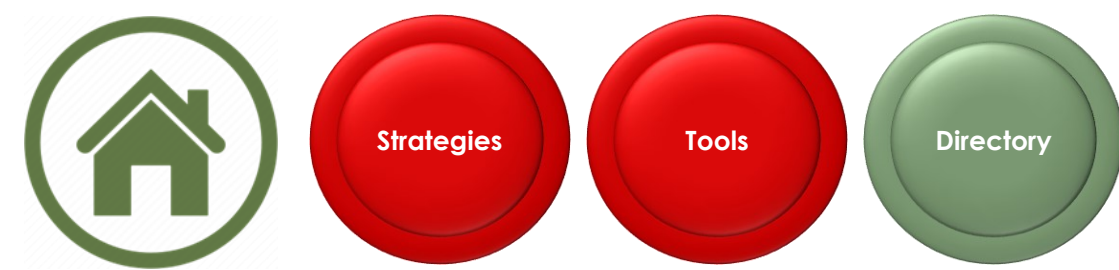
This is support that can be given in all schools, in every classroom and by every teacher, and is for some children.

It's extra to, or different from, universal provision. There is funding and expertise available in schools for children who need targeted support.

A pupil will have a school-based plan which sets out this kind of support. The staff at school may also need to get professional advice for some areas of support.

Targeted support includes things like:

- **social skills groups**
- **use of IT resources to support reading and writing, including touch typing**
- **forest school sessions**
- **counselling**
- **study skills support**
- **access to a quiet time out or a distraction free area**



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Specialist Support

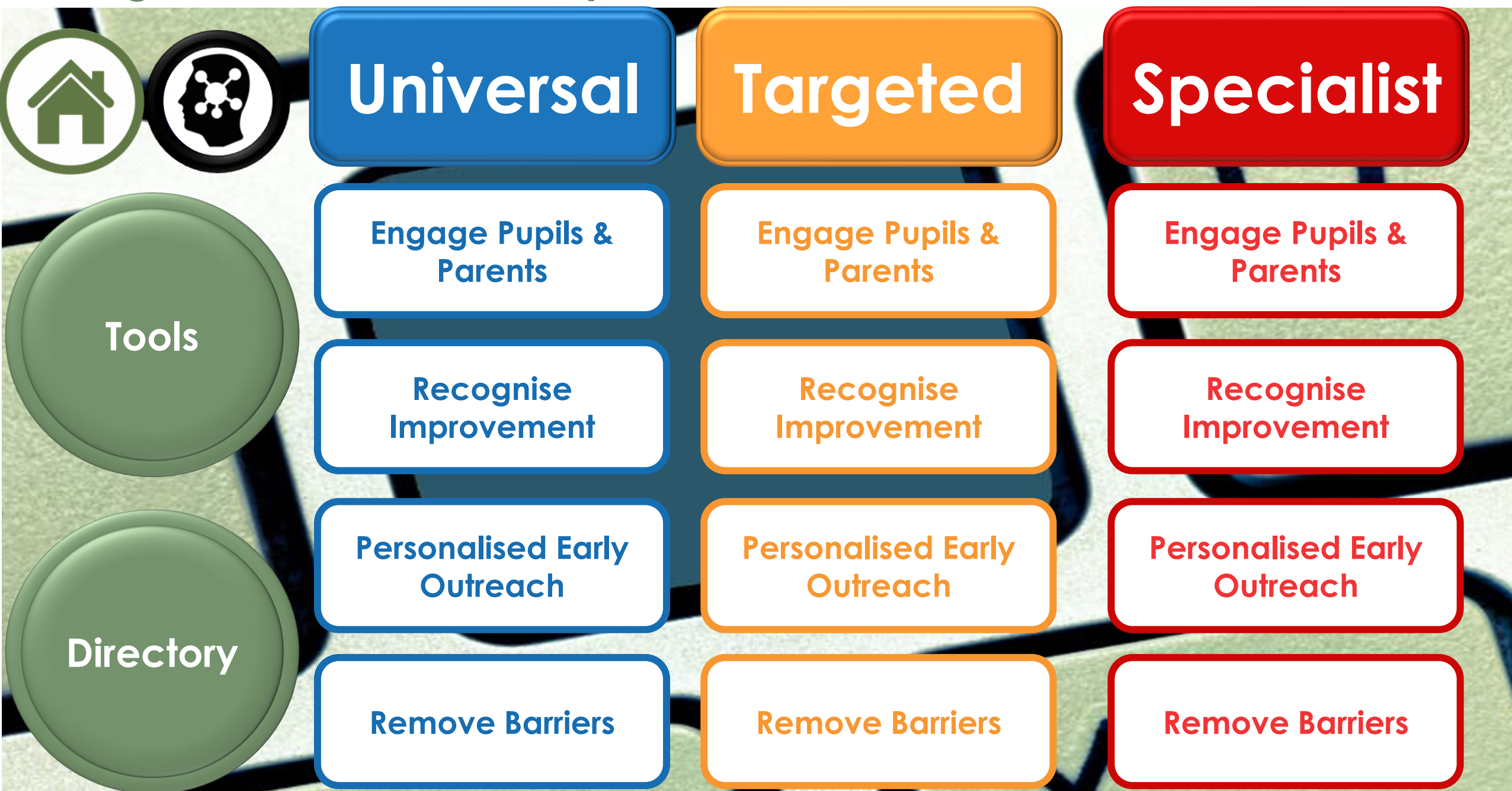
This is support that's available in all schools and some classrooms, but for a few pupils. The funding and expertise for these pupils may need to come from outside the school's resources.

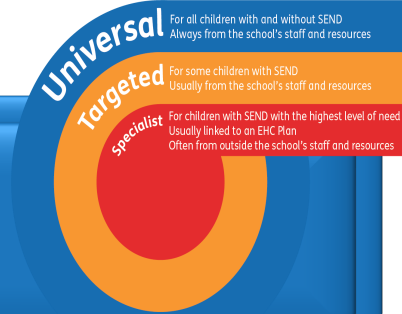
If a pupil needs specialist provision, school staff will usually need to get specialist advice. This kind of support is usually given to children and young people with long term complex needs and/or disabilities, often with an Education Health and care (EHC) plan. It's the type of support often given in special schools, though it's also given in mainstream schools.

Specialist support includes things like:

- **using a picture exchange system for communication**
- **individual mentoring**
- **an identified key adult and personalised curriculum**
- **one to one support for children with multi-sensory impairment**
- **individual speech or language therapy**
- **changes to the social environment to avoid triggers and reduce stress**
- **school-based counselling**

Strategies, Tools and Directory





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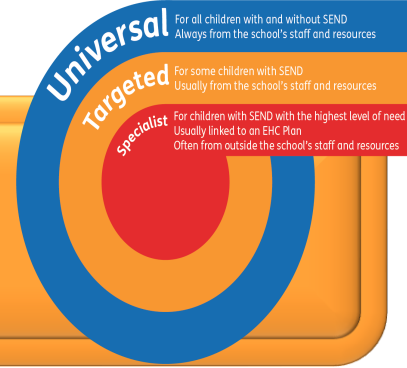
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Personalised Early Outreach

Remove Barriers

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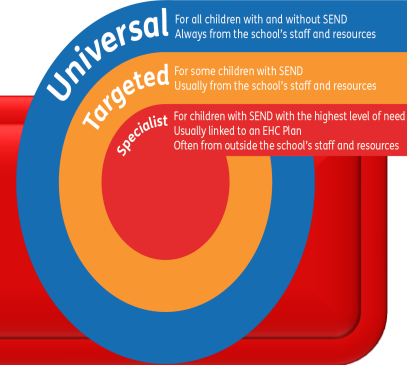
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Engage Pupils & Parents

Create a school climate that encourages pupils to come to school everyday

- » Provide engaging curriculum that draws pupils to school
- » Prioritise attendance in strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged pupils including use of pupil premium and support for young carers and children with a social worker.
- » Keep school clean and clear of health hazards
- » Cultivate an atmosphere where pupils feel respected and safe
- » Offer wellbeing interventions activities before and after school to engage pupils
- » Provide enrichment activities for pupils, such as field trips, assemblies, and dances

Create a welcoming culture of attendance

- » Greet pupils in the morning
- » Create visuals (bulletin boards, banners, posters) that reflect attendance messaging and modify during the year to sustain impact
- » Explain expectations for attendance, and how absences can add up, in back-to-school materials, on the school's website and at events, etc.
- » Ensure the school's attendance policy is easily accessible to leaders, staff, pupils, and sent to parents when pupils join the school. Parents to be reminded of this policy at the beginning of each school year and when it is updated.
- » Tell parents how to report an absence
- » Ensure that your school has opportunities for parental engagement and involvement including organised parent groups, learning at home, and volunteer opportunities
- » Ensure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.
- » Seek the views of pupils and parents when reviewing and updating the attendance policy.

Provide activities that engage pupils and families

- » Offer opportunities for before and after-school programs at the school
- » Offer field trips, dances, assemblies, book fairs and other activities
- » Call when pupils miss school to express concern
- » Actively welcome pupils back and identify any academic support needed

Recognise improving attendance is a school leadership challenge

- » Have a designated senior leader with overall responsibility for championing and improving attendance in school and liaising with pupils, parents and external agencies where needed. The senior attendance champion to be responsible for the following:
- » Setting a clear vision for improving and maintaining good attendance, establish and maintain effective systems
- » Tackling absence and making sure they are followed by all staff
- » Having a strong grasp of absence data to focus the collective efforts of the school and regularly monitor and evaluate progress

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Engage Pupils & Parents

Provide information and attention that underscores concern for children

- » Call or send letter to alert family to attendance concerns and explore what help may be needed.
- » Suggest a home visit and/or meeting to address barriers to attendance
- » Use the 'Attendance Flow Chart and Strategies' to help develop family strategies to support improved attendance
- » Provide parents with family-friendly, easy-to-understand information and/or assistance in reaching out to social services or community resources that may be helpful in addressing barriers identified
- » Help parents understand and avoid legal consequences of extreme chronic absence
- » Emphasize the importance of their child's attainment, wellbeing, and wider development and warn on the consequences of poor attendance
- » Nurture teacher interest and capacity in helping to reach out to chronically absent pupils and their families and ensure they receive the training and professional development to do this.
- » Identify and provide for family needs e.g. food pantry, clothing assistance, and literacy programs

Maintain contact with family to ensure they are receiving needed support

In developing this support, the usual processes relevant to any attendance case apply:

- » Understanding the individual needs of the pupil and family
- » Working in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available)
- » Regularly reviewing and updating the support approach to make sure it continues to meet individual needs

Identify the academic needs of pupils and develop a plan to provide appropriate tutoring and coaching services

- » Determine if the pupil needs to catch up on work to support their successful lesson reintegration, ensuring the pupil and their family has a clear understanding of what this is and how to manage completion of it without exacerbating any existing worries

Undertake frequent analysis of data to identify the pupils who need support and focus staff efforts on developing targeted actions for those cases

- » Focus attention on all on severities of absence (and not just persistent and severe absence) to identify pupils who can be supported even earlier and before patterns become entrenched.
- » Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This should include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance.
- » Benchmark attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- » Devise specific strategies to address areas of poor attendance identified through data.
- » Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented. The findings should then be used to evaluate approaches or inform future strategies.
- » Provide data and reports to support the work of the board or governing body

N.B. Utilise lessons learned from working with families and pupils at a targeted level to inform universal prevention and intervention efforts. **Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.**



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Specialist Strategies

Engage Pupils & Parents

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Assess pupil and family needs and intensify outreach

- » Determine if the pupil and their family is or should be agency involved. If they are, work to set up a meeting to coordinate services
- » Refer pupils and families to appropriate service agencies e.g. social services, counselling, housing, and health services
- » Work with relevant agencies to develop a comprehensive educational plan that also address pupil and family needs
- » Share data with appropriate agencies and ensure that agencies are using chronic absence as a must respond to indicator
- » Work with families to avoid legal consequences to the extent possible
- » Work to ensure the pupil is connected to positive supports and programs, e.g. mentoring

In cases of both long term physical or mental ill health, school staff are not expected to diagnose or treat physical or mental health conditions, but they are expected to work together with families and other agencies with the aim of ensuring regular attendance for every pupil. They should:

- » Facilitate any relevant pastoral support with the clear aim of improving attendance whilst supporting the underlying health issue.
- » Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by and regularly reviewed with the pupil and their parents.
- » Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxious feelings about school attendance.
- » Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.

N.B. Utilise lessons learned from working with families and pupils at a specialist level to inform universal and targeted prevention and intervention efforts.

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Final Recourse

Where voluntary support has not been effective and/or has not been engaged with, work with the local authority to:

- » Put formal support in place in the form of an attendance contract or an education supervision order
- » Issue a Notice to Improve and/or penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents' behaviour.
- » Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
- » Prosecute parents where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.

If necessary, leverage the power of the courts to involve families and pupils in needed services and interventions

- » Determine if the Courts have access to additional programs or services that would assist the family in overcoming barriers to attendance

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Recognise Improvement

- » Create friendly competition among classrooms offering raffles, parties and public recognition for good and improved attendance
- » Celebrate individual progress through weekly, monthly and periodic recognition using bulletin boards, certificates, verbal and written acknowledgement)
- » Recognise pupils and parents at special assemblies



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Targeted Strategies

BACK



Recognise Improvement

Establish specific individual goals and provide recognition as they are met.

- » Work with pupils and families to set attendance goals and time frames
- » Engage pupils in tracking their own attendance daily
- » Recognize good and improved attendance weekly
- » Develop strategies with pupils based on age, interest and other factors

N.B. Utilise lessons learned from working with families and pupils at a targeted level to inform universal prevention and intervention efforts. **Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.**

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Recognise Improvement

Incorporate appropriate positive reinforcements into plans for supporting the pupil's improved attendance.

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Personalised Early Outreach

- » Place calls home each day that a pupil is absent
- » Include attendance on report cards
- » Integrate information about chronic absence into parent programs and communications throughout the year
- » Host a transition meeting (i.e. incoming year 6 pupils and families new to the school) with incoming families to help them learn about their child's new school, get to know their teachers, and to set expectations about attendance including clearly communicating how absences can add up and impede learning, along with helping families to understand all the learning that happens in the early grades
- » Monitor the impact of any intervention(s) to increase pupil attendance and adjust where necessary in discussion with the pupil and parents.
- » Proactively manage lateness and set out in the attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session and not longer than 30 minutes.
- » Monitor lesson attendance within sessions to identify patterns of absence within the school day and deal with any pupils who are on site but not attending lessons through pastoral and special educational needs or disability support or behaviour policy.
- » Accurately record pupils who are allowed to be absent from the school site for certain educational activities or to attend other schools or settings.

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Personalised Early Outreach

- » Assign pupil an attendance buddy
- » Recruit pupils for engaging afterschool activities.
- » Provide morning check-ins for pupils
- » Schedule Parent/School Staff Conference to discuss absences (College Director, Pastoral Leader, Teacher, SENCO, Attendance Officer, etc.)

Assess pupil and family needs

- » Refer families to appropriate services e.g. local authority, social services, housing teams, children and young people's mental health services and or other health services, etc.
- » Arrange transportation to and from school with other families or staff
- » Makes home visits and connect families with needed resources
- » Work with pupils and families to develop strategies for improved attendance
- » Monitor the impact of any intervention(s) and adjust where necessary in discussion with the pupil, parents and any other partners.

N.B. Utilise lessons learned from working with families and pupils at a targeted level to inform universal prevention and intervention efforts. **Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.**

Final Recourse

Where all other voluntary and formal support or legal intervention has failed or where support has been deemed inappropriate in the circumstances of the individual case, the following can be considered:

An Attendance Contract: An attendance contract is a formal written agreement between a parent and either the school (except for independent schools and non-maintained special schools) or local authority to address irregular attendance at school or alternative provision. An attendance contract is not legally binding but allows a more formal route to secure engagement with support where a voluntary early help plan has not worked or is not deemed appropriate.

Attendance prosecution: If a child of compulsory school age fails to attend regularly at a school at which they are registered, or at a place where alternative provision is provided for them, their parents may be guilty of an offence and can be prosecuted by the local authority. Prosecution in the Magistrates Court is the last resort where all other voluntary and formal support or legal intervention has failed or where support has been deemed inappropriate in the circumstances of the individual case.

Penalty notices: Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school where they are registered or, in certain cases, at a place where alternative provision is provided.

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Education supervision orders: Where a voluntary early help plan, or formal attendance contract has not been successful, an Education Supervision Order (ESO) can be a useful alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court, rather than Magistrates Court.

Attendance prosecution: If a child of compulsory school age fails to attend regularly at a school at which they are registered, or at a place where alternative provision is provided for them, their parents may be guilty of an offence and can be prosecuted by the local authority. Prosecution in the Magistrates Court is the last resort where all other voluntary and formal support or legal intervention has failed or where support has been deemed inappropriate in the circumstances of the individual case. Where it is decided to pursue prosecution, only local authorities can prosecute parents and they must fund all associated costs, including in the preparation of court documentation.

Parenting orders: Parenting orders are an ancillary order that can be imposed by the Court following conviction for non-attendance alongside a fine and/or community order. Parents' agreement is not required before an order is made. They may be appropriate where the parent has not engaged in support to improve their child's attendance and where compulsion to do so would help change parental behaviour.

Penalty notices: Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school where they are registered or, in certain cases, at a place where alternative provision is provided.

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Remove Barriers

Invite parents and community members to help address the barriers that keep children from attending school. Strategies could include:

- » A school breakfast program and/or food pantry to address hunger and nutrition needs/promote breakfast club to vulnerable pupils (and their parents)
- » A safe walk to school program to address community safety
- » Health interventions such as flu shots, dental checkups and asthma management plans
- » A clothing drive for winter coats or school uniform exchange
- » Adoption of a school climate initiative aimed at creating a more welcoming environment and increasing the pupil and their family's sense of belonging, e.g. relational approach
- » Adoption of a school climate initiative aimed at improving approaches to pupil discipline and creating a more welcoming environment, e.g. a restorative approach

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Remove Barriers

- » Identify barriers to attendance, such as health, transportation or housing
- » Involve public agencies and community partners and resources as needed to address barriers to attendance
- » Involve the school nurse with follow-up on medical related absences
- » Provide families with information on community resources that can help overcome barriers
- » Connect families with school-based resources that can support good attendance

For pupils with special educational needs and disabilities, schools are expected to:

- » Work in partnership with parents to develop specific support approaches to attendance for pupils with special educational needs and disabilities, including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed
- » Work in partnership families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.
- » Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- » Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by and regularly reviewed with the pupil and their parents.
- » Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

N.B. Utilise lessons learned from working with families and pupils at a targeted level to inform universal prevention and intervention efforts. **Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.**

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Remove Barriers

- » Implement agreed family intervention plan.
- » Monitor the impact of any intervention(s) and adjust where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family.
- » Connect pupils with chronic physical and mental health issues to medical providers

N.B. Utilise lessons learned from working with families and pupils at a specialist level to inform universal and targeted prevention and intervention efforts.

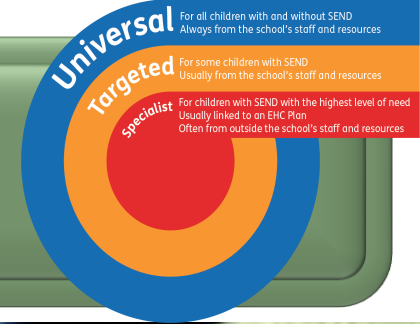
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Capturing Pupil Voice

Timetable Review

A tool often used by adults working with pupils showing school anxiety is to offer CYP the opportunity to review their timetable and places around school, identifying which lessons and areas are associated with a lot, some, or no anxiety. Using a red, amber and green anxiety code may help. Bear in mind that some CYP may experience anxiety just by thinking about some lessons / lunchtimes / break times/transition to or from school and may need the support of an empathetic adult during this activity Exploration of the issues arising from this can provide useful information.

Anxiety Thermometer or Scale

Using an anxiety thermometer or scale can help the young person to start to make links between their emotions and environmental/contextual triggers. Consider the physical environment (toilets, hall, corridors, changing rooms, outside), times of day (arrival, home time, break and dinner times) and specific lessons and activities (reading aloud, group work, writing, tests). Using a map of the school building can be helpful when exploring the impact of the physical environment on their anxiety.

Blob Tree: The Blob Tree is a visual tool that helps people identify and express their feelings. It's used in many settings, including schools, businesses, and health care. <https://www.blobtree.com/>



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Wellbeing Surveys

Pupil Councils: Pupil councils are a great way of getting feedback on any issues in school that touch on mental health. The disadvantage is that they have a broad remit of issues to tackle and only a small number of pupils can get involved and they are usually voted in by peers. Some school councils – even in secondary schools, still have their agendas set entirely by adults, which limits their ability to really get to grips with issues young people want and need to explore. For example, <https://involver.org.uk/wp-content/uploads/downloads/2010/07/A-short-toolkit-for-school-council-co-ordinators-cover.pdf> . **Implementation:** Whole school initiative involving recruitment, training management of pupil council.

Suggestion Box: A ‘suggestion box’ placed in the entrance hall or in each classroom, with the contents shared at the school council meetings can also be effective. <https://d2pck61xhq74q6.cloudfront.net/Suggestion-Box.pdf> .



Peer Support

Buddy Schemes: Buddy schemes provide targeted social and emotional support to vulnerable pupils. These can include newcomers to the school, those with additional needs or bullied and bullying pupils. Depending on the scheme, buddies can be trained with leading playground games, supporting in the classroom or befriending pupils who are isolated. Buddies should be supervised and supported by a designated member of staff.

<https://www.whitbyschool.org/passionforlearning/how-a-school-buddy-program-builds-school-community-and-confidence-in-kids>

Wellbeing Ambassadors: Wellbeing ambassadors are groups of children trained to promote wellbeing throughout school as well as feeding back ideas and opinions. They can also offer a listening ear to younger children who may feel more nervous speaking to adults.

For example, <https://www.worthit.org.uk/free-mental-health-resources> .

Meet and Greeters: Meet and greeters at school gates/peer mentors; can help listen to children who are feeling worried and act as a voice for quieter pupils. They also can provide feedback on how they think wellbeing initiatives are working. Just like the wellbeing ambassadors, however, they should not be the first point of call for children already requiring mental health intervention and they should know how to signpost children to adults should they happen to disclose anything significant.

Collaborative Learning Approaches: A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches>



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Understand Pupil Need

Directories

<https://www.nhs.uk/conditions/>

<https://www.nhsinform.scot/illnesses-and-conditions/a-to-z/>

Websites providing information about specific needs/condition. For example,

Dyslexia: <https://www.bdadyslexia.org.uk/about>

Autism: <https://www.autismeducationtrust.org.uk/> or <https://www.leicspart.nhs.uk/autism-space/beyond-diagnosis/chatautism-text-messaging-support-service/>

ADHD: <https://adhduk.co.uk/> or ADHD Affinity info@adhdaaffinity.co.uk

Foetal Alcohol Spectrum Disorder: <https://www.fasdnetwork.org/what-is-fasd.html>

Anxiety: <https://www.anxietyuk.org.uk/>

Bipolar: <https://www.bipolaruk.org/>

OCD: <https://www.ocdaction.org.uk>

AuDHD (Autism + ADHD): <https://www.autistica.org.uk/what-is-autism/adhd-and-autism>

EBSA: <https://padlet.com/spectrumgaming/barriers-to-education-1bnrx2lf6iwfck52> or <https://www.aep.org.uk/system/files/2024-11/AEP%20Conference%20-%20Barriers%20to%20Education%20Seminar.pdf>

Websites providing information about getting a diagnosis. For example,

<https://www.scope.org.uk/advice-and-support/getting-child-diagnosis>

<https://contact.org.uk/help-for-families/information-advice-services/health-medical-information/all-about-diagnosis/getting-a-diagnosis/>

Right to Choose: <https://adhduk.co.uk/right-to-choose/>



Solution Focussed Approach

Solution focused Interventions and questions: Questions used to capture the pupil's voice, which focus on the positives and desired future rather than the problem. For example, <https://wholeheartedschoolcounseling.com/product/free-solution-focused-school-counseling-wellness-check-in-scale/> or <https://www.oscb.org.uk/wp-content/uploads/2023/04/NSPCC-Solution-Focused-Practice-A-toolkit-for-working-1.pdf> . **Implementation:** Whole school approach via staff training to refine QFT, links to PSHE/pastoral curriculum and raising parent/carers awareness.

Solution Focussed Approach			
Best Hopes	Preferred Future	Scaling	Signs of Progress
<p><i>Firstly, what do you imagine are the pupil's best hopes?</i></p> <p>Essentially, "What do you want?" rather than "what don't you want?"</p> <p>"How would you and other staff members know if you've been successful with your outcomes?"</p>	<p><i>Secondly, what would the preferred behaviour of your pupil look like?</i></p> <p>If a miracle happened overnight and you arrived at school tomorrow morning, and your best hopes had become a reality – how would you know?</p> <p>"What would be the first tiny sign that anything had changed for the pupil?"</p>	<p><i>If your best hopes for the pupil have become a reality, and is a 10/10, and 0/10 is as far away from that as you can ever imagine being.....</i></p> <p>"Thirdly, on a scale of 0 to 10 where would you say the pupil is right now?"</p> <p>What shows you it is that number and not lower? (How do you know it is a 5 and not a 1?)</p>	<p><i>"Lastly, if you were to find the pupil moving just one point up that scale – how would you know?"</i></p>
<p>Remember</p> <ol style="list-style-type: none">1. Small steps can lead to big changes.2. The solution is not necessarily related to the problem.3. No problem happens all the time there are always exceptions that can be utilised.4. The future is both created and negotiable.			

Tellmi: A solution focussed app where teenagers can talk about absolutely anything. From anxiety to autism, dating to depression, or self-harm to self-esteem with an online community.
<https://www.tellmi.help/>



Self-Regulation Tools

Emotion Coaching: Emotion Coaching is a practical approach that helps children and young people understand their feelings by using moments of heightened emotion and resulting behaviour to guide and teach more effective responses. For example, <https://www.emotioncoachinguk.com/what-is-emotion-coaching> . **Implementation:** Whole school approach via staff training, links to PSHE/pastoral curriculum and raising parental awareness.

Zones of Regulation: Zones of Regulation is a curriculum geared toward helping pupils gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. For example, <https://zonesofregulation.com/> . **Implementation:** Whole school approach via staff training, links to PSHE/pastoral curriculum, raising parental awareness, and individual pupil use monitored by LSA/class teacher as part of QFT.

Incredible 5 Point Scale: The Incredible 5 Point Scale is a simple scale that promotes self-management of behaviour and emotional regulation by creating a simple scale that teaches social and emotional understanding. For example, https://www.ocali.org/project/resource_gallery_of_interventions/page/5_point_scale . **Implementation:** Whole school approach via staff training, links to PSHE/pastoral curriculum, raising parent/carers awareness, and/or individual pupil use monitored by LSA/class teacher as part of QFT.

Sensory Box/Bin or Individual Fidget/Concentration Toys: A sensory box contains a variety of objects to touch and fiddle with, that could help a pupil manage their sensory processing differences or impulses linked to a diagnosed condition, e.g. ADHD, etc. For example, <https://www.nhsggc.org.uk/kids/resources/ot-activityinformation-sheets/sensory-box-touch/> . **Implementation:** Whole school approach via staff training, links to PSHE/pastoral curriculum, raising parent/carers awareness, and/or individual pupil use monitored by LSA/class teacher as part of QFT.

Sensory Strategies: Tips for schools on helping children with sensory processing difficulties and assist regulation in the classroom. https://www.rotherhamsendlocaloffer.org.uk/wp-content/uploads/2023/01/Rothsensoryschoolpackfinal_version_2.pdf or <https://www.understood.org/en/articles/classroom-accommodations-for-sensory-processing-challenges> . **Implementation:** Whole school approach via staff training, links to PSHE/pastoral curriculum, raising parent/carers awareness, and/or individual pupil use monitored by LSA/class teacher as part of QFT.

Reflective Tools: Tools to encourage individual, small or whole class recognition/correction of emotional responses. For example, <https://www.glebe.hillingdon.sch.uk/attachments/download.asp?file=1562&type=pdf#:~:text=The%20triangle%20is%20described%20as,difference%20between%20feelings%20and%20thoughts> or <https://www.thecounselingpalette.com/post/feelingsworksheets> . **Implementation:** Whole school approach via staff training, links to PSHE/pastoral curriculum and raising parental awareness.



LGBTQ+ Support

School Awards: <https://www.rainbowflagaward.co.uk/>

School Resources

The Proud Trust: Delivers training opportunities for teachers and other youth professionals, and creates LGBTQ+ positive resources for schools, colleges, and other youth settings, to equip them in being fully LGBTQ+ inclusive in their practice, policy, and curriculum.

<https://www.theproudtrust.org/schools-and-training/>

Stonewall: Offers best practice guidance and policy templates, posters or lesson packs written by a qualified teacher.

<https://www.stonewall.org.uk/resources/schools-colleges/best-practice-toolkits-resources>

Just Like Us: Provides primary and secondary schools with free LGBTQ+ inclusive, educational resources.

<https://www.justlikeus.org/lgbt-school-resources/>

Pride Sports: Working solely to challenge homophobia, biphobia and transphobia in sport and improve access to sport for LGBTQ+ people. <https://pridesports.org.uk/>

LGBT+ awareness, visibility, remembrance and celebration days, e.g. LGBT History Month, Pride Month, etc.

<https://www.theprideshop.co.uk/lgbtq-calendar-awareness-visibility-and-remembrance-days-in-2025/> or

<https://www.familyhubsleicestershire.org.uk/sites/familyhubs/files/2024-08/Rainbow%20Reads%20LGBTQ%2B%20reading%20lists.pdf>

Anti-bullying Ambassadors/Young Carer Groups/LGBTQ+ groups/ Young Sports Ambassadors: Equip pupils and staff with the tools needed to tackle bullying behaviour and create a safer, kinder school community. For example, <https://diana-award.org.uk/our-programmes-and-initiatives/anti-bullying/events/anti-bullying-ambassador-training-from-the-diana-award> or <https://www.allsortsyouth.org.uk/lgbt-training/allyship-programme>



Sleep Hygiene Support

National Awareness Day: World Sleep Day is an annual celebration of healthy sleeping patterns and awareness day for sleep disorders and takes place in March. <https://worldsleepday.org/>

Online Resources

The Children's Sleep Charity: Supports parents by offering workshops, clinics and written material for children with sleeping issues. <https://thesleepcharity.org.uk/information-support/children/>

Great Ormond Street Hospital: Resources explains about sleep hygiene. <https://www.gosh.nhs.uk/conditions-and-treatments/procedures-and-treatments/sleep-hygiene-children/>

Sleep Foundation: Sleep strategies for children. <https://www.sleepfoundation.org/children-and-sleep/sleep-strategies-kids>

National Sleep Foundation: <https://www.thensf.org/sleep-awareness-week/>

Sleep Apps

Collection of apps that are designed to support young people, adults and families with their mental health and well-being. Some of these do need a paid subscription to use them while others have been made freely available.

<https://www.camhs-resources.co.uk/apps-1>

Implementation: Whole school approach via staff training to refine QFT, links to PSHE/pastoral curriculum and raising parent/carer awareness.



Parent and Carer Support

Training Platform: A CPD-accredited online course that empowers schools with effective strategies for family and parental engagement and positive behaviour support. <https://www.teamteach.com/family-engagement-training/> which includes My Family Coach (an exclusive shared resource) <http://myfamilycoach.com/>

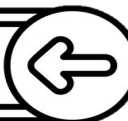
Attendance Specific Parent Carer Support

- **Define Fine:** Define Fine is a national parent carer led peer support organisation. Team members all have a lived experience of children and young people with school attendance difficulties. <https://www.definefine.org.uk/>
- **Not Fine in School:** Not Fine in School was created as a resource for the growing numbers of families with children experiencing school attendance barriers. <https://notfineinschool.co.uk/families>

General Support and Carer Support

- **Family Lives - Leicestershire:** Offer a confidential and free helpline service for information, advice, guidance and support on any aspect of parenting and family life, including bullying. <http://www.familylives.org.uk/>
- **Heads Up Leicester, formerly the Centre for Fun and Families (CFF):** Offer support for parents/carers and young people over 8 with challenging behaviour, conflict and communication difficulties, and mental health (anxiety, worry, low mood and depression). www.headsupleicester.org.uk
- **Family Action:** Offer direct, practical help to families and communities across the UK. <https://family-action.org.uk/>
- **Mind:** We provide a range of support and services designed to help anyone experiencing poor mental health to live a happy and fulfilling life. <https://www.lrmind.org/>
- **Youngminds:** Offers practical advice to help parent and carers support their children – from encouraging them to open up, to navigating mental health services and finding them the right help. <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/parental-mental-illness/>
- **Our time Charity:** Provides resources to improve outcomes for children who have a parent with a mental illness. <https://ourtimecharity.org.uk/news/>
- **Sunshine Support:** Sunshine Support empower and advocate for parents, carers, and professionals who support children and young people with SEND. <https://sunshine-support.org/>
- **Contact a Family:** Offers advice and information for concerns a family might have about raising a child with additional needs. They run a free helpline and offer a Listening Ear support service. www.contact.org.uk

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Mental Health Support

Online resources

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/> Whole school approach to mental health.

www.moodjuice.scot.nhs.uk Helps you think about emotional problems and work towards solving them.

www.getselfhelp.co.uk Cognitive Behaviour Therapy (CBT) self-help and therapy resources.

<http://www.kooth.com> Free, safe, anonymous online support with online counsellors. Can track own progress with online journal.

www.youngminds.org.uk Young Minds supports and keeps young minds empowered with whatever challenges they are facing.

www.nopanic.org.uk Provides information, advice and support for people living with Anxiety, Phobias and OCD.

www.Getselfhelp.co.uk Offers Cognitive Behaviour Therapy (CBT) self-help and therapy resources.

www.ocduk.org Offers online information for individuals living with OCD.

www.childline.org.uk A private and confidential service for children and young people up to the age of nineteen.

www.camhs-resources.co.uk/websites Collection of websites providing information and support.

<https://mindofthestudent.org.uk/student-resources/> Empowering conversations about mental health.

Free Positive Mental Health Apps:

- An app to help teenagers manage the symptoms of anxiety. www.clearfear.co.uk
- An app where teenagers can talk about absolutely anything. From anxiety to autism, dating to depression, or self-harm to self-esteem with an online community. <https://www.tellmi.help/>
- An app to help teenagers manage low mood and depression. www.movemood.co.uk
- An app to help families and friends provide mental health support. www.combinedminds.co.uk
- An app to help CYP manage low self-worth, poor body image and related eating disorders www.worthwarrior.co.uk

Implementation: Signpost pupils, parent, and carers.



Substance Misuse Support

Talk to Frank: Information, advice, support and links to local services concerning drugs and website. Find local groups online. <https://www.talktofrank.com/>

Addiction Helper: Help for anyone affected by addiction with advice on both NHS & Private drug and alcohol treatment options. <https://www.addictionhelper.com/>

Dear Albert: Dear Albert helps individuals to stop taking alcohol and drugs. <https://www.dearalbert.co.uk/>

Implementation: Whole school approach via staff training to refine QFT, links to PSHE/pastoral curriculum and raising parent/carers awareness.



Victim Support

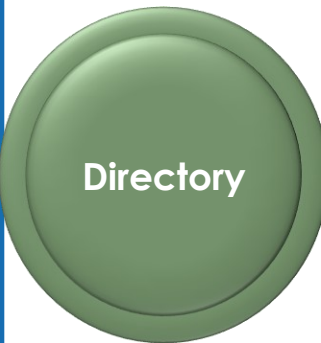
National Charity Websites: National charity websites offering advice, guidance, resources and a helpline to parents and professionals on how to keep children and young people safe. For example, <https://www.nspcc.org.uk/> or <https://www.barnardos.org.uk/> or www.themix.org.uk

Free Curriculum Resources: Free classroom activities and resources to help schools keep children and their families safe. For example, <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans> or <https://staywise.co.uk/> or <https://barnardosletsconnect.org.uk/resources/> or <https://www.annafreud.org/> or <https://uktraumacouncil.org/resources> or or <https://www.leicestershirehealthyschools.org.uk/trauma-informed-practice>.

National Frameworks and Awards: National Frameworks/awards to help schools prevent pupils from being a victims of crime/abuse. For example, <https://www.traumainformedschools.co.uk/awards> or <https://arcframework.org/what-is-arc/>

Local Networking Meetings: Local network meetings helping schools to support pupils who have been a victim of crime/abuse and offer support should thy experience this. For example, <https://www.violencereductionnetwork.co.uk/trauma-informed-partnership-networkmeetings> or <https://www.violencereductionnetwork.co.uk/>.

Implementation: Whole school approach via staff training to refine QFT and links to PSHE/pastoral curriculum.



Travel Support

Road Safety Guidance: Join **Walk to School Week** event and other national challenges. For example, <https://www.livingstreets.org.uk/walk-to-school/secondary-schools/next-steps-to-secondary-school/>.

Choose how you Move: Supporting schools to promote active travel in the community, including walking and cycle maps. <https://www.choosehowyoumove.co.uk/schools/leicestershire-schools-programme/>

Bike Radar: Guide to teaching a child how to ride a bike. <https://www.youtube.com/watch?v=imPQ3lysWnU>

Department for Transport: Road safety teaching resources for children. <https://www.think.gov.uk/education-resources/>

Modeshift Stars: Encourage everyone who can, to 'Get Active' on their journeys to and from school via their Walking Bubbles programme. <https://modeshiftstars.org/staysafegetactive/>

Family Lives: Family Lives provides targeted early intervention and crisis support to families, including travel to school. <https://www.familylives.org.uk/advice/primary/learning-school/travelling-to-school>

Personal Safety Apps: Personal Safety is an app that helps you prepare and react in an emergency by quickly connecting you with the help and information you need. Emergency Sharing: Share your real-time location and critical info with your emergency contacts.

»	Life360	»	Bark
»	One Scream	»	Kaspersky
»	bSafe - Never Walk Alone	»	OurPact – Parental Control App
»	Qustodio Parental Control App	»	Parent Info
»	Red Panic Button	»	Circle of 6
»	Hollie Guard - Personal Safety	»	Shake2Safety
»	Net Nanny	»	WalkSafe
»	Kitestring	»	Norton Family

Implementation: Implementation: Whole school approach via links to PSHE/pastoral curriculum and raising parent/carers awareness.



Trauma Informed Approach

Trauma Informed Approach: Trauma-Informed Practice is a strengths-based approach, which seeks to understand and respond to the impact of trauma on people's lives. The approach emphasises physical, psychological, and emotional safety for everyone and aims to empower individuals to re-establish control of their lives. For example, The Thrive Approach offers a whole school approach <https://www.violencereductionnetwork.co.uk/trauma-informed-partnership-home> or <https://www.thriveapproach.com/> or <https://the-arc.org.uk/> or <https://resources.leicestershire.gov.uk/leicestershire-virtual-school/professionals/virtual-schools-information-for-schools>

Linked Practise

Restorative Practice: Restorative practices are rooted in restorative justice. They emphasize repairing the harm done to people and relationships, rather than punishing people. By building more supportive learning environments and focusing on social-emotional learning, restorative practices can: reduce social barriers to learning. For example, <https://restorative-practice.co.uk/for-schools> .

Strengths-Based Approach: Strengths-based (or asset-based) approaches focus on individuals' strengths (including personal strengths and social and community networks) and not on their deficits. <https://www.scie.org.uk/strengths-based-approaches/> or https://tce.researchinpractice.org.uk/wp-content/uploads/2021/07/rip_strengths-based-sb_dec18_web.pdf

Relational Approach: A relational approach in schools is a teaching and learning method that focuses on building relationships to support learning, development, and wellbeing.

<https://www.wakefieldscp.org.uk/wp-content/uploads/2023/11/Relate-to-Educate-Relational-Guidance.pdf> or <https://sebda.org/wp-content/uploads/2024/03/Relational-Approaches-To-Education-A-Common-Terminology.pdf>

Enhancing School Belonging: A sense of belonging at school means feeling a sense of acceptance, respect, inclusion and support in a learning environment and enable them to access benefits from the advantages that this sense of connection provides.

<https://www.ncb.org.uk/belongingmatters/literaturereview#:~:text=A%20strong%20sense%20of%20belonging,from%20families%20and%20school%20staff> or https://analytrics.org/wp-content/uploads/2022/12/ET_Nix-et-al_2022.pdf or <https://www.ncb.org.uk/belongingmatters> or <https://education.gov.scot/media/xpmpchf4/relational-approaches-information-note-informed-level.pdf> .

Implementation: Whole school approach



Self-Care Support

Online Pupil Resources: <https://www.teenhealth.org.uk/11-14-early-teen/> or <https://www.healthforteens.co.uk/> or <https://www.annafreud.org/resources/children-and-young-peoples-wellbeing/self-care/> . **Implementation:** Signpost to pupils.

Online Parent Resources: For example, <https://www.bbc.co.uk/bitesize/parents> or <https://www.teenhealth.org.uk/parent/> **Implementation:** Signpost to parent/carers.

Online Teaching Resources: Resources to support teachers educate pupils about self-care, e.g. personal hygiene, puberty, sexuality, healthy eating, etc. For example, <https://www.tes.com/resources/search/?&q=personal%20hygiene> or <https://pshe-association.org.uk/topics/physical-health> or <https://www.youthsporttrust.org/school-support/resources-and-equipment-list> . **Implementation:** Whole school approach via links to PSHE/pastoral curriculum and raising parent/carers awareness.

AI Tool: Can be used to break down self-care tasks, formalise thoughts, compile lists, create recipes, manage relationships and much more. <https://goblin.tools/> **Implementation:** Whole school approach via links to PSHE/pastoral curriculum and raising parent/carers awareness.



Bereavement Support

Online Resources:

<https://www.childbereavementuk.org/secondary-schools>

<https://winstonswish.org/pshe-lessons/>

<https://pshe-association.org.uk/news/teaching-about-change-loss-and-grief>

<https://www.goodlifedeathgrief.org.uk/about-charter-schools-res-erblg/>

<https://www.issuesonline.co.uk/pshe-subjects/relationships/bereavement>

<https://www.bbc.co.uk/teach/class-clips-video/articles/zrw9ydm>

<https://schools.leicester.gov.uk/media/6291/bereavement-and-loss-resource-for-schools.pdf>

Implementation: Whole school approach via staff training to refine QFT, links to PSHE/pastoral curriculum and raising parent/carers awareness.



Online Safety Tools and Resources

National campaigns: Safer Internet Day: <https://www.bbc.co.uk/teach/articles/z6bbhbk>

School Resources:

Childnet: <https://www.childnet.com/resources>

Internet matters: <https://www.internetmatters.org/schools-esafety/>

NSPCC Learning: <https://learning.nspcc.org.uk/research-resources/online-safety-resources>

The Good Gaming Guide: https://braddan.sch.im/site/uploads/pages/12/media/20181209_7b512ad6/PEGI_Leaflet.pdf

SEND Pupils Staying safe Online: https://talk.iwf.org.uk/wp-content/uploads/2023/08/IWF-Lesson-Plan_updatedJuly23.pdf

Online Safeguarding: The Dark Web – What is it?: <https://www.childrenssociety.org.uk/sites/default/files/2020-12/What-Is-The-Dark-Web.pdf>

This resource is designed to be used within specialist schools for young people with SEND: https://talk.iwf.org.uk/wp-content/uploads/2023/08/IWF-Lesson-Plan_updatedJuly23.pdf

Research:

Teenagers with Problematic Smartphone Use are Twice as Likely to have Anxiety: <https://www.nihr.ac.uk/news/teenagers-problematic-smartphone-use-are-twice-likely-have-anxiety>

Smartphones, Social Media Use and Youth Mental Health: <https://pmc.ncbi.nlm.nih.gov/articles/PMC7012622/pdf/192e136.pdf>

Pros and Cons of Social Media: <https://www.brownhealth.org/be-well/social-media-good-bad-and-ugly#:~:text=The%20more%20time%20spent%20on,as%20well%20as%20you%20can.>

Social Media, Young People and Mental Health: https://www.centreformentalhealth.org.uk/wp-content/uploads/2018/09/CentreforMentalHealth_Briefing_53_Social_Media.pdf

Children's Media Lives 2024 – Ten years of longitudinal Research: <https://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/media-literacy-research/children/children-media-use-and-attitudes-2024/childrens-media-lives-2024-summary-report.pdf?v=367549>

The Benefits of Gaming: <https://mindjam.org.uk/wp-content/uploads/2024/01/Benefits-of-Gaming.pdf>

Anxiety, Loneliness and Fear of Missing Out: The Impact of Social Media on Young People's Mental Health: <https://www.centreformentalhealth.org.uk/anxiety-loneliness-and-fear-missing-out-impact-social-media-young-peoples-mental-health/>

Impacts of Video Games: <https://researchbriefings.files.parliament.uk/documents/POST-PN-405/POST-PN-405.pdf>

The Educational Benefits of Video Games: <https://sheu.org.uk/sheux/EH/eh203mg.pdf>

Implementation: Whole school approach via staff training to refine QFT, links to PSHE/pastoral curriculum and raising parent/carers awareness.



Crime Reduction Support

Leicestershire Police Workshops

In-person and virtual, **Key stage 3 educational workshops** delivered to KS3 school.workshops@leics.police.uk and **Mini Police**, supported by supported of Police Community Support Officers (PCSOs) from the local neighbourhood police team, provides school children in Year 5 (age 9 and 10) with a fun and interactive way to introduce children to a positive experience of policing and to get them involved in the local community.

<https://www.leics.police.uk/police-forces/leicestershire-police/areas/leicestershire-force-content/about-us/about-us/mini-police/#:~:text=The%20aim%20of%20Mini%20Police,a%20positive%20influence%20to%20children>

Network Group

The **VRN** is committed to understanding and tackling the root causes of violence. The VRN believes that everyone has a role to play, and that violence can only be prevented if communities work together. The VRN holds Network Meetings and has produced a handbook for secondary schools. <https://www.violencereductionnetwork.co.uk/>

Online Resources

Are You Listening is a film about four young people who are being exploited. <https://www.leics.police.uk/police-forces/leicestershire-police/areas/leicestershire-force-content/c/campaigns/2020/are-you-listening/>

Live Safe is a space for information and support on staying safe in Leicester, Leicestershire and Rutland. <https://livesafe.org.uk/>

Implementation: Whole school approach via staff training to refine QFT, links to PSHE/pastoral curriculum and raising parent/carers awareness.

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Self-Harm Support

Online Resources

Harmless: Provides support and information about self-harm. www.harmless.org.uk

National Self-Harm Network: <https://www.nshn.co.uk/>

Self-Injury Support: Confidential support to anyone affected by self-injury, including family. <https://www.selfinjurysupport.org.uk/>

Books

The Parent's Guide to Self-Harm - What Parents Need to Know By Jane Smith

How to Talk So Teens Will Listen and Listen so Teens Will Talk By Adele Faber and Elaine Mazlish

Brainstorm: The Power and Purpose of the Teenage Brain By Daniel Siegel

Confidential Support: Trained volunteers who anyone can talk to about things that are troubling them - no matter how difficult.

- Call [116 123](tel:116123) to talk to [Samaritans](http://www.samaritans.org), or email: jo@samaritans.org for a reply within 24 hours
- Text "SHOUT" to 85258 to contact the [Shout Crisis Text Line](https://www.shoutcrisis.org)
- Call 0800 585 858 to talk to Calm (if 15 years old or over) or use CALM webchat, available from 5pm to midnight every day
- Call 0800 068 4141, text 07860 039967 or email pat@papyrus-uk.org to contact HOPELINE247, available 24 hours a day
- If you're under 19, you can also call [0800 1111](tel:08001111) to talk to [Childline](https://www.childline.org.uk). The number will not appear on your phone bill.

APPS

An app that helps young people manage emotions and reduce urges to self-harm www.oxfordhealth.nhs.uk/blueice/

An app to help teenagers resist or manage the urge to self-harm. www.calmharm.co.uk

An app provides a safe and secure forum for teenagers wanting to discuss any issue affecting their lives.

<https://www.mefirst.org.uk/resource/meetwo-a-safe-social-media-solution-to-improve-teenage-wellbeing/>

Implementation: Whole school approach via staff training to refine QFT, links to PSHE/pastoral curriculum and raising parent/carers



Anti-Bullying Support

National Awareness Raising Events:

Race Equality Week: Race Equality Week takes place in February and is a UK-wide event that aims to address race inequality in schools and everyday life.

National Anti-Bullying Week: National Anti-Bullying Week is an annual campaign in November aimed at raising awareness about bullying and promoting kindness, respect, and inclusion in schools, workplaces, and communities.

Safer Internet Day: Safer Internet Day takes place on the first Tuesday of February, a global initiative aimed at promoting a safer and more responsible use of online technology and mobile phones, which includes raising awareness about cyberbullying

National Bullying Prevention Month: National Bullying Prevention Month, observed throughout October, is a campaign dedicated to raising awareness about the issue of bullying and promoting efforts to prevent it in schools, workplaces, and communities.

Online Resources - General

<https://anti-bullyingalliance.org.uk/anti-bullying-week-2024-choose-respect/school-resources>

<https://www.antibullyingpro.com/resources>

<https://www.theredcard.org/training-and-workshops/school-workshops/>

<https://www.nationalbullyinghelpline.co.uk/about.html>

Online Resources – Race and Ethnicity

An Ethnicity Allies Guide To Getting It Right: <https://www.beyondbullying.com/uploads/ally-toolkit-2021.pdf?v=1660212287>

Talking Race with young Children: <https://www.npr.org/2019/04/24/716700866/talking-race-with-young-children>

Leading in Colour: <https://www.beyondbullying.com/uploads/leading-in-colour-the-fierce-urgency-of-now.pdf?v=1660212334>

A collection of resources to support an education sector that is reflective of society: <https://www.bameednetwork.com/resources-database/>

Fought not Taught Addressing Coercive Exclusions of Romani (Gypsy), Roma, and Irish Traveller Children: https://wp-main.travellermovement.org.uk/wp-content/uploads/2024/11/TTM-Fought-not-Taught_web.pdf

Anti-racism Resources: <https://www.schoolwellbeing.co.uk/pages/anti-racism-resources>

Anti-bullying Ambassadors/Young Carer Groups/LGBTQ+ groups/ Young Sports Ambassadors: Equip pupils and staff with the tools needed to tackle bullying behaviour and create a safer, kinder school community. For example, <https://diana-award.org.uk/our-programmes-and-initiatives/anti-bullying/events/anti-bullying-ambassador-training-from-the-diana-award>



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Self-Regulation Tools

Emotion Coaching: Emotion Coaching is a practical approach that helps children and young people understand their feelings by using moments of heightened emotion and resulting behaviour to guide and teach more effective responses. For example, <https://www.emotioncoachinguk.com/what-is-emotion-coaching> .

Zones of Regulation: Zones of Regulation is a curriculum geared toward helping pupils gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. For example, <https://zonesofregulation.com/> .

Incredible 5 Point Scale: The Incredible 5 Point Scale is a simple scale that promotes self-management of behaviour and emotional regulation by creating a simple scale that teaches social and emotional understanding. For example, https://www.ocali.org/project/resource_gallery_of_interventions/page/5_point_scale

Reflective Tools: Tools to encourage individual, small or whole class recognition/correction of emotional responses. <https://www.glebe.hillingdon.sch.uk/attachments/download.asp?file=1562&type=pdf#:~:text=The%20triangle%20is%20described%20as,difference%20between%20feelings%20and%20thoughts> or <https://zonesofregulation.com/wp-content/uploads/2023/07/Zones-of-Reg-Data-Collection-Tools.pdf> or https://www.youngminds.org.uk/professional/resources/building-positive-mental-health/?gad_source=1&gclid=Cj0KCQiAwtu9BhC8ARIsAI9JHamZyTQAMurre9hz4QL5IWmEFHHF5CecWC41q0SbO07AkqLJyPmnlSAAhVFEALw_wcB

Mindfulness Resources: Teaching mindfulness and meditation in schools can help to reduce stress and anxiety, enable children and teenagers to manage difficulties and enhance their learning capabilities. <https://www.mind.org.uk/media/9587/mindfulness-2021.pdf> or https://uploads-ssl.webflow.com/60e4eec45f2723b891728a20/6131173e4809a81b3e21ccfd_73-mindfulness-exercises.pdf <https://www.bbcchildreninneed.co.uk/schools/primary-school/mindfulness-hub/> or <https://www.peaceandminduk.org/about>

Implementation: Small group intervention bridged to mainstream lessons.



Victim Support

Victim Support: Victim Support offer free and confidential support people affected by crime and traumatic events – regardless of who reported the crime to the police. <https://www.victimsupport.org.uk/Supportline>

Living without Abuse: A domestic and sexual abuse charity based in Loughborough providing support to men, women and children affected by domestic abuse and/or sexual violence across Leicester, Leicestershire and Rutland. <https://lwa.org.uk/contact-lwa/>

WE:ARE (Women's Empowerment And Recovery Educators): WE:ARE deliver a range of awareness and empowerment programmes for women and children affected by domestic abuse. <https://weareuk.org/>

Freeva: Are working towards reducing domestic abuse, rape and sexual violence in Leicester, Leicestershire & Rutland. <https://freeva.org.uk/>

Respect Phoneline: A confidential helpline, email and webchat service giving help for perpetrators of domestic abuse, their victims and friends and family. www.respectphoneline.org.uk

Children Heard And Seen: A charity that supports children and families impacted by parental imprisonment. <https://childrenheardandseen.co.uk/what-we-offer/>

NSPCC: The leading children's charity in the UK, specialising in child protection and dedicated to protecting children today to prevent abuse tomorrow. The only UK children's charity with statutory powers, which means we can take action to safeguard children at risk of abuse. <https://www.nspcc.org.uk/>

Lucy Faithful: Offer help and advice for parents, carers, professionals, and survivors, providing guidance on understanding key issues, responding to challenges, keeping children safe, maintaining wellbeing and where to find additional support. <https://www.lucyfaithfull.org.uk/>

Implementation: Via signposting parent/carers or a school referral.



Self-Care

Courses Teaching Self-Care: Courses supporting young people of all abilities to develop their self-care and preparation for adulthood. For example, <https://www.asdan.org.uk/news/asdan-s-pshe-short-course-is-varied-relevant-and-engaging-we-love-it/> or <https://www.nocn.org.uk/sectors/preparation-for-life-and-work/> or <https://www.aqa.org.uk/programmes/unit-award-scheme/unit-search>

Implementation: Via a differentiated curriculum taught in small groups.



Mental Health Support

In School Support

Mental Health Support Teams in Schools (MHST): National programme to reduce inequalities and increase access to mental health support for children and young people. Offering support to children and young people who are experiencing low mood, worry, anxiety and avoidance (e.g. simple phobias or separation anxiety) and/or sleep difficulties. <https://www.leicspart.nhs.uk/service/mental-health-support-teams-in-schools-mhst/>

NHS Services

The Child and Adolescent Mental Health Service (CAMHS): is a specialist service offering mental health assessment and intervention to children and young people (up to the age of 18 years) who need more help with their mental health. <https://www.leicspart.nhs.uk/service/child-and-adolescent-mental-health-services-camhs/>

The Dynamic Support Pathway (DSP): The DSP has been developed to provide timely support for individuals with a Learning Disability, Autism or both whose health or wellbeing is deteriorating. It aims to ensure they can continue to stay well at home in the community. <https://www.leicspart.nhs.uk/autism-space/beyond-diagnosis/leicestershire-partnership-trust-dynamic-support-pathway/>

Specialist Autism Team: The Specialist Autism Team (SAT) is a multi-disciplinary team committed to improving the quality and care for people who are autistic. <https://www.leicspart.nhs.uk/service/specialist-autism-team/>

The Children's Hospital School Leicester – Early Intervention Placements: For some children, attendance at school may be impacted by health issues including anxiety and mental health problems. If concerns are not addressed at an early stage, they can affect progress, outcomes and the transition process to secondary school. The Children's Hospital School have a range of early interventions for schools including short-term commissioned placements for pupils at either our Leicester or Hinckley hub.

Magpie Learning Centre (Leicester): Based on academic and wellbeing needs, Y7-10 pupils can join our Foxes or Tigers group for a 12-week programme. Pupils in Y5 & 6 can be offered a primary group for half a day a week for 4-6 weeks, with the programme matched to their needs.

Phoenix Learning Centre (Hinckley): Based on academic and wellbeing needs, Y7-10 pupils can join our Eagles or Falcons group for a 12-week programme.

Care Navigation Team: The service acts as a point of contact for families, health professionals and external colleagues. Schools can contact the Care Navigation team directly for health information such as upcoming appointments or which services the child is under if consent is gained from the parent/carer. Consent is given via an electronic form sent to the parent/carer by school. This is then scanned onto the child's electronic health record by the Care Navigator. <https://www.leicspart.nhs.uk/service/care-navigation/>.

Implementation: Via signposting parent/carer or a school referral.



Understand Pupil Need

Digital Assessment Tools

Sensory Suggester Tool: <https://sensory.semh.co.uk/>

Behaviour Indicator Tool: <https://behaviour.semh.co.uk/>

Parent Questionnaire: https://parents.semh.co.uk/#google_vignette

ACEs Assessment Tool: <https://novopsych.com.au/assessments/diagnosis/adverse-childhood-experiences-questionnaire-ace-q/>

RAPID: A light touch screener to identify strengths and challenges related to potential dyslexia for ages 4–15, which uses an engaging game format to measure: phonological processing, working memory, and either visual-verbal integration memory (for children aged 4-7 years) or phonic decoding skills (for children aged 8 and over). <https://www.gl-assessment.co.uk/assessments/products/lucid-rapid/>

Paper Assessment Tools

A Padlet containing a variety of paper assessment tools: <https://padlet.com/andreadavis17/using-assessments-to-support-transition-and-remove-barriers--oq4nzxcfbwydfltt>



Online Safety Tools and Resources

Parent Resources:

A Parent's Guide to Video Games, Parental Controls and Online Safety: [https://school-learningzone.co.uk/documents/%5B324825%5DA Parent s Guide to Video Games Parental Controls and Online Safety.pdf](https://school-learningzone.co.uk/documents/%5B324825%5DA%20Parent's%20Guide%20to%20Video%20Games%20Parental%20Controls%20and%20Online%20Safety.pdf)

Childnet: <https://www.childnet.com/resources/know-it-all-for-parents/>

All About Cookies: All About Cookies reviews the security features of popular apps like screen time management, web content filtering, location tracking, and more. <https://allaboutcookies.org/best-parental-control-apps>

What is the dark web? – Advice for parents: <https://www.internetmatters.org/hub/guidance/what-is-the-dark-web-advice-for-parents/>

Smartphone Free Childhood: <https://smartphonefreechildhood.co.uk/>

Sexual Abuse - Helping my autistic child: <https://www.mariecollinsfoundation.org.uk/Portals/0/Helping-my-autistic-child.pdf>

Using Technology Safely when you're Autistic: <https://www.leicspart.nhs.uk/autism-space/health-and-lifestyle/using-technology-safely-when-youre-autistic/#:~:text=Autistic%20people%20often%20have%20social,social%20interaction%20skills%20and%20confidence.>

Online Safety for Families and Children with SEND: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-families-children-with-send/>

Advice on how to protect yourself from the activities of online fraudsters: <https://www.leics.police.uk/advice/advice-and-information/fa/fraud/online-fraud/>

Helping parents to better protect their children online: <https://www.ceopeducation.co.uk/parents/>

Parent Controlled Sim Cards: Parent controlled SIM cards and eSIMs. For example:

https://parentshield.co.uk/?utm_source=max_bts&gad_source=1&gclid=CjwKCAjwkJm0BhBxEiwAwT1AXArbzHgg0fPUBicYSZiqabiqnyugqWBBZtfQYCwOBLoCKDc7x7IFDxoCp0kQAvD_BwE

Implementation: Whole school approach via staff training to refine QFT, links to PSHE/pastoral curriculum and raising parent/carers awareness.



LGBT+ Support

Online Support

<https://leicesterlgbtcentre.org/> Information on subjects that affect LGBT people's lives including signposting and referrals to other agencies.

<https://www.healthforteens.co.uk/> Offers a choice of content and quizzes across all areas of your health, from sexual health to your feelings, growing up,

<https://www.leicesterpride.com/> Leicester's annual Lesbian, Gay, Bisexual and Transgender (LGBT) festival.

<https://mermaidsuk.org.uk/> Supporting trans, non-binary and gender-diverse children, young people and their families

<https://www.theproudtrust.org/> Supporting LGBT+ and youth

<https://switchboard.lgbt/> Switchboard is the national LGBTQIA+ support line.

<https://www.tradesexualhealth.com/> Trade Sexual Health is a health charity working with under-represented communities, including LGBTQIA+, and new arrivals across Leicester, Leicestershire & Rutland.

<https://www.allsortsyouth.org.uk/> LGBT+ Youth Project for people under 26.



Crime Reduction Support

Violence Reduction Network (VRN) Projects: The VRN is committed to understanding and tackling the root causes of violence. The VRN believes that everyone has a role to play, and that violence can only be prevented if communities work together.

<https://www.violencereductionnetwork.co.uk/> .

The Mentors in Violence Prevention (MVP): MVP project is a peer-led leadership and bystander programme. The MVP project is a peer-led leadership and bystander programme. It aims to tackle the beliefs, attitudes and culture which can give the message that violence is acceptable. Ultimately MVP promotes healthy social norms and a culture which is known to prevent violence. The programme targets pupils aged 5 -19-year-old primary and secondary school pupils living across Leicester, Leicestershire and Rutland.

What is the Phoenix Programme: Phoenix is a new evidence-based programme designed to address our local serious violence problem for pupils 14 years old and above living in Leicester, Leicestershire and Rutland. It seeks to reduce harm by working with those who are linked to networks of criminality such as Urban Street Gangs and Organised Crime Groups.

Reach: The Reach programme is a Youth Endowment Fund (YEF) funded project which was designed by the VRN central team in partnership with Leicester City and County Council youth services who are also the VRN's delivery partners in this project. The Reach Programme is an intensive six-month mentoring programme aimed at preventing exclusions for 10–16-year-old secondary school pupils living across Leicester, Leicestershire and Rutland.

Ash Tree Education: Providing Peer led violence prevention amongst other services. dribbins@aol.com

Pol-Ed: Pol-Ed is a Police education programme, written by teachers for teachers in schools. Its purpose is to keep children safe by developing their understanding of risks, consequences and the law and to develop their resilience and ability to help and support each other. <https://www.pol-ed.co.uk/>

Crime Reduction Online Resources

<https://www.college.police.uk/research/crime-reduction-toolkit>

<https://www.stgilestrust.org.uk/what-we-do/child-criminal-exploitation/preventative-schools-work/>

<https://youthendowmentfund.org.uk/toolkit/>

https://www.designcouncil.org.uk/fileadmin/uploads/dc/Documents/DOC_schools_1.pdf

<https://www.saferschoolpartnerships.com/article/3/What-are-the-aims-of-a-Safer-School-Partnership>

<https://www.educateagainsthate.com/what-are-my-schools-responsibilities-under-the-prevent-duty/>



Travel Support

Walking or Wheelie Buddies

Intervention to encourage pupils to walk together instead of walking alone.

<https://schooltravel.ca/activity/walking-buddies/> or <https://www.medicaltracker.co.uk/blog/walk-to-school-week> or <https://schooltravel.ca/wp-content/uploads/2022/08/Walking-and-Wheeling-Buddies-Toolkit-2021.pdf>

Junior Road safety Officer (JRSO) scheme

JRSO is a scheme run in Leicestershire primary schools to encourage pupils to act responsibly on or near roads; to increase road safety awareness for everyone in school; to organise road safety activities and encourage the involvement of other children at the school. <https://www.junior-rso.org.uk/information-for-schools/>

Implementation: Implemented by school for targeted pupils.

See Peer Support for more ideas



Trauma Informed Approach

Trauma Informed Schools Self-Assessment Audit Tool: A self-assessment audit tool can be used by educational settings to reflect on core areas of knowledge, understanding, applied practice and organisational systems. For example, <https://the-arc.org.uk/arc-audit#:~:text=The%20ARC%20Audit%20is%20a,in%20school%20around%20self%2Devaluation> or <https://implementingthrive.org/implemented/toolkit/toolkit-phase-1/thrive-assessment/>

Reflective Supervisions: A staff led, structured process to support staff in their work with pupils who may have experienced trauma. <https://mulberrybush.org.uk/how-reflective-supervisions-can-benefit-your-organisation-staff/>

Other Services

The Buttle Fund: Individually tailored grants of up to £2,400 for C&YP who have experienced a crisis that has impacted their significant and enduring impact on their wellbeing and educational engagement. <https://buttleuk.org/apply-for-a-grant/>

University of Chester: Accredited and non-accredited CPD programmes to support schools and other settings to create a universal, whole setting approach through developing staff knowledge and understanding of attachment and the impact trauma can have. <https://www.chester.ac.uk>

Cornerstone VR: Cornerstone VR is an award-winning, trauma-informed virtual reality programme used by professionals who work with vulnerable children and their families. <https://www.cornerstonevr.co.uk>

Flourish: Flourish is a national training provider offering a wide selection of online courses and interactive programmes. <https://flourish.co.uk/>

Knowledge Change Action: KCA provides learning and development focused on a core and foundational knowledge base of attachment, trauma and resilience to help promote connected relationships. <https://kca.training/>

Trauma Informed Consultancy Services: Training to support trauma informed actionable systems, practices and policies. <https://www.ticservicesltd.com/>



Solution Focussed Approach

Solution Focussed Questions for the Family: This guide gives an overview of some of the different solution focused questioning techniques with examples and ideas for follow up questions, however, in any situation, your intuition as a practitioner will be the best guide of what questions to ask next. <https://proceduresonline.com/trixcms1/media/3906/rc-guide-to-solution-focused-questions.pdf>

Solution Circle: Solution circle brings together a group of people to generate ideas for solutions to a particular problem. <https://inclusive-solutions.com/circles/solution-circles/> or <https://webcontent.ssaturk.co.uk/wp-content/uploads/2020/07/15113434/Solution-Circles-SSAT-presentation.pdf>

Circle of Adults: During a Circle of Adults, the group are guided through a set of questions to reach a deeper understanding of the child or young person's behaviour and unmet needs in a safe climate to allow and encourage the group to find its own solutions. A Circle of Adults is similar to a Solution Circle, however, is more intensive. <https://inclusive-solutions.com/circles/circle-of-adults/circle-of-adults-for-problems/> or <https://www.oneeducation.co.uk/wp-content/uploads/2024/09/Chapter-4.1.1.-Circle-of-adults.pdf>

Implementation: Implemented by school for targeted pupils.



Wellbeing Surveys

Wellbeing Measurement Framework for Secondary Schools: The Wellbeing Measurement Framework offers a set of questionnaires which can be used to measure wellbeing and resilience in secondary school pupils. Mental health leads in secondary schools can use these questionnaires to measure wellbeing amongst the pupil population. They are generally completed online by pupils, usually on an annual basis. The questionnaires have also been adapted for use by colleges and primary Schools. <https://www.annafreud.org/resources/schools-and-colleges/wellbeing-measurement-framework-for-schools/>

Thrive Online: Thrive-Online is an online tool designed to assess pupils' social and emotional skills, create targeted action plans to support mental health, and track progress over time. Using evidence-based wellbeing and behavioural assessments, Thrive-Online identifies areas of need and provides tailored action plans for improvement. The platform also helps identify pupils needing additional support. Plus, Progress Monitoring allows you to track improvements, make data-driven decisions and measure wellbeing against attendance and exclusion rates.

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

Schools Health Education Unit: Leicestershire Public Health commission SHEU to deliver a health-related behaviour survey in schools to collect data on children and young people's health and wellbeing. The survey will ask a series of validated questions about the health experiences of young people in year 8 and 10 regarding their wellbeing, physical activity, healthy eating, school and learning, and schools will receive a comprehensive report of the survey outcomes. It is delivered in the summer term, and schools can sign up via the SHEU website.

<https://sheu.org.uk/register>

Implementation: Whole school initiative followed by a targeted approach.



Peer Support

Peer listening: The Peer Education Project is a secondary school-based educational programme that aims to give young people the skills and knowledge they need to safeguard their mental health and that of their peers. <https://www.mentalhealth.org.uk/our-work/programmes/families-children-and-young-people/peer-education-project>

Peer Mediation: Peer mediation is where pupils talk face to face in a safe and supportive discussion led by trained peer mediators. <https://education.gov.scot/resources/restorative-approaches-peer-mediation/>

Violence Reduction Network (VRN) Projects: The VRN is committed to understanding and tackling the root causes of violence. The VRN believes that everyone has a role to play, and that violence can only be prevented if communities work together. <https://www.violencereductionnetwork.co.uk/> .

- **The Mentors in Violence Prevention (MVP):** MVP project is a peer-led leadership and bystander programme. The MVP project is a peer-led leadership and bystander programme. It aims to tackle the beliefs, attitudes and culture which can give the message that violence is acceptable. Ultimately MVP promotes healthy social norms and a culture which is known to prevent violence. The programme targets pupils aged 5 -19-year-old primary and secondary school pupils living across Leicester, Leicestershire and Rutland.
- **What is the Phoenix Programme:** Phoenix is a new evidence-based programme designed to address our local serious violence problem for pupils 14 years old and above living in Leicester, Leicestershire and Rutland. It seeks to reduce harm by working with those who are linked to networks of criminality such as Urban Street Gangs and Organised Crime Groups.
- **Reach:** The Reach programme is a Youth Endowment Fund (YEF) funded project which was designed by the VRN central team in partnership with Leicester City and County Council youth services who are also the VRN's delivery partners in this project. The Reach Programme is an intensive six-month mentoring programme aimed at preventing exclusions for 10–16-year-old secondary school pupils living across Leicester, Leicestershire and Rutland.

Implementation: Whole school initiative involving recruitment, training management of pupils.



Anti-Bullying

Bystander/Defender Training: Bystander defender training is an intervention targeted at the group dynamics of bullying. The aim of the training is to turn passive bystanders into active defenders of a bullied pupil, thus providing a spontaneous peer intervention. It is one of the most inclusive forms of peer support as potentially all pupils can be trained. <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/whole-school-and-setting-approach/peer-support-strategies/top>

Peer Mentoring: Peer mentors support the emotional and academic wellbeing of younger pupils. Peer mentoring schemes are most popular in the secondary sector, although some primary schools use mentors too. Mentors are trained to deal with 'low level' relational conflict and bullying (e.g. friendship fallouts; name-calling) but refer more serious cases on to a member of staff. <https://www.kidscape.org.uk/training-and-workshops/training-for-pupils/peer-mentoring-programme-training-for-young-people>

Peer Mediation: Peer mediation is a problem-solving process which encourages pupils to define the problem; identify and agree key issues; discuss and brainstorm possible options; negotiate a plan of action and agreement; and follow-up and evaluate outcomes. Training can be provided by same age or usually older peers supported or supervised by school staff. It is important that supervisors of a peer mediation scheme are trained themselves. <https://civilmediation.org/peer-mediation/#:~:text=Peer%20Mediation%20is%20when%20a,age%20or%20younger%20than%20them>.

Implementation: Whole school initiative involving recruitment, training management of pupils.

Parent Resources:

<https://www.gov.uk/bullying-at-school>

<https://learning.anti-bullyingalliance.org.uk/course/147/information-tool-parents-and-carers>

<https://www.nationalbullyinghelpline.co.uk/kids.html>

<https://contact.org.uk/help-for-families/information-advice-services/education-start/education-learning/bullying/what-to-do-if-the-bullying-carries-on/raising-a-formal-complaint-template-letter-dealing-with-bullying/>

<https://www.bbc.co.uk/bitesize/articles/zxwhb7h>

<https://www.askresource.org/filesimages/ASK%20Info%20Sheets/How%20to%20Report%20Bullying-%20Sample%20Letter.pdf>

<https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/making-complaint-about-bullying>

<https://www.familylives.org.uk/advice/bullying/advice-for-parents/what-to-do-if-your-child-is-being-bullied>

https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/ADULT_downloadable.pdf



Capturing Pupil Voice

Wellbeing Cards: Empower pupils to share their experiences of school using a card sorting activity to acquire an insight into the strengths and barriers they encounter in their educational attendance and wellbeing. For example, <https://www.schoolwellbeingcards.co.uk/>

School Refusal Assessment Scale Card Sort: This card sort activity, based on a School Refusal Assessment Scale developed by Kearney (2002), has been devised by Sheffield EPS as a tool for staff to use to develop a greater understanding of a young person's school avoidance. <https://share.google/blvEcjkVDKEw4pTUZ>

Attend Pupil Choice Cards: Empower pupils to share their experiences of school using a card sorting activity to acquire an insight into the strengths and barriers they encounter in their educational attendance. <https://derbydirection.org.uk/wp-content/uploads/2024/07/ATTEND-Pupil-Choice-Cards.pdf>

Strength Cards: Strengths-based card sort is a collaborative process, allowing an individual to work with a professional to determine an outcome that draws on their strengths and assets, which can build resilience, confidence, and hope in times of struggle. <https://innovativeresources.co.uk/product/strength-cards/>

Paper Resources: Use paper resources to capture the views of individual pupils. For example, <https://www.ambitiousaboutautism.org.uk/what-we-do/connecting-young-people/youth-led-toolkits/know-your-normal> or <https://www.ndti.org.uk/assets/files/b.-what-matters-island-editable.pdf> or <https://www.restorativestockport.co.uk/wp-content/uploads/2020/05/Blob-Tree-Sheet-.pdf> or <https://www.socialworkerstoolbox.com/my-feelings-colouring-chart/> or <https://www.cambslearntogether.co.uk/asset-library/Mapping-the-Landscape-of-Your-School-Secondary.pdf> or https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/restorative_thinking_school_toolkit_sample.pdf

Implementation: Small group intervention implemented by an LSA, trusted adult in school, external professional or parent.



Sleep Hygiene Support

General Guidance: Healthy Together runs a helpline for parents and carers of children and young people aged 0-11 in primary schools in Leicestershire and Rutland and 0-19 in Leicester. Offering advice and support on a range of topics affecting families, the Healthy Together Helpline is the easiest way to speak directly to a health visitor or school nurse over the phone. The helpline's qualified health and administrative professionals offer easy to access, safe and free advice, support and signposting. Callers can expect help with booking and rearranging appointments and support for a variety of health, developmental and mental and emotional wellbeing topic areas affecting babies, children and young people. Call 0300 300 3001.

Sleep Diaries: If you're having trouble sleeping and can't understand why, keeping a Sleep Diary can help identify what's keeping you awake.

SNappD https://flynnforum.com/education_training/snappd-the-sleep-nap-diary-app/

ADHD

The ADHD Foundation <https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/Supporting-Sleep-with-Five-steps-Lisa-Rudge-1.pdf> or **Child and Adolescent Mental Health Services (CAMHS)** <https://camhs.rdash.nhs.uk/wp-content/uploads/2021/01/DP8668-Sleep-information-for-parents-of-children-with-ADHD-leaflet-01.21.pdf>

Autism

National Autistic Society <https://www.autism.org.uk/advice-and-guidance/topics/physical-health/sleep/parents> or **NHS Leicestershire Partnership** <https://www.leicspart.nhs.uk/autism-space/health-and-lifestyle/autism-and-sleep/>

Trauma

CORAM <https://www.coram.org.uk/wp-content/uploads/2023/01/Helping-your-child-to-sleep.pdf> or **Sleep Foundation** <https://www.sleepfoundation.org/mental-health/trauma-and-sleep>

Obesity

Sleep Foundation <https://www.sleepfoundation.org/physical-health/obesity-and-sleep>

Sensory Processing:

Rotherham Integrated care partnership: https://www.rotherhamsendlocaloffer.org.uk/wp-content/uploads/2023/01/SLEEP_AND_SENSORY_PROCESSING.pdf or **Northumbria Healthcare NHS Foundation Trust** <https://sensoryot.northumbria.nhs.uk/wp-content/uploads/2023/08/Top-Tips-for-Sleep.pdf>

Implementation: Via signposting parent/carers



Substance Misuse Support

Turning Point Leicester Young People's Drug & Alcohol service

For anyone under 25 years, providing 1:1 support and will meet you where you want. Help you find new ways to cope and gain control and provide a support plan in things to help you in your life, not just with drug or alcohol use. <https://www.turning-point.co.uk/services/leicestershire>

Alateen: offers support and understanding to the families and friends of problem drinkers, whether they're still drinking or not. Alateen is part of Al-Anon and can be attended by 12 to 17-year-olds who are affected by another person's drinking, usually a parent. <https://al-anonuk.org.uk/alateen/>

National Association for Children of Alcoholics (Nacoa): Nacoa provides a free, confidential telephone and email helpline for children of alcohol-dependent parents and others concerned about their welfare. <https://nacoa.org.uk/>

Implementation: Via signposting parent/carers or a school referral.



Self-Harm Support

The Child and Adolescent Mental Health Service (CAMHS): CAMHS is a specialist service offering mental health assessment and intervention to children and young people who need more help with their mental health. <https://www.leicspart.nhs.uk/service/child-and-adolescent-mental-health-services-camhs/>

The Children's Hospital School Leicester – Early Intervention Placements

For some children, attendance at school may be impacted by health issues including anxiety and mental health problems. If concerns are not addressed at an early stage, they can affect progress, outcomes and the transition process to secondary school. The Children's Hospital School have a range of early interventions for schools including short-term commissioned placements for pupils at either our Leicester or Hinckley hub.

Magpie Learning Centre (Leicester): Based on academic and wellbeing needs, Y7-10 pupils can join our Foxes or Tigers group for a 12-week programme. Pupils in Y5 & 6 can be offered a primary group for half a day a week for 4-6 weeks, with the programme matched to their needs.

Phoenix Learning Centre (Hinckley): Based on academic and wellbeing needs, Y7-10 pupils can join our Eagles or Falcons group for a 12-week programme.

Harmless

Harmless is an organisation who works to address and overcome issues related to self-harm and suicide. Harmless offer two streams of support for people that do or are at risk of self-harm – counselling and psychotherapy and clinical support workers. These services are equal in terms of quality and skill of the workforce but differ in terms of approach and the length of time that people can access them. <https://harmless.org.uk/clinical-support-services/>.

The Tomorrow Project: The Tomorrow Project is a confidential suicide prevention service set up to provide both suicide crisis and bereavement support in response to the needs and concerns of our local communities. <https://harmless.org.uk/the-tomorrow-project-3/>

The Hope Project: The Hope Project is an initiative that provides qualified counsellors to agencies and organisations where otherwise these opportunities might not exist. We work to promote health and wellbeing in a safe and therapeutic environment.

Other Support

YoungMinds Parents Helpline: www.youngminds.org.uk

CALM: www.thecalmzone.net

ChildLine: www.childline.org.uk

HopeLine247: www.papyrus-uk.org

Samaritans: www.samaritans.org

Implementation: Via signposting parent/carers or a school referral.



Bereavement Support

Information, Advice and Guidance

Winston's Wish: Winston's Wish is a charity that helps children, teenagers and young adults (up to the age of 25) find their feet when their worlds are turned upside down by grief. <https://winstonswish.org/supporting-you/support-for-schools/>

Cruse Bereavement Services: The Cruse Bereavement Care Freephone National Helpline is staffed by trained bereavement volunteers, who offer emotional support to anyone affected by bereavement. <https://www.cruse.org.uk/about/>

The Laura Centre: we provide bereavement support for children & parents affected by loss. <https://thelauracentre.org.uk/>

Campaign Against Living Miserably: Suicide prevention charity and support for if you've lost someone in this way.

<https://www.thecalmzone.net/>

Child Bereavement UK: Child Bereavement UK helps families to rebuild their lives when a child grieves or when a child dies.

<https://www.childbereavementuk.org/Pages/Category/child-bereavement-uk-support-services>

Grief Encounter: We care passionately about helping bereaved children, young people and their families find hope and healing after the death of someone close. <https://www.griefencounter.org.uk/>

If You Care Share: If U care share listen and support emotional wellbeing in young people and those affected by suicide.

<https://www.ifucareshare.co.uk/>

Papyrus: PAPYRUS are a UK charity dedicated to the prevention of suicide and the promotion of positive mental health and emotional wellbeing in young people. Call 9am - Midnight. <https://www.papyrus-uk.org/>

Richmond's Hope: Richmond's Hope provides support for children and young people aged 4-18 years who have been bereaved.

<https://www.richmondshope.org.uk/>

Implementation: Whole school approach via staff training to refine QFT, links to PSHE/pastoral curriculum and raising parent/carers awareness.



Parent and Carer Support

Helplines

- Call the **Samaritans** on 116 123 for free, 24 hours a day.
- Call **Gingerbread** on 0808 802 0925 or text the word 'GINGER' to 85258 to talk to a trained volunteer. The service is available 24 hours a day and you can text from wherever you are.
- Call **SANeline** for free emotional support on 0300 304 7000 every day between 4pm to 10pm.
- Call **FamilyLine** on 0808 802 6666 or text 07537 404 282 for free emotional support, information, and guidance on family relationships – including siblings – conflict, parenting, caring, financial worries and more. Open Monday-Friday, 9am to 9pm.

Online Parenting Courses

- **Parent Mental Health and Wellbeing:** The wellbeing programme brings together groups of single parents from across England and Wales, providing a safe, welcoming space to meet others and discover tools to manage stress, aid relaxation and improve your mental wellbeing. The sessions are free, online and dates are regularly added throughout the year. <https://www.gingerbread.org.uk/your-community/your-wellbeing/>
- **The Solihull Approach:** Online courses for parent and carers for parents, carers and teenagers. <https://inourplace.co.uk/leicestershire/>

SEND Support (including Law)

- **SEND Information Advice and Support Service (SENDIASS):** SENDIASS provides free, impartial and confidential advice and support to parents and carers of young people aged 0-25 with special education needs or disabilities as well as young people themselves. We advise on all matters relating to SEND, including education, health and social care issues. Website: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/complaints-and-appeals/independent-advice-for-special-educational-needs-and-disability-send>
- **Independent Parent Special Education Advice (IPSEA):** Offers SEND law training for parents and carers empowering families to secure the education their child is legally entitled to. www.ipsea.org.uk
- **Ace Education:** For parents and carers - ACE provides independent advice and information on state education in England. For professionals - ACE offers a range of high-quality training services covering education law and guidance. www.ace-ed.org.uk
- **Coram Children's Legal Centre:** independent children's rights charity which provides free legal information, advice and representation to children, young people, families, carers and professionals in immigration, community care, education and family law. They also offer training and practice development, policy leadership and research and consultancy on children's rights in the UK and internationally. www.coram.org.uk or www.childrenslegalcentre.com

Implementation: Via signposting parent/carers or a school referral.



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Capturing Pupil Voice

Voice captured by a trained member of staff or specialist service: Request/commission the service of an external agency to capture pupil voice and feedback to school, which may form part of ongoing work or be requested as a stand-alone intervention, e.g. Autism Outreach Team, Leicestershire Educational Psychology, REACH Project, Youth Offending Team, etc. See the local authority directory for more information.

Genogram: A genogram is a visual representation of a family's structure and relationships. It's a more formal term for a family tree. The purpose of a genogram is to identify family members, explore family dynamics, help identify trusted people in a child's life, so maximising any protective factors.

Ideal Classroom/School: This tool developed by Williams and Hanke (2007) can be used to gain an insight into which features of the school (people, environment, lessons etc.) young people would like to change and why. This activity can be undertaken using Lego, play equipment and/or drawing. There is a tutorial video for the Ideal self here <https://www.drawingtheidealschool.co.uk/> alongside a manual with instructions and questions. Guidance and a script for using the Ideal School with a CYP can be found in Appendix 5b.

Talking Mats: Talking Mats is an established communication tool, which uses a mat with symbols attached as the basis for communication. It is designed to help people with communication difficulties to think about issues discussed with said provide them with a way to express themselves effectively in a visual way that can be easily recorded. For said www.talkingmats.com

Comic Strip Conversations: Comic strip conversations are simple visual representations of conversation, which can show the things that are said in a conversation, how people might be feeling or what people's intentions might be. <https://bcuhb.nhs.wales/services/hospital-services/neurodevelopmental/documents/comic-strips/>

Big Empathy drawings: A tool commonly used to develop a trusted relationship between adult and child. The use of drawings and labelling emotions allow abstract thoughts and feelings to be safely contained, physically on a page.

https://www.traumainformedschools.co.uk/images/Big_Empathy_Handout_.pdf

Life Graph: Collaboratively developing a life graph or path with the young person may help them to consider when their EBSA started, what else was happening in their lives at this time, what events and experiences led up to this point and how they interpreted these, as well as looking at what they would want in the future.

Implementation: Trained member of staff or an external professional to implement. **N.B.** Some services may require a pupil to be on caseload before offering support.



Wellbeing Surveys

Manual Surveys Administered by a trained member of staff or a specialist Service: Request/commission the service of an external agency to capture pupil voice and feedback to school, which may form part of ongoing work or be requested as a stand-alone intervention, e.g. Autism Outreach Team, Leicestershire Educational Psychology, REACH Project, Youth Offending Team, etc. See the local authority directory for more information. **Implementation:** Trained member of staff or an external professional to implement. **N.B.** Some services may require a pupil to be on caseload before offering support.

The Boxall Profile: <https://new.boxallprofile.org/>

The Strengths and Difficulties Questionnaire (SDQ): <https://www.sdqinfo.org/a0.html>

The Perceived Stress Scale: <https://www.corc.uk.net/outcome-experience-measures/perceived-stress-scale-pss-10/>

pupil Resilience Survey: <https://www.corc.uk.net/outcome-experience-measures/pupil-resilience-survey-srs/>

The Sterling Children's Wellbeing Scale: <https://www.corc.uk.net/outcome-experience-measures/stirling-childrens-wellbeing-scale/>

The Emotional Literacy Checklist: Secondary Pupil Attitudes to Self and School:

<https://www.corc.uk.net/outcome-experience-measures/pupil-attitudes-to-self-and-school-pass/>

Implementation: Assessments to be completed by the pupil, parent/carer or a trusted adult in school and analysed by an external professional or a trained member of staff, e.g. SENCO, ELSA, HLTA, etc.



Peer Support

Circle of friends: Circle of friends is an approach to enhancing the inclusion of young person who is experiencing difficulties in school. The 'circle of friends' approach works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. 'Circle of friends' is not the same as 'circle time' though it can involve some similar skills and techniques. In circle of friends, a class or group of pupils meets with a trained person in the absence of the pupil concerned and agrees on steps to help this pupil. Volunteer pupils are trained to befriend and support other pupils who are identified as isolated or rejected by their peers and hence vulnerable to bullying. Circle of friends help pupils feel less isolated in the knowledge that peers would not remain passive if they are intimidated or troubled. A friendship group breaks down isolation of bullied pupils and helps them to belong. Outcomes can include producing ingenuity in devising practical strategies; developing a flexible and creative method to form positive relationships with peers; supporting victims and increasing empathic skills of befrienders; and supporting those who bully because of themselves feeling isolated and rejected. <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/circle-time> or <https://www.edplace.com/blog/send/how-to-create-a-circle-of-friendship>

Restorative Circles: Restorative Circles are based on the idea of all participants are equal and should have the opportunity to be seen, valued and heard. Circles provide children and young people with an opportunity to practice respectful listening and healthy self-expression. https://youtu.be/vucxpu0_zol or <https://youtu.be/1-RZYSTJAAo>

Implementation: Trained member of staff or an external professional to implement. **N.B.** Some services may require a pupil to be on caseload before offering support.



Understand Pupil Need

Psychometric Assessments Administered by a trained member of staff or a specialist Service: Request/commission the service of an external agency to capture pupil voice and feedback to school, which may form part of ongoing work or be requested as a stand-alone intervention, e.g. Autism Outreach Team, Leicestershire Educational Psychology, REACH Project, Youth Offending Team, etc. See the local authority directory for more information. **Implementation:** SENCO/school staff to formally request specialist input. In some instances, a referral to the external service (and the pupil is added to their caseload) will be required to qualify for specialist input.

Psychometric Assessments: Psychometric assessments in schools measure pupils' skills, attitudes, behaviours, and wellbeing. They can help schools understand how pupils are developing and identify any difficulties they may be experiencing.

Assessment Tools with High Validity and Reliability: Surveys and questionnaires to measure and understand a pupil's needs, which mainstreams schools can administer, e.g. Sensory Analysis, Stress Survey, Motivational Assessment Scale Questionnaire, etc. N.B. The assessments are not a replacement for medical advice or diagnosis. The assessment tools are not to be used in isolation and the results should be triangulated with other sources of information, e.g. pupil observations, pupil voice, baseline assessment, etc. <https://padlet.com/andreadavis17/using-assessments-to-support-transition-and-remove-barriers--oq4nzxcfbwydfltt> or <https://d1uw1dikibnh8j.cloudfront.net/media/12710/measurement-tools-understanding-needs.pdf>

Access Arrangements: Access arrangements are special accommodations that help pupils with disabilities or learning difficulties take exams. They're approved before an assessment and don't change the exam's requirements. <https://www.pearsonclinical.co.uk/products/products-by-acronym.html> or https://www.jcq.org.uk/wp-content/uploads/2022/08/AA_regs_22-23_FINAL.pdf

Implementation: Assessments to be completed by the pupil, parent/carer or a trusted adult in school and analysed by an external professional or a trained member of staff, e.g. SENCO, ELSA, HLTA, etc.

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Solution Focussed Approach

PATH: A PATH (Planning Alternative Tomorrows with Hope) is a child centred, visual planning processes used by professionals to work towards a brighter future for individuals. <https://inclusive-solutions.com/wp-content/uploads/2021/05/PATH-Guide-for-Participants.pdf> or <https://www.kirkleeslocaloffer.org.uk/sendco-professional-information-and-resources-page/support-plans-i-apdr-msp-s-iep-s/path-planning-alternative-tomorrows-with-hope/> or <https://www.ldw.org.uk/wp-content/uploads/2019/02/PATH.pdf>



Implementation: PATH to be facilitated by an external professional or a trained member of staff, e.g. SENCO, ELSA, HLTA, etc.



Self-Regulation Tools

Meditation and mindfulness: Teaching mindfulness and meditation in schools can help to reduce stress and anxiety, enable children and teenagers to manage difficulties and enhance their learning capabilities.

https://www.rotherhamsendlocaloffer.org.uk/wp-content/uploads/2023/01/Rothsensoryschoolpackfinal_version_2_.pdf or <https://www.understood.org/en/articles/classroom-accommodations-for-sensory-processing-challenges>.

Yoga: Yoga can enhance a pupil's focus, calm, social cohesion and general wellbeing. <https://teenyoga.com/yoga-in-schools/> or <https://schooladvice.co.uk/pupil-yoga>

Sensory Circuits: Sensory circuits for secondary school are a series of physical activities that help pupils get ready to learn and focus. They can help pupils develop self-regulation and motor skills. <https://www.youthsporttrust.org/media/n5qbfav0/inclusion-live-sensory-circuits.pdf> or <https://bridgewater.nhs.uk/wp-content/uploads/2021/12/Warrington-Childrens-Occupational-Therapy-A-Guide-To-Sensory-Circuits-advice-sheet.pdf>

Martial Arts: Martial arts help pupils to identify emotions as they arise, so developing heightened self-awareness, which is a key component of emotional regulation.

<https://uobrep.openrepository.com/bitstream/handle/10547/558812/The+benefits+of+using+traditional+martial+arts.pdf;jsessionid=5AE428F5723D7A6BAABBA3402D2766C7?sequence=1>

Implementation: Delivered by a trained member of staff or external professional. For more information about implementation see 'Effectiveness of School Mental Health Awareness Interventions' (Feb 2025) report

https://assets.publishing.service.gov.uk/media/67a0f0b4172b438fbf16a40d/Effectiveness_of_school_mental_health_awareness_interventions.pdf



LGBTQ Support

Counselling: <http://leicestershirecounselling.co.uk/services/lgbt-counselling/>

Advocacy: <https://www.theproudtrust.org/>

Sexual Health: <https://www.tradesexualhealth.com/>

Domestic Abuse: <https://www.galop.org.uk/>

Reporting Hate Crime

Hate Incident Monitoring Project: Opportunity to report hate incidents through the form on Leicestershire County Council website. <https://www.leicestershire.gov.uk/leisure-and-community/community-safety/hate-incidents>

Implementation: Via signposting parent/carers or a school referral.



Sleep Hygiene Support

Sleep Studies: At any given time up to 40% of adults and 50% of children (this rises to 80% with a SEND diagnosis) have difficulties with their sleep. Yet in a recent survey, almost 60% of adults felt there was a lack of support for sleep issues. Sleep problems can leave people feeling isolated and lonely.

Our free helpline is run by trained sleep advisors, many of whom are specialists in working with SEND. We can talk to young people directly, or parents (we can also talk to adults, including older people, about their sleep issues).

The helpline is open 5 times a week, Monday, Tuesday, Thursday evenings 7-9pm, and Monday, Wednesday mornings 9-11am. The number is 03303 530 541 or <https://thesleepcharity.org.uk/>



Parent and Carer Support

Advocacy

SEND Information Advice and Support Service (SENDIASS): Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) Leicestershire, is a statutory service. We provide free, impartial and confidential advice and support to parents and carers of young people aged 0-25 with special education needs or disabilities as well as young people themselves. We advise on all matters relating to SEND, including education, health and social care issues. <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/complaints-and-appeals/independent-advice-for-special-educational-needs-and-disability-send>

Define Fine: Define Fine is a national parent carer led peer support organisation. Team members all have a lived experience of children and young people with school attendance difficulties. <https://www.definefine.org.uk/>

Menphys: Supporting Children and Young People with Disabilities to have equal choices, opportunities and live ordinary lives. <https://menphys.org.uk/services/family-support/>

Support in the Home

Family Lives: A support service for parents/carers, siblings and education services. Our Whole Family Relationship Support Service provides families with comprehensive help and guidance that builds stronger relationships and provides strategies to overcome difficulties and challenges, together. <https://www.familylives.org.uk/how-we-can-help/in-your-area/leicestershire-whole-family-relationship-support-service>

Implementation: Via signposting parent/carers or a school referral.



Mental Health Support

The Child and Adolescent Mental Health Service (CAMHS): <https://www.leicspart.nhs.uk/service/child-and-adolescent-mental-health-services-camhs/#:~:text=The%20Crisis%20Resolution%20and%20Home,On%20Call%20Consultant%20as%20required.>

The **Primary Mental Health team** is the link between specialist CAMHS and other Children and Young People's services across Leicester, Leicestershire and Rutland (LLR), who support children and young people's mental health and emotional well-being, for example teachers, GPs, school nurses, social workers and youth workers. The team also offers time-limited early intervention to young people who are experiencing mild-moderate mental health difficulties and who may be at risk of developing a more significant mental health disorder.

The **Eating Disorders team** is a specialist service, based at Mawson House, who work with groups of young people (aged 0-18 years) who have an eating disorder, and their families.

The **Young People's team** is a specialist team who work with young people who are deemed to be at high risk of mental health difficulties due to social circumstances and /or adverse childhood experiences.

The **Learning Disability team**, based at Rothesay provides services for children and young people with a moderate to profound learning disability presenting with mental health and or associated challenging behaviours. These include physical aggression towards others or property, self-injury, smearing or other risky behaviours.

The **Paediatric Psychology team** is a specialist service that works with children and young people (aged between 0-19 years) who have a physical health condition and are experiencing difficulties adjusting to, or coping with, living with their condition.

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The **Neurodevelopmental team** is a group of healthcare professionals who specialise in neurodivergence. People are neurodevelopmentally different if they are diagnosed with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), among other conditions.

The **Crisis Resolution and Home Treatment team** provides rapid assessment and management of mental health crisis for children and young people (0-18 years) presenting in Leicester, Leicestershire and Rutland. with a family within two hours and to assess the child or young person within 24 hours, providing the young person is medically fit (any form of medical intervention required e.g. following overdose or self-harm would take priority).

The **Intensive Community Support team (ICST)** are a team of mental health clinicians who offer a higher level of support in the community than our other CAMHS outpatient teams. They support under 18's who are having significant difficulties with regulating their emotions effectively and, as a result, may be engaging in behaviours that are deemed risky or problematic to themselves or those around them. Young people who are referred to ICST are likely to have seen the crisis team several times or had an inpatient admission.

The **Beacon Adolescent Inpatient unit**, based on the Glenfield hospital site, is a purpose built 15 bedded unit for young people aged between 13-18 years. The young people who are admitted to the unit are experiencing acute difficulties with their mental health and require psychiatric provision to keep them safe.

The Children's Hospital School Leicester: Willow Bank Day School provides an education for Key Stage 4 pupils (Years 10 & 11) who are unable to access education in their own school for medical reasons. Each pupil has a personalised timetable comprising core and foundation subjects. <https://www.childrenshospitalschool.leicester.sch.uk/willow-bank-school/>

Implementation: Via signposting parent/carer or a school referral.



Substance Misuse Support

Turning Point Leicester Young People's Drug & Alcohol service

For anyone under 25 years, providing 1:1 support and will meet you where you want. Help you find new ways to cope and gain control and provide a support plan in things to help you in your life, not just with drug or alcohol use. <https://www.turning-point.co.uk/services/leicestershire>



Victim Support

Women's Aid Leicestershire: Offer temporary refuge accommodation and support services for all victims of domestic abuse and violence, regardless of race, gender, age or sexual orientation. <https://wa-leicester.org.uk/>

First Step: An organisation run for male survivors and their supporters of sexual abuse and rape living in Leicestershire. <https://firststepleicester.org.uk/>

Victim First: A team of experienced & professional caseworkers to support victims of crime in their journey of recovery. <https://victimfirst.org>

National centre for Domestic Violence: Free service allowing anyone who has recently experienced or been threatened with domestic abuse to apply for an emergency court injunction, including those who cannot access or afford legal aid funding. <https://www.ncdv.org.uk/>

Finding Legal Options for Women Survivors (FLOWS): which stands for, is a legal support service, designed to help protect women against domestic abuse. <https://www.flows.org.uk/>

Support Through Court: Charity supporting people who face civil and family court alone so they can represent themselves to the best of their abilities. <https://supportthroughcourt.org/>

Fearless: Fearless is a safe place to give information about crime, 100% anonymously. <https://crimestoppers-uk.org/fearless>

Report a crime to Leicestershire Police:

<https://www.leics.police.uk/ro/report/ocr/af/how-to-report-a-crime/>



Travel Support

Contact a Family: Offers information about a family's right to school transport and advises you how decisions can be challenged.

<https://contact.org.uk/help-for-families/information-advice-services/education-start/education-learning/challenging-school-transport-policies/>

Travel to school for children of compulsory school age Statutory guidance for local authorities: Guidance referring to the legislation governing travel to school for children of compulsory school age, including those with special educational needs.

[google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiz8PGD3NSLAXDa0EAHZ1pHPQQFnoECCsQAQ&url=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fmedia%2F659d7ebb0dd0a200138b612a%2FTravel_to_school_for_children_of_compulsory_school_age.pdf&usg=AOvVaw2JCgjdUbPlvzDQM0_XlQe8&opi=89978449](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/345678/Travel_to_school_for_children_of_compulsory_school_age.pdf)

Leicestershire School Transport - Special educational needs and disabilities (SEND): Information and guidance to support families with identifying eligibility and support for transport assistance via either Council-organised transport (COT) or a Personal Transport Budget (PTB). <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/transport/school-transport-special-educational-needs-and-disabilities-send>



Trauma Informed Approach

Evolve: A Social Impact Company supporting vulnerable children to improve their wellbeing, mindset and school performance outcomes via Health Mentors and a development tracker. <https://www.evovesi.com/>

Imagine Inclusion: Imagine Inclusion Ltd tailored support, consultation, training, clinical supervision and services around the individual needs children, young people, family, school, care setting, school, Local Authority. <https://www.imagineinclusion.co.uk/>

Summit Psychology Service: Summit is a socially driven, trauma-focused service dedicated to supporting children, young people, their caregivers, and the professionals who champion their wellbeing. We are deeply committed to nurturing the environments that help every child grow, develop, and thrive. <https://www.summitpsychologyservices.co.uk>

Therapeutic Thinking: Therapeutic Thinking Ltd has grown to become a trusted partner of a large number of local authorities and multi-academic trusts. Therapeutic Thinking Ltd works collaboratively to develop locally owned training resources and assists with the delivery of training through a cascade model. <https://therapeuticthinking.co.uk/>

The Mighty Creatives: Support social justice for young people through arts, culture and creativity. We support the most under-represented young people in society through creative experiences that make lasting personal and social change. <https://themightycreatives.com/>



Self-Care Support

Leicestershire Cares: Supports young people in care or leaving care on to the next steps in life by opening their eyes to the possibilities in the world of work. This includes company tours, talks and mentored work placements. All programmes are tailored to meet individual needs.

www.leicestershirecares.co.uk

Family Lifestyle Club: Weight management service for overweight children and their families. Offers dietetic led healthy weight pathway for children aged 4-16. <http://www.lnds.nhs.uk/>

The Bridge: The Young People's Services assists young people to look at ways of resolving conflict before homelessness becomes a real option. The services also help young people look at, and overcome, barriers that have prevented them from accessing Education, Employment or Training.

<https://www.thebridge-eastmidlands.org.uk/services/youth-services/>

C Card Scheme: Community based sexual health services to ensure easy access to free condoms, pregnancy testing, relationship advice and signposting for under 25-year-olds.

<https://www.leicestersexualhealth.nhs.uk/>



Bereavement Support

Cruse Bereavement Centre: Support, advice and information via face to face, telephone, email and website support to those experiencing bereavement. <https://www.cruse.org.uk/>

The Laura Centre: Offers specialist bereavement counselling to parents whose child has died and to children or young people who have been bereaved of a parent or significant person.
<http://thelauracentre.org.uk/>

Winston's Wish: Offers practical 1:1 support for bereaved children, young people and their families.
<https://winstonswish.org/supporting-you/refer/>



Online Safety Tools and Resources

Report online abuse

Child Exploitation and Online Protection Centre (CEOP) safety centre. <https://www.ceop.police.uk/safety-centre/>
Websites showing obscene adult or child abuse content to the Internet Watch Foundation (IWF).

<https://www.iwf.org.uk/>

Report Remove assists young people under 18 in the UK to confidentially report sexual images and videos of themselves and remove them from the internet. <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/>

General advice on what to do when you see online abuse or inappropriate content.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-reporting/>

<https://www.ceop.police.uk/Safety-Centre/>

<https://saferinternet.org.uk/online-issue/reporting>

Gaming Addiction:

<https://www.cnwl.nhs.uk/national-centre-gaming-disorders>

<https://www.ukat.co.uk/addiction/behavioural/gaming/>

<https://www.gamingaddictsanonymous.org/#:~:text=Gaming%20Addicts%20Anonymous%20is%20a,has%20no%20dues%20or%20fees.>

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/gaming/>



Crime Reduction Support

Positive Pathways

To be eligible for Positive Pathways a young person must:

- Be 15-17 years old.
- Live in the East or West Midlands.
- Be willing to take part in a research study which includes undertaking a survey at the start and end of the programme.
- Provide consent to take part (as well as a guardian, carer or parent consenting).

And meet at least one of the following criteria:

- Be experiencing high levels of detention, suspension or exclusion.
- Have been identified as possibly associating with individuals involved in criminality.
- Have been arrested or convicted of a criminal offence (some exclusions apply to this).
- Every young person in the study will have an equal chance of either participating in the Positive Pathways programme or joining the group that takes part in various enrichment activities.

Implementation: School or other professional to complete a referral form at www.ingeus.co.uk/positive-pathways For more information about Positive Pathways opportunities, email positivepathways@ingeus.co.uk

Prevent

Prevent is a UK government strategy to stop people from becoming terrorists or supporting terrorism. It's a national initiative that uses early intervention to help people who are susceptible to radicalisation <https://www.leics.police.uk/advice/advice-and-information/t/prevent/prevent/>

Implementation: School or other professional to make a referral.



Self-Harm

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Purple House Clinic: Provides a range of services including therapy for mental health difficulties and educational psychology assessments using their team of qualified clinicians including Clinical Psychologists, Psychiatrists, Educational Psychologists and Psychotherapists. https://www.purplehouseclinic.co.uk/psychologists-leicester/leicester-team/?gad_source=1&gclid=Cj0KCQIA2oW-BhC2ARIsADSIAWqmXDtJpZEt4zxEDY4WwICGDy_hSHBgb4145CGRUQDfqvKaF2rMloQaAqJkEALw_wcB



Tools

Directory



Anti-Bullying Support

Local Services

School Nurse: Children and young people aged 11 to 19 and living in Leicester, Leicestershire and Rutland have a dedicated confidential, secure text messaging service which enables them to get confidential, professional health advice and support. 07520 615387.

Leicestershire County Council's Anti-Bullying Team: provide a range of information and guidance for young people, parents/carers and professionals. See Leicestershire Directory of Services for more information.

Family Lives: General advice about bullying, cyber bullying, bullying at school, or you can call the confidential helpline on <https://www.familylives.org.uk/> or askus@familylives.org.uk or 0808 800 2222 .

National Support Services

ChildLine: ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they'll be there. Call 0800 1111. They have a designated page for bullying issues that includes a new video about building up your confidence after bullying. <https://www.childline.org.uk/>

National Bullying Helpline: Information and advice for anyone dealing with bullying.

<https://www.nationalbullyinghelpline.co.uk/kids.html> Helpline: 0300 323 0169. Telephone: 0845 225 5787.

EACH: EACH has a freephone Helpline for children experiencing homophobic, biphobic or transphobic bullying or harassment.

<https://each.education/homophobic-transphobic-helpline> . 0808 1000 143.

Victim Support: They offer support to young people affected by crime. Their Children and Young People's (CYP) Service also deals with cases of bullying; offering advice and working with professionals to ensure young people get the support they need.

<https://www.victimsupport.org.uk/you-co/support-and-next-steps/> . You can call their Support line for free on 08 08 16 89 111.

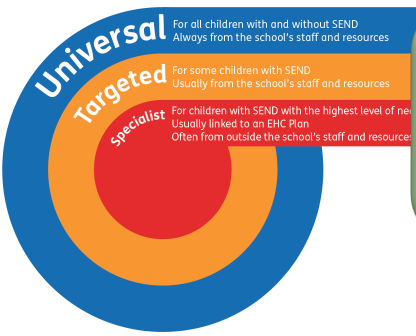




Leicestershire County Council

Directory of Services

Local Authority Services



**Anti-Bullying
Service**

**Attendance
Team**

**Autism
Outreach**

**Educational
Psychology
Service**

Family Help

Family Hubs

**Inclusion
Team**

**Learning
Support
Team**

**Library
Services**

**Local Area
Coordinators**

**Multi Agency
Traveller
Unit**

**School
Transport -
SEND**

**Stop
Smoking
Service**

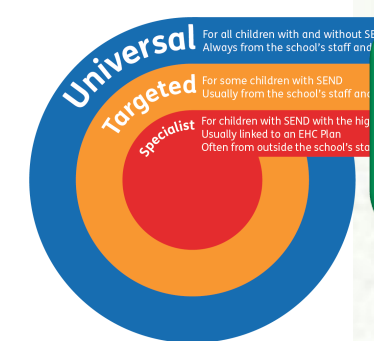
**Teen Health
11-19**

**Virtual
School**

Young Carers

**Youth and
Justice**

**LCC
Information
and
Support
Directory**



Anti-Bullying Service

Anti-Bullying Service

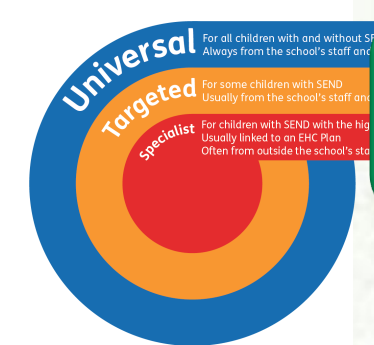
The Anti-Bullying Service manages Leicestershire County Council's anti-bullying website, providing a range of information and guidance for young people, parents/carers and professionals, which includes support and training for schools.

Contact: <https://www.beyondbullying.com/> or beyondbullying@leics.gov.uk or 0116 3057570.

Support

- Website offering general advice, guidance and signposting to a range of information and support.
- Leicestershire County Council Anti-Racist Audit Tool for schools
<https://www.beyondbullying.com/leicestershire-county-council-an>
- Support groups and sites for young people <https://www.beyondbullying.com/support>





Attendance Team

The Attendance Team is part of the Inclusion Service

Attendance Team

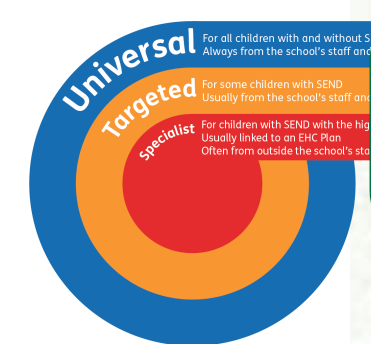
The Attendance Team provides detailed advice in relation to current guidance and expectations for schools in respect of attendance.

Contact: <https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/school-attendance> or attendanceteam@leics.gov.uk or 0116 3056743

Support

- Webinars
- Telephone line offering general advice and guidance
- Website and resources offering general advice and guidance, e.g. a website, check list to support attendance referrals (an appendix in the Code of Conduct), etc.
- Information, advice and assistance with Penalty Notice - Where further support is not appropriate (Holiday Penalty Notice referrals), Notice to Improve (can lead to a penalty notice) and Prosecution (where parent has been fined or prosecuted before)
- All schools are entitled to a **Targeting Support Meeting** with the local authority attendance team. Targeting Support Meetings can be used to discuss severely absent pupils and use a multi-agency approach to put a plan of support in place as soon as possible.





Autism Outreach Team

The Autism Outreach Team is part of the Specialist Teaching Service

Autism Outreach Team

The Autism Outreach Team provides specialist information and advice to support Leicestershire's maintained schools and academies schools to meet the needs of autistic pupils.

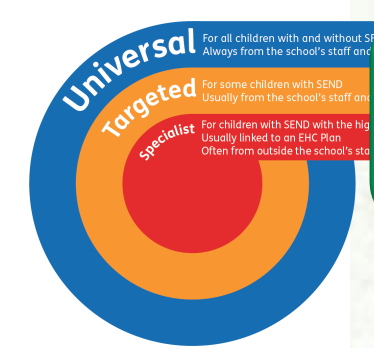
Contact: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/educational-specialist-services/specialist-teaching-service/autism-support-in-schools> or STS@leics.gov.uk or 0116 305 9400.

Support

- Providing a wide range of training packages to schools
- Promoting and sharing good autism practice
- Offering pupil-specific advice, recommendations and support*
- C&I Surgeries

*Where pupil-specific support is required, Leicestershire maintained schools and academies can make a referral to Autism Outreach for more focused support. This level of support may involve AOT observing the pupil in school, speaking directly with the child or young person, recommending strategies and approaches, delivering training to staff, attending meetings and signposting to other sources of support and information.





Educational Psychology Service

Leicestershire Educational Psychology Service

The Leicestershire Educational Psychology Service (LEPS) is a team made up of the Principal Educational Psychologist (Service lead), senior educational psychologists, main grade educational psychologists and trainee educational psychologists. We provide a traded and statutory service.

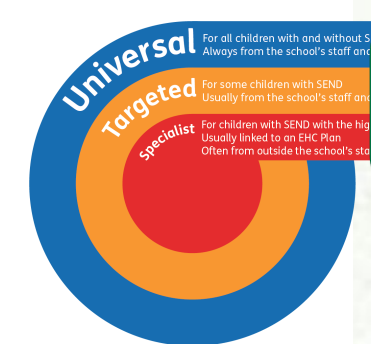
Contact: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/educational-specialist-services/educational-psychology-service> or psychology@leics.gov.uk or 0116 305 5100

Support:

- Website and resources offering general advice and guidance
- Action research and project work
- Staff wellbeing and resilience training and supervisions
- Costed Training, e.g. Anxious Children and Young People, Supporting Bereavement and Loss
- Introduction to Attachment, Using Lego to Develop Social Skills, Precision Teaching and Direct Instruction, etc.

Traded services website: <https://www.leicestershiretradedservices.org.uk/Services/4116>





Family Help

See the **Family Hub** page for more information about the Inclusion Service

Family Help

Family Help is the Local Authority's targeted early help offer.

Contact: <https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/help-for-children-and-families> or 0116 305 8727

Family Help – SEND

<https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/help-for-children-and-families/send-support-from-family-help> or 0116 305 8727

Support groups aimed at young people

- SEND 11-16 Youth groups
- SEND 16+ Youth Groups

Support groups aimed at parents or carers of pre-school and primary-aged children

- SEND Support groups for Parents
- Triple P - Stepping Stones

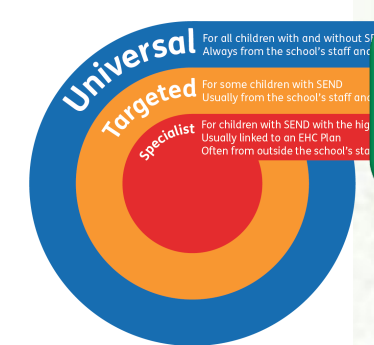
Family Help – Domestic Violence

Contact: <https://www.leicestershire.gov.uk/adult-social-care-and-health/protecting-adults-at-risk-safeguarding/domestic-abuse> or operationencompass@leics.gov or 0116 305 8727

Support

- Domestic Abuse Liaison Officer
- Domestic Abuse Training for Schools





Family Hubs

See the **Family Help** page for more information about the Inclusion Service

Family Hubs

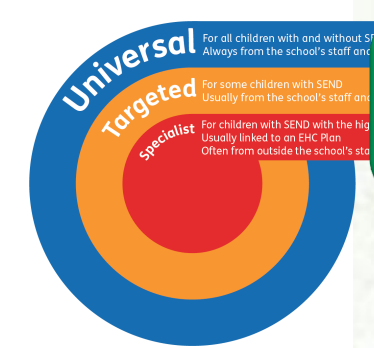
Family Hubs are 'one-stop shops' where families with children and young people (0-19 and up to 25 for young people with SEND) can access a broad and integrated range of early help to overcome difficulties and build stronger relationships.

Contact: <https://www.familyhubsleicestershire.org.uk/> or 0116 305 8727 or click on the link to complete a request for services [here](#)

Support

- **Website** - The Family Hub website has been designed because families tell us that it can be confusing knowing where to go or who to talk to for help.
- **Hubs** - The hubs are a mixture of physical and virtual spaces, where people will have easy access to a range of family advice, support services and guidance on issues such as social care, education, and mental and physical health. Family Hubs are all about a network of organisations, practitioners, voluntary sector working together to create a 'no wrong front door' approach
- **Free Training** - Relationships Matter offers a suite of different training and topics to help understand the difference between domestic abuse and ongoing unresolved arguing, providing the resources and tools to support. For more information contact familyhubs@leics.gov.uk





Inclusion Service

See the **Attendance Team** page for more information about the Inclusion Service

Inclusion Service

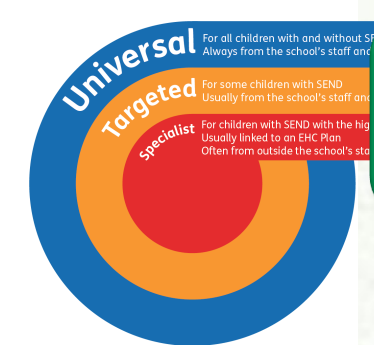
Children Missing Education (CME), Children with Medical Needs (CMN), Not in Education or Employment (NEET), Pupils Missing Education (PME), Electively Home Educated Children (EHE) and SEND support to assist schools with meeting needs and avoid exclusions.

Contact: <https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/inclusion-service> or inclusionpupilsupport@leics.gov.uk or 0116 305 2071

Support

- Webinars
- Telephone line offering general advice and guidance
- Website and resources offering specific advice and guidance, e.g. a website, advice on how to make referrals, etc.
- The Attendance Team. See the **Attendance Team** page for more information.





Learning Support Team

The Learning Support Team is part of the Specialist Teaching Service

Learning Support Team

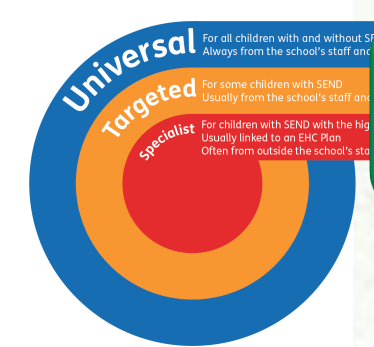
The Learning Support Team offers free one hour Cognition and Learning Surgeries to schools and FE providers to support them to meet the needs of CYP who are experiencing persistent literacy difficulties and/or persistent math difficulties.

Contact: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/educational-specialist-services/specialist-teaching-service/learning-support> or LSSCoreOffer@leics.gov.uk or 0116 305 9400

Support

- Cognition and Learning surgeries – often pupil focussed
- Training packages include e.g.:
- Dyslexia and Mental Health – Creating Learning Profiles
- Dyslexia Aware and adjustments at high quality teaching level
- Dyscalculia and persistent maths learning difficulties
- Reading - intervention to support phonic non-responders
- Guidance on the graduated response to need





Library Services

Library Services

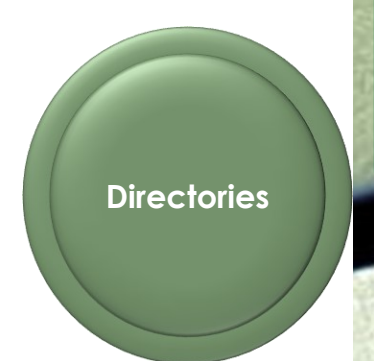
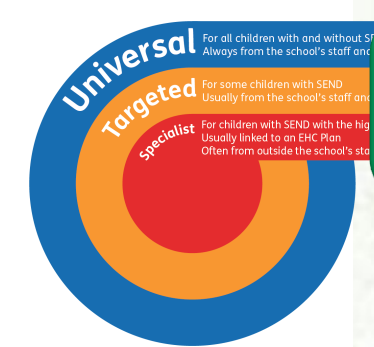
There are 53 libraries across Leicestershire including three mobile libraries delivering books and resources to rural communities and a thriving online digital library offering e-books and e-audiobooks for loan. Alongside traditional book lending, there are PCs with free access to the internet, events and activities including the popular Wiggly Readers, an under-fives story and rhyme time, and many other resources for communities. Our libraries have adapted to community need and continue to thrive. All Leicestershire residents and library users can also access the libraries and study spaces at our 3 local universities: De Montfort University, the University of Leicester and Loughborough University.

Contact: <https://www.leicestershire.gov.uk/leisure-and-community/libraries> or 0116 305 2695.

Support:

- Digital Library
- Book Borrowing
- Room Hire
- Library Events
- Mobile Library and Home Library services





Local Area Coordinator

Local Area Co-ordinators

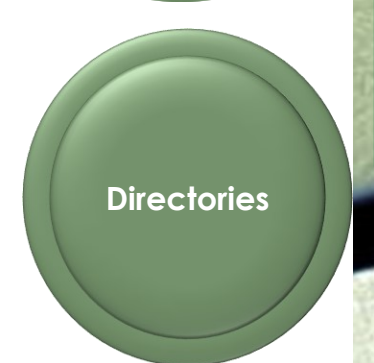
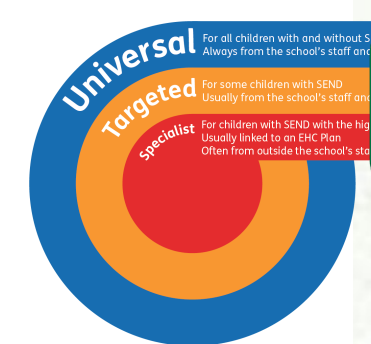
Local Area Co-ordination is focused on helping isolated, excluded, and vulnerable people to stay strong and in control, by fostering an inclusive, friendly, supportive community around them. Local Area Co-ordination builds the resources, networks, and resilience of those who need help before they hit crisis, with the aim of diverting people from formal services and supporting people to have a good life as part of their local community.

Contact: www.leicestershire.gov.uk/local-area-co-ordinators

Support

- Website offering general advice and guidance.
- Connect people, families and communities with local support
- Promote local events
- Identify individual strengths and aspirations to tailor bespoke support
- Identify useful community assets and resources which people can access in their local area.





Multi Agency Traveller Unit

Multi Agency Traveller Unit

Leicestershire, Leicester City and Rutland Multi Agency Travellers Unit exists to provide a one stop point of access for the public, business, agencies and Travellers.

Contact: <https://www.leicestershire.gov.uk/leisure-and-community/community-safety/gypsy-and-traveller-services> or MultiAgencyTravellersUnit@leics.gov.uk or 0116 305 8156 or 07818 014574.

Support

- Website offering general advice and guidance
- Advocacy

Traveller Education Liaison Team

Work with families, schools and other agencies to improve access to education for Traveller children living in Leicestershire.

Vicky Beaumont

0116 305 3151/07508 013258

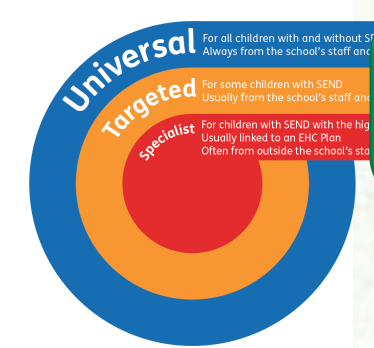
vicky.beaumont@leics.gov.uk

Sarah Pitman

0116 305 3143/07730 582432

sarah.pitman@leics.gov.uk





SEN Transport

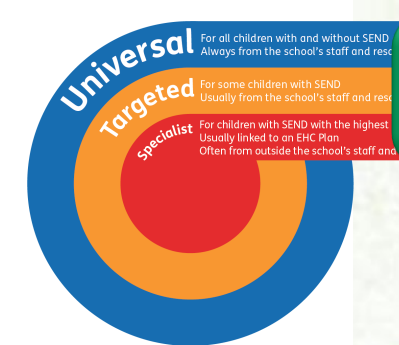
School Transport - Special educational needs and disabilities (SEND)

If a child is assessed as eligible for transport assistance they may receive either Council-organised transport (COT) or a Personal Transport Budget (PTB). **Contact:** Telephone: 0116 305 0255.

Information about how to apply for transport assistance: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/transport/school-transport-special-educational-needs-and-disabilities-send>

Link to apply for transport assistance: https://leicestershirecc-self.achieveservice.com/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-facd5dc4-025d-4dcb-be1f-b8ca4e4c67fe/AF-Stage-2b374c7a-187d-438f-ae1f-e2931c1a45b4/definition.json&process=1&process_uri=sandbox-processes://AF-Process-facd5dc4-025d-4dcb-be1f-b8ca4e4c67fe&process_id=AF-Process-facd5dc4-025d-4dcb-be1f-b8ca4e4c67fe





Stop Smoking Service

QuitReady Young Person Stop Smoking Service

QuitReady Young Person Stop Smoking Service works across Leicestershire and Rutland to support, advise and educate young people on the risks of smoking and vaping, which is free and confidential.

Contact: <https://www.leicestershire.gov.uk/health-and-wellbeing/smoking-alcohol-and-drugs/stop-smoking> or 0345 646 66 66

Support

Smoking Cessation - 12-week programme for smokers over 12 years of age

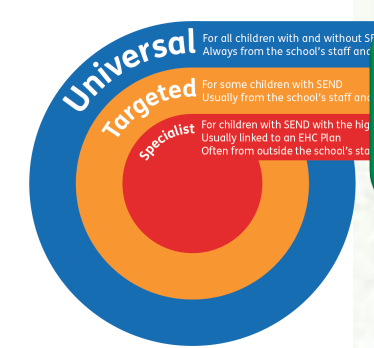
- 1-1 advisory sessions in school,
- Support over the telephone, text messaging, webchat, or email.

Vaping Support - advice and education

- 1-1 advisory sessions and targeted group work in school
- Support over the telephone, text messaging, webchat, or email.

QuitReady have an on-line referral form for young people, parents/carers and professionals
Nicotine Replacement Therapy (Nicotine Patches, Nicotine Gum) for young people know to be smoking





Substance Use Harm Reduction Team

Turning Point's service have been commissioned by Public Health

Substance Use Harm Reduction Team - Turning Point*

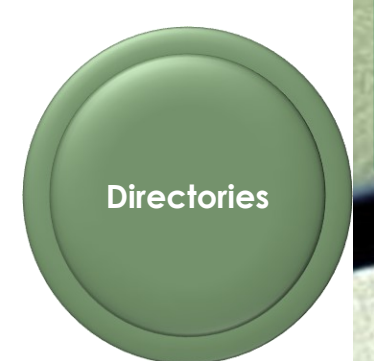
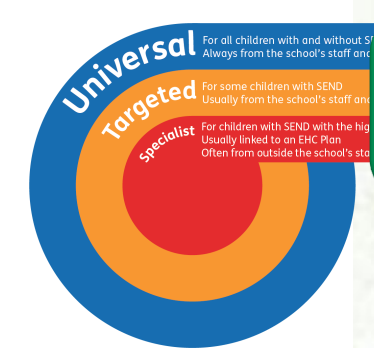
Turning Point deliver the Integrated Substance Misuse Treatment and Recovery Service. They work with anyone who is affected by drugs or alcohol regardless of age.

Contact: www.turning-point.co.uk/services/leicestershire or 0330 303 6000

Support

- Young Peoples' and Young Adults' service
- Family and friends support offering help to those affected by someone else's substance use
- Substance awareness training for professionals
- Website offering general advice and guidance
- Treatment and recovery support for adults
- Dual diagnosis support
- Residential rehabilitation services
- Recovery





Teen Health 11-19

Teen Health 11-19

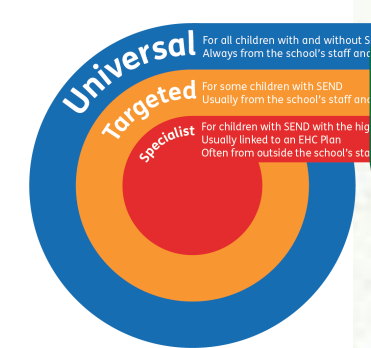
Teen Health is a team of caring and dedicated Health and Wellbeing Officers who work across Leicestershire to provide health and emotional wellbeing advice and support. We focus on supporting young people of secondary school age and above (11-19), working hand in hand either in secondary school across Leicestershire or within the local community.

Contact: www.teenhealth.org.uk/professionals or 0116 305 8727

Support

- Low mood and anxiety
- Building confidence, self-esteem and resilience
- Overcoming feelings of sadness or worry
- Risk taking behaviours (advice on drugs/alcohol/vaping/smoking)
- Healthy relationships
- C-card access (contraception)
- Support with starting school
- Post 16 support
- Pop up sessions covering various health and wellbeing themes/topics
- Drop-in sessions where you can talk one to one with a health and wellbeing officer.
- Signposting to appropriate support
- Group support





Virtual School

Leicestershire Virtual School

The Leicestershire Virtual School is a local authority service whose role is to improve the education of children in care by supporting our Early Years settings, family of schools, carers and social workers to help children and young people to do their best.

Contact: <https://resources.leicestershire.gov.uk/leicestershire-virtual-school> or Virtualschool@leics.gov.uk or 0116 3056097

Support

- Website and resources offering general advice and guidance, e.g. Guidance for Educational Settings, etc.
- Supporting children and young people in care, previously looked after children and children with a social worker, etc.
- Supporting schools and settings to develop best attachment and trauma aware practice using the Attachment Research Community (ARC) auditing tool.
- Trauma Informed Officer

Free Training:

- Emotion Coaching and Trauma Informed Practice and more
- Attachment Research Community (ARC) audit Implementation





Young Carers

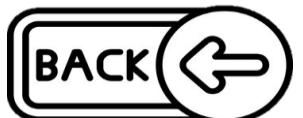
Young Carers

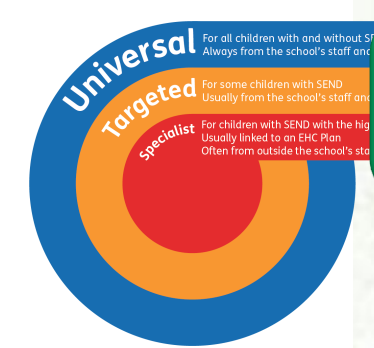
Access to support and other agencies for young carers.

Contact: <https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/help-for-young-carers/get-help-if-youre-a-young-carer> or 0116 305 0005

Support

- Website with general advice, guidance and signposting.





Youth and Justice

Youth and Justice

The Leicestershire Youth Offending (YOS) is a multi-agency partnership which includes, the Local Authority Police, the Probation Service, the NHS and Youth Services, all of whom jointly resource a multi-disciplinary team.

Contact: <https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/leicestershire-youth-offending-service> or youthoffendingservice@leics.gov.uk or 0116 305 0030

Support

- Website offering general advice and guidance
- Termly Newsletter
- Prevent offending
- Reduce reoffending
- Increase victim and public confidence
- Ensure the safe and effective use of custody





Attendance Thinking Map

