

# **A Multi-Agency Social Emotional Mental Health Competency Framework**

## **for Staff Working with Children and Young People in Sandwell**

**Version 2**

**March 2023**

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## Acknowledgements

This framework has been adapted from the 'In It Together; A Social Emotional Mental Health Competency Framework for Staff Working in Education' developed by Yorkshire and The Humber Clinical Networks in 2017 and updated in 2019.

<http://www.yhscn.nhs.uk/children-network/Childrens-SEMH-Competency-Framework.php>

## Authors

Kathryn Hickman      Sandwell Council Public Health

## Introduction

In 2015 the Department of Health and NHS England published [Future in Mind](#): promoting, protecting and improving our children and young people's mental health and wellbeing. This strategy outlined a national ambition to dramatically improve children and young people's social emotional mental health by 2020. It urges whole systems to work together to promote good mental wellbeing and identify problems early. It identifies the opportunities that multi-agency settings provide for achieving this ambition, including the recommendation that those who work with children and young people are trained in child development and mental health, understand what can be done to provide help and support for those in need and develop a whole setting approach to promoting mental health and wellbeing. This framework is designed to support this recommendation become a reality.



In line with our Vision 2030 ambitions, we want children and young people to get the best start in life and achieve their potential, growing into emotionally strong and resilient adults.

The Sandwell Well-Being Charter Mark has been supporting schools to adopt a whole-school approach to mental health and wellbeing since 2018. The Charter Mark is based on the 8 principles of a whole school approach to promoting mental health and wellbeing (PHE, 2015) and as such includes a thorough review into staff development (to support their own wellbeing and that of their students). The Sandwell Wellbeing Charter Mark has been extended to support Early Years Settings and Community Voluntary Sector Organisations to adopt a whole-organisation approach to mental health and wellbeing. Through this work, along with other engagement activity, such as the facilitation of the Anna Freud Link Programme and the progression of the local CAMHS Transformation Plan, we have identified a need to improve learning and development opportunities for the whole place-based workforce, not just those in education settings, to support the emotional health and wellbeing of our children and young people in Sandwell.

Now more than ever in the recovery phase of the COVID-19 pandemic, working with children and young people with social emotional mental health problems is inevitable, so why not ensure they receive evidence-based support from a skilled workforce. This comprehensive framework can deliver real benefits to the workforce and children and young people, not only outlining the skills needed, but evidence-based training options to then gain these skills.

## Scope of the Framework

Mental health should be everybody's business; therefore, A Multi-Agency Social Emotional Mental Health Competency Framework for Staff Working with Children and Young People in Sandwell is aimed at all staff, from caretakers to teachers, community transport drivers to youth workers, by outlining role appropriate levels of skill, knowledge and training. It aims to encourage all staff to work together to support the children and young people of Sandwell, and each other, knowing their limitations and how to escalate concerns.

Furthermore, this framework aims to complement but not duplicate existing practice, for example, around safeguarding or special education needs and national guidance such as Public Health England's [Whole School and College Approach](#) and the joint publication by the Department for Education and Department of Health; [Transforming Children and Young People's Mental Health Provision: a Green Paper](#) and the implementation of [Mental Health Support Teams](#). This framework will also complement the work undertaken by schools, early years settings and community and voluntary sector organisations through the [Sandwell Well-Being Charter Mark](#).

The framework has separate competencies for those working with children and young people at different ages; early years, primary school, secondary school and college with clear enhancements included where necessary for children and young people with additional needs.

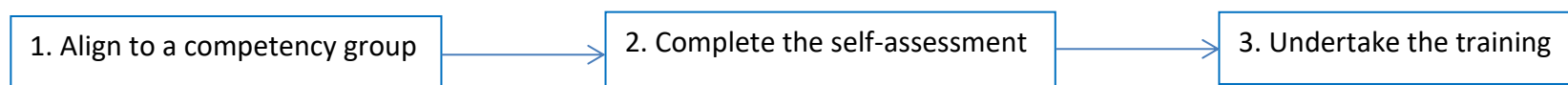
The framework is a *workforce development tool* yet it is not intended to overburden staff or turn all of the workforce into therapists. Nor is it a mental health strategy development tool or PSHE curriculum tool. As the framework was developed a number of useful documents and resources for settings came to light and whilst they were not directly to be included in the framework we didn't want to lose them so they are included as an [appendix](#).

## How to Use the Framework

The framework itself is comprised of four components:

- Groups of competencies: core, enhanced and targeted
- Suggestions of staff roles for whom each group of competencies is most likely to be relevant
- A self-assessment tool
- Suggested training options to gain the needed skills and knowledge

Implementing the framework follows three overarching steps for members of staff:



### Competency Groups

Members of staff will align with one of three groups of competencies:

1. **Core competencies:** these are intended for *everyone*, irrespective of their role to have as a minimum. They focus on being aware of mental health and contributing to a supportive culture. For some staff these core competencies will be all that they need to have. Anything that is in the core level which needs to be duplicated in other levels has been included in them.
2. **Enhanced competencies:** these are intended for members of staff who have more interaction with children and young people and their role allows them increased opportunity, and responsibility, to make adjustments in their practice and/or environment. These competencies incorporate and build upon the core competencies by focussing more on specific mental health issues, how resilience can be developed, vulnerable groups and having enhanced communication skills.
3. **Targeted competencies:** these are intended for members of staff who need a greater depth of knowledge of how to support individual children/young people with particular mental health or emotional wellbeing difficulties. They may also advise and support other members of staff within the setting on social emotional mental health support. These targeted competencies incorporate and build upon the core level and some elements of the enhanced group.

All categories include knowing how to escalate concerns. Many competencies are broken down into outcomes which provide further detail on what knowledge and skill are required.

### Staff Groups

The table at the end of this section is a guide to help agencies determine which members of staff require which level of competency. It is stressed that these are flexible and are only there as a guide. Agencies may wish to develop particular roles and following discussion between relevant parties it may be, for example, that a member of staff aligned to the core competencies may also require one or two skills from the enhanced level. The key message is that agencies should use the framework in a way that meets their unique need; it is not intended to be rigid or prescriptive.

### Self-Assessment Tool

Having determined which group of competencies are relevant to an individual's role, they are to complete the self-assessment tool. This will highlight gaps in knowledge or skill and subsequently where resources are to be directed to enable the member of staff to achieve the full range of abilities they require.

### Suggested Training Options

Having undertaken the self-assessment and identified areas for development this framework maps competencies against suggested training options. The competencies are numbered and training options are provided against each number. A range of training options are often provided and in some cases more than one option should be undertaken to fulfil the competency (such as MindEd modules). Suggestions have also been made for when staff who work with children and young people with additional needs may require additional training or if staff work with Looked After Children. The training options are only suggestions and agencies may wish to use other providers, but care should be taken to ensure they have a solid evidence base and meet the competency. We have mapped the competencies with local training opportunities including those available through the Sandwell Children's Safeguarding Partnership - <https://training.sandwellscb.org.uk/>.

Particularly for the enhanced and targeted levels a coordinated approach to training would ensure the best use of valuable resources and time, such as when face-to-face or group training is required. In some cases undertaking a brief MindEd session or some overview reading initially would be beneficial whilst group training is coordinated. Agencies may also wish to consider "buddying-up" with other agencies when purchasing

training which will share the cost. A coordinated approach will help agencies identify themes for staff development and opportunities for individuals to share their learning or existing expertise with colleagues.

The training suggestions come in a range of formats from e-learning, face-to-face, webpages to factsheets. We appreciate that individuals have different learning style preferences, but the options given focus on providing the correct content to meet the competency.

Finally, as mental health can be a very emotive topic, members of staff should be aware of their own emotional wellbeing needs and circumstances and be supported through the process. Support may also need to be given to ensure access to online training.



Table of suggested staff per level of competency

Core	Enhanced	Targeted
Caretakers/Cleaners/Facilities Staff	Probation Officers	Family Support Workers
Back office and administration staff	Leisure/Sport Coaches	Targeted Youth Workers
Catering Staff i.e. school lunch supervisors	Neighbourhood Officers	Health Visitors
Contact Centre Staff	Sessional Youth Workers	School Health Nurses
Transport drivers i.e. school transport service	Attendance Officers	Youth Justice Workers
Librarians	Community Group Workers	GPs
Street Wardens/Environmental Protection Officers/Community Safety Officers (with ASB reduction responsibilities or who may come across CYP on patrols)	Dentists/Pharmacists	Staff working in Refuges
Receptionists	Early Years Assistants	Speech & Language Therapists
School Governors	Childminders	Staff working with looked after children
Senior Managers/Boards/Trustees with little direct contact with CYP	Teachers/Lecturers	Pastoral/ Student Support Services
Chaplaincy/Faith Leaders	Social Work Assistants	Safeguarding Leads/Welfare Officers
Security Workers i.e. at colleges, youth clubs, supported housing etc.	Foster Carers	Early Years Practitioners and Managers (Level 3 and above)
Connexions staff/Job Centre Plus staff	CYP Forum Workers	Targeted Support Services i.e. substance abuse, sexual health, mentoring,
	Police Officers	Social Workers
	Head/Deputy Head (if not DSL)	Staff working with CYP with disabilities/additional needs incl. SENCO
	Learning Support Assistants/Teaching Assistants	Care Leavers Team

These levels are suggestions only. To find the appropriate level for your role consider the amount and degree of interaction you have with children/young people and your designated responsibilities.

These levels are NOT incremental. Anything that is in the core level which needs to be duplicated in other levels has been included in them. Therefore, you only need to complete the training provided in each competency training directory, unless it has been assessed that you require certain skills from the other competency areas relevant to your role.

## Competencies & Self-Assessment Tool: Core Competencies

Please ensure you have read the [How to Use the Framework](#) section before proceeding.

Name:

Date:

Competency	Outcomes	Yes	No	Partially	
I have an awareness of the key milestones for child and adolescent development.	<b>Staff working with Early Years Aged Children</b>				
	C1	I understand the key physical, social, emotional, cognitive and language milestones for young children.			
	<b>Staff working with Primary School Aged Children</b>				
	C1	I understand the key physical, social, emotional, cognitive and language milestones for children.			
	<b>Staff working with Secondary School Aged Children</b>				
	C1	I understand the key changes that adolescents experience.			
	<b>Staff working with College Aged Children</b>				
	C1	I understand the key changes that adolescents experience.			
	<b>All staff irrespective of age group</b>				
	C2	I have a basic understanding of general learning difficulties plus Special Educational Needs (SEN), including behavioural conditions and neurodiversity such as ADHD and Autism. I recognise that development and behaviour may be different for these children/young people and behaviour may be a form of communication. I appreciate that the level of emotional development may vary between children/young people of the same chronological age.			
I have a basic awareness of what social emotional mental health is, including the importance of prevention and early intervention	<b>All staff irrespective of age group</b>				
	C3	I understand the concept of mental health, mental wellbeing and mental ill-health.			
	C4	I can recognise changes in behaviour and warning signs that something may be wrong and do not ignore these.			

and can recognise changes in behaviour.	C5	I am aware of the key risk and protective factors to emotional wellbeing and mental health.			
I can communicate effectively with children/young people relevant to their age, circumstance, culture and ability and can use communication skills to offer basic support and calm a distressed child/young person. I know how to escalate concerns regarding a children's/young person's social emotional mental health.	<b>All staff irrespective of age group</b>				
	C6	I can use simple techniques to non-judgementally listen to and converse with children. I can offer basic support by actively listening to a child/young person, not jumping in with solutions, showing empathy and acknowledging emotions. I take into account a child's/young person's preferences, opinions and wishes.			
	C7	I can adapt my communication style to be able to converse with an autistic child/young person.			
	C8	I can adapt my communication style to be able to be able to converse with a child/young person who has a learning disability.			
	C9	I am aware of my organisation's social emotional mental health champion or lead, their role and how to contact them. I know how to escalate concerns about a child's/young person's social emotional mental health.			
I am aware of my organisation's strategies and policies that link to social emotional mental health and have a clear understanding of individual roles and responsibilities in relation to these.	C10	I have a basic knowledge of what the local offer for social emotional mental health support is, including websites.			
	<b>All staff irrespective of age group</b>				
	C11	Policies may include: <ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Safeguarding (including limits of confidentiality)</li> <li>• Inclusion</li> <li>• Behaviour management</li> <li>• Tackling stigma</li> <li>• Crisis management</li> <li>• Substance misuse</li> <li>• Self-harm &amp; suicide prevention</li> <li>• Harassment</li> </ul>			

		<ul style="list-style-type: none"> <li>• Physical disability</li> <li>• Induction of new children/young people</li> <li>• Special Educational Needs (SEND)</li> <li>• Mental health strategy (if available)</li> <li>• Trauma-Informed Practice</li> </ul>				
I have self-awareness of my own mental health needs and take personal responsibility to positively care for these.	<b>All staff irrespective of age group</b>					
	C12	I understand some basic techniques to look after my own emotional wellbeing and appreciate the potential effect my own state of emotional wellbeing may have on my behaviour and interactions with children/young people and others.				
	C13	If I have an existing mental health condition I know how to care for this and access services if necessary.				
I have the ability to effectively promote an open and honest culture within the whole organisation around social emotional mental health.	<b>All staff irrespective of age group</b>					
	C14	I model the core attributes of respect, patience, honesty, reliability, empathy and integrity at all times to create a culture of supportive relationships between members of staff, with children/young people and parents/carers.				
	C15	I have a basic understanding of positive language and can use this to develop a supportive environment for staff and children/young people.				
	C16	I have a basic understanding of what stigma is and can support the reduction of this through my words and actions. I view mental health as important as physical health and treat this with equal respect and understanding. I am aware of the importance of promoting positive mental health.				

**Having completed your self-assessment please work your way through the training directory below.**

## Training Directory: Core Competencies

Outcomes		Training Options
<b>Staff working with Early Years Aged Children</b>		
<b>C1</b>	I understand the key physical, social, emotional, cognitive and language milestones for young children.	<a href="#">Developmental Milestones</a> age 3-5. 7 minute video.
<b>Staff working with Primary School Aged Children</b>		
<b>C1</b>	I understand the key physical, social, emotional, cognitive and language milestones for children.	<a href="#">Developmental Milestones School Age</a> (5-11yrs) Video
<b>Staff working with Secondary School Aged Children</b>		
<b>C1</b>	I understand the key changes that adolescents experience.	<a href="#">Adolescent development</a> . The art of growing up: MindMatters video.
<b>Staff working with College Aged Children</b>		
<b>C1</b>	I understand the key changes that adolescents experience.	<a href="#">Adolescent development</a> . The art of growing up: MindMatters video.
<b>All staff irrespective of age group</b>		
<b>C2</b>	I have a basic understanding of general learning difficulties plus Special Educational Needs (SEN), including behavioural conditions and neurodiversity such as ADHD and Autism. I recognise that development and behaviour may be different for these young people and behaviour may be a form of communication. I appreciate that the level of emotional development may vary between young people of the same chronological age.	<a href="#">Learning Difficulties</a> . Mencap. Website. <a href="#">Attention-deficit hyperactivity disorder and hyperkinetic disorder</a> : RCPSYCH factsheet. <a href="#">Autism and Asperger's syndrome</a> : RCPSYCH factsheet. <i>All three</i> options to be read to meet the competency.
<b>All staff irrespective of age group</b>		
<b>C3</b>	I understand the concept of mental health, mental wellbeing and mental ill-health.	<a href="#">Children and Young People's Mental Health</a> : Centre for Mental Health Factsheet
<b>C4</b>	I can recognise changes in behaviour and warning signs that something may be wrong and do not ignore these.	<a href="#">What Goes Wrong?</a> MindEd: Free online e-learning. 30 mins. <a href="#">Mental Health Problems – An Introduction</a> . Mind. Downloads a PDF.

		<p><a href="#">Suicide Awareness Training</a>. Zero Suicide Alliance. 20 minute video</p> <p><a href="#">Spot the warning signs</a>. Beat Eating Disorders. Downloads a PDF.</p> <p><a href="#">I'm worried about someone with an eating disorder</a>. Beat Eating Disorders. Downloads a PDF.</p> <p><i>All options</i> to be completed to achieve the competency.</p>
<b>C5</b>	I am aware of the key risk and protective factors to emotional wellbeing and mental health.	<p><a href="#">Risk and Protective Factors</a>: Anna Freud Centre, Mentally Health Schools</p> <p><a href="#">Adverse Childhood Experiences</a>. NHS Health Scotland. Video</p>
<b>Staff working with Early Years Aged Children</b>		
<b>C6</b>	I can use simple techniques to non-judgementally listen to and converse with children. I can offer basic support by actively listening to a child/young person, not jumping in with solutions, showing empathy and acknowledging emotions. I take into account a child's/young person's preferences, opinions and wishes.	<p><a href="#">Is Everybody Listening?</a> Teach Early Years Factsheet</p>
<b>Staff working with Primary School Aged Children</b>		
<b>C6</b>	I can use simple techniques to non-judgementally listen to and converse with children. I can offer basic support by actively listening to a child/young person, not jumping in with solutions, showing empathy and acknowledging emotions. I take into account a child's/young person's preferences, opinions and wishes.	<p><a href="#">Simple guide to active listening</a>: Action for Children. This is parent focussed but the same principles apply.</p>
<b>Staff working with Secondary School Aged Children</b>		
<b>C6</b>	I can use simple techniques to non-judgementally listen to and converse with children. I can offer basic support by actively listening to a child/young person, not jumping in with solutions, showing empathy and acknowledging emotions. I take into account a child's/young person's preferences, opinions and wishes.	<p><a href="#">Simple guide to active listening</a>: Action for Children. This is parent focussed but the same principles apply.</p>

<b>Staff working with College Aged Children</b>		
<b>C6</b>	I can use simple techniques to non-judgementally listen to and converse with children. I can offer basic support by actively listening to a child/young person, not jumping in with solutions, showing empathy and acknowledging emotions. I take into account a child's/young person's preferences, opinions and wishes.	<a href="#">The 10 Principles of Listening</a> : Skills You Need Webpage to read
<b>All staff irrespective of age group</b>		
<b>C7</b>	I can adapt my communication style to be able to converse with an autistic child/young person.	<a href="#">Communicating and interacting</a> . The National Autistic Society webpage.
<b>C8</b>	I can adapt my communication style to be able to be able to converse with a child/young person who has a learning disability.	<a href="#">Communication Basics</a> . Disability Matters. Online Learning. 20mins.
<b>C9</b>	I am aware of my organisation's social emotional mental health champion or lead, their role and how to contact them. I know how to escalate concerns about a child's/young person's social emotional mental health.	External training is not suggested for this competency, but time should be taken to find out who leads on mental health within the organisation (this may be the same person who is the Designated Safeguarding Lead) and how to contact them.  <i>Please also refer to the Sandwell Children's Safeguarding Partnership <a href="#">Training and Expectations Guidance</a> to understand the minimum statutory safeguarding training you should hold suitable to your role.</i>
<b>C10</b>	I have a basic knowledge of what the local offer for social emotional mental health support is, including websites.	External training is not suggested for this competency, but time should be taken to familiarise yourself with the following websites: <a href="#">Just Youth</a> <a href="#">Sandwell Family Life</a> <a href="#">Sandwell Targeted Early Help</a>

**All staff irrespective of age group**

<p><b>C11</b></p>	<p>Policies may include:</p> <ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Safeguarding (including limits of confidentiality)</li> <li>• Inclusion</li> <li>• Behaviour management</li> <li>• Tackling stigma</li> <li>• Crisis management</li> <li>• Substance misuse</li> <li>• Self-harm &amp; suicide prevention</li> <li>• Harassment</li> <li>• Physical disability</li> <li>• Induction of new pupils</li> <li>• Special Educational Needs (SEND)</li> <li>• Mental health strategy (if available)</li> <li>• Trauma-Informed Practice</li> </ul>	<p>External training is not suggested for this competency, but time should be taken to familiarise oneself with the relevant policies.</p>
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<b>All staff irrespective of age group</b>	
<b>C12</b>	<p>I understand some basic techniques to look after my own emotional wellbeing and appreciate the potential effect my own state of emotional wellbeing may have on my behaviour and interactions with children/young people and others.</p>
<b>C13</b>	<p>If I have an existing mental health condition I know how to care for this and access services if necessary.</p>

Looking after your own emotional wellbeing is unique to you, some suggestions however are:

[Top 10 tips on 'How to look after your mental health'](#). Mental Health Foundation website.

[Audio guides to boost your mood](#). NHS Choices:

[How to look after your mental health using mindfulness](#). Mental Health Foundation: Free booklet to download and [free online course](#).

[Headspace](#). App.

[Every Mind Matters](#). NHS website with tools and resources.

[5 Steps to Improve Mental Health & Wellbeing](#). YouTube Video

[Living Life to the Full](#): Free online e-therapy courses for how to tackle problems, build confidence, get going again, feel happier, stay calm, tackle upsetting thinking and more.

[Start 2](#). This site shows how to use your natural creative skills to maintain and improve your wellbeing. Pick from dozens of creative activities designed by experts in the field of arts and health.

[Healthy Sandwell](#) and [Route2Wellbeing](#)– Information about local services that can support your own wellbeing

[Welcome to the Moodzone](#). NHS Choices webpage including search function for local services.

[Getting Help](#). Mental Health Foundation webpage.

[Healthy Sandwell](#) and [Route2Wellbeing](#)– Information about local services that can support your own wellbeing

All staff irrespective of age group		
<b>C14</b>	I model the core attributes of respect, patience, honesty, reliability, empathy and integrity at all times to create a culture of supportive relationships between members of staff, with children/young people and parents/carers.	No external training is suggested for this competency, but personal reflection is suggested with line manager discussion if necessary.
<b>C15</b>	I have a basic understanding of positive language and can use this to develop a supportive environment for staff and children/young people.	<p><a href="#">Positive Language in the Classroom</a>. We Are Teachers. Website – transferable tips across different settings.</p> <p><a href="#">Want Positive Behaviour? Use Positive Language</a>: Responsive Classroom Webpage</p>
<b>C16</b>	I have a basic understanding of what stigma is and can support the reduction of this through my words and actions. I view mental health as important as physical health and treat this with equal respect and understanding. I am aware of the importance of promoting positive mental health.	<p><a href="#">It's time to change the way we think and act about mental health</a>. Time to Change video</p> <p><a href="#">What If We Talked About Physical Health the Absurd Way We Talk About Mental Health?</a> Video</p> <p><i>Both options to be looked at to achieve the competency.</i></p>

## Competencies & Self-Assessment Tool: Enhanced Competencies

Please ensure you have read the [How to Use the Framework](#) section before proceeding.

Name:

Date:

Competency	Outcomes	Yes	No	Partially	
I have a clear understanding of child and adolescent development, including Special Educational Needs (SEN) and protective factors for emotional wellbeing, and can use this understanding to underpin behaviour and interactions with children/young people.	<b>All staff irrespective of age group</b>				
	E1	I understand what is included in the key stages of physical, intellectual, linguistic, social and emotional growth and development of a child/adolescent to enable observation and judgement of changes to 'normal' behaviour. I know when developmental and transitional milestones are coming up. I understand the contribution that family and social networks make to the development of children and young people.  <b>Appropriate for staff working with adolescent children/young people</b> I understand that puberty coincides with certain freedoms from parents/carers, internal conflicts and risk taking. I understand that adolescence presents opportunities for a young person to make their own choices in meeting their emotional wellbeing needs.			
	E2	I have a clear understanding of behaviours associated with ADHD and autism and can develop strategies to work with children/young people who have these.			
Prevention: I am aware of the importance of resilience and can work to support and develop this within remit of my role.	<b>All staff irrespective of age group</b>				
	E3	I have a solid understanding of resilience, the role it plays and how it can be developed within my setting.			
	E4	I understand the basics of attachment theory and behavioural characteristics of different attachment styles. I am aware of the impact that loss, trauma, bereavement, separation & transition can have on a child/young person.			

Prevention: I am aware of vulnerable groups, their risk factors to social emotional mental health and can adapt my ways of working to support these children/young people.	<b>All staff irrespective of age group</b>				
	E5	<p>I am aware of factors that can contribute to a children/young person being vulnerable to developing social emotional mental health difficulties. I can support children/young people to establish and maintain positive friendships.</p> <p>I understand the links with Safeguarding responsibilities and ways of working.</p> <p>I show respect and understanding of the child's/young person's situation and subsequent emotional wellbeing needs.</p> <p><b>Appropriate for staff working with older children/young people</b> I am aware that alcohol and substance misuse are common amongst young people with mental health problems.</p>			
Early Intervention: I am able to recognise the signs and symptoms of common social emotional mental health conditions and can adapt my ways of working to support these. I am <u>not</u> expected to diagnose or treat mental health problems, but I know when and how to escalate concerns and seek additional help.	<b>All staff irrespective of age group</b>				
	E6	I have a basic knowledge of what the local offer for social emotional mental health support is, including websites. (Note: Sign posting is an early intervention. This can include websites or leaflets. <a href="#">RCPSYCH factsheets</a> include early intervention strategies.)			
	E7	I am aware of my organisation's social emotional mental health champion or lead, their role and how to contact them. I know how to escalate concerns about a child's/ young person's social emotional mental health.			
	E8	I understand the concept of mental health, mental wellbeing and mental ill-health.			
	E9	<u>Anxiety</u> : I understand what anxiety is, can identify signs and symptoms, understand why anxiety may develop and can implement basic strategies for working with children/young people with anxiety.			
	E10	<u>Depression</u> : I understand what depression and low mood are, can identify signs and symptoms and can implement basic strategies for working with children/young people with depression and low mood.			
E11	<u>Eating Disorders</u> : I understand what an eating disorder is and can identify signs and symptoms. I can support a child/young person with his/her eating disorder or worrying attitude to food. I can promote positive self-esteem.				

	E12	<u>Self-harm</u> : I understand why children/young people may self-harm, can recognise the warning signs and physical signs. I know how to support a child/young person who self-harms.				
	E13	<u>Suicide</u> : I understand why children/young people may have suicidal thoughts. I know how to support a child/young person who has suicidal thoughts or has attempted suicide.				
	E14	<u>Crisis</u> : I know how to support a child/young person in a mental health crisis.				
	E15	I can recognise potential signs of sexualised behaviour in children/young people.  I understand the potential impact that violence against women and girls has on mental wellbeing.				
	E16	I understand the potential impact that racism and other forms of discrimination has on mental wellbeing.				
	<b>Additional Outcomes for staff working with Primary, Secondary and College Aged Children</b>					
	E17	I can support children/young people to identify 'fake news'.				
	E18	I can support a child/young person to cope with academic/exam stress and results day stress.				
I have enhanced communication skills which enable me to have effective, confident conversations with children/young people about their social emotional mental health which are relevant to their age, circumstance, culture and ability. I can use my communication skills to offer basic support and to calm a distressed child/young person.	<b>All staff irrespective of age group</b>					
	E19	I can engage with a child/young person about their emotional wellbeing needs. I ensure the child's/young person's voice is heard, such as through active listening, coaching conversations, questioning, not making assumptions and emotionally literate responses.  I can recognise barriers to communication and when a communication method is proving ineffective. I can then adapt my communication method according to the needs of the child/young person, e.g. by using different materials such as writing or drawing.				
	E20	I can adapt my communication style to be able to converse with an autistic child/young person.				
	E21	I can adapt my communication style to be able to be able to converse with a child/young person who has a learning disability.				
	E22	I know how to react when a child/young person confides in me about their social emotional mental health and not to panic.				

I am aware of my organisation's strategies and policies that link to social emotional mental health and have a clear understanding of individual roles and responsibilities in relation to these.	<b>All staff irrespective of age group</b>				
	E23	Policies may include: <ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Safeguarding (including limits of confidentiality)</li> <li>• Inclusion</li> <li>• Behaviour management</li> <li>• Tackling stigma</li> <li>• Crisis management</li> <li>• Substance misuse</li> <li>• Self-harm &amp; suicide prevention</li> <li>• Harassment</li> <li>• Physical disability</li> <li>• Induction of new children/young people</li> <li>• Special Educational Needs (SEND)</li> <li>• Mental health strategy (if available)</li> <li>• Trauma-Informed Practice</li> </ul>			
I have self-awareness of my own mental health needs and take personal responsibility to positively care for these.	<b>All staff irrespective of age group</b>				
	E24	I understand some basic techniques to look after my own emotional wellbeing and appreciate the potential effect my own state of emotional wellbeing may have on my behaviour and interactions with children/young people and others.			
	E25	If I have an existing mental health condition I know how to care for this and access services if necessary.			
I have the ability to effectively promote an open and honest culture within the whole organisation around social emotional mental health.	<b>All staff irrespective of age group</b>				
	E26	I model the core attributes of respect, patience, honesty, reliability, empathy and integrity at all times to create a culture of supportive relationships between members of staff, with children/young people and parents/carers.			
	E27	I have a basic understanding of positive language and can use this to develop a supportive environment for staff and children/young people.			

	E28	I have a basic understanding of what stigma is and can support the reduction of this through my words and actions. I view mental health as important as physical health and treat this with equal respect and understanding. I am aware of the importance of promoting positive mental health.			
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**Having completed your self-assessment please work your way through the training directory below.**

## Training Directory: Enhanced Competencies

Outcomes	Training Options
<b>All staff irrespective of age group</b>	
<p><b>E1</b> I understand what is included in the key stages of physical, intellectual, linguistic, social and emotional growth and development of a child/adolescent to enable observation and judgement of changes to 'normal' behaviour. I know when developmental and transitional milestones are coming up. I understand the contribution that family and social networks make to the development of children and young people.</p> <p><b>Appropriate for staff working with adolescent children/young people</b> I understand that puberty coincides with certain freedoms from parents/carers, internal conflicts and risk taking. I understand that adolescence presents opportunities for a young person to make their own choices in meeting their emotional wellbeing needs.</p>	<p><a href="#">Introducing Child Development</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Emotional Development</a>. MindEd free e-learning. 30mins.</p> <p><a href="#">Complex Neurodevelopmental Problems</a>. MindEd free e-learning. 30 mins.</p> <p><i>All three of the above modules should be completed to achieve the competency).</i></p> <p><b>Staff working with adolescent children/young people may also want to consider:</b></p> <p><a href="#">Introduction to Adolescent Mental Health Training</a>. Young Minds: £135+VAT</p> <p>or</p> <p><a href="#">Understanding Adolescents</a>. Place2be. £1,000 for up to 20 participants (group bookings only)</p> <p>Youth Mental Health First Aid training includes an overview of protective factors to good mental health.</p>

		Youth Mental Health First Aid training includes an overview of the relationship between mental health problems and adolescent development and an appendix discussing the adolescent brain.
E2	I have a clear understanding of behaviours associated with ADHD and autism and can develop strategies to work with children/young people who have these.	<p><a href="#">Examples of Autism Spectrum Behaviours</a>. Child Autism UK Webpage</p> <p><a href="#">Autism and Related Problems</a>. MindEd free e-learning. 25 mins.</p> <p><a href="#">Poor Concentration and Overactivity 1</a>. MindEd free e-learning. 20 mins.</p>
<b>Staff working with Early Years Aged Children</b>		
E3	I have a solid understanding of resilience, the role it plays and how it can be developed within my setting.	<p><a href="#">How Environment Affects Children's Mental Health</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">How to Build Resilience and Perseverance in Young Children</a>. Family Blog Webpage</p> <p><a href="#">Resilience Guide for Parents &amp; Teachers</a>: American Psychological Association Webpage (content can be used for a wider application across different job roles).</p> <p><a href="#">What is Resilience?</a> BoingBoing.org webpage for reading with lots of practical links including the <a href="#">Resilience Framework</a>.</p> <p>Suggest <i>all four</i> training options taken in a phased approach.</p>
<b>Staff working with Primary, Secondary and College Aged Children</b>		
E3	I have a solid understanding of resilience, the role it plays and how it can be developed within my setting.	<p><a href="#">How Environment Affects Children's Mental Health</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Resilience Guide for Parents &amp; Teachers</a>: American Psychological Association Webpage (content can be used for a wider application across different job roles).</p> <p><a href="#">What is Resilience?</a> BoingBoing.org webpage for reading with lots of practical links including the <a href="#">Resilience Framework</a>.</p> <p><a href="#">Building Resilience</a> training course. Young Minds: from £135+VAT</p> <p>Suggest <i>all four</i> training options taken in a phased approach.</p>



**Staff working with Early Years Aged Children**

<b>E4</b>	I understand the basics of attachment theory and behavioural characteristics of different attachment styles. I am aware of the impact that loss, trauma, bereavement, separation & transition can have on a child/young person.	<p><a href="#">Attachment and Human Development</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Divorce or separation of parents</a> - the impact on children and adolescents. RCPSYCH factsheet</p> <p><a href="#">Death in the family - helping children to cope</a>. RCPSYCH factsheet</p> <p><a href="#">Death Through Suicide</a>. Winston's Wish Website</p> <p><a href="#">Reactive Attachment Disorder and Other Attachment Issues</a>: HelpGuide Website</p> <p><a href="#">Transitions</a>. Mentally Healthy Schools. Anna Freud Centre Website.</p>
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Staff working with Primary and Secondary School Aged Children		
E4	I understand the basics of attachment theory and behavioural characteristics of different attachment styles. I am aware of the impact that loss, trauma, bereavement, separation & transition can have on a child/young person.	<p><a href="#">Attachment and Human Development</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Divorce or separation of parents</a> - the impact on children and adolescents. RCPSYCH factsheet</p> <p><a href="#">Death in the family - helping children to cope</a>. RCPSYCH factsheet</p> <p><a href="#">Death Through Suicide</a>. Winston's Wish Website</p> <p><a href="#">Transitions</a>. Mentally Healthy Schools. Anna Freud Centre Website.</p> <p><b>Additional option:</b>  <a href="#">Inside I'm Hurting</a>. Adoption Plus UK (suitable for school staff, social workers, adoptive and foster parents) £180pp incl. VAT.            (professionals working with higher numbers of Looked After Children in particular may want to consider this training as an addition to the MindEd session)</p>
Staff working with College Aged Children		
E4	I understand the basics of attachment theory and behavioural characteristics of different attachment styles. I am aware of the impact that loss, trauma, bereavement, separation & transition can have on a child/young person.	<p><a href="#">Attachment and Human Development</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Divorce or separation of parents</a> - the impact on children and adolescents. RCPSYCH factsheet</p> <p><a href="#">Death in the family - helping children to cope</a>. RCPSYCH factsheet</p> <p><a href="#">Death Through Suicide</a>. Winston's Wish Website</p> <p><a href="#">Transitions</a>. Mentally Healthy Schools. Anna Freud Centre Website.</p>
Staff working with Early Years Aged Children		
E5	I am aware of factors that can contribute to a children/young person being vulnerable to developing social emotional mental	<p><a href="#">Vulnerable Groups - An Overview</a>. MindEd free e-learning. 30 mins.</p>

	<p>health difficulties. I can support children/young people to establish and maintain positive friendships.</p> <p>I understand the links with Safeguarding responsibilities and ways of working.</p> <p>I show respect and understanding of the child's/young person's situation and subsequent emotional wellbeing needs.</p>	<p><a href="#">Children Adopted or In Care</a>. MindEd: Free online e-learning. 30 mins.</p> <p><a href="#">Risk and Protective Factors</a> chart</p> <p><a href="#">Trauma in the Early Years</a>. West Midlands Violence Reduction Partnership. 2hr Virtual Course.</p> <p><a href="#">An Introduction to Adverse Childhood Experiences (ACEs) and Trauma Informed Practice</a>. West Midlands Violence Reduction Partnership &amp; Barnardo's. Free online e-learning.</p> <p>Suggest <i>all</i> options are undertaken to meet the competency.</p>
<b>Staff working with Primary, Secondary and College School Aged Children</b>		
<p><b>E5</b></p>	<p>I am aware of factors that can contribute to a children/young person being vulnerable to developing social emotional mental health difficulties. I can support children/young people to establish and maintain positive friendships.</p> <p>I understand the links with Safeguarding responsibilities and ways of working.</p> <p>I show respect and understanding of the child's/young person's situation and subsequent emotional wellbeing needs.</p> <p><b>Appropriate for staff working with older children/young people</b></p> <p>I am aware that alcohol and substance misuse are common amongst young people with mental health problems.</p>	<p><a href="#">Vulnerable Groups - An Overview</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Children Adopted or In Care</a>. MindEd: Free online e-learning. 30 mins.</p> <p><a href="#">Risk and Protective Factors</a> chart</p> <p><a href="#">The Circle of Friends Approach</a>: pdf to download</p> <p><a href="#">Drugs and Alcohol</a>. Anna Freud; Mentally Healthy Schools.</p> <p><a href="#">An Introduction to Adverse Childhood Experiences (ACEs) and Trauma Informed Practice</a>. West Midlands Violence Reduction Partnership &amp; Barnardo's. Free online e-learning.</p> <p>Suggest <i>all</i> options are undertaken to meet the competency.</p>

All staff irrespective of age group		
<b>E6</b>	I have a basic knowledge of what the local offer for social emotional mental health support is, including websites. (Note: Sign posting is an early intervention. This can include websites or leaflets. <a href="#">RCPSYCH factsheets</a> include early intervention strategies.)	External training is not suggested for this competency, but time should be taken to familiarise yourself with the following websites: <a href="#">Just Youth</a> <a href="#">Sandwell Family Life</a> <a href="#">Sandwell Targeted Early Help</a>
<b>E7</b>	I am aware of my organisation's social emotional mental health champion or lead, their role and how to contact them. I know how to escalate concerns about a child's/ young person's social emotional mental health.	External training is not suggested for this competency, but time should be taken to find out who leads on mental health within the organisation (this may be the same person who is the Designated Safeguarding Lead) and how to contact them.
<b>E8</b>	I understand the concept of mental health, mental wellbeing and mental ill-health.	<a href="#">Children and Young People's Mental Health</a> : Centre for Mental Health Factsheet
<b>E9</b>	<u>Anxiety</u> : I understand what anxiety is, can identify signs and symptoms, understand why anxiety may develop and can implement basic strategies for working with children/young people with anxiety.	<a href="#">The Worried Child</a> . MindEd: Free online e-learning. 20 mins.  <a href="#">Anxiety in children</a> . NHS Choices website with advice  <a href="#">Worries and anxieties</a> - helping children to cope. RCPSYCH factsheet  Suggest <i>all three</i> above options are undertaken to meet the competency.  Additional options: <a href="#">Anxiety Disorders</a> . MindEd: Free online e-learning. 20 mins.  <a href="#">Responding to Anxiety in Children and Young People training</a> . Young Minds from £135 +VAT  Also covered in Youth Mental Health First Aid training.
Staff working with Early Years Aged Children		
<b>E10</b>	<u>Depression</u> : I understand what depression and low mood are, can identify signs and symptoms and can implement basic strategies	<a href="#">Sad, Bored or Isolated</a> . MindEd free e-learning. 30mins.  <a href="#">Depression and Your Child</a> . Young Minds booklet providing an overview

	for working with children/young people with depression and low mood.	<a href="#">Signs of depression in children</a> . NHS Webpage
<b>Staff working with Primary, Secondary and College School Aged Children</b>		
<b>E10</b>	<u>Depression</u> : I understand what depression and low mood are, can identify signs and symptoms and can implement basic strategies for working with children/young people with depression and low mood.	<p><a href="#">Sad, Bored or Isolated</a>. MindEd free e-learning. 30mins.</p> <p><a href="#">Depression and Your Child</a>. Young Minds booklet providing an overview</p> <p><a href="#">Signs of depression in children</a>. NHS Webpage</p> <p><a href="#">Depression in young people</a>. Action Mental Health webpage</p> <p><a href="#">Teachers – How to Support Young People with Depression</a>. Blurt webpage with useful tips that can be applied to wider professionals.</p> <p>Also covered in Youth Mental Health First Aid training.</p>
<b>Staff working with Early Years Aged Children</b>		
<b>E11</b>	<u>Eating Disorders</u> : I understand what an eating disorder is and can identify signs and symptoms. I can support a child/young person with his/her eating disorder or worrying attitude to food. I can promote positive self-esteem.	<p><i>Local training offer coming soon. In the meantime, please utilise the below resources.</i></p> <p><a href="#">Eating disorders in early childhood: “the child who doesn’t eat”</a>. Institute for Infant Nutrition Webpage</p> <p><a href="#">7 Ways to Foster Self-Esteem and Resilience in All Learners</a> – Blog by Brookes (although applied to an education setting, the tips can be applied to the wider workforce)</p> <p><a href="#">I’m worried about someone with an eating disorder</a>. Beat Eating Disorders. Downloads a PDF.</p>
<b>Staff working with Primary, Secondary and College Aged Children</b>		
<b>E11</b>	<u>Eating Disorders</u> : I understand what an eating disorder is and can identify signs and symptoms. I can support a child/young person with his/her eating disorder or worrying attitude to food. I can promote positive self-esteem.	<p><i>Local training offer coming soon. In the meantime, please utilise the below resources.</i></p> <p><a href="#">Eating disorders in young people</a>. RCPSYCH factsheet</p>

		<p><a href="#">7 Ways to Foster Self-Esteem and Resilience in All Learners</a> – Blog by Brookes (although applied to an education setting, the tips can be applied to the wider workforce)</p> <p><a href="#">I'm worried about someone with an eating disorder</a>. Beat Eating Disorders. Downloads a PDF.</p> <p>Suggest <i>all of the above</i> training options are undertaken to meet the competency.</p>
<b>Staff working with Early Years and Primary School Aged Children</b>		
<b>E12</b>	<u>Self-harm</u> : I understand why children/young people may self-harm, can recognise the warning signs and physical signs. I know how to support a child/young person who self-harms.	<a href="#">Self-Harm</a> . NSPCC webpage.
<b>E13</b>	<u>Suicide</u> : I understand why children/young people may have suicidal thoughts. I know how to support a child/young person who has suicidal thoughts or has attempted suicide.	<p><a href="#">Suicide in Children &amp; Young People</a>. NCMD Report.</p> <p><a href="#">Suicidal Thoughts</a>. Young Minds. Webpage.</p> <p><a href="#">Suicide Awareness Training</a>. Zero Suicide Alliance. 20 minute video</p> <p><a href="#">Suicide Prevention Local training offer coming soon</a>.</p>
<b>Staff working with Secondary School and College Aged Children</b>		
<b>E12</b>	<u>Self-harm</u> : I understand why children/young people may self-harm, can recognise the warning signs and physical signs. I know how to support a child/young person who self-harms.	<p><a href="#">Self-Harm</a>. NSPCC webpage.</p> <p><a href="#">Self-harm and Risky Behaviour</a>. MindEd free e-learning. 40 mins.</p> <p><a href="#">Responding to Self-Harm in Young People</a>. Young Minds: downloads a PDF guide</p>
<b>E13</b>	<u>Suicide</u> : I understand why children/young people may have suicidal thoughts. I know how to support a child/young person who has suicidal thoughts or has attempted suicide.	<p><a href="#">Suicide in Children &amp; Young People</a>. NCMD Report.</p> <p><a href="#">Suicidal Thoughts</a>. Young Minds. Webpage.</p> <p><a href="#">Suicide Awareness Training</a>. Zero Suicide Alliance. 20 minute video</p> <p><a href="#">Suicide Prevention Local training offer coming soon</a>.</p>

<b>All staff irrespective of age group</b>		
<b>E14</b>	<u>Crisis</u> : I know how to support a child/young person in a mental health crisis.	<p>A young person may be known to services and already have a 'crisis plan' so liaison with the local <a href="#">CAMHS</a> service is suggested.</p> <p>If the emergency is related to a young person's mental health then the CAMHS Crisis team can be contacted 08:00-20:00 hours on 07900226390.</p> <p>Black Country Healthcare Foundation Trust offer a 24/7 mental health telephone support line where children, young people and families/carers can access advice and support from a CAMHS healthcare professional. This can be accessed by calling 0800 008 6516.</p>
<b>E15</b>	<p>I can recognise potential signs of sexualised behaviour in children/young people.</p> <p>I understand the potential impact that violence against women and girls has on mental wellbeing.</p>	<p><a href="#">Healthy sexual behaviour</a>: Your guide to keeping children safe, spotting warning signs and what to do if you're worried. NSPCC. Factsheets and advice.</p> <p><a href="#">Sexual Behaviours Traffic Light Tool Training</a>. Brook. Link takes you to the Eventbrite page for upcoming training dates.</p> <p><a href="#">The lasting impact of violence against women and girls</a>. ONS. Webpage with further references and links.</p> <p><a href="#">Ending Male Violence Against Women and Girls</a>. Violence Reduction Partnership. 1hr webinar.</p>
<b>E16</b>	I understand the potential impact that racism and other forms of discrimination has on mental wellbeing.	<p><a href="#">Impact of sexism on young women's mental health</a>. Young Women's Trust. Link to download PDF report.</p> <p><a href="#">Racism and mental health; a guide for parents</a>. Young Minds webpage.</p>
<b>Staff working with Primary, Secondary and College Aged Children</b>		
<b>E17</b>	I can support children/young people to identify 'fake news'.	<a href="#">Fake news: What is it? And how to spot it</a> . BBC webpage

<p><b>E18</b></p>	<p>I can support a child/young person to cope with academic/exam stress and results day stress.</p>	<p><a href="#">Help your child beat exam stress</a>. NHS Choices: aimed at parents but includes signs of exam stress and useful tips.</p> <p><a href="#">Exam Stress and Pressure</a>. Childline webpage with advice and resources.</p> <p><a href="#">Stairways: Positive Messages to Help With Exam Results Stress</a>: YouTube Video</p>
<p><b>Staff working with Early Years Aged Children</b></p>		
<p><b>E19</b></p>	<p>I can engage with a child/young person about their emotional wellbeing needs. I ensure the child's/young person's voice is heard, such as through active listening, coaching conversations, questioning, not making assumptions and emotionally literate responses.</p> <p>I can recognise barriers to communication and when a communication method is proving ineffective. I can then adapt my communication method according to the needs of the child/young person, e.g. by using different materials such as writing or drawing.</p>	<p><a href="#">Listening Skills</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Engaging Children and Young People</a>. MindEd free e-learning. 30mins</p> <p><a href="#">The Me First Communication Model</a> Free online model.</p> <p><a href="#">Communicating with children</a>. UNICEF free toolkit</p> <p><a href="#">Teaching Your Child to Identify and Express Emotions</a>: The Center on the Social and Emotional Foundations for Early Learning. Document to download</p> <p><a href="#">Active Listening</a>. Skills you need: Webpage with top tips</p> <p><a href="#">Resilience: Wellbeing without Words</a>. Place2Be: 3 hour workshop. £1000 for up to 20 delegates</p> <p><a href="#">Supporting the Communication of Children in Preschool</a>. Virtual Lab School: Webpage to read with useful tips</p> <p>Suggest all training options are undertaken over time to achieve a range of communication skills.</p>



### Staff working with Primary School Aged Children

E19	<p>I can engage with a child/young person about their emotional wellbeing needs. I ensure the child's/young person's voice is heard, such as through active listening, coaching conversations, questioning, not making assumptions and emotionally literate responses.</p> <p>I can recognise barriers to communication and when a communication method is proving ineffective. I can then adapt my communication method according to the needs of the child/young person, e.g. by using different materials such as writing or drawing.</p>	<p><a href="#">Listening Skills</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Engaging Children and Young People</a>. MindEd free e-learning. 30mins</p> <p><a href="#">The Me First Communication Model</a> Free online model.</p> <p><a href="#">Communicating with children</a>. UNICEF free toolkit</p> <p><a href="#">Adapting the environment</a>: Talking Point webpage with basic tips</p> <p><a href="#">Teaching Your Child to Identify and Express Emotions</a>: The Center on the Social and Emotional Foundations for Early Learning. Document to download</p> <p><a href="#">Active Listening</a>. Skills you need: Webpage with top tips</p> <p><a href="#">Resilience: Wellbeing without Words</a>. Place2Be: 3 hour workshop. £1000 for up to 20 delegates</p> <p>Suggest all training options are undertaken over time to achieve a range of communication skills.</p>
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## Staff working with Secondary School Aged Children

<p><b>E19</b></p>	<p>I can engage with a child/young person about their emotional wellbeing needs. I ensure the child's/young person's voice is heard, such as through active listening, coaching conversations, questioning, not making assumptions and emotionally literate responses.</p> <p>I can recognise barriers to communication and when a communication method is proving ineffective. I can then adapt my communication method according to the needs of the child/young person, e.g. by using different materials such as writing or drawing.</p>	<p><a href="#">Listening Skills</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Engaging Children and Young People</a>. MindEd free e-learning. 30mins</p> <p><a href="#">The Me First Communication Model</a> Free online model.</p> <p><a href="#">Communicating with children</a>. UNICEF free toolkit</p> <p><a href="#">Adapting the environment</a>: Talking Point webpage with basic tips</p> <p><a href="#">Active Listening</a>. Skills you need: Webpage with top tips</p> <p><a href="#">Resilience: Wellbeing without Words</a>. Place2Be: 3 hour workshop. £1000 for up to 20 delegates</p> <p>Youth Mental Health First Aid training has an appendix covering non-judgemental listening.</p> <p>Suggest all training options are undertaken over time to achieve a range of communication skills.</p>
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<b>Staff working with College Aged Children</b>		
<b>E19</b>	<p>I can engage with a child/young person about their emotional wellbeing needs. I ensure the child's/young person's voice is heard, such as through active listening, coaching conversations, questioning, not making assumptions and emotionally literate responses.</p> <p>I can recognise barriers to communication and when a communication method is proving ineffective. I can then adapt my communication method according to the needs of the child/young person, e.g. by using different materials such as writing or drawing.</p>	<p><a href="#">Listening Skills</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Engaging Children and Young People</a>. MindEd free e-learning. 30mins</p> <p><a href="#">The Me First Communication Model</a> Free online model.</p> <p><a href="#">Active Listening</a>. Skills you need: Webpage with top tips</p> <p><a href="#">Resilience: Wellbeing without Words</a>. Place2Be: 3 hour workshop. £1000 for up to 20 delegates</p> <p>Suggest all training options are undertaken over time to achieve a range of communication skills.</p>
<b>E20</b>	<p>I can adapt my communication style to be able to converse with an autistic child/young person.</p>	<p><a href="#">Communicating and interacting</a>. The National Autistic Society webpage</p>
<b>E21</b>	<p>I can adapt my communication style to be able to be able to converse with a child/young person who has a learning disability.</p>	<p><a href="#">Understanding Matters for Effective Communication</a>. Disability Matters. Online learning. 20 mins</p>
<b>E22</b>	<p>I know how to react when a child/young person confides in me about their social emotional mental health and not to panic.</p>	<p><a href="#">Dealing with Disclosures</a>: City of York. This applies to a range of disclosures. Webpage.</p> <p><i>Please also refer to the Sandwell Children's Safeguarding Partnership <a href="#">Training and Expectations Guidance</a> to understand the minimum statutory safeguarding training you should hold suitable to your role.</i></p>

All staff irrespective of age group		
<b>E23</b>	<p>Policies may include:</p> <ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Safeguarding (including limits of confidentiality)</li> <li>• Inclusion</li> <li>• Behaviour management</li> <li>• Tackling stigma</li> <li>• Crisis management</li> <li>• Substance misuse</li> <li>• Self-harm &amp; suicide prevention</li> <li>• Harassment</li> <li>• Physical disability</li> <li>• Induction of new children/young people</li> <li>• Special Educational Needs (SEND)</li> <li>• Mental health strategy (if available)</li> <li>• Trauma-Informed Practice</li> </ul>	<p>External training is not suggested for this competency, but time should be taken to familiarise oneself with the relevant policies.</p>
All staff irrespective of age group		
<b>E24</b>	<p>I understand some basic techniques to look after my own emotional wellbeing and appreciate the potential effect my own state of emotional wellbeing may have on my behaviour and interactions with children/young people and others.</p>	<p>Looking after your own emotional wellbeing is unique to you, some suggestions however are:</p> <p><a href="#">Top 10 tips on 'How to look after your mental health'</a>. Mental Health Foundation website.</p> <p><a href="#">Audio guides to boost your mood</a>. NHS Choices:</p> <p><a href="#">How to look after your mental health using mindfulness</a>. Mental Health Foundation: Free booklet to download and <a href="#">free online course</a>.</p> <p><a href="#">Headspace</a>. App.</p> <p><a href="#">Every Mind Matters</a>. NHS website with tools and resources.</p> <p><a href="#">5 Steps to Improve Mental Health &amp; Wellbeing</a>. YouTube Video</p>

		<p><a href="#">Living Life to the Full</a>: Free online e-therapy courses for how to tackle problems, build confidence, get going again, feel happier, stay calm, tackle upsetting thinking and more.</p> <p><a href="#">Start 2</a>. This site shows how to use your natural creative skills to maintain and improve your wellbeing. Pick from dozens of creative activities designed by experts in the field of arts and health.</p> <p><a href="#">Healthy Sandwell</a> and <a href="#">Route2Wellbeing</a>– Information about local services that can support your own wellbeing</p>
<b>E25</b>	If I have an existing mental health condition I know how to care for this and access services if necessary.	<p><a href="#">Welcome to the Moodzone</a>. NHS Choices webpage including search function for local services.</p> <p><a href="#">Getting Help</a>. Mental Health Foundation webpage.</p> <p><a href="#">Healthy Sandwell</a> and <a href="#">Route2Wellbeing</a>– Information about local services that can support your own wellbeing</p>
<b>All staff irrespective of age group</b>		
<b>E26</b>	I model the core attributes of respect, patience, honesty, reliability, empathy and integrity at all times to create a culture of supportive relationships between members of staff, with children/young people and parents/carers.	No external training is suggested for this competency, but personal reflection is suggested with line manager discussion if necessary.
<b>E27</b>	I have a basic understanding of positive language and can use this to develop a supportive environment for staff and children/young people.	<p><a href="#">Positive Language in the Classroom</a>. We Are Teachers. Website – transferable tips across different settings.</p> <p><a href="#">Want Positive Behaviour? Use Positive Language</a>: Responsive Classroom Webpage</p>
<b>E28</b>	I have a basic understanding of what stigma is and can support the reduction of this through my words and actions. I view mental health as important as physical health and treat this with equal respect and understanding. I am aware of the importance of promoting positive mental health.	<p><a href="#">It's time to change the way we think and act about mental health</a>. Time to Change video</p> <p><a href="#">What If We Talked About Physical Health the Absurd Way We Talk About Mental Health?</a> Video</p> <p><i>Both options</i> to be looked at to achieve the competency.</p>

## Competencies & Self-Assessment Tool: Targeted Competencies

Please ensure you have read the [How to Use the Framework](#) section before proceeding.

Name:

Date:

Competency	Outcomes	Yes	No	Partially	
I have a clear understanding of child and adolescent development, including Special Educational Needs (SEN) and protective factors for emotional wellbeing, and can use this understanding to underpin behaviour and interactions with children/young people.	<b>All staff irrespective of age group</b>				
	T1	I understand what is included in the key stages of physical, intellectual, linguistic, social and emotional growth and development of a child/young person to enable observation and judgement of changes to 'normal' behaviour. I know when developmental and transitional milestones are coming up. I understand the contribution that family and social networks make to the development of children and young people.			
	T2	I understand behaviours associated with ADHD and autism and can develop strategies to work with children/young people who have these.			
I understand what CAMHS does and does not provide and am able to engage with emotional wellbeing and mental health services.	<b>All staff irrespective of age group</b>				
	T3	I understand the various service provisions, thresholds and referral criteria of CAMHS and other local services (including health, the voluntary sector and social care). I understand the role of Forensic CAMHS.			
	T4	I understand how to access services (including the role and function of a Single Point of Access (SPA)).			
	T5	I am able to assess a situation, gather information and know when to make an external referral or engage CAMHS in systemic work (depending on local referral arrangements including Mental Health Support Teams in Education Settings).			
	T6	I am able to coordinate and/or undertake an assessment of a child's/young person's social emotional mental health (such as a Strengths and Difficulties Questionnaire – SDQ). <b>(Not applicable to staff working with Early Years Aged Children)</b>			
T7	I am aware of and involved in local networks to an appropriate level to ensure the organisation does not manage mental health and emotional wellbeing in isolation and options for social prescribing.				

	T8	<p>I am aware of national agencies that can offer support and guidance to my organisation on social emotional mental health, such as:</p> <ul style="list-style-type: none"> <li>• ChildLine</li> <li>• Young Minds</li> <li>• Samaritan's</li> <li>• NSPCC</li> <li>• Beat</li> <li>• selfharm UK</li> <li>• The National Autistic Society</li> <li>• Barnardo's</li> </ul>			
<p>I am aware of my organisation's strategies and policies that link to social emotional mental health and have a clear understanding of individual roles and responsibilities in relation to these.</p>	<b>All staff irrespective of age group</b>				
	T9	<p>Policies may include:</p> <ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Safeguarding (including limits of confidentiality)</li> <li>• Inclusion</li> <li>• Behaviour management</li> <li>• Tackling stigma</li> <li>• Crisis management</li> <li>• Substance misuse</li> <li>• Self-harm &amp; suicide prevention</li> <li>• Harassment</li> <li>• Physical disability</li> <li>• Induction of new children/young people</li> <li>• Special Educational Needs (SEND)</li> <li>• Mental health strategy (if available)</li> <li>• Trauma-Informed Practice</li> </ul>			
<p>I have an in depth understanding of the signs and symptoms of common mental health</p>	<b>All staff irrespective of age group</b>				
	T10	<p>I am aware of the local 0 – 19 Public Health Nursing services and how to access them (Health Visiting Service and School Health Nursing Service).</p>			

<p>conditions and poor emotional wellbeing. I am then able to formulate targeted interventions and appropriate self-help strategies for a child/young person. In all situations I know when and how to escalate concerns.</p>	T11	<p>I have a range of supportive communication skills (such as therapeutic communication skills, motivational interviewing, coaching and counselling micro-skills) I understand the difference between these and when to use each approach. I am able to creatively challenge a child/young person so they can achieve their goals.</p> <p>I can recognise barriers to communication and when a communication method is proving ineffective. I can then adapt my communication method according to the needs of the child/young person, e.g. by using different materials such as writing or drawing.</p> <p>I can communicate effectively with children/young people relevant to their age, circumstance, culture and ability and can use communication skills to offer basic support and calm a distressed child/young person.</p>			
	T12	<p>I can recognise sexualised behaviour and understand what steps to take.</p> <p>I understand the potential impact that violence against women and girls has on mental wellbeing. I am aware of how to escalate concerns where necessary.</p>			
	T13	<p>I understand the potential underlying mental health links and causes to bullying from the perspective of the bully and bullied and can use this knowledge when the organisation is determining what action to take. I act in concordance with the organisation's anti-bullying policy.</p>			
	T14	<p>I understand the potential impact that racism and other forms of discrimination has on mental wellbeing and can use this knowledge when the organisation is determining what action to take. I act in concordance with the organisation's equality/discrimination policy.</p>			
	T15	<p><u>Self-harm</u>: I have a solid understanding of self-harm. I can actively listen to a child/young person who has self-harmed and identify helpful attitudes and strategies, including distraction techniques.</p>			
	T16	<p><u>Suicide Prevention</u>: I am aware of national and local suicide prevention strategies.</p>			
	T17	<p><u>Eating Disorders</u>: I understand the different types of eating disorders and steps to support a child/young person with their management and care. I am aware of ways to promote positive body image and self-esteem.</p>			
	T18	<p><u>Eating Disorders</u>: I am aware of the local Community Eating Disorder Service for Children and Young People and how to contact them (provided by local CAMHS).</p>			
	T19	<p><u>Anxiety</u>: I understand what anxiety is, potential causes and can recognise signs and symptoms, including OCD. I can support a child/young person with strategies to manage anxiety.</p>			



T20	<u>Anxiety</u> : I can use my supportive communication skills to be able to support a young person who has experienced a traumatic event/major incident/terror attack.			
T21	<u>Depression</u> : I understand the difference between low mood and depression and can recognise signs and symptoms. I can use my supportive communication skills and positive language to support children/young people suffering from low mood and depression.			
T22	I understand the difficulties faced by children/young people during times of transition i.e. moving from primary school to secondary school and then from secondary school to college and can suggest strategies to alleviate this.			
<b>Additional Outcomes for Staff working with Early Years Aged Children</b>				
T23	<u>Suicide Prevention</u> : I understand the early-life risks factors that may increase risk of suicidal thoughts or suicide attempts (adverse childhood experiences) later in life. I can recognise the warning signs and physical signs and know how to support a child who self-harms or has attempted suicide.			
<b>Additional Outcomes for Staff working with Primary School Aged Children</b>				
T23	<u>Suicide Prevention</u> : I understand the early-life risks factors that may increase risk of suicidal thoughts or suicide attempts (adverse childhood experiences) later in life. I can recognise the warning signs and physical signs and know how to support a child who self-harms or has attempted suicide.			
T24	<u>Anxiety</u> : I understand the negative impact of assessment/exam stress on social emotional mental health and suggest age appropriate strategies to reduce this.			
T25	I understand the potential negative effect of social media on emotional wellbeing and mental health but am also aware of the importance of social capital as a preventative measure. I can put in place intervention strategies around anxiety and eating disorders/body image etc. to support a child/young person in difficulty.			
<b>Additional Outcomes for Staff working with Secondary School and College Aged Children</b>				
T24	<u>Anxiety</u> : I understand the negative impact of assessment/exam stress on social emotional mental health and suggest age appropriate strategies to reduce this.			
T25	I understand the potential negative effect of social media on emotional wellbeing and mental health but am also aware of the importance of social capital as a preventative measure. I can put in place intervention strategies around anxiety and eating disorders/body image etc. to support a child/young person in difficulty.			

	T26	I can empower a child/young person to care for their own social emotional mental health.			
	T27	<u>Suicide Prevention</u> : I am able to engage with children/young people who have with suicidal thoughts or have escalating levels of self-harm and apply a prevention model.			
	T28	<u>Crisis</u> : I know how to support a young person in a mental health crisis.			
	T29	<u>Depression</u> : I understand the impact of relationship difficulties in adolescents.			
	T30	<u>Psychosis</u> : I understand what psychosis is, common signs and symptoms when a psychotic disorder is developing and the role of the local Early Intervention in Psychosis teams (provided by CAMHS/AMHS/CMHT).			
I am able to effectively collaborate with other members of staff, and child's/young person's peers if appropriate, to enable them to support the child/young person and implement targeted support.	<b>All staff irrespective of age group</b>				
	T31	This may include supporting the implementation of recommendations from when external agencies, such as CAMHS or HMYOI are involved.  I can engage in collaborative working with the team around the child/young person (applying many of the principles found in Safeguarding ways of working).			
I have a basic knowledge of the Mental Health Act 2007.	<b>All staff irrespective of age group</b>				
	T32				
I have basic knowledge of the Mental Health Capacity Act 2005	<b>Staff working with Secondary School and College Aged Children (Act cover 16 years plus)</b>				
	T33				
I understand how to engage and work with vulnerable children/young people around their mental health and emotional wellbeing.	<b>All staff irrespective of age group</b>				
	T34	I am aware of factors that can contribute to a child/young person being vulnerable to developing social emotional mental health difficulties. I understand how different mental health conditions may present in children/young people with different vulnerabilities and can recommend/implement strategies to support these ones.  I can support children/young people to establish and maintain positive friendships.			
	T35	<u>Young carers</u> : I understand the emotional needs of young carers and what support that can be offered to them (both in my organisation and in the community).			

	T36	<u>LGBTQ+</u> : I understand the emotional needs of young LGBTQ+ individuals and support that can be offered to them (both in my organisation and in the community).			
	T37	I understand the mental health needs of Looked After Children and Care Leavers and insecure attachment. I understand the basics of attachment theory and behavioural characteristics of different attachment styles.  I am able to identify strategies to empower staff to appropriately support children/young people with attachment difficulties.  I am aware of Adverse Childhood Experiences (ACE) and the impact upon social emotional development.			
	T38	I understand the impact of separation, loss, bereavement & transition along with effective interventions to support children/young people who have experienced this.			
	T39	I have a basic awareness of the impact of parental mental health, domestic abuse and substance misuse (toxic trio) on a child/young person and am able to identify when this may be present. I understand the links this has to Safeguarding and what actions to take to support a child/young person facing these difficulties.			
I can have difficult conversations with parents/carers regarding a child's/young person's mental health needs and collaborate with them to co-develop action plans.	<b>All staff irrespective of age group</b>				
	T40	Through respectful partnership working, active listening and questioning and involvement in decision making I can build a relationship with parents/carers and effectively communicate with and engage with families.  I recognise the impact a child's/young person's poor emotional wellbeing or mental health can have on a family and am able to de-escalate a situation and calm a distressed person.  <b>Only applicable to staff working with College Aged Children</b> I can manage parents' expectations of keeping a student in education when this may not be best option for them and can undertake a Fitness to Study Assessment.			
	T41	I am aware of how different cultures may perceive and respond to mental health problems. I understand that many families are complex and diverse. I therefore avoid stereotyping or making assumptions and instead listen to family members to elicit their individual perspectives.			

<p>I can support the organisation's management team to identify themes and trends relating to areas for concern around children's/young people's mental health and emotional wellbeing. I can support the management team to work with colleagues and agencies through a collaborative approach when developing strategies to address these.</p>	<b>All staff irrespective of age group</b>				
	T42	<p>I am able to undertake a mental health audit of the organisation, pulling together the child's voice as well as other sources of information. I can involve children/young people in the design of mental health initiatives when appropriate and can support strengthening relationships with CAMHS.</p>			
	T43	<p>I have a solid understanding of resilience and can participate in whole organisation approach to building resilience. Included in this I understand that having a sense of connectedness or belonging is a protective factor for mental health.</p>			
	T44	<p>I understand my organisation's communication routes to disseminate information and good practice.</p> <p>I can ensure there are clear pathways within the organisation so children/young people know how to raise mental health and emotional wellbeing needs.</p>			
	T45	<p>I can take an active role in driving a whole organisation ethos of openness and empathy, challenge stigma and normalise talk about mental health.</p>			
	T46	<p>I model the core attributes of respect, patience, honesty, reliability, empathy and integrity at all times to create a culture of supportive relationships between members of staff, with children/young people and parents/carers.</p>			
	T47	<p>I understand what actions my role is expected to take in response to critical events, e.g. when there has been a suicide/sudden death within the setting.</p>			
<p>I can lead or contribute to the quality assurance of external mental health and wellbeing support offers, interventions and organisations that are brought into the organisation, ensuring that resources are effectively and efficiently used.</p>	<b>All staff irrespective of age group</b>				
	T48	<p>I can use my knowledge of social emotional mental health to support the identification of suitable materials and resources relating to social emotional mental health.</p> <p>Note: The assurance process can include checking websites, testimonials, preferred list of providers and using your knowledge of social emotional mental health to ensure organisations/guest speakers are fit for purpose. This can include examining the evidence base, qualifications, recent training, knowledge of their professional body and who to contact if concerns are raised.</p>			

I have self-awareness of my own mental health needs and take personal responsibility to positively care for these.	<b>All staff irrespective of age group</b>			
	T49	I understand some basic techniques to look after my own emotional wellbeing and appreciate the potential effect my own state of emotional wellbeing may have on my behaviour and interactions with children/young people and others.		
	T50	If I have an existing mental health condition I know how to care for this and access services if necessary.		
I am able to recognise when members of staff may be struggling with their own emotional wellbeing and mental health, am able to offer basic help, signpost to appropriate information and encourage access to additional interventions/help if needed.	<b>All staff irrespective of age group</b>			
	T51	<p>I can recognise the signs of burnout and secondary trauma.</p> <p>I can encourage reflective practice to boost staff resilience and reduce burnout or withdrawal.</p>		

**Having completed your self-assessment please work your way through the training directory below.**

## Training Directory: Targeted Competencies

Outcomes	Training Options
All staff irrespective of age group	
<p><b>T1</b> I understand what is included in the key stages of physical, intellectual, linguistic, social and emotional growth and development of a child/young person to enable observation and judgement of changes to 'normal' behaviour. I know when developmental and transitional milestones are coming up. I understand the contribution that family and social networks make to the development of children and young people.</p>	<p><a href="#">Introducing Child Development</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Emotional Development</a>. MindEd free e-learning. 30mins.</p> <p><a href="#">Complex Neurodevelopmental Problems</a>. MindEd free e-learning. 30 mins.</p> <p><i>All three</i> of the above modules should be completed to achieve the competency.</p> <p><b>Staff working with adolescent children/young people may also want to consider:</b></p> <p><a href="#">Introduction to Adolescent Mental Health Training</a>. Young Minds: £135+VAT</p> <p>Or</p> <p><a href="#">Understanding Adolescents</a>. Place2be. £1,000 for up to 20 participants (group bookings only)</p> <p>Youth Mental Health First Aid training includes an overview of protective factors to good mental health.</p> <p>Youth Mental Health First Aid training includes an overview of the relationship between mental health problems and adolescent development and an appendix discussing the adolescent brain.</p>

<b>Staff working with Early Years Aged Children</b>	
<b>T2</b>	<p>I understand behaviours associated with ADHD and autism and can develop strategies to work with children/young people who have these.</p> <p><a href="#">Supporting children on the autism spectrum: Guidance for practitioners in the Early Years Foundation Stage</a> – Comprehensive online guide from Inclusion Development Programme</p> <p>And</p> <p><a href="#">ADHD in the Early Years</a>. Teach Early Years</p> <p><a href="#">Autism and Related Problems</a>. MindEd free e-learning. 25mins.</p> <p><a href="#">Poor Concentration and Overactivity 1</a>. MindEd free e-learning. 20mins.</p>
<b>Staff working with Primary, Secondary and College Aged Children</b>	
<b>T2</b>	<p>I understand behaviours associated with ADHD and autism and can develop strategies to work with children/young people who have these.</p> <p><a href="#">Autism and Related Problems</a>. MindEd free e-learning. 25mins.</p> <p><a href="#">Poor Concentration and Overactivity 1</a>. MindEd free e-learning. 20mins.</p>
<b>All staff irrespective of age group</b>	
<b>T3</b>	<p>I understand the various service provisions, thresholds and referral criteria of CAMHS and other local services (including health, the voluntary sector and social care). I understand the role of Forensic CAMHS.</p> <p><a href="#">Black Country Minds</a> – CAMHS – <a href="#">How to refer?</a></p> <p><a href="#">Youth First</a> is the specialist Forensic CAMHS Service for the West Midlands – webpage signposts to a downloadable service leaflet for further information.</p>
<b>T4</b>	<p>I understand how to access services (including the role and function of a Single Point of Access (SPA)).</p> <p>No external training is suggested for this but professionals should familiarise themselves with the referral route into the SPA:</p> <p><a href="#">Black Country Minds</a> – CAMHS – <a href="#">How to refer?</a></p>
<b>Staff working with Early Years Aged Children</b>	
<b>T5</b>	<p>I am able to assess a situation, gather information and know when to make an external referral or engage CAMHS in systemic work (depending on local referral arrangements including Mental Health Support Teams in Education Settings).</p> <p><a href="#">Designing School and Hospital Interventions</a>. MindEd: Free online e-learning. 25mins. Although learning is aimed at interventions within a school or hospital setting, multi-agency professionals will be able to apply the skills in other settings as necessary.</p> <p><a href="#">Putting Information Together</a>. MindEd: Free online e-learning. 30mins.</p> <p><a href="#">Preschool Presentations</a>. MindEd: Free online e-learning. 30mins.</p>

		<a href="#">Measuring mental wellbeing to improve the lives of children and young people</a> . CORC free online e-learning
<b>Staff working with Primary, Secondary and College Aged Children</b>		
<b>T5</b>	I am able to assess a situation, gather information and know when to make an external referral or engage CAMHS in systemic work (depending on local referral arrangements including Mental Health Support Teams in Education Settings).	<p><a href="#">Designing School and Hospital Interventions</a>. MindEd: Free online e-learning. 25mins. Although learning is aimed at interventions within a school or hospital setting, multi-agency professionals will be able to apply the skills in other settings as necessary.</p> <p><a href="#">Putting Information Together</a>. MindEd: Free online e-learning. 30mins.</p> <p>Suggest both sessions are undertaken to meet the competency alongside liaising with CAMHS.</p>
<b>Staff working with Primary, Secondary and College Aged Children</b>		
<b>T6</b>	I am able to coordinate and/or undertake an assessment of a child's/young person's social emotional mental health (such as a Strengths and Difficulties Questionnaire – SDQ).	<p><a href="#">Measuring mental wellbeing to improve the lives of children and young people</a>. CORC free online e-learning</p> <p><a href="#">What is the SDQ?</a> Youth in Mind SDQ website including questionnaires and scoring.</p>
<b>All staff irrespective of age group</b>		
<b>T7</b>	I am aware of and involved in local networks to an appropriate level to ensure the organisation does not manage mental health and emotional wellbeing in isolation and options for social prescribing.	No external training is suggested for this competency, but time should be taken to research local networks and how you and your organisation can link to them.
<b>T8</b>	<p>I am aware of national agencies that can offer support and guidance to my organisation on social emotional mental health, such as:</p> <ul style="list-style-type: none"> <li>• ChildLine</li> <li>• Young Minds</li> <li>• Samaritan's</li> <li>• NSPCC</li> <li>• Beat</li> <li>• selfharm UK</li> <li>• The National Autistic Society</li> <li>• Barnardo's</li> </ul>	No external training is suggested for this competency, but time should be taken to review their websites to discover how they can support children and young people.



All staff irrespective of age group		
<b>T9</b>	<p>Policies may include:</p> <ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Safeguarding (including limits of confidentiality)</li> <li>• Inclusion</li> <li>• Behaviour management</li> <li>• Tackling stigma</li> <li>• Crisis management</li> <li>• Substance misuse</li> <li>• Self-harm &amp; suicide prevention</li> <li>• Harassment</li> <li>• Physical disability</li> <li>• Induction of new pupils</li> <li>• Special Educational Needs (SEND)</li> <li>• Mental health strategy (if available)</li> </ul>	<p>External training is not suggested for this competency, but time should be taken to familiarise oneself with the relevant policies.</p>
All staff irrespective of age group		
<b>T10</b>	<p>I am aware of the local 0 – 19 Public Health Nursing services and how to access them (Health Visiting Service and School Health Nursing Service).</p>	<p><a href="#">Health Visiting Service</a>. Sandwell and West Birmingham NHS Trust. Webpage</p> <p><a href="#">School Nursing Service</a>. Sandwell and West Birmingham NHS Trust. Webpage</p>
Staff working with Early Years Aged Children		
<b>T11</b>	<p>I have a range of supportive communication skills. I am able to creatively challenge a child so they can achieve their goals.</p> <p>I can recognise barriers to communication and when a communication method is proving ineffective. I can then adapt my communication method according to the needs of the child, e.g. by using different materials such as writing or drawing.</p> <p>I can communicate effectively with children relevant to their age, circumstance, culture and ability and can use communication skills to offer basic support and calm a distressed child.</p>	<p><a href="#">Active Listening</a>. Skills you need: webpage with top tips</p> <p><a href="#">5 Ways to Help Children Identify and Express their Emotions</a>: MindChamps Website</p> <p><a href="#">Developing motivational interviewing techniques in work with children and young people</a>. O’Neill Training: Cost and need to discuss with company.</p> <p><a href="#">Positive Language in the Classroom</a>. We Are Teachers. Website – transferable tips across different settings.</p> <p><i>Consideration should be given to which option(s) are best suited to need of the individual as many skills should have already been learnt during training.</i></p>

Staff working with Primary School Aged Children	
<p><b>T11</b> I have a range of supportive communication skills (such as therapeutic communication skills, motivational interviewing, coaching and counselling micro-skills) I understand the difference between these and when to use each approach. I am able to creatively challenge a child/young person so they can achieve their goals.</p> <p>I can recognise barriers to communication and when a communication method is proving ineffective. I can then adapt my communication method according to the needs of the child/young person, e.g. by using different materials such as writing or drawing.</p> <p>I can communicate effectively with children/young people relevant to their age, circumstance, culture and ability and can use communication skills to offer basic support and calm a distressed child/young person.</p>	<p><a href="#">Active Listening</a>. Skills you need: webpage with top tips</p> <p><a href="#">Want Positive Behaviour? Use Positive Language</a>: Responsive Classroom Webpage</p> <p><a href="#">Introduction to Counselling Skills</a>. Place2Be 3 hour- workshop. £1000 for up to 20 people</p> <p><a href="#">Developing motivational interviewing techniques in work with children and young people</a>. O'Neill Training: Cost and need to discuss with company.</p> <p><i>Consideration should be given to which option(s) are best suited to need of the individual as many skills should have already been learnt during training.</i></p>
Staff working with Secondary School and College Aged Children	
<p><b>T11</b> I have a range of supportive communication skills (such as therapeutic communication skills, motivational interviewing, coaching and counselling micro-skills) I understand the difference between these and when to use each approach. I am able to creatively challenge a child/young person so they can achieve their goals.</p> <p>I can recognise barriers to communication and when a communication method is proving ineffective. I can then adapt my communication method according to the needs of the child/young person, e.g. by using different materials such as writing or drawing.</p> <p>I can communicate effectively with children/young people relevant to their age, circumstance, culture and ability and can use</p>	<p><a href="#">Introduction to Counselling Skills</a>. Place2Be 3 hour- workshop. £1000 for up to 20 people</p> <p><a href="#">Self-belief: Helping Children Thrive</a>. Place2Be 3 hour- workshop. £1000 for up to 20 people</p> <p><a href="#">Certificate in Therapeutic Communication</a>. Institute of Counselling £299 online learning</p> <p><a href="#">Active Listening</a>. Skills you need: webpage with top tips</p> <p><a href="#">Developing motivational interviewing techniques in work with children and young people</a>. O'Neill Training: Cost and need to discuss with company.</p> <p><a href="#">Want Positive Behaviour? Use Positive Language</a>: Responsive Classroom Webpage</p> <p><i>Consideration should be given to which option(s) are best suited to need of the individual as many skills should have already been learnt during training.</i></p>

	communication skills to offer basic support and calm a distressed child/young person.	Youth Mental Health First Aid training has an appendix covering non-judgemental listening.
<b>All staff irrespective of age group</b>		
<b>T12</b>	<p>I can recognise sexualised behaviour and understand what steps to take.</p> <p>I understand the potential impact that violence against women and girls has on mental wellbeing. I am aware of how to escalate concerns where necessary.</p>	<p><a href="#">Healthy sexual behaviour</a>: Your guide to keeping children safe, spotting warning signs and what to do if you're worried. NSPCC. Factsheets and advice.</p> <p><a href="#">Sexual Behaviours Traffic Light Tool Training</a>. Brook. Link takes you to the Eventbrite page for upcoming training dates.</p> <p><a href="#">The lasting impact of violence against women and girls</a>. ONS. Webpage with further references and links.</p> <p><a href="#">Black Country Women's Aid Support Services</a></p>
<b>Staff working with Early Years Aged Children</b>		
<b>T13</b>	I understand the potential underlying mental health links and causes to bullying from the perspective of the bully and bullied and can use this knowledge when the organisation is determining what action to take. I act in concordance with the organisation's anti-bullying policy.	<a href="#">Preventing Bullying In Early Childhood</a> . Webpage
<b>Staff working with Primary, Secondary and College Aged Children</b>		
<b>T13</b>	I understand the potential underlying mental health links and causes to bullying from the perspective of the bully and bullied and can use this knowledge when the organisation is determining what action to take. I act in concordance with the organisation's anti-bullying policy.	<p><a href="#">SHAPE Anti-Bullying Training for Professionals</a>.</p> <p>Youth Mental Health First Aid training includes an appendix on cyberbullying.</p>
<b>All staff irrespective of age group</b>		
<b>T14</b>	I understand the potential impact that racism and other forms of discrimination has on mental wellbeing and can use this knowledge when the organisation is determining what action to take. I act in concordance with the organisation's equality/discrimination policy.	<p><a href="#">Impact of sexism on young women's mental health</a>. Young Women's Trust. Link to download PDF report.</p> <p><a href="#">Racism and mental health; a guide for parents</a>. Young Minds webpage.</p> <p><a href="#">Hate Crime</a>. Sandwell Council. Webpage.</p>

<b>Staff working with Early Years and Primary School Aged Children</b>		
<b>T15</b>	<p><u>Self-harm</u>: I have a solid understanding of self-harm. I can actively listen to a child/young person who has self-harmed and identify helpful attitudes and strategies, including distraction techniques.</p>	<p><a href="#">Self-Harm</a>. NSPCC webpage</p>
<b>Staff working with Secondary School and College Aged Children</b>		
<b>T15</b>	<p><u>Self-harm</u>: I have a solid understanding of self-harm. I can actively listen to a child/young person who has self-harmed and identify helpful attitudes and strategies, including distraction techniques.</p>	<p><a href="#">Talking about self-harm</a> – NHS Video outlining distraction techniques</p> <p><a href="#">Self-Harm</a>. NSPCC webpage.</p> <p><a href="#">Responding to Self-Harm in Young People</a>. Young Minds: downloads a PDF guide</p> <p><a href="#">Self-harm: how to respond</a>. Project Air: Factsheet</p> <p>Also covered in Youth Mental Health First Aid training.</p>
<b>All staff irrespective of age group</b>		
<b>T16</b>	<p><u>Suicide Prevention</u>: I am aware of national and local suicide prevention strategies.</p>	<p><a href="#">National Strategy - Preventing suicide in England</a> HM Government</p> <p><a href="#">Sandwell Suicide Prevention</a>. Healthy Sandwell, Sandwell Council. Webpage</p> <p><a href="#">Sandwell Suicide Prevention Strategy &amp; Acton Plan</a>. Downloads a PDF.</p>
<b>Staff working with Early Years Aged Children</b>		
<b>T17</b>	<p><u>Eating Disorders</u>: I understand the different types of eating disorders and steps to support a child/young person with their management and care. I am aware of ways to promote positive body image and self-esteem.</p>	<p><i>Local training offer coming soon. In the meantime, please utilise the below resources.</i></p> <p><a href="#">Eating disorders in early childhood: “the child who doesn’t eat”</a>. Institute for Infant Nutrition Webpage</p> <p><a href="#">Eating Disorders and Children</a>. Eating Disorders Victoria: Webpage with useful tips (Suggest both options are undertaken.)</p> <p><a href="#">Promoting healthy body image in the early years</a> – PACEY Webpage</p>

		<p><a href="#">7 Ways to Foster Self-Esteem and Resilience in All Learners</a> – Blog by Brookes (although applied to an education setting, the tips can be applied to the wider workforce)</p>
<p><b>Staff working with Primary School Aged Children</b></p>		
<p><b>T17</b></p>	<p><u>Eating Disorders</u>: I understand the different types of eating disorders and steps to support a child/young person with their management and care. I am aware of ways to promote positive body image and self-esteem.</p>	<p><i>Local training offer coming soon. In the meantime, please utilise the below resources.</i></p> <p><a href="#">Eating Disorders</a> - Heads Together Mentally Healthy Schools</p> <p><a href="#">Body Image</a>. Heads Together – Mentally Healthy Schools Webpage</p> <p><a href="#">7 Ways to Foster Self-Esteem and Resilience in All Learners</a> – Blog by Brookes (although applied to an education setting, the tips can be applied to the wider workforce)</p> <p><i>Further reading can be gained through the <a href="#">School Nursing Toolkit</a> - SAPHNA. Although aimed at school nurses, there are skills and learning that can be used by schools, parents/carers and other professionals who offer targeted support and have access to supervision.</i></p>
<p><b>Staff working with Secondary School and College Aged Children</b></p>		
<p><b>T17</b></p>	<p><u>Eating Disorders</u>: I understand the different types of eating disorders and steps to support a child/young person with their management and care. I am aware of ways to promote positive body image and self-esteem.</p>	<p><i>Local training offer coming soon. In the meantime, please utilise the below resources.</i></p> <p><a href="#">Eating disorders in young people</a>. RCPSYCH factsheet</p> <p><a href="#">Eating Disorders</a> - Heads Together Mentally Healthy Schools</p> <p><a href="#">7 Ways to Foster Self-Esteem and Resilience in All Learners</a> – Blog by Brookes (although applied to an education setting, the tips can be applied to the wider workforce)</p> <p>Also covered in Youth Mental Health First Aid training.</p> <p><i>Further reading can be gained through the <a href="#">School Nursing Toolkit</a> - SAPHNA. Although aimed at school nurses, there are skills and learning that can be used by schools, parents/carers and other professionals who offer targeted support and have access to supervision.</i></p>

<b>All staff irrespective of age group</b>		
<b>T18</b>	<u>Eating Disorders</u> : I am aware of the local Community Eating Disorder Service for Children and Young People and how to contact them (provided by local CAMHS).	No external training is suggested for this but professionals should familiarise themselves with the <a href="#">Black Country All Age Eating Disorder Service</a> .
<b>Staff working with Early Years and Primary Aged Children</b>		
<b>T19</b>	<u>Anxiety</u> : I understand what anxiety is, potential causes and can recognise signs and symptoms, including OCD. I can support a child/young person with strategies to manage anxiety.	<p>Aside from using supportive communication skills practitioners should undertake <a href="#">The Worried Child</a>. MindEd: Free online e-learning. 20 mins.</p> <p><a href="#">Supporting your child in managing anxiety</a>. Health for Kids. Sandwell School Nursing Service webpage.</p> <p><a href="#">Moodcafe Relaxation Techniques for Children</a> – Moodcafe</p> <p><a href="#">OCD Factsheet</a> - RCPSYCH</p> <p><a href="#">Healthy Sleep Tips for Children</a>: The Sleep Charity.</p> <p><a href="#">Anxiety Disorders in Children</a>. NHS website.</p> <p><a href="#">Understanding Anxiety</a>. Human Givens College online course £159.</p> <p>Professionals may also want to consider the Coping Cat approach for anxiety in 7 – 13 years olds.</p>

<b>Staff working with Secondary School and College Aged Children</b>	
<b>T19</b>	<p><u>Anxiety</u>: I understand what anxiety is, potential causes and can recognise signs and symptoms, including OCD. I can support a child/young person with strategies to manage anxiety.</p>
	<p>Aside from using supportive communication skills practitioners should undertake <a href="#">The Worried Child</a>. MindEd: Free online e-learning. 20 mins.</p> <p><a href="#">Supporting your child in managing anxiety</a>. Health for Kids. Sandwell School Nursing Service webpage.</p> <p><a href="#">Moodcafe Relaxation Techniques for Children</a> – Moodcafe</p> <p><a href="#">OCD Factsheet</a> - RCPSYCH</p> <p><a href="#">Sleep tips for teenagers</a>: NHS Webpage</p> <p><a href="#">Anxiety Disorders in Children</a>. NHS website.</p> <p><a href="#">Understanding Anxiety</a>. Human Givens College online course £159.</p> <p>Professionals may also want to consider the Coping Cat approach for anxiety in 7 – 13 years olds.</p> <p>Also covered in Youth Mental Health First Aid training.</p>
<b>All staff irrespective of age group</b>	
<b>T20</b>	<p><u>Anxiety</u>: I can use my supportive communication skills to be able to support a young person who has experienced a traumatic event/major incident/terror attack.</p>
	<p><a href="#">Traumatic stress in children</a>. RCPSYCH factsheet</p>
<b>All staff irrespective of age group</b>	
<b>T21</b>	<p><u>Depression</u>: I understand the difference between low mood and depression and can recognise signs and symptoms. I can use my supportive communication skills and positive language to support children/young people suffering from low mood and depression.</p>
	<p><a href="#">Sad, Bored or Isolated</a>. MindEd free e-learning. 30mins.</p> <p><a href="#">Signs of depression in children</a>. NHS Webpage</p> <p>Also covered in Youth Mental Health First Aid training.</p>

<b>Staff working with Early Years Aged Children</b>	
<b>T22</b>	<p>I understand the difficulties faced by children/young people during times of transition i.e. moving from primary school to secondary school and then from secondary school to college and can suggest strategies to alleviate this.</p> <p><a href="#">Transitions</a>. Heads Together Mentally Healthy Schools</p> <p><a href="#">School Transition Planning</a>. PACEY chart</p> <p><a href="#">How to Settle Your Child into Childcare</a>: YouTube Video</p> <p><a href="#">School Ready – Practitioners</a>. PACEY Video</p>
<b>Staff working with Primary School Aged Children</b>	
<b>T22</b>	<p>I understand the difficulties faced by children/young people during times of transition i.e. moving from primary school to secondary school and then from secondary school to college and can suggest strategies to alleviate this.</p> <p><a href="#">Transitions</a>. Heads Together Mentally Healthy Schools</p> <p><a href="#">School Transition Planning</a>. PACEY chart</p> <p><a href="#">Coping with Transition</a>. Place2Be 3hour workshop. £1000 for 20 delegates (specific for those working with 10/11 year olds transitioning to secondary school)</p> <p><a href="#">Children who are moving from primary to secondary school</a>. Heads Together, Mentally Healthy Schools. Webpage</p>
<b>Staff working with Secondary and College Aged Children</b>	
<b>T22</b>	<p>I understand the difficulties faced by children/young people during times of transition i.e. moving from primary school to secondary school and then from secondary school to college and can suggest strategies to alleviate this.</p> <p><a href="#">Transitions</a>. Heads Together Mentally Healthy Schools</p> <p><a href="#">Coping with Transition</a>. Place2Be 3hour workshop. £1000 for 20 delegates (specific for those working with 10/11 year olds transitioning to secondary school)</p> <p><a href="#">Supporting young people with autism to move from school to college</a> Free guide (specific to college and further education providers)</p>
<b>Staff working with Early Years Aged Children</b>	
<b>T23</b>	<p><u>Suicide Prevention</u>: I understand the early-life risks factors that may increase risk of suicidal thoughts or suicide attempts (adverse childhood experiences) later in life. I can recognise the warning signs and physical signs and know how to support a child who self-harms or has attempted suicide.</p> <p><a href="#">Suicide in Children &amp; Young People</a>. NCMD Report.</p> <p><a href="#">Suicidal Thoughts</a>. Young Minds. Webpage.</p> <p><a href="#">Suicide Awareness Training</a>. Zero Suicide Alliance. 20 minute video</p>



		<p><a href="#">Suicide Prevention Local training offer coming soon.</a></p> <p>Linked to competency T15.</p>
<b>Staff working with Primary School Aged Children</b>		
<b>T23</b>	<p><u>Suicide Prevention</u>: I understand the early-life risks factors that may increase risk of suicidal thoughts or suicide attempts (adverse childhood experiences) later in life. I can recognise the warning signs and physical signs and know how to support a child who self-harms or has attempted suicide.</p>	<p><a href="#">Suicide in Children &amp; Young People</a>. NCMD Report.</p> <p><a href="#">Suicidal Thoughts</a>. Young Minds. Webpage.</p> <p><a href="#">Suicide Awareness Training</a>. Zero Suicide Alliance. 20 minute video</p> <p><a href="#">Suicide Prevention Local training offer coming soon.</a></p> <p>Linked to competency T15.</p>
<b>T24</b>	<p><u>Anxiety</u>: I understand the negative impact of assessment/exam stress on social emotional mental health and suggest age appropriate strategies to reduce this.</p>	<p><a href="#">Help your child beat exam stress</a>. NHS Choices: aimed at parents but includes signs of exam stress and useful tips.</p> <p><a href="#">Exam Stress and Pressure</a>. Childline webpage with advice and resources.</p>
<b>T25</b>	<p>I understand the potential negative effect of social media on emotional wellbeing and mental health but am also aware of the importance of social capital as a preventative measure. I can put in place intervention strategies around anxiety and eating disorders/body image etc. to support a child/young person in difficulty.</p>	<p><a href="#">#StatusOfMind</a>. Royal Society for Public Health: Webpage plus report to download and read.</p> <p>Linked to competencies T17 &amp; T19.</p>
<b>Staff working with Secondary and College Aged Children</b>		
<b>T24</b>	<p><u>Anxiety</u>: I understand the negative impact of assessment/exam stress on social emotional mental health and suggest age appropriate strategies to reduce this.</p>	<p><a href="#">Help your child beat exam stress</a>. NHS Choices: aimed at parents but includes signs of exam stress and useful tips.</p> <p><a href="#">Exam Stress and Pressure</a>. Childline webpage with advice and resources.</p> <p><a href="#">Stairways: Positive Messages to Help With Exam Results Stress</a>: YouTube Video</p>
<b>T25</b>	<p>I understand the potential negative effect of social media on emotional wellbeing and mental health but am also aware of the importance of social capital as a preventative measure. I can put in place intervention strategies around anxiety and eating</p>	<p><a href="#">#StatusOfMind</a>. Royal Society for Public Health: Webpage plus report to download and read.</p> <p>Professionals working with children/young people over the age of 13, might also want to go on to complete the <a href="#">Be Internet Citizens</a> from SHAPE.</p>

	disorders/body image etc. to support a child/young person in difficulty.	<i>Linked to competencies T17 &amp; T19.</i>
<b>T26</b>	I can empower a child/young person to care for their own social emotional mental health.	<p><a href="#">WRAP®</a> (Wellness Recovery Action Planning)</p> <p><a href="#">WRAP® Webinars</a> often available.</p> <p>Youth Mental Health First Aid training includes an appendix on WRAP® and a model of personal empowerment.</p>
<b>T27</b>	<u>Suicide Prevention</u> : I am able to engage with children/young people who have with suicidal thoughts or have escalating levels of self-harm and apply a prevention model.	<p><a href="#">Suicidal Thoughts</a>. Young Minds. Webpage.</p> <p>Suicide Safety Plans:  <a href="#">Hopelink</a>. Papyrus. Online safety plan tool.  Or  <a href="#">StayingSafe.net</a>. Online and printable safety plan tool with supporting videos of how to create a safety plan.</p> <p><a href="#"><i>Suicide Prevention Local training offer coming soon.</i></a></p> <p>Linked to competencies T15 &amp; T23.</p>
<b>T28</b>	<u>Crisis</u> : I know how to support a young person in a mental health crisis.	<p>A young person may be known to services and already have a 'crisis plan' so liaison with the local <a href="#">CAMHS</a> service is suggested.</p> <p>If the emergency is related to a young person's mental health then the CAMHS Crisis team can be contacted 08:00-20:00 hours on 07900226390.</p> <p>Black Country Healthcare Foundation Trust offer a 24/7 mental health telephone support line where children, young people and families/carers can access advice and support from a CAMHS healthcare professional. This can be accessed by calling 0800 008 6516.</p>
<b>T29</b>	<u>Depression</u> : I understand the impact of relationship difficulties in adolescents.	<a href="#">Working With Adolescents: Keeping romantic relationships in mind</a> . Orygen free download

<b>T30</b>	<p><u>Psychosis</u>: I understand what psychosis is, common signs and symptoms when a psychotic disorder is developing and the role of the local Early Intervention in Psychosis teams (provided by CAMHS/AMHS/CMHT).</p>	<p><a href="#">Psychosis</a>. Rethink website</p> <p>Also covered in Youth Mental Health First Aid training.</p>
<b>All staff irrespective of age group</b>		
<b>T31</b>	<p>This may include supporting the implementation of recommendations from when external agencies, such as CAMHS or HMYOI are involved.</p> <p>I can engage in collaborative working with the team around the child/young person (applying many of the principles found in Safeguarding ways of working).</p>	<p>No external training is suggested for this; however the organisation may consider training on collaborative/team working as part of its general development. The principles learnt at safeguarding training would be applicable:</p> <p><a href="#">Core Working Together Level 3</a> -SCSP. 1 day training, virtual and face-to-face options available.</p> <p><a href="#">Introduction to Early Help</a>. SCSP ½ day virtual training.</p> <p><a href="#">Lead Professional</a>. SCSP ½ day virtual training.</p> <p><a href="#">Integrated Working</a> – Sandwell Learn. Free online e-learning. Please email <a href="mailto:Sandwell_Learn@sandwell.gov.uk">Sandwell_Learn@sandwell.gov.uk</a> to request a Sandwell Learn account.</p>
<b>All staff irrespective of age group</b>		
<b>T32</b>	<p>I have a basic knowledge of the Mental Health Act 2007.</p>	<p><a href="#">Mental Health Act: your rights</a>: NHS</p>
<b>Staff working with Secondary School and College Aged Children (Act cover 16 years plus)</b>		
<b>T33</b>	<p>I have basic knowledge of the Mental Health Capacity Act 2005</p>	<p><a href="#">What is the Mental Capacity Act?</a> NHS Choices webpage</p>
<b>Staff working with Early Years Aged Children</b>		
<b>T34</b>	<p>I am aware of factors that can contribute to a child/young person being vulnerable to developing social emotional mental health difficulties. I understand how different mental health conditions may present in children/young people with different vulnerabilities and can recommend/implement strategies to support these ones.</p>	<p><a href="#">Vulnerable Groups - An Overview</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Understanding Cultural Diversity in the Early Years</a>. Teach Early Years Webpage</p> <p><a href="#">Trauma Informed Practice</a>. West Midlands Violence Reduction Partnership. Online training</p>

	<p>I can support children/young people to establish and maintain positive friendships.</p>	<p><a href="#">Trauma in the Early Years</a>. Violence Reduction Partnership. 2hr Course.</p> <p>(Suggest all options are undertaken.)</p>
<p><b>Staff working with Primary School Aged Children</b></p>		
<p><b>T34</b></p>	<p>I am aware of factors that can contribute to a child/young person being vulnerable to developing social emotional mental health difficulties. I understand how different mental health conditions may present in children/young people with different vulnerabilities and can recommend/implement strategies to support these ones.</p> <p>I can support children/young people to establish and maintain positive friendships.</p>	<p><a href="#">Vulnerable Groups - An Overview</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Refugee and Asylum Seeker Children</a>. Heads Together – Mentally Healthy Schools Webpage</p> <p><a href="#">The Circle of Friends Approach</a>: pdf to download</p> <p><a href="#">Trauma Informed Practice</a>. West Midlands Violence Reduction Partnership. Online training</p>
<p><b>Staff working with Secondary School Aged Children</b></p>		
<p><b>T34</b></p>	<p>I am aware of factors that can contribute to a child/young person being vulnerable to developing social emotional mental health difficulties. I understand how different mental health conditions may present in children/young people with different vulnerabilities and can recommend/implement strategies to support these ones.</p> <p>I can support children/young people to establish and maintain positive friendships.</p>	<p><a href="#">Vulnerable Groups - An Overview</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Refugee and Asylum Seeker Children</a>. Heads Together – Mentally Healthy Schools Webpage</p> <p><a href="#">The Circle of Friends Approach</a>: pdf to download</p> <p><a href="#">Trauma Informed Practice</a>. West Midlands Violence Reduction Partnership. Online training</p>
<p><b>Staff working with College Aged Children</b></p>		
<p><b>T34</b></p>	<p>I am aware of factors that can contribute to a child/young person being vulnerable to developing social emotional mental health difficulties. I understand how different mental health conditions may present in children/young people with different vulnerabilities and can recommend/implement strategies to support these ones.</p> <p>I can support children/young people to establish and maintain positive friendships.</p>	<p><a href="#">Vulnerable Groups - An Overview</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Refugee and Asylum Seeker Children</a>. Heads Together – Mentally Healthy Schools Webpage</p> <p><a href="#">Trauma Informed Practice</a>. West Midlands Violence Reduction Partnership. Online training</p>

All staff irrespective of age group	
<p><b>T35</b> <u>Young carers</u>: I understand the emotional needs of young carers and what support that can be offered to them (both in my organisation and in the community).</p>	<p><a href="#">Young Carers</a>: Heads Together – Mentally Healthy Schools Webpage</p> <p><a href="#">Young Carers Resources</a>. The Children’s Society. Webpage and resources for professionals working with young carers.</p> <p><a href="#">Young Carers Awareness Training</a>. Sandwell Young Carers. 30-minute e-learning. Helps professionals to identify young carers, offer support and signposting. <i>Link to competency T7</i></p>
Staff working with Early Years and Primary School Aged Children	
<p><b>T36</b> <u>LGBTQ+</u>: I understand the emotional needs of young LGBTQ+ individuals and support that can be offered to them (both in my organisation and in the community).</p>	<p><a href="#">Gender Identity Training</a>. SCSP. ½ day virtual training.</p> <p>Or</p> <p><a href="#">LGBTQ+ Awareness</a>: £30 +VAT online course</p> <p>Or</p> <p><a href="#">Supporting LGBTQ+ children and young people</a> (appropriate for wider CYP workforce). Stonewall. Online e-learning. £35 + VAT per person.</p> <p><a href="#">Supporting LGBTQ+ children and young people</a> (appropriate for school and college staff). Stonewall. Online e-learning. £35 + VAT per person.</p> <p><i>Plus link to competency T7.</i></p>

<b>Staff working with Secondary and College Aged Children</b>		
<b>T36</b>	<p><u>LGBTQ+</u>: I understand the emotional needs of young LGBTQ+ individuals and support that can be offered to them (both in my organisation and in the community).</p>	<p><a href="#">Gender Identity Training</a>. SCSP. ½ day virtual training.</p> <p>Or</p> <p><a href="#">LGBTQ+ Awareness</a>: £30 +VAT online course</p> <p>Or</p> <p><a href="#">Supporting LGBTQ+ children and young people</a> (appropriate for wider CYP workforce). Stonewall. Online e-learning. £35 + VAT per person.</p> <p><a href="#">Supporting LGBTQ+ children and young people</a> (appropriate for school and college staff). Stonewall. Online e-learning. £35 + VAT per person.</p> <p>Or</p> <p><a href="#">Supporting Gender Diverse Children and Young People</a>. Gires, online e-learning. £10.</p> <p><a href="#">Supporting Gender Diverse People in Post 16 Education</a>. Gires, online e-learning. £10.</p> <p><i>Plus link to competency T7.</i></p>
<b>Staff working with Early Years Aged Children</b>		
<b>T37</b>	<p>I understand the mental health needs of Looked After Children and Care Leavers and insecure attachment. I understand the basics of attachment theory and behavioural characteristics of different attachment styles.</p> <p>I am able to identify strategies to empower staff to appropriately support children/young people with attachment difficulties.</p>	<p><a href="#">Children Adopted or In Care</a>. MindEd: Free online e-learning. 30 mins.</p> <p><a href="#">Attachment and Human Development</a>. MindEd free e-learning. 30 mins.</p> <p><a href="#">Understanding Child Attachment</a>. Sandwell Learn. Free online e-learning. <b>Please email Sandwell Learn@sandwell.gov.uk to request a Sandwell Learn account.</b></p> <p><a href="#">Reactive Attachment Disorder and Other Attachment Issues</a>: HelpGuide Website</p> <p><a href="#">Positive Separations</a>. Kids Matter. Basic understanding website</p>

	<p>I am aware of Adverse Childhood Experiences (ACE) and the impact upon social emotional development.</p>	<p>See also <a href="#">Children in care Emotional wellbeing and mental health</a>. NSPCC: website for more information</p> <p><a href="#">An Introduction to Adverse Childhood Experiences (ACEs) and Trauma Informed Practice</a>. West Midlands Violence Reduction Partnership &amp; Barnardo's. Free online e-learning.</p> <p><a href="#">Adverse Childhood Experience ACE</a> - a short guide video</p>
<p><b>Staff working with Primary, Secondary and College Aged Children</b></p>		
<p><b>T37</b></p>	<p>I understand the mental health needs of Looked After Children and Care Leavers and insecure attachment. I understand the basics of attachment theory and behavioural characteristics of different attachment styles.</p> <p>I am able to identify strategies to empower staff to appropriately support children/young people with attachment difficulties.</p> <p>I am aware of Adverse Childhood Experiences (ACE) and the impact upon social emotional development.</p>	<p><a href="#">Children Adopted or In Care</a>. MindEd: Free online e-learning. 30 mins.</p> <p><a href="#">Attachment and Human Development</a>. MindEd free e-learning. 30 mins.</p> <p><i>Depending upon circumstances you may initially want to undertake the above MindEd sessions followed by additional training below, or immediately jump to one of the training options below:</i></p> <p><a href="#">Understanding Attachment</a> Place2Be 1 day workshop</p> <p><a href="#">Understanding Child Attachment</a>. Sandwell Learn. Free online e-learning. <i>Please email <a href="mailto:Sandwell_Learn@sandwell.gov.uk">Sandwell_Learn@sandwell.gov.uk</a> to request a Sandwell Learn account.</i></p> <p><i>Supporting Adopted &amp; Fostered Children in School: <a href="#">Inside I'm Hurting</a>. Adoption Plus UK £180 pp inc VAT, one day training. Inside I'm Hurting is also a practical book by Louise Bomber that is recommended and can be purchased.</i></p> <p><a href="#">An Introduction to Adverse Childhood Experiences (ACEs) and Trauma Informed Practice</a>. West Midlands Violence Reduction Partnership &amp; Barnardo's. Free online e-learning.</p> <p><a href="#">Adverse Childhood Experience ACE</a> - a short guide video</p>

All staff irrespective of age group		
T38	I understand the impact of separation, loss, bereavement & transition along with effective interventions to support children/young people who have experienced this.	<a href="#">A Whole School Approach to Supporting Loss and Bereavement</a> (includes Early Years): NHS Glasgow pdf to download. Information provided in this PDF can be used across different agencies.
T39	I have a basic awareness of the impact of parental mental health, domestic abuse and substance misuse (toxic trio) on a child/young person and am able to identify when this may be present. I understand the links this has to Safeguarding and what actions to take to support a child/young person facing these difficulties.	<ol style="list-style-type: none"> <li>1. <a href="#">Parental mental illness</a>: the impact on children and adolescents. RCPSYCH factsheet Or <a href="#">Poor parental mental health</a>. Heads Together – Mentally Healthy Schools Webpage</li> <li>2. <a href="#">Parental Substance Misuse</a>. Heads Together – Mentally Healthy Schools Webpage Or <a href="#">Parental Substance Misuse</a>. NSPCC webpage</li> <li>3. <a href="#">Domestic Violence</a>. Heads Together – Mentally Healthy Schools Webpage</li> </ol> <p><i>Complete 1 to 3 then progress to if appropriate to your role:</i></p> <p><a href="#">Domestic Abuse 2 Day Multi-Agency Training</a>. SCSP</p>



<b>All staff irrespective of age group</b>	
<p><b>T40</b> Through respectful partnership working, active listening and questioning and involvement in decision making I can build a relationship with parents/carers and effectively communicate with and engage with families.</p> <p>I recognise the impact a child's/young person's poor emotional wellbeing or mental health can have on a family and am able to de-escalate a situation and calm a distressed person.</p> <p><b>Only applicable to staff working with College Aged Children</b> I can manage parents' expectations of keeping a student in education when this may not be best option for them and can undertake a Fitness to Study Assessment.</p>	<p><a href="#">Communicating With Families</a>. MindEd: Free e-learning. 30mins</p> <p><a href="#">Parents</a>. Young Minds. Webpage with useful links and resources.</p> <p><a href="#">Changes Parenting Programme</a>. Sandwell Council. Webpage, courses available for parents of Early Years, Primary and Secondary aged children across Sandwell.</p> <p><a href="#">Sandwell Healthy Minds</a>. Adult Mental Health Services.</p>
<p><b>T41</b> I am aware of how different cultures may perceive and respond to mental health problems. I understand that many families are complex and diverse. I therefore avoid stereotyping or making assumptions and instead listen to family members to elicit their individual perspectives.</p>	<p><a href="#">Black, Asian and Minority Ethnic (BAME) communities</a>: Mental Health Foundation Webpage</p>
<b>All staff irrespective of age group</b>	
<p><b>T42</b> I am able to undertake a mental health audit of the organisation, pulling together the child's voice as well as other sources of information. I can involve children/young people in the design of mental health initiatives when appropriate and can support strengthening relationships with CAMHS.</p>	<p>Please consider using the <a href="#">Sandwell Well-Being Charter Mark</a> within your organisation.</p> <p>The Charter Mark has been adapted to suit voluntary sector organisations as well as schools and early years settings.</p>
<b>Staff working with Early Years Aged Children</b>	
<p><b>T43</b> I have a solid understanding of resilience and can participate in whole organisation approach to building resilience. Included in this I understand that having a sense of connectedness or belonging is a protective factor for mental health.</p>	<p><a href="#">Play and Resilience</a>: World Organisation for Early Childhood Education. Document to Download</p> <p><a href="#">Resilience</a>. Kids Matter. Basic understanding website</p> <p>Please consider using the <a href="#">Sandwell Well-Being Charter Mark</a> within your organisation.</p>

		The Charter Mark has been adapted to suit voluntary sector organisations as well as schools and early years settings.
<b>Staff working with Primary, Secondary and College Aged Children</b>		
<b>T43</b>	I have a solid understanding of resilience and can participate in whole organisation approach to building resilience. Included in this I understand that having a sense of connectedness or belonging is a protective factor for mental health.	<p><a href="#">Relationships and belonging</a>. Heads Together: Mentally Healthy Schools. Webpage</p> <p>Please consider using the <a href="#">Sandwell Well-Being Charter Mark</a> within your organisation.</p> <p>The Charter Mark has been adapted to suit voluntary sector organisations as well as schools and early years settings.</p>
<b>All staff irrespective of age group</b>		
<b>T44</b>	<p>I understand my organisation's communication routes to disseminate information and good practice.</p> <p>I can ensure there are clear pathways within the organisation so children/young people know how to raise mental health and emotional wellbeing needs.</p>	No external training is recommended for this, but time should be taken to review and familiarise communication routes.
<b>T45</b>	I can take an active role in driving a whole organisation ethos of openness and empathy, challenge stigma and normalise talk about mental health.	<p><a href="#">How to start a conversation with children and young people about mental health</a>. Heads Together: Mentally Healthy Schools Video about tackling stigma.</p> <p><a href="#">Time to Change</a>: Get Involved in Schools. Free resources and tools.</p> <p><a href="#">What If We Talked About Physical Health the Absurd Way We Talk About Mental Health?</a> video</p>
<b>T46</b>	I model the core attributes of respect, patience, honesty, reliability, empathy and integrity at all times to create a culture of supportive relationships between members of staff, with children/young people and parents/carers.	No external training is suggested for this competency, but personal reflection is suggested with line manager discussion if necessary.
<b>T47</b>	I understand what actions my role is expected to take in response to critical events, e.g. when there has been a suicide/sudden death within the setting.	No external training is suggested but time should be taken to review and ensure clarity of roles.

All staff irrespective of age group		
<b>T48</b>	<p>I can use my knowledge of social emotional mental health to support the identification of suitable materials and resources relating to social emotional mental health.</p> <p>Note: The assurance process can include checking websites, testimonials, preferred list of providers and using your knowledge of social emotional mental health to ensure organisations/guest speakers are fit for purpose. This can include examining the evidence base, qualifications, recent training, knowledge of their professional body and who to contact if concerns are raised.</p>	<p>No external training is suggested but time should be taken to review this competency.</p>
All staff irrespective of age group		
<b>T49</b>	<p>I understand some basic techniques to look after my own emotional wellbeing and appreciate the potential effect my own state of emotional wellbeing may have on my behaviour and interactions with children/young people and others.</p>	<p>Looking after your own emotional wellbeing is unique to you, some suggestions however are:</p> <p><a href="#">Top 10 tips on 'How to look after your mental health'</a>. Mental Health Foundation website.</p> <p><a href="#">Audio guides to boost your mood</a>. NHS Choices:</p> <p><a href="#">How to look after your mental health using mindfulness</a>. Mental Health Foundation: Free booklet to download and <a href="#">free online course</a>.</p> <p><a href="#">Headspace</a>. App.</p> <p><a href="#">Every Mind Matters</a>. NHS website with tools and resources.</p> <p><a href="#">5 Steps to Improve Mental Health &amp; Wellbeing</a>. YouTube Video</p> <p><a href="#">Living Life to the Full</a>: Free online e-therapy courses for how to tackle problems, build confidence, get going again, feel happier, stay calm, tackle upsetting thinking and more.</p>

		<p><a href="#">Start 2</a>. This site shows how to use your natural creative skills to maintain and improve your wellbeing. Pick from dozens of creative activities designed by experts in the field of arts and health.</p> <p><a href="#">Healthy Sandwell</a> and <a href="#">Route2Wellbeing</a>– Information about local services that can support your own wellbeing</p>
<b>T50</b>	If I have an existing mental health condition I know how to care for this and access services if necessary.	<p><a href="#">Welcome to the Moodzone</a>. NHS Choices webpage including search function for local services.</p> <p><a href="#">Getting Help</a>. Mental Health Foundation webpage.</p> <p><a href="#">Healthy Sandwell</a> and <a href="#">Route2Wellbeing</a>– Information about local services that can support your own wellbeing</p>
<b>All staff irrespective of age group</b>		
<b>T51</b>	<p>I can recognise the signs of burnout and secondary trauma.</p> <p>I can encourage reflective practice to boost staff resilience and reduce burnout or withdrawal.</p>	<p><a href="#">How to support staff who are experiencing a mental health problem</a>. Mind free online toolkit</p> <p><a href="#">Caring For The Wellbeing Of Teachers And School Staff</a>. Young Minds online toolkit</p> <p>Please consider using the <a href="#">Sandwell Well-Being Charter Mark</a> within your organisation.</p> <p>The Charter Mark has been adapted to suit voluntary sector organisations as well as schools and early years settings. The Charter Mark includes a section on exploring staff wellbeing.</p>

## Appendix A – Useful Resources

### Topics:

- [Anti-Bullying](#)
- [Anti-Stigma & Anti-Stereotyping](#)
- [CSE](#)
- [Eating Disorders](#)
- [Self-Harm](#)
- [Self-Help](#)
- [Other](#)
- [National Guidance](#)
- [Teaching Children and Young People About Emotional Wellbeing and Mental Health](#)

### Anti-Bullying

Title	Format	Details
<a href="#">Anti-Bullying Alliance</a>	Online Training	6 modules to better understand bullying
<a href="#">E-Safety Hub</a>	Online Training & Resources	Sandwell Adult & Family Learning (SAFL) have created the E-Safety Hub for parents and carers around online safety including cyberbullying. Professionals will find this information useful too.

### Anti-Stigma & Anti-Stereotyping

Title	Format	Details
<a href="#">A Smile a Day</a>	Poster	Young person designed encouraging talking about problems
<a href="#">Dealing With It</a>	Video	“This short animated resource was developed and designed solely by young people with the aim of being a ‘young person friendly’ educational resource that promotes discussion around anti-social behaviour, substance use and stereotyping.”

<a href="#">I Am Whole</a>	PDF Booklet	YMCA and NHS produced report investigating stigma – lots of useful messages and information.
<a href="#">It's Okay Not to be Okay</a>	Video	By fixers – why it's okay not be okay
<a href="#">Mental Health Song</a>	Video/Song	Mental health awareness song produced by a school in North East Lincolnshire
<a href="#">Mental Health Stigma</a>	Video	By fixers – young people talk about their experiences and challenges of talking
<a href="#">Time to Change</a>	Website with lots of resources to download and use in schools – could be adapted to suit other settings	National anti-stigma campaign

## CSE

Title	Format	Details
<a href="#">Working with children who are victims or at risk of sexual exploitation: Barnardo's model of practice</a>	Downloadable booklet	"This paper first sets out the issue of child sexual exploitation and the models and processes used to exploit children and young people, and then explains the '4 As' from a practitioner perspective. It has been developed for a broad audience, including those who wish to learn about effective and evidence-based engagement with children at risk of, and those who have been victims of, sexual exploitation."

## Eating Disorders

Title	Format	Details
<a href="#">Beat</a>	Website and National Charity	

<a href="#">Spurgeons – Family Toolkit for Disordered Eating</a>	Online toolkit with videos	Resource aimed at parents and adolescents
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## Self-Harm

Title	Format	Details
<a href="#">Alumina</a>	Online learning	Alumina is an online course started by selfharm.co.uk for young people aged between 14 & 18.
<a href="#">Supporting Your Child Who Is Self-Harming</a>	Website	Young Minds website.

## Self-Help

Title	Format	Details
<a href="#">10 Keys to Happier Living</a>	Website with advice and resources	Produced by Action for Happiness
<a href="#">Mental Health First Aid Toolkit</a>	PDF	From Chilypep
<a href="#">Sleep Toolkit</a>	PDF	From Chilypep

## Other

Title	Format	Details
<a href="#">Aye Mind Toolkit</a>	Website with lots of resources and information	This toolkit was developed to assist you, youth workers, when using digital approaches to youth mental health. It includes practical information, case studies, online resources and reflection material for anyone interested in learning more about new technology, health and wellbeing.
<a href="#">Charlie Waller Memorial Trust</a>	Mixed	Lots of free resources on children and young people's mental health.
<a href="#">Fixers</a>	Website with lots of resources developed by young people	Homepage
<a href="#">How do help a bereaved child to understand grief</a>	Website with useful resources	Winston's Wish – they also offer free <a href="#">20 minute training</a> to professionals working with CY.
<a href="#">Looking after a child or young person's mental health</a>	Website with useful links	Every Mind Matters
<a href="#">Mentally Healthy Schools</a>	Website with lots of resources and information	<p>Anna Freud Centre and Heads Together initiative – resources and information can be applied to wider settings</p> <p>Including the <a href="#">Classroom Wellbeing Toolkit</a> which is appropriate for application in wider settings.</p>
<a href="#">NASEN</a> Special Educational Needs	Online learning.	<p>"Focus on SEND training for educational practitioners working across Early Years, Primary, Secondary and Post 16. Focus on SEND training is a free course aiming to help teachers and educational practitioners working across the 0 – 25 years age range to develop high quality practice in order to better meet the needs of their learners with SEND. It is based on the evidence of what constitutes good continuing professional development (CPD) and so takes a practice- led, enquiry-based and collaborative approach."</p>



<a href="#">Safe Hands Thinking Minds</a>	Website with resources and podcasts	Dr Karen Treisman, MBE, is an award winning Highly Specialist Clinical Psychologist, organizational consultant, and trauma specialist who has worked in the National Health System and children’s social services for several years. Karen has extensive experience in the areas of trauma, parenting, adversity, child protection, fostering, and attachment, and works clinically using a range of therapeutic approaches with families, systems, and children in or on the edge of care, unaccompanied asylum-seeking young people, and adopted children.
<a href="#">School nurse and health visitor E-learning</a>	e-learning	“The Children’s Emotional and Additional Health Needs programme provides Continuing Professional Development (CPD) content comprising six e-learning sessions, as both a resource pack for face-to-face training and as a learning resource, for Health Visitors and School Nurses.”
<a href="#">SCIE</a>	Charity & website	SCIE is a charity committed to helping young people, including care leavers.
Short Films About Mental Health	Videos	Series of Videos covering <a href="#">anxiety</a> , <a href="#">psychosis</a> and <a href="#">personality disorders</a> by Oxford Health NHS Foundation Trust
<a href="#">Skin Deep</a>	Video	By Fixers – young person sharing their story - Harriet, from Lancaster, is challenging stereotypes about eating disorders after suffering from anorexia.

## National Guidance

Organisation & Title
Department for Education (2018) <a href="#">Mental health and behaviour in schools</a>
Department for Education (2022) <a href="#">Transforming children and young people’s mental health provision</a>
Department of Health (2016) <a href="#">Mental Health Core Skills Education and Training Framework</a>
Sandwell Council <a href="#">Sandwell Wellbeing Charter Mark</a> for Schools, Early Years Settings and Voluntary Sector Organisations.
NHS England & Department for Health (2015) <a href="#">Future in Mind</a>
Public Health England & Anna Freud National Centre for Children and Families (2016) <a href="#">Measuring and monitoring children and young people’s mental wellbeing: A toolkit for schools and colleges</a>
Public Health England & UCL Institute of Health Equity (2014) <a href="#">Building children and young people’s resilience in schools</a>

## Teaching Children and Young People About Emotional Wellbeing and Mental Health

Organisation & Title	Description
ChildLine <a href="#">Exam Stress</a>	Lots of resources and information for young people on how to cope with exam stress
<a href="#">Education not Segregation</a>	Lots of resources for settings to establish an open and inclusive culture amongst its pupils.
<a href="#">Friends Resilience</a>	Endorsed by the World Health Organisation training to deliver age appropriate resilience is available.
<a href="#">Ollie and His Superpowers</a> ®	The Ollie model is founded on the belief that every individual is unique and so requires a solution that allows and encourages that uniqueness through its simplicity and flexibility - “one size does <b>not</b> fit all”. It doesn’t shoe-horn people into boxes and treat them by a label, it treats the individual, giving them tools to be able to continue to help themselves in the future.
Samaritan’s <a href="#">DEAL</a>	DEAL (Developing Emotional Awareness and Listening) is a free teaching resource aimed at students aged approximately 14 and over. Themes covered include Emotional Health, Coping Strategies, Dealing with Feelings and Connecting with Others.