

Leading Mental Health in Hertfordshire Schools

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Conference Update:

We are very sorry that we sadly had to cancel the multi-agency conference that was due to take place this June. However, we will be confirming a new date for June 2021 as soon as possible. Thank you for your ongoing support and enthusiasm in wanting to be part of this exciting event.

Healthy Young Minds in Herts Kitemark Accreditation

A whole school and college self review and accreditation for emotional wellbeing, mental health and suicide awareness. Details for this are accessible via our website, [click here](#), please note you will need to register for an account to access the schools area of the website.

The Healthy Young Minds in Herts (HYMIH) School Accreditation process will enable schools and colleges to achieve kite mark status for their contribution to supporting mental health and wellbeing. It will help to ensure a consistent approach to school based competency in relation to mental health and wellbeing.

The Suicide Aware Schools and College Status award is additional and **contains** requirements for schools and colleges to demonstrate a commitment to reducing suicide.

These awards have been requested by both schools and professionals and the process has been developed through the Hertfordshire Suicide Prevention Children and Young People Task and Finish Group. A similar kite mark for providers of training and services is also being developed through the CAMHS transformation.



Congratulations to Chancellors School, Hatfield the latest school to receive the Healthy Young Minds in Herts Accreditation for Emotional Wellbeing and Mental Health Awareness. Their submission showed Mental Health and wellbeing is a key strand in their curriculum. Their students have shown through feedback that they have a good students voice within the school and peer mentoring has shown a good example of how the community can influence and implement change.



The Transition from school to College and University has been identified as a time of increased vulnerability with regard to Emotional Wellbeing and Mental Health. The Hertfordshire Children and Young Person Suicide Prevention Network identified gaps in accessible information, advice and resources around Emotional Wellbeing and Mental Health for pupils experiencing this key life change and prioritised the development of a single approved resource to support young people at this time of change and increased independence.

During 2019/20 a representative Task and Finish group from Education Psychology, Public Health and Clinical Commissioning groups worked together with groups of young people and Education professionals from schools, colleges and University to produce the Thrive and Survive resource. This resource can be used by young people to access information, advice, tips, approved resources and support services in one single accessible document. The resources relate to a range of key topics which young people face along the way including Health, Resilience and Wellbeing, Learning, Relationships, and Getting Help including specific information relating to supporting during the current COVID 19 Pandemic. It has integrated checklists and action plans and facilitates self-assessment and a personalised approach to the needs of the individual young person.

Working with young people throughout, the working group ensured a range of student feedback relating to both content and design was incorporated; this includes the amazing Blue Bird logo which reflects the process of transition designed by GAP students from West Herts. The group is also in conversation with the University of Hertfordshire as they wish to use the resource in the future. Further design work is underway to develop web based resources, so watch this space.

We are really keen to engage with Sixth Form Leads, Pastoral and Mental Health Leads to get feedback on the resource and suggestions regarding how best to roll it out across schools. A number of Webinars provided by Education Psychology and Public Health professionals are available prior to the end of term to introduce the detail of the resource and take comments, questions and feedback. Please see the Infographic with full details and booking arrangements attached.

Introducing the Survive and Thrive Guide and resources – supporting transition to college and university.

To reflect the challenges of Y11 and 13 transition with regards to emotional wellbeing and mental health and the current context of COVID 19, new quality assured resources have been developed in partnership with young people, Public Health, Education Psychology, CCGs, and the Children and Young Persons Suicide Prevention group.

Quality assured and funded Materials have been co-produced with young people and will be available to support schools and colleges. The materials cover resilience based approaches for all young people along with key information for young people who have existing emotional wellbeing/mental health difficulties. The attached infographic shows the areas covered by the resource.

We are really keen to get your feedback and invite Mental Health Leads, Head of Sixth forms or School/College Pastoral Leads to book onto a 1 hour MS Teams session to introduce the resources and ways that these can be shared with students. The sessions are being offered for staff at the following dates/times:

Tues 23rd June, 1.30-2.30pm (Katy Cole, EPS)

Thurs 25th June, 11-12pm (Shelley Taylor, Public Health)

Mon 29th June, 10-11am (Erika Payne, EPS)

Tues 30th June, 2-3pm (Erika Payne, EPS)

To book onto these sessions, please email Erika.payne@hertfordshire.gov.uk

THRIVE AND SURVIVE

Helping you develop and navigate independence

MENTAL
HEALTH

PHYSICAL
HEALTH

INDEPENDENCE

Moving away from home and building independence is an exciting experience which can also bring some challenges. Our guide aims to provide tips for some of the changes that might occur when moving on to college or university.

WELLBEING IN RESILIENCE

STAY
HEALTHY

STAY IN
TOUCH

STAY
INVOLVED

Planning healthy meals, registering with a GP and regular exercise will help you maintain your physical health. At the same time, staying in touch with friends and family and getting involved with your new community will be key for your mental health. Seeing yourself linked to a wider community can make you feel good. Your university can provide you with important coping resources and connections for a successful start.

KEEP LEARNING

SET GOALS

BE CURIOUS

BE
ORGANISED

Your first year of university or college is a year of discovery. Being organised when transitioning to university life will help you manage your time, reduce stress, and help keep you on a path to success. Different strategies work for different people. You will have to experiment, set realistic goals and keep trying new ways to stay organised.

FINDING HELP

WELLBEING
SERVICES

IMMEDIATE
HELP

HELP FOR
SPECIFIC
ISSUES

There might be times when you feel that you need support. Our guide will signpost you to general wellbeing services as well as quick contacts in a crisis. It also guides you towards help for specific issues.

8 Tips and Techniques for Practicing Self-Compassion

Have you ever lost your temper at...yourself? Blamed and then beat yourself up a little inside for doing something you regret? Maybe you've been harsh with someone, only to be much harsher with yourself later?

It's easy to be tough on yourself—we tend to do it much, much more than we realize. But what if there was a better way? When we forgive ourselves, accept our perceived flaws, and show ourselves kindness, we practice self-compassion. It's often a lot harder than it sounds, but with the right techniques, we can learn to make it a habit that sticks. If you ever judge or criticize yourself for no justifiable reason, some of these techniques could be valuable. Some might not be your cup of tea, but others might resonate and come in handy when you least expect it. Read on to find out [how to practice self-compassion](#) with tips and exercises, then tell us—what works for you?

For further information visit: <https://positivepsychology.com/how-to-practice-self-compassion/>



VIDEOS OF MENTAL HEALTH LEADS SHARING GOOD PRACTICE IN THEIR SCHOOLS:

Below are videos of mental health leads who have kindly agreed to be filmed describing what their schools have done (and continue to do) to support children, young people, parents and staff emotional wellbeing. We will continue to create more films with school professionals as a way of sharing good practice between schools county-wide.

If you would like to have your school's good practice video shared on the Healthy Young Minds Website - please get in touch with [Yael Leinman](#) or [Breda O'Neill](#) and we will arrange this.

Some MHL are also happy to have their schools visited or have a conversation about the kitemark over the phone so feel free to ask us and we will liaise between those interested to connect.

- Nicola Furey - Pastoral Support Team Leader and Mental Health Lead at [Laurance Haines school](#) in Watford (Primary)
- Ashley Purser - Deputy Head and Mental Health Lead at [Roman Fields](#) in Hemel Hempstead (SEMH School)

Garden City Academy Wellbeing Charter

The journey.....First of all we looked at what other schools did and then as all good schools do, took the bits we liked and developed our own one bespoke to GCA, it is such a unique place to work and we felt our charter needed to reflect this. The Head Teacher Mrs Rachael Stevenson, and Business Manager Mrs Glennon worked together on developing this.

Staff Workload and Wellbeing Charter.



Wellbeing Charter

*Supporting staff wellbeing and workload
at Garden City Academy*



PRINCIPLES BEHIND OUR WORKLOAD AND WELL-BEING STRATEGY:

Staff are our most precious resource.

Happy and successful staff make for happy and successful pupils.

Building a positive working environment for all.

Create streamlined systems and procedures that allow leaders to lead, teachers to teach and pupils to learn.

Work hard, smart and fast, not longer or procrastinating.

TEACHING, LEARNING & ASSESSMENT

Schemes of Work and resources are provided for teachers, but they are not prescriptive, and we are supportive of teachers who want to adapt them. We trust teachers to decide the best approaches for students in their classrooms.

Support staff provide a reprographics service completing all bulk printing and other non-skill based duties, where sufficient notice is given.

Detailed lesson plans are only required for English, Maths and Science. All other lessons require lesson overviews (medium term plans) to be created, detailing objectives and the outline of content only.

All teachers and HLTAs receive a minimum of 10% PPA per week.

Senior and extended Senior Leaders receive an additional 10% non-contact time per week to lead and develop their areas of leadership.

Teachers on subject release/PPA are not expected to cover more classes for absent staff.

Designated PPA areas across the school (staff room, hot desk and Rose computer in the afternoons).

Feedback and marking is agreed by the whole-school with one audience only: the pupils. We never mark for anyone else (observers, parents, etc.). The majority of feedback is oral and personalised.

Staff meetings are kept to one hour per week and there is one morning briefing. Calendar for staff meetings is shared before each half term. Advance warning of twilight sessions is given on the calendar.

Our teaching and learning calendar is carefully planned and shared with staff before each half term to ensure transparency and not to overload staff.

The assessment calendar is carefully planned a year in advance to avoid overloading at any one point in the year.

Home learning: weekly reading, spellings and time tables set alongside half termly projects to reduce planning and marking.

SLT teach in order to spread the load and stay firmly 'in the game'. This includes the Headteacher.

Staff are encouraged to share resource and co-create.

Lesson plans do not have to be 'submitted' to leaders; they are saved on the system for access for all.

We are careful of introducing new things – minimising work load or overloading with information.

STAFF VOICE

We regularly survey staff to get their honest opinions about how to improve.

We ask staff for their feedback on the quality and impact of CPD.

We ask staff regularly for their preferences on different aspects of life at Garden City Academy

Actions are taken as a result of staff voice on workload, preferences and CPD.

Senior staff all have an open door policy. Staff are encouraged to come to us.

COMMUNICATION & MEETINGS

Meetings are on the calendar from the start of the year and updated termly, so they can be planned for.

Meetings are limited to one hour. Twilights are planned in advanced and enough time given for arrangements to be made.

We want meetings to focus on teaching and learning and strategy, not admin. They should finish on time and are not needless.

Where a meeting can be avoided (e.g. through having a quick discussion or sending a brief email), this is recommended practice.

Email etiquette is promoted:

Where possible we use specific email addresses, not 'All Staff' email, to cut down on irrelevant emails clogging up inboxes.

Staff are not expected to answer emails sent outside standard working hours (5pm to 8am on weekdays and at weekends) and we strongly encourage staff not to send emails after 7pm.

Staff are discouraged from reading or sending email on their phones, at least in the evenings and weekends.

We promote open door leadership – no concern is ever too small, but staff are encouraged to come solution focussed.

TEACHING, LEARNING & ASSESSMENT (cont'd)

Lesson plans do not have to be 'submitted' to leaders; they are saved on the system for access for all.
We are careful of introducing new things - minimising work load or overloading with information.

COMMUNICATION & MEETINGS cont'd

We clearly identify when staff are required to attend after school events (such as PTA events), and minimise the number of staff expected.
No elephants in the room. Regular opportunities given to staff to give critical feedback to the Headteacher about what's going well and what is not. We talk about and acknowledge challenges and where we can do better.

BEHAVIOUR AND PASTORAL SUPPORT

Everyone has the highest expectations of behaviour, with all staff reinforcing those expectations.
Leaders are highly visible and always available through the SLT walkie talkies or phone lines.
Any internal exclusions are dealt with by SJ or SLT.
Staff who are managing emotionally challenging events with students are supported through regular check-ins and the opportunity to access supervision if required.
Safeguarding and pastoral leads are offered fortnightly meetings to discuss case loads and provide the opportunity for supervision.

PROFESSIONAL DEVELOPMENT

CPD is tailored specifically to every staff members development needs, experience and aspirations. Time is provided for staff to put new things into action and demonstrate impact.
Targeted support is provided for staff where required.
All staff CPD is delivered through courses, zoom calls, directed time, in-school training/support and inset days.
CPD events include Staff Wellbeing CPD.
Whole staff CPD is planned for the term in advance.

WELL-BEING IMPORTANCE

Staff wellbeing is prioritised; we know that contented staff make for a more successful school. We are all aware of work-load, consider this in any new initiatives, and regularly review how to streamline systems and processes so they take less time.
We have a member of staff, who takes the lead on wellbeing.
We have a wellbeing board with advice and recommendations on display in the staff room.
We promote mindfulness, finding time for yourself in our busy days. 'I am kind to myself, I am kind to others'
We do not expect staff to stay late after school - it is good practice to go home and spend time with family. We also accept that for some staff, working after school supports their work-life balance and others prefer taking work home to do later in the evening.
We hold back-to-work interviews after an absence, to ensure returners feel well supported.
Leave is given for unavoidable medical appointments and time is also given for other events/circumstances at a line manager's discretion.
Parents evenings are arranged over a week (three days), twice a year, and finish by 5pm.
Admin support - SLT/school secretary check all letters and communications to parents/carers for teachers and ensure it is sent out appropriately.

PERFORMANCE MANAGEMENT

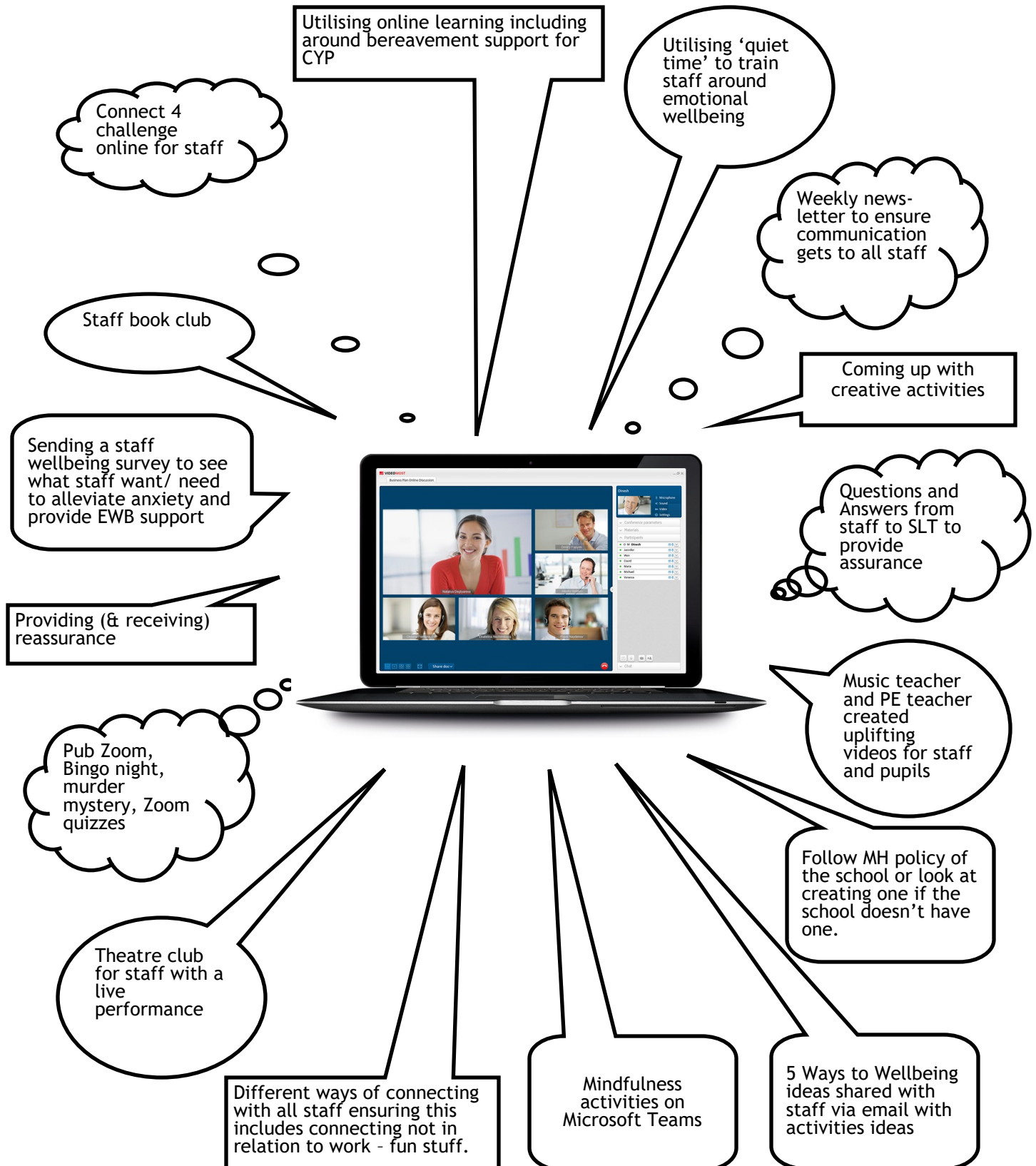
We do not grade lesson observations (outstanding, good, etc.). All observations are a celebration of strengths developmental.
Half termly peer coaching to share good practice and develop through peer on peer support.
Performance Management is tailored to whole-school, subject leadership and individual needs.
We begin from the assumption that everyone can achieve their targets as they are aspirational and developmental.
We discuss career plans and opportunities for development which support longer term aspirations.
Teachers receive coaching and mentoring from the SLT as well as an appraiser, to support staff wellbeing and CPD.
Work and planning scrutiny led by subject leaders.

WELL-BEING LITTLE EXTRAS...

We have a staff room with fridges, microwave and a toaster, and a range of comfortable seating areas.
We provide a secure staffroom.
We provide tea, coffee, sugar and milk in the main staff room for use by all staff. This is paid for at the start of the year by staff.
Biscuits and treats are provided during the year.
Half termly bring and share lunch for all staff.
All staff have access to "Employee Assistance" - a free phone line for information, support and counselling.
We promote a culture of peer-to-peer praise through thank yous, cards, and small acts of kindness.
We hold a yearly 'feel good week'.
We make use of the "Gift of Giving" to enable staff to take an hour or two to see their own children in performances, or access occasions which are normally impossible due to working in a school.
Where possible, maximum of two break-time duty per week for each teacher.

Sharing Good Practices

As most of you are aware we have been providing School Staff Wellbeing Group Sessions and the uptake has been excellent. Thank you for joining us for those sessions and for sharing information which at times wasn't easy to bring up and using the sessions to your benefit. During the sessions, school professionals have shared lots of good practice which we feel would be beneficial for everyone:



Positive comments about schools' good practice

As a parent I am contacted regularly by my 14 year old son's head of year at Hockerill.

At the start of the lockdown she reached out to enquire about his mental health and wellbeing, I get regular updates about his attendance and engagement, he gets commendations and school is also offering enrichment clubs so online schooling is not only restricted to the curriculum.

Additionally, I believe they have invited the students who were not at all engaging or were known to have mental health issues prior to the lockdown, to attend school regularly. It's Hockerill Anglo-European College in Bishop's Stortford. (EP)

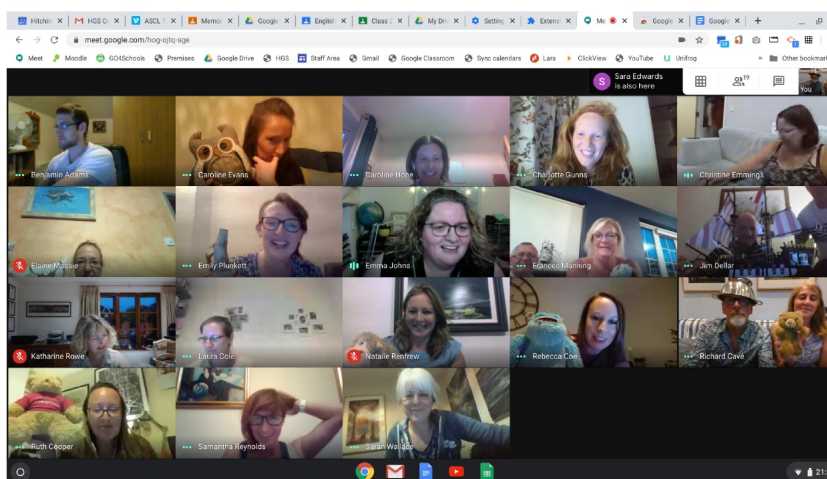
Here are some things that the SENCO at St John's Lemsford WGC has shared with me that she is putting in place:

- All 3 classes (plus key worker group) have a booklet in their tray on their desk which is an adapted version of a transition booklet- ie 'this is me' pictures and sentences about themselves, their family, what they did over lockdown, what they missed about school etc.
- Each class teacher will also be using their choice of protective behaviours and resilience type sheets from a pack I've given them.
- We are operating a check in (first thing, greet by name as coming in, how do you feel today Activity) and check out - what was good about today, what are you looking forward to tomorrow.
- We have revisited the 5 ways to wellbeing with staff and have them printed for display in each class and for teachers to 'hang' activities on.

We keep closely in touch both formally through virtual staff meetings and informally. I have been able to chat though with the teachers how they are feeling and offer support and resources and have done my best to support my Head and Deputy who like everyone have been working under immense pressure. I am making up a care box for each work area for the staff because we won't be using the staff room/making drinks etc and some will be on their own most of the day.

Staff Quiz Photos from Staff at Hitchin Girls School

Looks like too much fun was had at the Staff Quiz, love the cullenders new fashion trend.



See the link below to view the video for their students while students and their families are working from home during this pandemic, staff at Hitchin Girls School would like to share this virtually collaborative message.

Premiered May 20, 2020

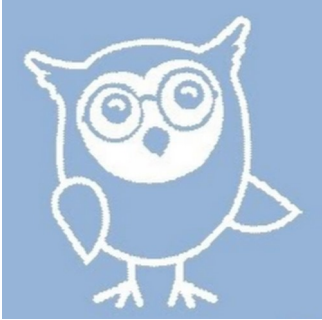
Hitchin Girls School connecting with Pupils video:

<https://youtu.be/HY74fkcvx54>

Southfield School Working with the Community—learning from Home

We recently heard from the Headteacher at Southfield School who shared their learning from home initiative see below the links to their You Tube channel. Alongside this they have an action plan for all to share a wellbeing activity/idea.

<https://www.youtube.com/channel/UCtPBASyalSnbtJ3v0IEQwJw/>

	<p>southfield team - YouTube</p> <p>Skip navigation Sign in. Search</p> <p>www.youtube.com</p>
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Our YouTube channel has an assembly from our Headteacher on too.

You can see our children's home learning photos on our school website in our gallery:

Some of the items are:

Belinda's Stanborough Lake trip
Amanda's Science Experiment
Sarah Singing and Shape Painting to Old MacDonald

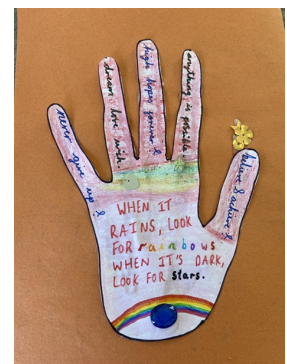
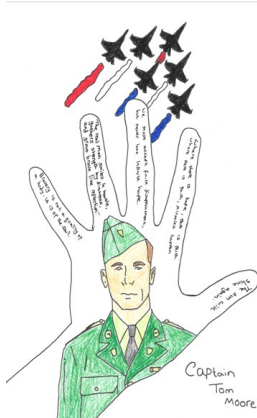
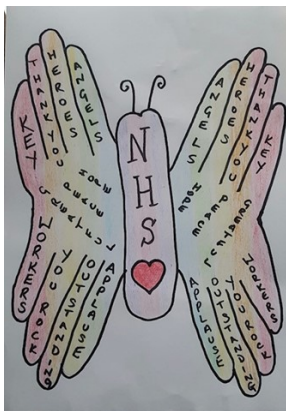
<https://www.southfield.herts.sch.uk/home-learning-and-activities-during-covid-19-parti/>

We have set up an action plan to share a 'wellbeing' activity/idea every week with children/staff for the rest of the academic year.

Well worth a visit, lots of feel good pictures of things the children have drawn, photographed or things they have taken part in on their days.

Goffs Academy Happy Hands—competition

Recently I came across a competition too late to be included in it and too old, however the fact the school has opened this up to the children to keep them upbeat in the difficult times we are currently living in, I thought it is an ideal opportunity highlighting as an example of one of the good ideas being completed by schools around Hertford. See some of the pictures sent in to the competition to see some of the creativity the children have its amazing. This was a joint venture with Goffs Churchgate see next page for their pictures and results.



Goffs Churchgate Academy - Happy Hands competition winners

The Creative Arts Faculty recently ran a Happy Hands Competition for the students, families and staff of Goff's Churchgate. The challenge was to create a 2D or 3D piece of Art, using their hands as a starting point. They were encouraged to express a supportive, positive and happy message for the benefit of our Community during this time. We had amazing involvement, receiving a whole range of approaches, which was evidence of their creativity and spirit under these circumstances- with over 50 entries- we chose x3 winners- Alysia, Tia and Angel all from year groups 7 and 8.

1st Angel Lavington



2nd Tia Dike-Stephens



3rd Alysia Zouvani



SPACE

See below, we have taken the opportunity of promoting the below Weekly Newsletter, we think this will be of interest to you all, if you want to be included in the circulation for this please contact spaceherts@gmail.com.

COMING UP . . . FOR FAMILIES

**JUNE
MON 1ST
MINECRAFT
TUTORIAL
FB POST**

**TUES 2ND
STORY TIME
FB POST**

**WED 3RD
LIVE
POKEMON
FAMILY
QUIZ NIGHT
6pm - 7pm
Booking Required**

**THURS 4TH
COOKING
TUTORIAL
FB POST**

**FRI 5TH
'DINOSAUR'
CREATIVE FRIDAY
1pm - 2.30pm
Booking Required**

**SAT 6TH
STORY TIME
FB POST**

For further information
please search SPACE FB



LOCKDOWN LOWDOWN LIVE - LEARN - LAUGH

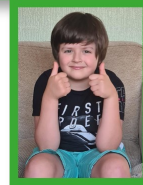
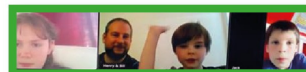
Welcome Back! We all know that half term may have been tricky for some of our families whilst for others one day just rolls into another at the moment. We hope you've enjoyed everything that SPACE has offered over the past week and look forward to whats coming up. Good luck to everyone if your children are going back to school this week. We have lots of resources on our FB closed and open pages to help with transition and how different things will be looking for our children.

Thank You Team SPACE



WATCH THIS SPACE!
FOR QUIZZES INCLUDING DISNEY, FORTNITE,
THOMAS THE TANK ENGINE AND MORE

Well done to
our Young
Spacers for delivering
our **MINECRAFT QUIZ
NIGHT**, here are a few
families who joined us ...
we hope you had fun too!



A quote from one of
our SPACE parents:

"Thank you for an
amazing art class

September Rose...The boys went a little off
topic but we had so much fun all painting
outside together and I absolutely love the
little works of art they created."

We have many new workshops for professionals and
if you need any further information then please email
spaceherts@gmail.com

#SPACEhometogether

* Can be subject to change, correct at time of printing

2020

COMING UP . . . WORKSHOP/ COURSES

**JUNE
MON 1ST
SPACE SENSORY
SOLUTIONS
8pm - 10pm
Booking Required
For Parents**

**WED 3RD
DSPL5 SLEEP TIGHT
COURSE
7.30pm - 9.30pm
Booking Required
For Parents**

**FRI 5TH
DSPL2 SENSORY
SOLUTIONS
8pm - 10pm
Booking Required
For Parents**

CHECK IN

**TUES 2ND JUNE
CROXLEY GREEN
Quiz Night
7pm - 8pm
Booking Required**

**THUR 4TH JUNE
HEMEL
HEMPSTEAD
& ST ALBANS
EHCP Myth Busting
7pm - 8pm
Booking Required**

Everyone welcome
regardless of location

SUPPORTING FAMILIES IN HERTFORDSHIRE - AUTISM, ADHD, RELATED CONDITIONS

REGISTERED CHARITY ENGLAND AND WALES NO: 117 2178

Anna Freud National Centre for Children and Families - self care for children and Young People

Self-care is about the things we can do to look after our own mental health

Young people told us that when they are struggling they are usually told to see a professional. They don't often get much advice about how they could help themselves.

So, we spoke to professionals and looked at academic research. Then we drew up a list of strategies young people use (you can see the process in this [self-care infographic](#)). We also published a [report](#) following a consultation with young people and their families online.

We're sharing these strategies with you to help you to manage your wellbeing. It's up to you to decide what helps. If it works, keep doing it. If it doesn't, stop and try something else. And you can help us build an evidence-base for these activities by letting us know what works by clicking on the 'Did this activity help your mental wellbeing' button on each page. This will help us decide which ones to research further.

These activities are *not* a substitute for seeing a mental health professional. Sometimes we need outside help and advice. Getting help is good. No-one should feel bad about it. That's what this site is about.

This self-care section was developed by [Common Room](#) and young people from mental health support group Hearts & Minds.

For further information visit: <https://www.annafreud.org/on-my-mind/self-care/>

Just Talk & Public Health Social Media

The 'Coronavirus and your wellbeing' pages on www.justtalkherts.org have been redesigned to make them easier for parents, professionals and young people to navigate. We update the pages regularly with useful information so please do have a look, and also make parents and pupils aware.

It's a really challenging time for families, so between now and the end of September 2020, the public health team will be coordinating a widespread roll out of positive mental health messages over social media, making use of the social media platforms that young people use most - TikTok, Instagram and SnapChat. The messages have been pulled together by a range of partners, with input from young people, and will focus initially on:

- Acknowledging that it's ok to not be ok, and that it's natural for our moods to go up and down, particularly at times of significant uncertainty.
- Promoting evidence based ways that we can all promote our own wellbeing (the Five ways to wellbeing)
- Raising awareness of the Just Talk website and the self-help resources and information the website contains
- Making sure young people and parents are aware of the range of support that is available to them in Herts, and how to access these.

For further information about Just Talk or the social media campaign, please contact jen.beer@hertfordshire.gov.uk

Positive Quotes

Below are a few quotes you may find useful and thought provoking:

Love and meaningful relationships are vital to physical and emotional well-being. Deepak Chopra.
Meaningful, Emotional, Well Being. Deepak Chopra

The first step is to say you can - Will Smith

Keep looking up It's the secret of life - Charlie Brown

The best way to predict the future is to create it - Abraham Lincoln

Attitude is a little thing that makes a big difference—Winston Churchill

All our dreams can come true—if we have the courage to pursue them—Walt Disney

Be yourself. Everyone else is taken—Oscar Wilde

Believe you can and you are halfway there—Theodore Roosevelt.



Some simple ideas for encouraging wellbeing:

Create a Bee box

Read a new book and share with others

Paint a picture

Sit in the sunshine (remember to put lotion on first!)

Walk in the garden and look and smell the flowers

Try a new hobby of craft

SMILE



It always works

Corrections to print:

Please note in previous Newsletter there were some inaccuracies see details below and we apologise for this.

Mental Health Acronyms

Spring 2020 Newsletter

DSP— Designated Senior Person

- Should have read

-

Designated Safeguarding Person

Statement of Special Education

- Should have read

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Education Health Care Plan