

Key supporting points from [Coram Life Education](#) and SCARF

### **How teachers already help**

It should be acknowledged that teachers are already doing a great deal to support children's mental health, including those presenting with symptoms of anxiety.

Teachers are:

1. Very well placed to notice changes
2. Strongly aware of developmental norms
3. Often the first to spot issues, making them easier to tackle early
4. Familiar to children and in a non-clinical environment – meaning there is less stigma attached to interventions provided
5. Able to provide safe environment, through routines and classroom management

The National Institute for Health and care Research (NIHR) with Oxford University, under the guidance of Professor Cathy Cresswell, have research project underway: *Can what teachers do in their day-to-day classroom management lead to a reduction in anxiety in children?* If the findings are positive training and guidance for teachers is planned.

[Find out more about this NIHR research project.](#)

### **Impact of the DfE statutory RSHE guidance**

Schools are now required to teach the DfE statutory requirements for RSHE, as part of their PSHE education.

The effectiveness of properly-implemented PSHE is evidenced and strongly evidence by the report: [Adolescent mental health: A systematic review on the effectiveness of school-based interventions](#) by the [Early Intervention Foundation \(EIF\)](#)

This report highlights growing evidence about the effectiveness of enhancing social, emotional and behavioural skills, through programmes that include:

- Identifying emotions
- Articulation and regulation
- Communication skills;
- Conflict resolution skills

- Behavioural self-regulation
- Empathy
- Perspective taking

These elements are key in determining young people's mental health and wellbeing, and support them in achieving positive outcomes in school, work and life.

### **Beginning early**

The earlier such educational programmes are introduced, the more effective they will be.

The **2021 EYFS framework** includes greater emphasis on Self-Regulation as part of PSED and the wider EYFS curriculum.

EYFS practitioners can support children in developing these skills through

- Modelling
- Providing Opportunities to practise skills

### **Supporting teachers**

Effective support and CPD for teachers will:

- Ensure all school staff understand and model these skills and behaviours through their everyday interaction with young people
- Boost teacher confidence in being able to respond to young people's mental health and behavioural needs
- Provide the high-quality training opportunities necessary to equip them with the knowledge and skills to enable them to develop learning experiences that support young people's social, emotional, behavioural and academic competencies.

### **A whole-school approach**

Both the EIF and Public Health England (PHE) emphasise the importance and value of a whole-school approach to children's mental health and wellbeing. Evidence summarised in PHE's [Promoting children and young people's mental health and wellbeing - a whole-school approach](#) points to outcomes of higher academic attainment as well as positive mental health benefits of a whole-school approach.

### **Key benefits of early intervention**

- Helps prevent patterns become ingrained and difficult to reverse,
- Reduces the burden on young people and their families,
- Reduces high costs associated with treating mental disorders.

## Support from Coram Life Education and SCARF

Coram Life Education is the largest charity provider of PSHE education programmes and support for primary schools.

We provide a **free toolkit** for primary schools to promote a whole-school approach which is based on PHE's 8 principles of a whole-school approach:



The [Whole-school SCARF toolkit](#) includes:

- A route map that sets out all the steps for developing or strengthening a whole-school approach
- Resources and sign-posting to useful tools that support implementation of a whole-school approach
- For SCARF schools, additional checklists and resources to support the effective use of the SCARF online PSHE and Wellbeing curriculum.

[View the free toolkit](#) aimed at primary schools.

Coram Life Education also provide free and low-cost training for teachers, covering different aspects of PSHE (including RHSE) education. View [Coram Life Education training opportunities](#).

[Coram Life Education](#) – supporting the Chartered College of Teaching and ACAMH