

Supporting Mental Health and Wellbeing on the Return to School.

Why this term matters

For many pupils and staff transitions such as the return to school can exacerbate anxiety and low mood. In England, around 1 in 5 children and young people are estimated to have a probable mental disorder [NHS England Digital](#). The Child of the North report evidences persistent regional and socioeconomic inequalities that shape children's mental health, school readiness and attendance—pressures that are often most acute after holidays. So it's important at the start of a new year that schools and colleges prioritise their Whole School Approach to Mental Health and Wellbeing. Here are a few suggestions to include during HT1.

Weeks 1–2: Reconnect, notice and normalise

- Reset belonging and routines. Start-of-term transitions can spike anxiety and EBSA-type behaviours. Research suggest that any transition is a process that takes time - belonging being the key ingredient of success. See Anna Freud's return-after-holidays and transition resources. mentallyhealthyschools.org.uk
- Visibility of support. Re-introduce your pastoral/mental health team in assemblies and tutor time; signpost self-referral routes and crisis options.
- Staff check-ins. Briefing for all staff on early warning signs - disordered eating, sleep and anxiety are all areas of concern in Liverpool. Remind them of the school pathway's to support - check that names/links are updated.

Weeks 3–4: Screen light, act early

- Pastoral triage. Use brief, non-stigmatizing check-ins (e.g., tutor-led well-being questions, ROAR Rainbow) to surface concerns; prioritise pupils with previous EHCPs, Mental health service involvement, ACEs, attendance dips, care-experienced pupils and those facing disadvantage.
- Targeted small-group support. Offer time-limited groups on topics such as sleep, anxiety management, and online safety. Integrate psychoeducation about social media and bullying. [MYA's REACT groups](#) are available in Train the Trainer format for schools.

Weeks 5–6: Sustain and systematise

- Attendance with inclusion. Link attendance action plans to well-being drivers (sleep, anxiety, poverty-related stress).



- Family partnership. Host a "Wellbeing & Attendance" event: practical strategies for routines, online safety, and where to get help locally (School Nurse & School Mental Health Teams).
- Review against frameworks. Liverpool has a [WSA audit tool](#) that you can use to self-assess your Whole School Approach against the DfE 8 principles. Anna Freud's 5 Steps offers guidance to update your SMHL WSA improvement plan. annafreud.org/GOV.UK

If you are not sure where to start or feel that your Whole School Approach needs looking at, you can join our 10-week [ROAR Whole School Approach Training](#) (free for Liverpool Schools) starting on 13th October.

Returning well after summer isn't about adding more "interventions"—it's about consistent culture, clear pathways, and early support.

Mental Health Offer Briefing

We are holding a schools' mental health offer overview session on 16th September, 15:30-16:30. Liverpool schools have a multi-agency offer to support the mental health and wellbeing of your pupils and staff. **If you are new to the role or would just like a refresher at the start of the year, sign-up [here](#).**

Don't forget to register for the Education In Mind 2025 conference.
You can book your free place here.

Education in Mind 2025

Collaborative Approaches to
Mental Health & Wellbeing

**13th November
9am - 4pm**

**Liverpool Guild of
Students**

Students Union,
University of Liverpool

FREE places
for Liverpool schools and
partner agencies.
Delegate cost: £120*

Staff working in education are invited to join us for a day of **collaboration, innovation, and problem-solving** in response to the dramatically changed mental health landscape in Liverpool over the past five years, marked by higher levels of need and the ongoing impact of COVID-19.

KEY THEMES



**Equality,
Diversity &
Inclusion**



**Attendance
& behaviour**



**Needs of
parents &
carers**



Transition



**Recent
research**



**Staff
wellbeing**

KNOWLEDGE EXCHANGE AND PARTICIPATION

- **Keynote Speakers:** Addressing key themes and practical solutions.
- **World Cafe:** Rich dialogue and collaboration through rotating discussion tables.
- **Interactive Marketplace Stalls:** Services and organisations will host stalls for meaningful interaction with school representatives.
- **Breakout Workshops/Seminars:** Tailored sessions focusing on thematic areas such as trauma-informed practices, emotional literacy, and culturally sensitive approaches.
- **Pupil Voice:** Insights and creative performances directly from children and young people.
- **Best Practice Presentations:** Sharing successful strategies and 'Good News Stories'.

PARTNERS



BOOK HERE

liverpoolcamhs.com/events/education-in-mind-2025/

*Concessions apply - see the booking page for details.

Termly Event Calendar

The Whole School Approach Partnership have collaborated to produce a termly overview calendar, outlining the key events taking place across the city. Most of the entries have booking links embedded, so you just need to click on them. You can access a copy of the calendar [here](#).



YogaBugs "Inset Reset"

Kick -start the new academic year with our free stretch, energise and relaxation session for your inset day!

Access your 15 and 30 minute session to use on your September inset day anytime you want 🕒
Simply [click and bookmark this link](#) to access the videos from the 1st September 2025.

✨Receive both these videos FREE ✨

YogaBugs 15 Min Stretch & Energise Session

This short chair based stretch and energise session is perfect to slot into your inset day - helping teachers feel refreshed, alert, and ready to tackle the term ahead!

YogaBugs 30 Min Stretch & Relaxation Session

This chair based stretch and relaxation session will give teachers simple, but effective tools to manage their wellbeing and help them de-stress at the start of the academic year. 🌈

No special equipment or attire needed—these sessions are chair based, so just bring yourself and a willingness to relax and recharge. 🧘🏻💪 Let's make this year your most balanced and joyful yet! 🌈



Rooted & Resilient Story Sacks

Funded through the Liverpool City Council 'Our Liverpool Project', Liverpool Learning Partnership have created a story sack for refugee families new to Liverpool schools. The story sack is based around the book 'What to you see when you look at a tree?' and contains activities linked to nature to support wellbeing and connection.

On 20/11/25 LLP will deliver a Train the Trainer workshop supporting school staff to use this story sack when working with refugee and asylum seeker families. We will cover the following:

- Mental Health and Wellbeing for refugee and asylum seeker families.
- Reading to support mental health and wellbeing.
- Creative activities to communicate and connect with EAL families .
- Setting up a group to support Refugee and Asylum seeker families.

This Training is free for LLP member schools. All schools attending this workshop will be given a set of story sacks to take away to give to families in their schools. [Book Here](#)

Supporting Young Carers in School: The Liverpool Young Carers Award

Across Liverpool, many children and young people are quietly balancing school life with the responsibilities of caring for a family member who may be ill, disabled, or struggling with mental ill-health or substance misuse. These young carers often provide vital emotional support, manage household tasks, and sometimes even help with personal care. Understandably, this can take a toll on their wellbeing, education, and social life.

To ensure these pupils are recognised and supported, Barnardo's Action with Young Carers and Liverpool City Council have introduced the Liverpool Young Carers Award (LYCA) for schools, colleges and universities.

What is the Award?

- Free to apply and valid for two years
- Developed with young carers' input
- Schools receive a certificate, logo for use on newsletters/websites, and ongoing Barnardo's support

Four Steps to the Award

1. Policy – Create a clear Young Carer policy with pupil involvement.
2. Training – Access Barnardo's staff training to spot and support young carers.
3. Lead – Appoint a named Young Carers Lead who is visible and approachable.
4. Awareness – Celebrate young carers in assemblies, displays, lessons and key calendar events.

Developing a Whole School Approach

Supporting young carers is not a one-off intervention, but part of a whole school approach to mental health and wellbeing. Schools can:

- Create safe spaces where young carers can access support during the day.
- Embed young carers in safeguarding and wellbeing policies.
- Promote awareness in the curriculum so that young carers feel less isolated.
- Facilitate peer support and reduce stigma, helping pupils understand they are not alone.

By adopting this whole school approach, mental health leads can ensure that young carers are recognised, supported, and given the opportunity to thrive both emotionally and academically.

Support Beyond School

Barnardo's Action with Young Carers offers a wide range of services for children under 18 and young adult carers up to 25. This includes emotional support, assessments, help in education, peer support groups, and family-wide support.

If you identify a young carer in your school, you can contact Barnardo's directly:

✉ youngcarers.liverpool@barnardos.org.uk

☎ 0151 228 4455

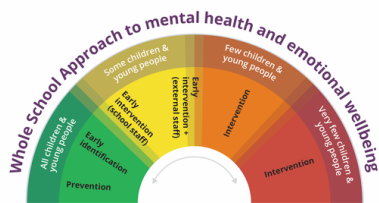
🌐 [Barnardo's Young Carers Liverpool](#)

By working towards the Liverpool Young Carers Award and embedding a whole school approach, your school can play a vital role in giving young carers the recognition, support, and opportunities they deserve.



Supporting Mental Health in Schools: A Look at the Seedlings Service

The Seedlings Service, a key partner in the Liverpool Mental Health Support Services Partnership, plays a vital role in the Whole School Approach (WSA) to mental health and wellbeing. The service is specifically commissioned to provide therapeutic support to children who are identified as being at the "Orange Level of Need" within the Liverpool Mental Health Support Schools' Graduated Approach.



The Schools' Mental Health Graduated approach aims to support children and young people's mental health across the following levels:

- Green level - Prevention and Early Identification: This level is for all children and young people and is supported by school staff.
- Yellow Level - Early Intervention: This tier is for some children and young people and involves both school staff and external staff.
- Orange Level - Intervention: This level is for a small number of children and young people. The Seedlings Service works with children at this level of need.
- Red Level - Intervention: This is the highest level of support, for very few children and young people.

Following a review, Seedlings collected feedback from 93 commissioning schools and has implemented changes based on their suggestions.

You requested more detailed feedback from practitioners.

We did: Seedlings will now produce termly, individualized reports for each school detailing session engagement, professional involvement, complexities, themes, and parental engagement.

You suggested coffee mornings for parental support.

We did: While Seedlings cannot offer these events, they suggest schools sign up for parenting mailing lists to share events with parents. Schools can also invite partnership parenting teams to host coffee events.

You highlighted pressure from external referrers impacting school waiting times.

We did: Schools maintain complete control over their waiting lists, as no other referral pathways are accepted. The school identifies the child for therapy, gets consent, and submits the referral directly to the assigned Seedlings therapist.

You requested more support with recommendations and signposting.

We did: Practitioners can provide individual recommendations for children receiving therapy. Schools can also use the termly YPAS/MHST triage meetings to get information about services and support from mental health teams.

You requested more detail in the End of Therapy Reports.

We did: Both the End of Therapy reports and the YPAS referral form are being reviewed for improvements. Practitioners can support this by gathering Routine Outcome Measures from parents and staff to provide comprehensive data on impact.

Referral Procedures for Non-Commissioning Schools

Schools that do not commission the Seedlings service can still refer a maximum of two children per school per year. These sessions will be held at a YPAS Community Hub. School Mental Health Leads can make a referral through the Liverpool Mental Health Support online referral platform to be triaged for the appropriate partnership service.



MYA Training and Workshops for Schools

Funded mental health training for Liverpool staff in education, parents and carers, pupils and students.

Merseyside Youth Association's RAISE Team are delivering a range of training, courses and workshops - fully funded for Liverpool Schools. These sessions aim to support your Whole School Approach to mental health and wellbeing, and are suitable for school staff and parents carers.

You can find out information about the full offer [here](#).

The ROAR Response to Mental Health in Primary Schools was the first in a series of programmes created to help school staff better support children and young people with mental health challenges. Built on a whole-school approach, ROAR equips professionals with practical, evidence-based tools and training, and has since expanded into a wider family of courses tailored to various educational settings.

Each programme has been developed to enable professionals to support the different needs of children and young people. There's also a programme designed to support the emotional health and wellbeing of staff working with children and young people.

ROAR Response to Racial Trauma

22nd September - 9:30am - 4:30pm [Book here](#)

ROAR Response to Mental Health in Primary Schools

30th September 9:30am - 4:30pm [Book Here](#)

ROAR Response to Early Years

8th October 9:30am - 4:30pm [Book here](#)

ROAR Whole School Approach (Liverpool schools only)

13th October- 12th January [Book here](#)

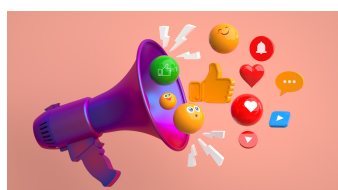
ROAR Response to Mental Health in Secondary Schools

12th November 9:30am - 4:30pm [Book Here](#)

ROAR Response to SEND Mental Health Training

5th March 9:30am - 4:30pm [Book Her](#)

MHST Takeover Week @llp



MHST will be taking over the LLP Social Media account 6th October to the 10th October. Keep a lookout for our posts.



ROAR Response to Staff Wellbeing and Supervision in Education

ROAR Response to Staff Wellbeing recognises the demands placed on education staff, the growing demand of the role itself, and the increasing need to support the mental health of children and young people. However, it also recognises the lack of support there is for education staff themselves.

There are two cohort options:

5th Nov - 3rd Dec 3:30pm - 5:30pm [Book Here](#)

25th Feb 2026 - 25th March 2026 3:30 - 5:30pm [Book here](#)

Attendance at all five modules is mandatory.

Transition 2026

The transition from Year 6 to Year 7 is a pivotal moment for children and young people, filled with both excitement and anxiety. This move from primary to secondary school involves substantial change (Beaston et al, 2023) that can have lasting effects on students' mental health and wellbeing. Understanding the emotional challenges faced by students during this period is crucial for creating an environment that supports their needs and promotes positive mental health outcomes.

School Mental Health Support Teams, Liverpool City Council, SIL and Liverpool Whole School approach Partners are working together to support year 6 pupils through their transition to secondary school.

Details of support available during this 25/26 academic year can be found [here](#).

Growing Stronger

There are more dates available for the Growing Stronger ACEs Training. This ACE training is delivered at 3 levels – ACE Aware, ACE skilled and ACE leadership.

- ACE Leadership [book here](#)
- ACE Skilled [book here](#).
- The ACE Aware [book here](#).

Growing Stronger Futures – Empowering Young People to Thrive.

Growing Stronger Futures is a dynamic, trauma-informed training programme designed to equip educators, youth workers, and clinical staff with the tools to support emotional resilience, self-awareness, and compassionate growth in young people.

Grounded in evidence based, relational practice and strength-based approaches to overcoming adversity, and aligned with the Growing Stronger Framework, the programme draws on over 20 years of practice and psychological theory. It develops five key capabilities:

- ◆ Get to know yourself
- ◆ Look at the bigger picture
- ◆ Show empathy and have compassion
- ◆ Create safety and choice
- ◆ Actively find and build on positives

This 3-day training empowers professionals to deliver a four-session programme tailored to adolescent development and designed to support transitions and preparation for adulthood. Backed by NICE guidelines and linked to the Five Ways to Wellbeing, it fits seamlessly into one-to-one and group settings across education, health, and community services.

Flexible, evidence-based, and ready to implement Strength-based, trauma-informed, and developmentally attuned Ongoing support provided through online Reflective Practice Supports early intervention, safeguarding, and transition planning Wave 1 Training Dates: 20th, 21st and 22nd October 2025

Let's Grow Stronger Futures—Together

Learn more at: Growing Stronger. **Follow this link to register your interest: [Growing Stronger Futures - 20th - 22nd October](#)**



Growing Stronger Skilled and Leadership Reflective Practice

- Have you attended Growing Stronger Skilled and / or Leadership training?
- Would you like to access support with implementing the Growing Stronger Framework in your organisation?

Growing Stronger Reflective Practice dates are available to book each month, with individual sessions bookable on request.

Learn more at: [Growing Stronger](#)

Please follow this link to register your interest and find out more: [Growing Stronger Reflective Practice](#)

