

BSW Senior Mental Health Lead Network

□ Purpose of the network meetings

- Opportunity to share good practice
- Identify challenges and explore solutions
- Pick up areas of interest and development identified by the group

29th September 2025

□ Today's agenda

- **Welcome**
- **Recognising and supporting anxiety with a focus on transition** – Dr Cara Roberts-Collins (Oxford Health)
- **Supporting Refugee and Asylum seeker children & young people**
- Cristina Bennett, Schools Lead, Swindon City of Sanctuary charity
- **RSHE Guidance update**
- **Anti-Bullying Week 2025: 10-14 November** – Power for Good **and local survey data**
- **Local and national updates**
- **Future meeting dates and topics**

Recognising and supporting anxiety with a focus on transition

Introduction

- Dr Cara Roberts-Collins (Oxford Health)

Break out room discussion

Share details of:

- transition arrangements
- resources used in the school/ classroom that may help

Supporting refugee and asylum seeker children and young people

Introduction

- Cristina Bennett, Schools Lead, Swindon City of Sanctuary charity

Useful Resources



Bath, N.E. Somerset, Swindon and Wiltshire
Senior Mental Health Leads Network Meeting

29th September 2025



City of Sanctuary UK

A national movement
about welcome and
belonging

The UK will be a place of
welcome for all - and
committed to justice and
solidarity for people seeking
sanctuary.

City of Sanctuary UK

How do we do it?

We act with integrity

We aim to inspire

We are committed to social and racial justice

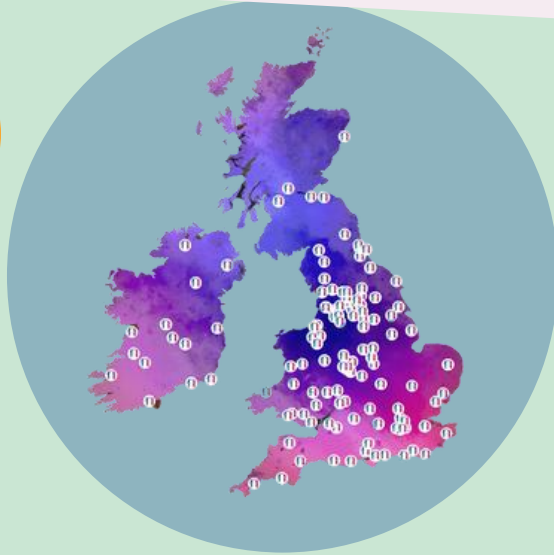
We centre lived experience

We work collaboratively



City of Sanctuary UK

What do we do?



Community Groups



Streams of Sanctuary



Co-production

Schools of Sanctuary



- A network of 1000+ schools, nurseries & Sixth Forms

- Raise awareness about forced displacement and migration

- Build cultures of welcome and belonging and adopt effective provision and practice for new arrivals

- Champion our shared vision of welcome in our community



Why are Schools of Sanctuary so important?

- 1 To combat misinformation, apathy and hostility
- 2 To overcome gaps in education policy and equip staff with relevant knowledge and skills
- 3 To inspire and encourage more people to join the movement of welcome





Swindon City of Sanctuary Schools of Sanctuary



Swindon Schools of Sanctuary Network meetings bring together colleagues to share ideas about how schools can build on what already happens (in curriculum and whole school ethos) relating to ‘welcome’ and ‘belonging’ to embrace and celebrate Swindon’s cultural diversity – especially through learner voice and leadership.

Help people who
don't speak English
but speak my
language

Welcome Ambassadors say
they'd most like to ...



Gain students'
trust and make
them feel safe

Make
children's
voices heard

Resources

Please find below a selection of resources by City of Sanctuary UK to support schools in their sanctuary efforts and their achievement of the Schools of Sanctuary award.

Schools of Sanctuary Short Explainers

An Introduction to Schools of Sanctuary



The Schools of Sanctuary Award Criteria



The Schools of Sanctuary Award Process





⚠ Crisis watch: [War in Sudan: Over 500,000 displaced since renewed clashes](#)

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WHO WE ARE

WHERE WE WORK

WHAT WE DO

HOW TO HELP

LATEST

🔍

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Swindon City of Sanctuary  Swindon Schools of Sanctuary



Helping children to thrive in times of crisis


Healing Classrooms

Find out more

[Subscribe to our monthly newsletter](#)

The Healing Classrooms programme aims to support schools and educators to develop inclusive and nurturing learning spaces where refugee and asylum-seeking students can gain the necessary academic, social and emotional skills to develop their full potential.

[IRC UK's Healing Classrooms](#) | [International Rescue Committee \(IRC\)](#)

Swindon City of Sanctuary 



The IRC's Healing Classrooms: How school can be a place to heal for refugee children.

January 23, 2023

Last updated: January 23, 2023

For children who have fled war, starting school in a new place with different languages and cultures is daunting.

When refugee children are given the right support school can transform into a place where they can heal from some of the trauma they have faced.

Classrooms can be a healing space, and we stand with teachers for the incredible work they do every day.

The IRC's '**Healing Classrooms**' helps teachers and support staff to create a safe space for these children to learn and thrive. We spoke to refugee children from Afghanistan, Syria and Ukraine. This is what they told us.

Their words and stories have been brought to life by Hannah Jacobs and Pal TV.

Find out more about the IRC's work with teachers and schools.



Crisis watch: [War in Sudan: Over 500,000 displaced since renewed clashes](#)

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[LATEST](#)



[Donate](#) ♥

Healing Classrooms

How to talk to kids about war and conflict

January 18, 2024

Last updated: January 18, 2024



by **Naomi Bartram**

Digital Content and Campaign Manager,
International Rescue Committee UK



The IRC's Healing Classrooms programme equips teachers and support staff with specialised training to create nurturing environments for refugee and asylum seeking students.

Photo: Hannah Jacobs and Pal TV for the IRC

Get involved

Follow the links below to find out more about how to sign onto our next free training sessions.



Healing Classrooms Basics Training

This training consists of three 90-minute sessions. Each session starts at 4 pm and runs during term time. [Click here to read more.](#)



Healing Classrooms CPD Course (NEW)

This free 5-module CPD programme provides school staff with all the key skills and knowledge needed to support refugee and asylum-seeking students. [Click here to read more.](#)



Healing Spaces Training

This training series aims to assist community organisations, charities, and NGOs supporting refugee children in the UK. [Click here to read more and sign-up for a session.](#)



Healing Classrooms Conferences

Healing Classrooms conferences are for schools joined by local support services to learn more about how to make schools safe and nurturing spaces for children and youth. [Read more here.](#)

Courses and Resources:

1. [Supporting Refugee and Asylum-Seeking Young People: Best Practice from Research](#)
2. [Resources - Schools of Sanctuary \(cityofsanctuary.org\)](#)
3. [Schools newsletter sign up | City of Sanctuary](#) The archive of past Newsletters can be found here: [Newsletters - Schools of Sanctuary \(cityofsanctuary.org\)](#)
4. [Guiding Learners Using EAL Through the School Transition Process - The Bell Foundation \(bell-foundation.org.uk\)](#) [EAL Programme Resources - The Bell Foundation \(bell-foundation.org.uk\)](#)
5. [Healing Classrooms Basics Training | International Rescue Committee \(IRC\)](#)
6. [Healing Classrooms CPD Course | International Rescue Committee \(IRC\)](#)
7. [IRC UK's Healing Classrooms | International Rescue Committee \(IRC\)](#)
8. [Buddying ... Easier said than done | International Rescue Committee \(IRC\)](#)
9. [IRC-UK \(list-manage.com\)](#)

Courses and Resources Dates – hurry to register!

1. 30th Sept, 7th and 14th October @ 9.30am: [Healing Classrooms Mornings Basics](#) (IRC)
2. 1st, 8th and 15th Oct @ 4pm: [Healing Classrooms Training](#) (IRC)
3. 8th Oct @ 4pm: [Migration, Asylum & Childhood Trauma](#) (City of Sanctuary UK x Anna Freud Centre)
4. 16th Oct @ 4pm: [EAL Learners Entering Schools Later - New Guidance](#) (The Bell Foundation)
5. [Refugee Education UK | Welcome to the UK!](#)
6. [Childhood Trauma, War, Migration and Asylum - UK Trauma Council](#)

Any questions?

and...

What happens next?

Thank you!



RSHE Guidance

In July 2025 the DfE published updated statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education and the government's response to the public consultation. This updates the previous guidance published in 2019.

Schools are expected to implement the 2025 guidance in **September 2026**, while the 2019 guidance can still be used for teaching until August 2026. However, schools can start implementing the new guidance sooner if they wish and feel properly prepared.

Some points of difference to note

Gaps in the previous guidance around personal safety have been addressed with a focus on recognising risk and keeping safe

A greater emphasis on misogyny, violence against women and girls and the negative impact of pornography

Strengthened content on supporting mental health

Financial exploitation is now addressed

A greater emphasis on communication and consultation with parents

Clarification about not causing fear, when talking about challenging topics

An important emphasis on prevention

Highlights the importance of sequencing learning as well as the importance of teacher expertise

Some areas that may require further clarification

Almost no reference to a wider programme of PSHE education.

A reduced focus on good practice for assessment and leadership.

Some of the new wording about mental health isn't particularly helpful or evidence based – e.g. education about suicide, for which there is no evidence base about direct teaching about this topic.

No specific mention of the word “consent” for primary schools, although “boundaries” are mentioned.

Guidance around teaching on LGBT issues and gender identity still unclear in places.

No clear outline of what the recommend content for primary Sex Education is within RSHE, although all schools are encouraged to deliver it and parents have a right to opt out of sex education. (There is no opt out of relationships education or other aspects of RSHE).

Other points to note

The non statutory *Guidance for Schools and Colleges: Gender Questioning Children*, currently remains in draft form but is expected soon. Schools may still feel vulnerable to challenges in this area, both related to curriculum and pastoral support.

The DfE RSHE training PowerPoints that are available online for staff to use have not been updated and don't match the new guidance. These DfE training resources have not been found to be particularly useful by schools and are no substitute for good PSHE CPD.

Schools should remember the key pedagogical principles of PSHE/RSHE, rather than start from the content, ensuring that the content covered responds to pupils' needs.

It isn't necessary to use visitors for much of the content, although some organisations may use these topics as an opportunity to market or provide a service to schools. There will be more guidance published soon by the PSHE Association on choosing and using visitors and commissioning related services.

Further information and support

A new updated programme of study will be launched by the PSHE Association in the autumn, with a revised SEND planning framework at a later date in 2026.

Providers of PSHE programmes of study have already begun to map and communicate the changes in content and will be updating their materials for schools.

Anti-Bullying Week 2025



There are less than ten weeks left to go until [Anti-Bullying Week 2025](#), which is taking place from Monday 10th to Friday 14th November, with the theme: 'Power for Good'.

The Anti-Bullying Alliance have created everything you need – entirely free of charge – to help you get ready to use your Power for Good to prevent bullying in your school/setting.

Anti-bullying week

Resources for primary and secondary schools (& Other Youth Settings) include lesson plans, films, cross-curricular ideas, and assembly plans.

These packs are focused on empowering young people to use their Power for Good to safely speak up and raise awareness when they see bullying, face to face or online.

There is also a FREE Parent and Carer Pack to help you bring Anti-Bullying Week 2025 and Odd Socks Day to life at home. This resource will help you start the conversation about bullying no matter the age of your child and give you other ideas about anti-bullying at home.

To sign up as a supporter and find out how you can get involved: www.anti-bullyingalliance.org.uk/abw

Primary School & Youth Setting Pack

We have developed this pack to help you bring 'Anti-Bullying Week 2025: Power for Good' to life in your primary school or with primary school-aged children in your setting.



[More](#)



Secondary School & Youth Setting Pack

We have developed this pack to help you bring 'Anti-Bullying Week 2025: Power for Good' to life in your secondary school or with secondary school-aged children in your setting.



[More](#)



- Lesson plans
- Assembly plan
- Cross-curricular activities
- Ideas to help you bring Anti-Bullying Week 2025 to life
- Handouts and PowerPoint presentations
- Anti-Bullying Week 2025 poem video



- 1 [What is Bullying?](#)
- 2 [Bullying and the Law](#)
- 3 [Preventing Bullying](#)
- 4 [Responding to Bullying](#)
- 5 [Bullying and Difference](#)
- 6 [Cyberbullying \(Online Bullying\)](#)
- 7 [Bullying and SEN/Disability](#)

- 8 [Bullying and Gypsy, Roma, and Traveller young people](#)
- 9 [Mental Health and Bullying](#)
- 10 [Looked After Children and Bullying](#)
- 11 [Young Carers and Bullying](#)
- 12 [Reducing Disablist Bullying: Disabilities, the Equality Act and Schools Duties](#)
- 13 [Banter or bullying? Navigating the line of acceptability](#)
- 14 [Sexual and Sexist Bullying](#)
- 15 [All Different, All Equal: Preventing and Responding to Appearance Targeted Bullying](#) (PLEASE NOTE: This course is available free of charge)
- 16 [All Together: Preventing and Responding to Sectarian Bullying Behaviour Among Children and Young People in Northern Ireland](#)
- 17 [Information Tool for Parents and Carers](#)

<https://anti-bullyingalliance.org.uk/tools-information/anti-bullying-cpd-online-training>

School of Kindness



The School of Kindness are marking Anti-Bullying Week with their virtual World Kindness Day Assemblies.

These will take place on Thursday 13th November 2025 and are free for all primary schools.

The assemblies were fully booked last year, so book quickly to secure your school's place.

Also available is a World Kindness Day Resource Pack for schools.



<https://schoolofkindness.org/anti-bullying-week>

Pupil Voice results from B&NES and Swindon

Latest Wiltshire survey data (2024) [can be found here](#)

Pupil Voice Results 2024/5

Pupils Voice Survey 2024-2025

July 2025

Public Health Intelligence



Swindon full report: [Surveys - Swindon JSNA](#)

Latest Wiltshire survey data (2024) [can be found here](#)

Swindon Pupil Voice Results 2024/5

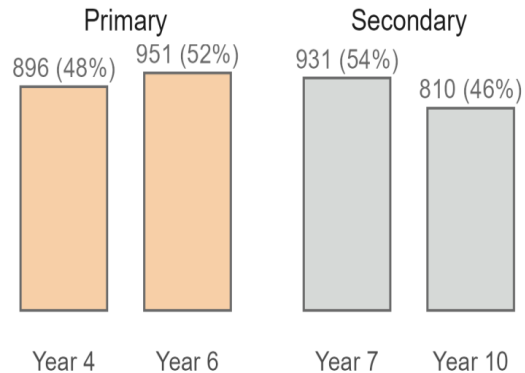
- Survey explored physical and mental health, relationships, school and home environment, digital engagement and access to support services
- Report assesses how different characteristics (including Year Group, gender, ethnicity, sexual orientation, FSM eligibility, being a young carer, having a long-term condition, pupil/family social worker contact, having lived/currently living without birth parents), can affect a pupil's feeling and experiences.
- Gain in-depth perspective to help shape targeted interventions and services

Swindon Pupil Voice Results 2024/5

- A total of 3,588 young people responded

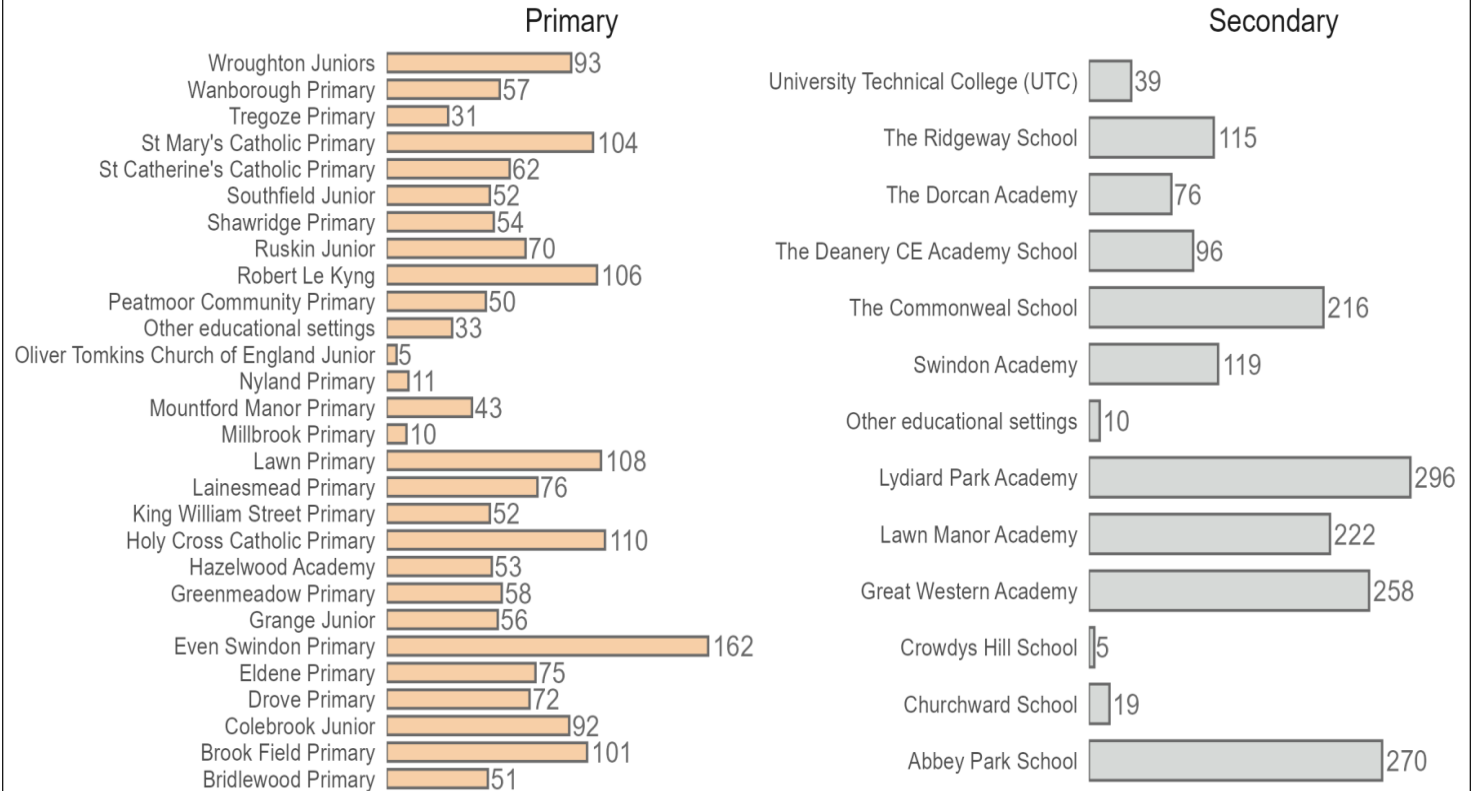
45 primary and 17 secondary schools

Pupil responses by educational stage



Pupil responses by educational stage and setting

Note: Schools listed in alphabetical order; 'Other educational settings' include responses from schools with less than five participants



Swindon Pupil Voice Results 2024

Overall Wellbeing Summary

- **High Levels of happiness** 😊: Majority of young people across all Year Groups (78%) reported moderate to high levels of happiness.
 - **Demographic factors** in Y10 students, those identifying as other gender, and pupils facing challenges reporting lower levels of happiness and higher levels of unhappiness.
 - **Hopefulness**: Around 1:2 pupils (43-55%) from all year groups reported feeling hopeful about the future, feeling useful, relaxed and dealing with problems well.
- Ethnic background** can make a difference: Asian/Asia British pupils were more likely to report higher frequencies of positive wellbeing on a regular basis. Mixed/multiple, Black/African/Caribbean and white ethnic groups were more likely to experience challenges.
- CYP from certain vulnerable groups are reporting significantly poorer wellbeing measures. **A need for targeted support for these cohorts.**
 - As children age, themes like emotional wellbeing evolve from general sadness in younger years, to anxiety and depression by Year 10: **Early Intervention is key**

Swindon Pupil Voice Results 2024

Body Image: Most young people (63%) reported never/seldom felt worried with body image concerns.

Emotional hurt and vulnerability and friendship loss/change are closely linked and central to students' wellbeing.

Emotional Control: 43% have good emotional control with 27% saying they lost their temper most/all of the time.

Feeling Alone: 47% said they never/seldom felt alone, with 30% saying they felt alone some times. 23% felt alone all the time.

Feeling safe: 74% felt safe outside of school most/all the time, with 10% saying they never/seldom feeling unsafe.

77% agreed they felt safe in school, with 10% feeling unsafe

Pupil Voice Results 2024/5

Youth voice
(All Year groups)

2.5 What are the things that worry or upset you the most in your friendships and relationships with other children?

The table below outlines the key themes identified across all year groups and illustrates how these themes are expressed within each group.

Key Themes across Year groups

Theme	Year 4 (Ages 8–9)	Year 6 (Ages 10–11)	Year 7 (Ages 11–12)	Year 10 (Ages 14–15)
Conflict and Arguments	Children notice fights and unkind words.	Arguments feel more serious and hurtful.	Disagreements strain communication and trust.	Conflict causes stress in close relationships.
Exclusion and Social Rejection	Being left out starts to hurt socially.	Exclusion leads to feeling unwanted or bullied.	Social rejection affects self-esteem.	Fear of being excluded or left behind grows.
Friendship Loss / Change	Losing friends brings sadness and confusion.	Worry about growing apart becomes common.	Friendships feel fragile and emotional.	Shifting friendships cause anxiety and loss.
Emotional Hurt and Vulnerability	Emotional pain comes from feeling ignored or hurt.	Sensitivity to how others treat them increases.	Worries about being judged or left out rise.	Fear of rejection and insecurity deepens.
Negative or Annoying Behaviour	Mean or unfair behaviour feels upsetting.	Rude or unkind actions affect mood.	"Drama" and disrespect become draining.	Bullying and hurtful words feel more personal.
Fear of Rejection or Mistakes	Children fear doing wrong and losing friends.	Mistakes feel risky to relationships.	Anxiety about upsetting others increases.	Fear of messing up and being disliked is strong.
Desire for Good Relationships	Children want kind and safe friendships.	They hope friendships last and feel secure.	Friendships are highly valued but feel unstable.	Longing for loyalty and emotional safety is strong.

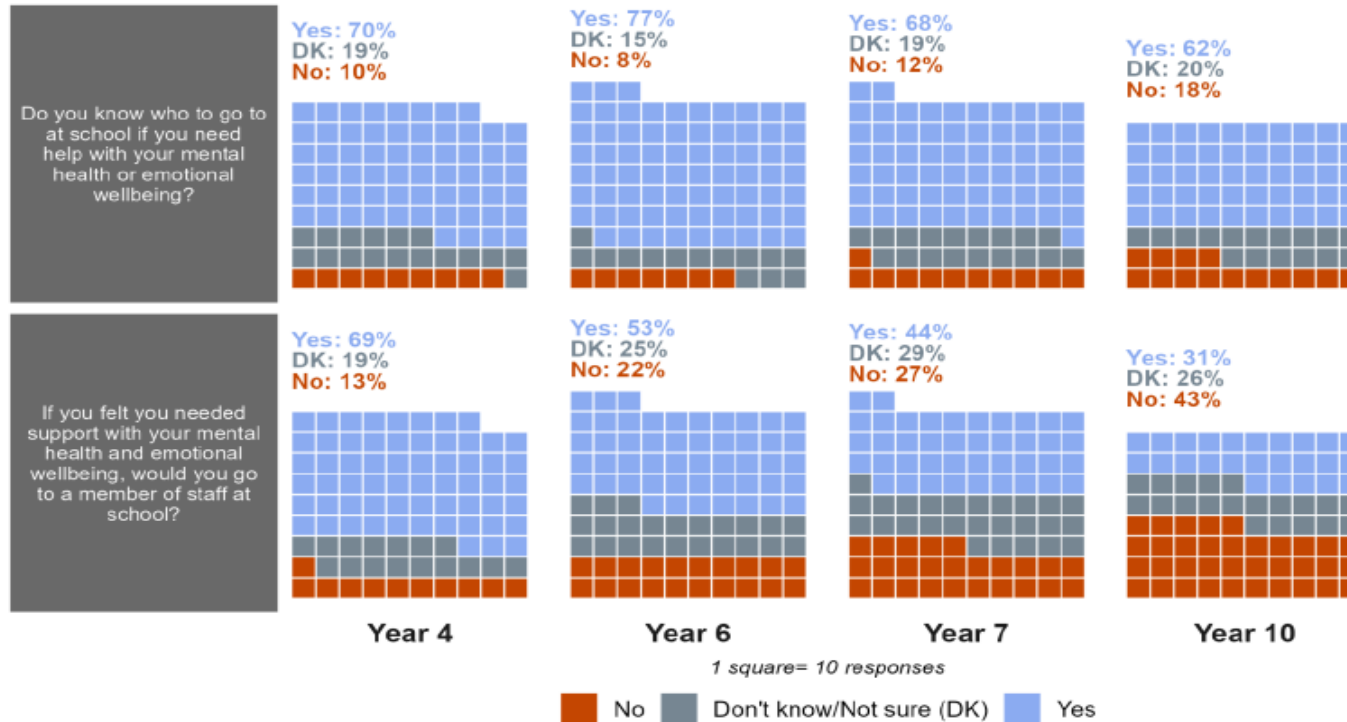
The following pages provide a detailed breakdown of themes and topics by year group.

Public Health



Pupil Voice Results 2024/5

Accessing Support in School



While most students know who to go to for help, fewer are actually willing to seek that help especially when they get older

Willingness to seek support from staff declines sharply with age.
Only 31% of Y10 say they would seek support compared to 69% of Y4.

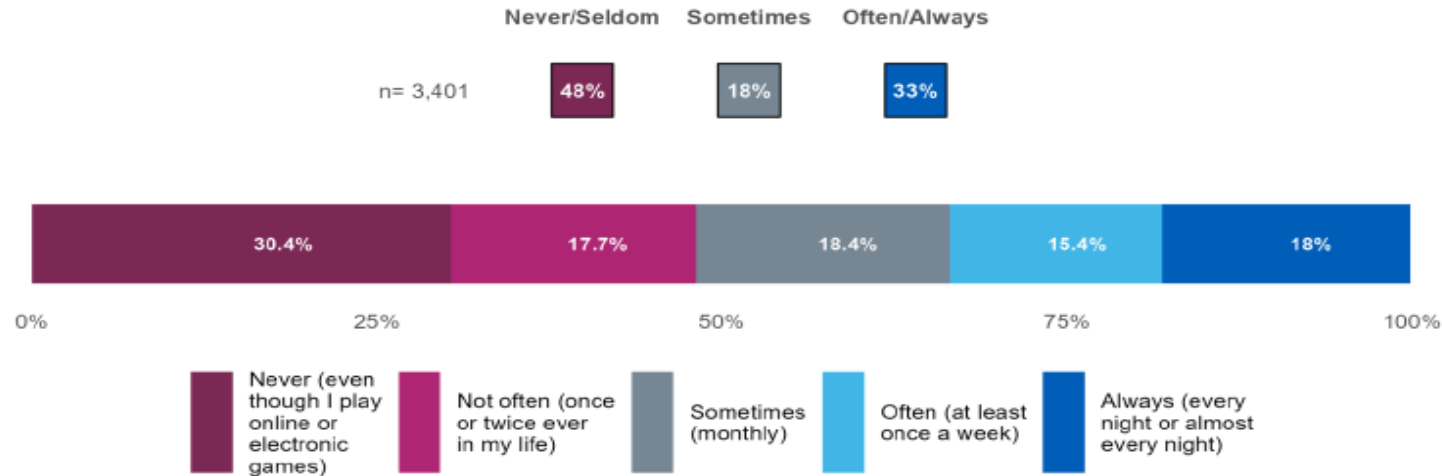
Swindon Pupil Voice Results 2024

Bullying in School

- Across all age groups, 70% of pupils indicated they had not been bullied, 17% responded they had.
- Bullying seems to decrease as pupils get older, from 24% in Y4 through to 10% in Y10. However 10% reported confusion around what constitutes bullying.
- Pupils were asked to include **any** types of bullying
- 10% of pupils reported cyber bullying, which was less than other forms. There are increases of this with older pupils

Pupil Voice Results 2024/5

3.3 Do you play any online or electronic games after bedtime?



- 48% of students reported that they never/seldom play games after bedtime, indicating strong self-discipline or household rules, 18% sometimes engage in gaming late at night, suggesting occasional indulgence but no major habit, and 33% often/always play after bed time, potentially impacting sleep and overall well-being.

Thank you

Please check out the full report on our Swindon Borough Council JSNA website.

Swindon full report: [Surveys - Swindon JSNA](#)

B&NES Schools Health and Wellbeing Survey

- Just over 5,000 pupils participated in 2024
- See school-level reports or B&NES-wide results available here <https://thehub.bathnes.gov.uk/Page/11031>

- **2026 School Survey Recruitment**

We will **contact all B&NES schools** in the next 2 terms to offer them the opportunity to take part in the **Schools Health & Wellbeing Survey 2026**, this has run since 2011 and are working with **School Health Education Unit** to carry out the survey.

Surveys will be carried out in **Secondary schools** during Spring term 2026 and Summer term for **Primary schools**.

Results will be shared with schools by Sept 2026, giving you a chance to reflect on progress and plan further work.

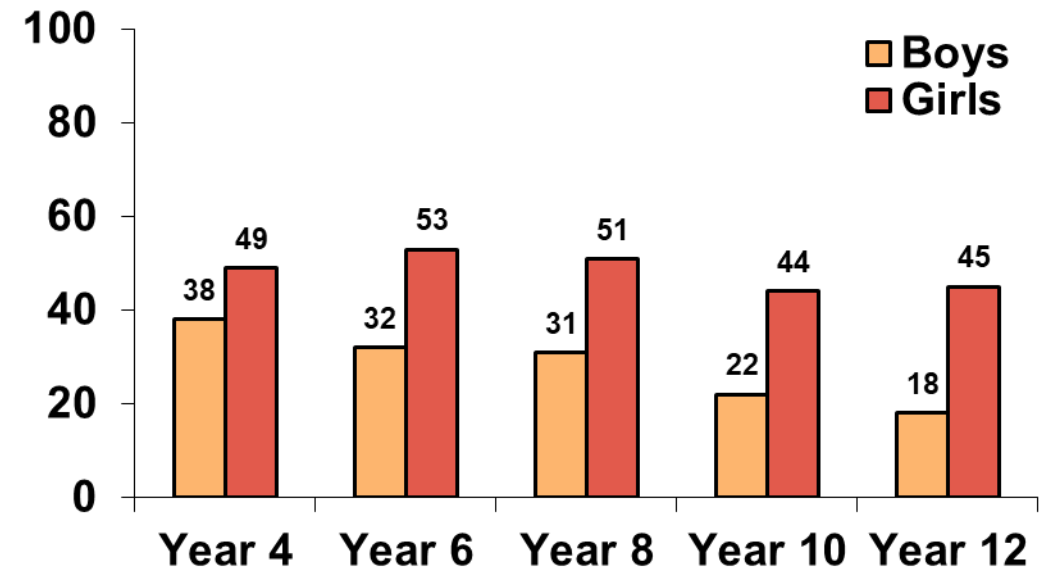
Private schools will also be given the opportunity to self fund participation.

Claire Davies Claire_Davies@bathnes.gov.uk



Bullying

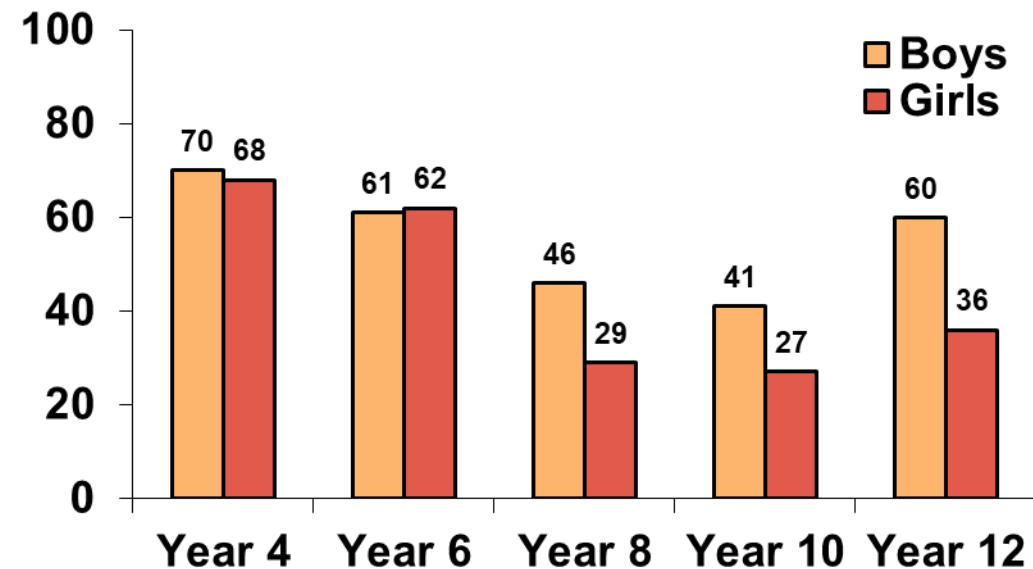
40% of primary pupils 37% of secondary and 31% of FE students reported being afraid of going to school because of bullying at least 'sometimes'.



≠ Primary pupils with **SEND** were more likely to be afraid of going to school because of bullying (49% vs. 34%). They are also more likely to have been bullied in the last 12 months 37% vs. 22%.

School takes bullying seriously

65% of primary pupils and 36% of secondary and 49% of FE students reported their school takes bullying seriously.



≠ Primary pupils with **SEND** were less likely to say their school takes bullying seriously (63% vs. 70%).

Discussion

What are your plans for Anti-Bullying Week 2025?

- What has worked well in the past?
- What didn't work well previously?



ANTI-BULLYING WEEK 2025

POWER FOR GOOD
#ANTIBULLYINGWEEK

Monday 10th to Friday 14th November

Odd Socks Day Monday 10th November

ANTI-BULLYING ALLIANCE



Odd Socks Day

MONDAY 10TH NOVEMBER

Odd Socks Day is an opportunity to encourage people to express themselves and celebrate their individuality and what makes us all unique! There is no pressure to wear the latest fashion or buy expensive costumes. All you need to do to take part is wear odd socks, it could not be simpler!

To help you get involved, we've created a pack for schools & other youth settings, posters, a pack for workplaces and flyers. You can find them [here](#).

Updates for Senior Mental Health Leads

- National
- B&NES
- Swindon
- Wiltshire



Free Mental Health Webinars for schools

The Charlie Waller Trust has a new series of FREE mental health webinars for school staff starting this term.

- Upcoming topics include:
- Talking with young people about suicide
- Talking about self harm
- Neuro diversity and mental health

You can also access past webinar recordings including Navigating the first term of secondary school

Visit the [Charlie Waller website](#) to find out more and book a place.

Updates

World Suicide Prevention Day - was on 10th September 2025

- Free online training [from the zero suicide alliance](#)
- Support for Schools - [How Samaritans helps in schools](#)
- Access or signpost to specialist support if you or someone you know has been bereaved by suicide: [Swindon and Wiltshire Support After Suicide](#)
- B&NES Coping with Suicide: [Guidance for Schools](#)

Useful sources of national updates

Newsletter sign ups

Anna Freud (Schools in Mind Newsletter)

<https://www.annafreud.org/resources/schools-and-colleges/schools-in-mind/>

Charlie Waller <https://www.charliewaller.org/newsletter>

Anti-Bullying Alliance

<https://anti-bullyingalliance.org.uk/get-involved-0/anti-bullying-email-newsletter>

Place2be (Children's Mental Health Week updates and resources)

<https://www.childrensmentalhealthweek.org.uk/subscribe/>

World Mental Health Day

Friday 10th October



World Mental Health Day is an opportunity for us all to talk about mental health and consider how, together, we can help everyone have better mental health.

This year's theme set by the World Federation for Mental Health is **access to services** - mental health in catastrophes and emergencies. The theme highlights the importance of people being able to protect their mental health whatever they're going through, because everyone deserves good mental health.

WORLD MENTAL HEALTH DAY

JOIN US FOR A DAY OF COMMUNITY CONNECTION, CREATIVITY AND WELLBEING

Saturday 11th October
10.30am-3.30pm

The Holburne Museum
Great Pulteney St
Bath BA2 4DB

FREE EVENT - ALL WELCOME!

WELLNESS SESSIONS - CHAIR - FREE SOUP - COMMUNITY ORCHESTRA - CHOIR - ROLL - WORKSHOPS

PATHWAYS TO WELLBEING
MIND BATH
WELLBEING COURSES
AVON AND WILTSHIRE NHS
BATH CITY FARM
SOUNDWELL
BAINES PARENT CAREER FORUM

Mental Health Support Teams (MHSTs)

The MHSTs deliver 6 to 8 sessions of Cognitive Behavioural Therapy (CBT) interventions for mild to moderate mental health and emotional wellbeing issues, such as anxiety, low mood or behavioural difficulties, as well as providing training and support to staff within school and college settings.

This resource of **additional staff** comes directly into schools and colleges to support pupil mental health and wellbeing delivering evidence-based, low-intensity, guided self-help interventions with children and young people and their parents/carers, either remotely or in a school setting.

It is also **additional support for education settings** to work with the school's senior mental health lead, to help develop your schools whole school approach to mental health. This can include staff workshops and training, school assemblies, group work with young people, parent sessions and support with completing the Mental Health and Wellbeing Audit. We work with schools to meet the needs of their students.

B&NES and Wiltshire's MHSTs are delivered by Oxford Health.

Referrals are accepted from the school's allocated mental health lead. If you need help identifying who this is, or would like to get in contact, you can email:

B&NES:

banesmhstreferrals@oxfordhealth.nhs.uk

Wiltshire

admin4mhst@oxfordhealth.nhs.uk

Swindon

Swindon's MHSTs are delivered by BeU Swindon: 01793 781484 or beu.swindon@nhs.net



Be U
SWINDON



To be an asthma friendly school, schools need to:

1. Identify an Asthma Lead/Champion who has received accredited training via: [Asthma \(Children and young people\) - elearning for healthcare \(e-lfh.org.uk\)](#) The minimum is the Tier 1 training, which staff can access when convenient.
2. Hold a register of all pupils with asthma
3. Hold a personalised asthma action plan (PAAP) for each pupil
4. Have emergency asthma kits available
5. Keep an up-to-date asthma school policy (including emergency procedures)

The ICB can provide you with a logo when you confirm that you have self-assessed your school to meet the above criteria, using the [self-assessment template](#). To confirm that you meet the above criteria, please contact each LA lead. [B&NES](#) [Swindon](#) [Wiltshire](#)

Wiltshire updates

Nick Bolton will be leaving the Council during October 2025.

B&NES Updates

Public Health in Schools Programme

Mental Health

Promoting children and young people's mental health and wellbeing: A whole school approach – schools audit tools.

All audit tools and resources are available on [THE HUB](https://thehub.bathnes.gov.uk/Page/11033)

<https://thehub.bathnes.gov.uk/Page/11033>



Bath & North East Somerset
Public Health Programme in Schools

Mental Health and Wellbeing Audit

Vs. 4 October 2021

School name:	Type here
Completed by:	Type here
Date completed:	Type here
Review date:	Type here

Support for schools:

- **School Aged Health Service (5-19 years)** – hcrq.bathnesspa@nhs.net
or call the Single Point of Access (SPA) number: 0300 247 0050

Swindon Update

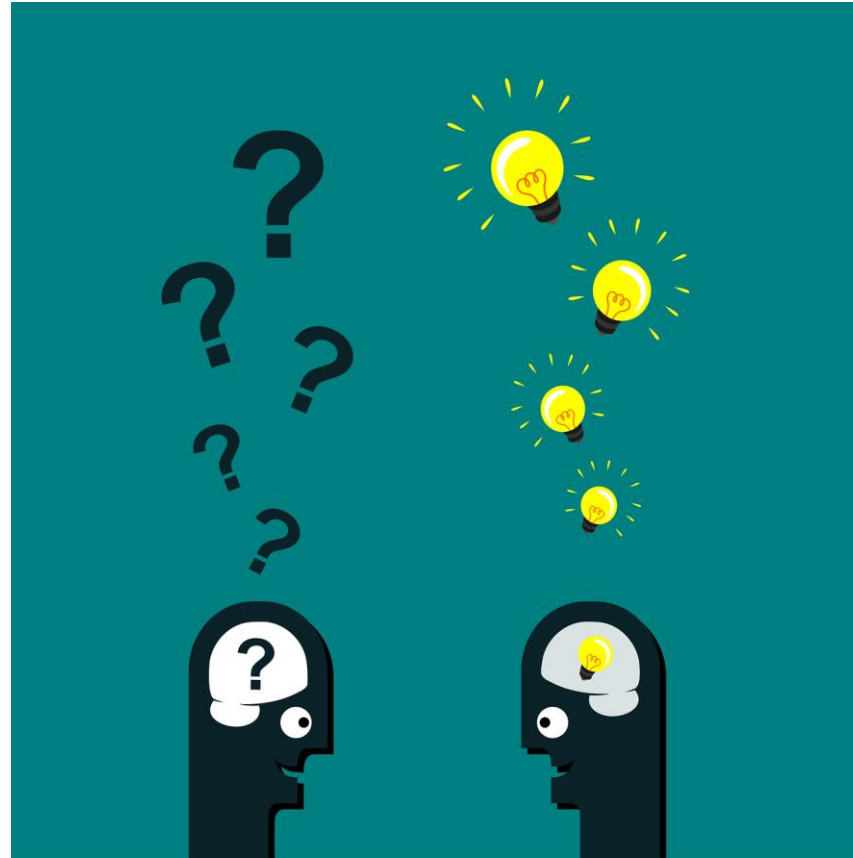
- Children & Young Peoples' Strategy Development
- Parental Needs Assessment
- Extension of Supervised Toothbrushing Service into Early Years Settings & evaluation of primary school service
- Self Harm Dashboard work
- Men's Mental Health Survey: [consultation survey](#).

Swindon Update

Resources

- **Suicide Prevention:** Papyrus (Prevention of young suicide charity), one of our partners, has produced a resource to support schools called: [Sinking Feeling Schools Resource Landing | Papyrus](#)
- **Treehouse Bereavement Service:** Offer 1:2:1 low cost support

What topics would you like to discuss at future meetings?



Forthcoming dates for BSW SMHL network meetings

Wednesday 11 February 2026, 3.30-5pm.

Wednesday 17 June 2026, 3.30-5pm.

- **B&NES schools** can book via the HUB by clicking on the dates: [11 February 2026, 15:30- 17:00](#) and [17 June 2026, 15:30- 17:00](#).

Contact: Claire_Davies@Bathnes.gov.uk

- **Swindon Schools** can book via: www.swindonhealthyschools.org/network-meetings-and-events/

Contact: Susan.Lambert@swindon.gov.uk

- **Wiltshire schools** [can book on Right Choice](#)