



# Wellbeing in Education:

## The Bristol Catalogue of Services to Schools, Colleges & Early Years Settings.



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# Introduction and Foreword

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Dear Bristol schools, colleges and early-years settings

I am excited to publish our new Wellbeing in Education Catalogue, which includes many high-quality services, available to educational settings across Bristol. This document has been several months in the making and includes contributions from many relevant organisations across public, charity and social enterprise sectors.

The catalogue includes a range of services available to schools and other educational settings, including specific training sessions, supervision offers, consultative support and direct therapy and wellbeing interventions.

The Department for Education's Transforming Children and Young People's Mental Health Provision: A Green Paper (DfE & DoH, 2017) makes clear the U.K. Government's intention for schools to play a central role in supporting children's wellbeing. Moreover, Public Health England (2016) and the Department of Health (2015) strongly advocate a whole-school approach to supporting the wellbeing of school communities. Therefore, this catalogue includes not just examples of targeted support for children identified as particularly vulnerable, but also services designed to support schools staff wellbeing and services designed to provide proactive, preventative and universal support for children.

Within Bristol City Council, we are fully committed to supporting the very best, evidence-based and evidence-informed practices in our learning communities. As such, we have only included in our catalogue those practices that are grounded in a clear and compelling evidence-base and/or are built on (and therefore informed by) practices well documented within relevant research in the field. Related to this, we have been thoroughly impressed with the level of commitment to service evaluation and service improvement of the various organisations whose contributions are included.

I hope that the available services detailed within this catalogue will provide useful information for schools and other learning communities, when making strategic decisions related to the implementation of practices to support wellbeing, resilience, social cohesion and inclusion at the individual, group and whole-community levels.



**Alison Hurley**  
**Director, Education and Skills**



## ACEs, Trauma & Resilience

Partners across the city are working together to deliver a rolling programme of training to raise awareness and understanding of Adverse Childhood Experiences (ACEs) and trauma, and to support effective school-based intervention for children who've been through such experiences.

Introductory level training is available to access for free but places are limited and organisations are only able to book a maximum of two members of staff on each date. Learning resources and information about this multi-agency training is available [HERE](#) or contact [ACE@bristol.gov.uk](mailto:ACE@bristol.gov.uk). The Bristol Educational Psychology Service is also able to offer this training to whole staff groups and can be contacted to arrange specific dates. Please see further information below:

**Type of work:** Training for whole school staff cohorts to increase school-wide understanding and awareness of ACEs, trauma and resilience.

**Delivered by:** Bristol Educational Psychology Service.

**Duration:** This can be negotiated according to the level of training and support a school requires.

**How to access this service:** Schools can email [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) or contact their link Bristol City Council (BCC) Educational Psychologist to request this training.

**Cost:** £510 per day (total cost could depend upon level of input and time required).

**Description:** An introduction to the potential impacts of ACEs and trauma on the communities we work with. Training inputs can outline the findings from the ACEs research and consider the psychology of why ACEs can lead to trauma. Training programs negotiated on a case-by-case basis can also include moving from awareness-raising around ACEs, to effective intervention and support for children who have experienced ACEs and/or trauma.

**Evidence base:** This training is based on the findings of the ACE studies across the world. For a clear and accessible summary of the ACEs research, see the Welsh ACEs report [Here](#)

**Appropriate for:** All schools.



# Acceptance & Commitment Training (ACT) for School Staff Wellbeing

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**Type of work:** A group-based wellbeing programme for teachers and other school staff. The training can be delivered to a cohort within a single school/college or to a cohort comprised of staff from across several schools/colleges.

**Delivered by:** Bristol Educational Psychology Service.

**Duration:** 10 hours of actual training time, delivered through either:

- Three sessions of between three and three and a half hour session duration, or
- Four sessions of two and a half hour session duration.

**How to access:** Schools can email [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) or contact their link Bristol City Council (BCC) Educational Psychologist to request this training.

**Cost:** £2040.

**Description:** The importance of staff well-being in education is becoming increasingly recognised. Bristol Educational Psychology service is now offering a well evidenced intervention for improving staff well-being based on Acceptance and Commitment Therapy/Training (ACT). ACT is a model used by psychologists across the world to improve general wellbeing and values-based living and to reduce work-related burn-out. ACT processes help to:

- Improve your emotional health and well-being
- Gain further clarity about your personal values – about what is important to you in life
- Engage in actions and life-patterns that are consistent with your values
- Learn mindfulness skills
- Develop effective strategies to help you to cope with, and be less controlled by, unwanted or unhelpful thoughts and feelings.

This group based program is delivered by two Educational Psychologists over three or four sessions (according to what is most convenient for individual schools). The sessions are designed to be fun, engaging and personally and professionally useful to teaching and non-teaching staff alike. The group size may be anything from six up to about 20. This course is useful both for those experiencing high levels of stress and for those who are interested in improving their well-being more generally.

**Evidence base:** The ACT model has a very strong evidence base across a wide range of applications, including 16 randomised controlled trials (RCTs) through programs such as this, delivered within the workplace for staff. Many research papers on the positive impact of ACT for staff wellbeing have been published across education, health, voluntary and corporate sectors of the workforce and three research papers reporting on studies with Bristol teachers and senior leaders are currently undergoing peer review. These detail improvements in general wellbeing, reductions in work-related burn-out and increases in values-based living.

**Appropriate for:** All School Staff (but maximum individual cohort size is around 20).

## Activity Packs from Unique Voice



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**Type of work:** Activity Packs for Young People.

**Delivered by:** Unique Voice CIC.

**Duration:** NA.

**How to access:** Email the team [theoffice@uniquevoice.org](mailto:theoffice@uniquevoice.org) or call the office on 0117 428 6240.

**Cost:** £15 per child.

**Description:** Unique Voice have developed an activity pack to support children's wellbeing, in response to Covid-19. The activity pack (both primary and secondary school aged versions) has instructions for 30 stimulating activities: arts and crafts, drama activities, games, coloring activities and much more. The activities in the packs directly focus on improving mental health, encouraging mindfulness practice, raising self-esteem and confidence, and exploring aspirations. The young people also receive all the materials necessary to complete the packs - a pencil case full of high-quality pens, and additional resources to aid their creativity.

The activity pack activities aim to increase time practicing mindfulness, improve ability to recognise emotions and express feelings, improve confidence and self-esteem, increase support for families in low income & isolating households, encourage imaginations and creative thinking and generally improve mental health and wellbeing.

**Evidence base:** Unique Voice, as an organization, has been recognized by UNESCO as an organization successfully using the medium of drama and creativity to tackle conflict amongst young people. The work the organization carries out links to DfE guidelines and the new statutory PSHE framework. Global Goals and has been acknowledged by the Centre for Excellence in Outcomes for Young People. Their social impact has reached over 80,000 young people. This program has not yet been formally evaluated but as a service has received high levels of positive feedback from professionals, young people and families.

**Appropriate for:** ALL Primary and secondary schools. The packs have been particularly helpful for those who are isolating, and who may be living in low- income houses with limited access to internet & creative resources.

# Bereavement support for children and young people

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**Type of work:** Bereavement support for children, young people, families and those who care for them.

**Delivered by:** Winston's Wish (childhood bereavement charity).

**Duration:** Varies from one phone call with our Helpline team up to six sessions via Zoom, Teams or some limited face-to-face.

**How to access:** Please contact our Freephone Helpline on 08088 020 021 or visit the website for more information [www.winstonswish.org](http://www.winstonswish.org)

**Cost:** Free to access.

**Description:** Winston's Wish provides emotional and practical bereavement support to children, young people, their families and those who care for them. Our expert teams of bereavement specialists offer advice, guidance and bereavement support on a one off or ongoing basis, depending on your needs. Our Helpline team can answer specific questions on talking to children about a bereavement, provide information and resources to help you support a grieving child and help to identify when a child might need more specialist support. Our sessions with qualified bereavement support practitioners are designed to support the child/young person to think about the key areas of bereavement, including feelings, communication within the family, the narrative around the bereavement, memories and looking ahead.

**Evidence base:** The death of a parent in childhood can have long term implications for children and young people if the right support is not available. This can include mental health problems, difficulties at school, youth offending and risk taking behaviours. There is a growing evidence base for the effectiveness of interventions for bereaved children and young people see [Here](#) for the latest information. The variety of programmes that Winston's Wish can offer means we can tailor our approach to best meet the needs of the child / young person at that point in their grief. We evaluate our own service on a regular basis and feedback from families is very positive, with over 90% demonstrating a positive impact from the support that we offer.

## Bristol Healthy Schools Awards

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**Type of work:** Support to develop a whole school approach to improving health, including social, emotional and mental health for the school community.

**Delivered by:** Schools develop this work themselves, but the Children and Young People's Public Health team in Bristol City Council will support them with this. All schools are able to receive support and guidance via email and schools in the most deprived areas of the city, and those with the most vulnerable pupils, can access extra in-person support.

**Duration:** The Essential Award and the Specialist Award will each take up to one year to complete. The Advanced award will take approximately one year but in some cases it may take slightly longer.

**How to access:** [HERE](#)

**Cost:** Free.

**Description:** Healthy Schools is a national programme that supports the core aim of Public Health England, which is to protect and improve the nation's health and wellbeing. Bristol Healthy Schools has developed specific awards to help schools improve health and wellbeing within their whole school community. Schools can work towards three levels of award:

The Essential Award, which must be done first. The key components in this are:

- Supporting pupils' mental health and wellbeing,
- Improving personal, social, health and economic education (PSHE) and RSE
- Increase pupils' physical activity
- Making sure school food is healthy.

After completing the Essential Award, schools can go on to complete:

Specialist awards that focus on specific health and wellbeing topics. These include awards for:

- Mental health and wellbeing
- PSHE
- Food environment
- Physical activity
- Dental Health
- Tackling domestic abuse and sexual violence (Bristol Ideal)
- Understanding substances
- Advanced awards that focus on specific health needs (including mental health and wellbeing) .

**Evidence base:** Evidence for promoting a whole school/college approach to mental wellbeing can be found here: [Link](#)

**Appropriate for:** All schools.



# CAMHS Primary Mental Health Specialist Training Offer

**Type of work:** Training.

**Delivered by:** CAMHS Primary Mental Health Specialists.

**Duration:** Most training sessions are between 1.5 and 3 hours.

**How to access:** Emails sent termly with training menu to all schools .

**Cost:** Free to access.

**Description:** The PMHS team provide a specialist mental health training program for schools and other educational settings. There are a set of training modules which are advertised to schools and educational settings every year. Training modules relate to specific mental health topics as identified via consultations and feedback. Training sessions include topics such as eating disorders, urgent mental health needs, school-based anxiety and issues related to supporting children with Autism Spectrum Condition (ASC).

**Appropriate for:** Frontline school staff, frontline local authority staff, school health nurses and other professionals working with children and young people.



## CAMHS Primary Mental Health Specialist Consultation Service

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**Type of work:** Consultation and therapeutic work.

**Delivered by:** The PMHS team is a multi-disciplinary team and PMHS' are professionally qualified to a registerable level (for example in clinical psychology, mental health nursing, child psychotherapy, social work, occupational therapy, family therapy, art psychotherapy).

**How to access:** Every school in the city has a linked PMHS, who can pre-book consultations with staff in relation to children where consent has been obtained and consultation paperwork completed in advance.

Consultation is undertaken in the form of organised meetings between PMHS and frontline staff in various agencies. The PMHS and staff member jointly agree actions following discussion and there is a continuous educative element to all consultations.

Additionally, there are PMHS' embedded in Families in Focus and social care teams linking with frontline professionals in the local authority.

**Cost:** Free.

**Description:** CAMHS Primary Mental Health Specialists offer both consultative and direct therapy input to schools to support the wellbeing of young people. Consultative support is intended to support with the following:

- To identify and discuss young people with either (a) emerging or (b) severe, complex and enduring and (c) urgent mental health needs
- To offer frontline advice around resilience building and self-management in order that children & young people may not need specialist CAMHS input and that difficulties can be managed by children and families themselves as well as universal services
- To support frontline workers with signposting children, young people and their families to appropriate resources and services when CAMHS is not appropriate and/or indicated
- To facilitate CAMHS referrals where appropriate and to identify appropriate referrals for PMHS' direct casework
- To identify with frontline workers issues of safeguarding and risk and to contribute to planning around these
- To support thinking and planning around vulnerable children and young people who require support from but cannot access CAMHS.

**Appropriate for:** Children and young people aged 5-18 years in schools and Local Authority settings.

# Childhood Bereavement Training

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**Type of work:** Childhood bereavement training for professionals, including teachers, social workers and medical professionals.

**Delivered by:** Winston's Wish (childhood bereavement charity).

**Duration:** Training can vary depending on the level of training required, from free 20-minute e-learning modules to three-day training courses.

**How to access:** Please visit the Winston's Wish website for more information and to book [HERE](#)

**Cost:** Various from free to £250.

**Description:** Winston's Wish offers a variety of bereavement training services to help professionals to understand childhood bereavement and how to support grieving children and young people in their care. Training includes free 20-minute online e-learning modules, three-day courses currently delivered online via Zoom and bespoke training is available tailored to your specific requirements.

**Evidence base:** The death of a parent in childhood can have long term implications for children and young people if the right support is not available. This can include mental health problems, difficulties at school, youth offending and risk-taking behaviours. There is a growing evidence base for the effectiveness of interventions for bereaved children and young people see [HERE](#) for the latest information. The training Winston's Wish provides helps professionals to better support the bereaved children in their care. The following quotes are from those who have attended our three-day courses:

*"Excellent course which has given me lots of tools to use in the future and a good sense of the help and support which is available to bereaved families. Great balance of resources and teaching methods to deliver messages, and anecdotes I will remember and use."*

*"Have done some other child bereavement training, the standard of this far exceeded the rest. Booked to do more with Winston's Wish."*

**Appropriate for:** Professionals working with children and young people.

## Consultation for Social, Emotional & Mental Health Needs

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**Type of work:** Consultation sessions facilitated by an Educational Psychologist for school staff working with children and young people with social, emotional and mental health (SEMH) needs.

**Delivered by:** Bristol Educational Psychology Service.

**Duration:** The EPS encourages a Plan-Do-Review (PDR) framework for consultative and EP assessment input. Typically, individual casework consultations include an initial visit (which would include a consultation and most likely some observations and/or individual assessment with a child/young person) and a resulting report, followed by a subsequent visit for a consultation to review progress and agree next steps.

**How to access:** Please contact Bristol Educational Psychology Service at [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) or get in touch with your link Bristol City Council (BCC) Educational Psychologist.

**Cost:** £510 per day of Educational Psychology time (time required per request can be negotiated with schools' link Educational Psychologists).

**Description:** Consultation is a collaborative approach to problem solving in which the adults involved with a child or young person come together to engage in reflective discussions, with the aim of identifying possible next steps to improving wellbeing for the child. The sessions are facilitated by an Educational Psychologist but draw on the expertise of those adults who work with the child or young person.

Consultations will focus on the child within their context and how systems around the child may be changed or influenced to bring about a positive outcome for the child. While it is important to consider the background to the situation, conversations will be forward looking and solution focussed. Educational Psychologists may use a framework for joint problem solving which involves first defining the problem, then creating a guiding hypothesis which helps to inform the planning.

**Evidence base:** Psychological consultation is a primary means of delivering psychological services to schools and other organisations across a wide range of related issues, at the individual, group and systems-levels. Recent evaluation of Bristol Educational Psychology Service's casework consultation suggests schools highly value this service.

**Appropriate for:** School staff working with children or young people with significant SEMH needs. The sessions can be focussed on individual students or groups of students with a similar profile of need. The sessions would be appropriate for SENCOs, class teachers, senior leadership and support staff.



# DNA-v wellbeing interventions

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**Type of work:** Direct therapeutic interventions delivered on a one-to-one basis with children and young people. The EPS can also offer training and supervision to school staff, such as learning mentors, ELSAs and pastoral leads, to enable schools to deliver DNA-v interventions themselves.

**Delivered by:** Bristol Educational Psychology Service.

**Duration:** Usually delivered through six sessions, though further sessions can be negotiated thereafter, as required.

**How to access:** Schools can email [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) or contact their link Bristol City Council (BCC) Educational Psychologist to request this training.

**Cost:** £750 (inclusive of supervision and a report at the end of the intervention).

**Description:** The DNA-v model is a youth version of the Acceptance and Commitment Therapy (ACT) model. Interventions informed by this model are designed to support young people develop a range of psychological and behavioural skills, known from research to be central in the development of psychological wellbeing. The acronym DNA-v stands for:

- Discoverer. This is the skill of learning through trial and error, attempting new things, developing new skills, and tracking their personal and social effects.
- Noticer. This is the skill of noticing, naming and skilfully responding to our thoughts, our emotions and to social and other event taking place around us.
- Advisor. This is the skill of using our thoughts, beliefs and judgements skilfully, learning how to hold unhelpful thoughts at a distance and to choose which thoughts to respond to and how.
- Values. This is the skill of figuring out what we care most about, and the qualities we want to show in our actions, and finding ways to express our values in our actions.

Bristol Educational Psychology Service (EPS) is now able to offer individual interventions for children and young people, from Year-Five and above, based on DNA-v. Further information on the DNA-v model can be found [here](#) and a brief video introduction is available [here](#).

**Evidence base:** ACT for youth has an evidence-base including several hundred empirical studies, 14 of which are Randomised Controlled Trials (Fang & Deng, 2020).

**Appropriate for:** Young people (year 5 and above) who are struggling with low mood & depression, social anxiety, generalised anxiety, exam-related (or other-related) stress levels and bullying and other behavioural issues in school.

## ELSA (Emotional Literacy Support Assistants)

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**Type of work:** Training and supervision for staff (usually an LSA/ TA or a learning mentor) to deliver emotional wellbeing interventions for children with social, emotional and/or mental health needs.

**Delivered by:** Bristol Educational Psychology Service.

**Duration:** Training is delivered over six days. The supervision is delivered to groups of up to ten ELSAs from across the city, by a pair of Educational Psychologists. Supervision sessions are delivered termly (i.e. six times per year).

**How to access:** Schools can email [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) or contact their link Bristol City Council (BCC) Educational Psychologist to request this training.

**Cost:** £1,000 for initial training and termly supervision for the remainder of the school year. Ongoing cost of yearly supervision for certified ELSAs is £500 per year.

**Description:** ELSA is a national initiative which involves the training and supervision of specialist teaching assistants in schools by Educational Psychologists. These teaching assistants become Emotional Literacy Support Assistants (ELSAs) and develop skills and understanding in areas such as child development, well-being, resilience, mental health, belongingness and bereavement. This training and supervision program increases schools' capacity to support pupils' social, emotional and mental health needs from within their own internal resources. Once trained, ELSAs work with vulnerable children either individually or in groups to improve their emotional wellbeing, using strategies based on psychological theory. With EP supervision, ELSAs will design bespoke intervention programmes for a child or group based.

As a professional development program, ELSA is a combination of direct input and group supervision delivered by EPs. For ELSA accreditation to continue, ongoing supervision is necessary and ELSAs will need time and space in their school to work in their ELSA role. The initial ELSA training is delivered over 6 days and covers topics including:

- Emotional literacy including building resilience and self-esteem
- Managing emotions including anger and anxiety
- Social and Friendship skills
- Loss, bereavement and family break up.

**Evidence base:** There is an increasing evidence base for the effectiveness of ELSA with outcomes relating to staff and student self-efficacy beliefs; emotional literacy development; emotional wellbeing; social skills, academic progress, school attendance, parental engagement and self-esteem. Further information about ELSA including details of research can be found at [HERE](#)

**Intervention Appropriate for:** Students with social, emotional and/or mental health needs.

# Emotion Coaching

**Type of work:** Training for school staff to use Emotion Coaching when working with children in their settings.

**Delivered by:** Bristol Educational Psychology Service.

**Duration:** One Day training (which can be split into two half days or four twilight sessions).

**How to access:** Schools can email [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) or contact their link Bristol City Council (BCC) Educational Psychologist to request this training.

**Cost:** £1020.

**Description:** Based on research by the Psychologist John Gottman, [Emotion Coaching](#) uses moments of heightened emotion and resulting behaviour to teach and guide the child or young person toward more effective responses. Through empathetic engagement the child or young person's emotional state is verbally validated and acknowledged, promoting a strong sense of security. When the child has been given the opportunity to calm and self-regulate, incidents are discussed in a more productive and restorative manner. At this point, the child and adult jointly problem solve and engage in solution-focused strategies. This enables practitioners to create an ethos of positive learning behaviour and to have the confidence to de-escalate situations when behaviour is challenging.

**Evidence base:** There has been a wide range of [Research](#) to show that emotion coaching is an effective tool for supporting children. Randomised control trials have shown that Emotion Coaching enables children to have fewer behavioural problems, achieve more academically in schools, be more emotionally stable and resilient, have fewer infectious diseases and be more popular with other children (Gottman et al, 1997). Research has demonstrated that Emotion Coaching can be an important tool in improving relationships and self-regulation in a variety of settings – schools, youth and children's centres (Rose et al., 2012).

**Appropriate for:** All aged children.



# Five Ways to Wellbeing: Practical, Proactive and Preventative Practices in Schools

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**Type of work:** Training.

**Delivered by:** Bristol Educational Psychology Service.

**Duration:** Half a day (could be delivered as two twilight sessions if needed).

**How to access:** Schools can email [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) or contact their link Bristol City Council (BCC) Educational Psychologist to request this training.

**Cost:** £510.

**Description:** This training outlines research carried out by the NEF (2008; 2011) around the factors most supportive of human wellbeing, providing a wide range of strategies for schools to implement whole-school, proactive, preventative practices to promote wellbeing across the entire school community. The training will provide evidence-based examples of how schools can implement practices that promote and improve student wellbeing by targeting each individual way to wellbeing:

- Exercise and be active
- Socially connect with others
- Find ways to give and show kindness toward others
- Keep learning and challenging yourself in fun and meaningful ways
- Practice mindfulness & other skills that improve our ability to attend, appreciate & notice.

The training concludes by supporting participants in jointly problem-solving to find ways of embedding these practices in their own unique educational settings.

**Evidence base:** In one of the largest evidence-reviews of wellbeing practice in history, The New Economics Foundation identified the Five Ways to Wellbeing (Be Active; Connect; Give; Learn and Notice) as the five categories of action most supportive of wellbeing across the age range (NEF, 2008; 2011). In a later report from The Children's Society (2014), these findings were broadly supported in terms of the wellbeing of children specifically.

**Appropriate for:** Educational settings across all phases (pre-school, primary phase, secondary phase & further education).



## The Good Behaviour Game

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**Type of work:** Training for staff to deliver this universal, proactive, preventative intervention for whole-class groups. Subject to negotiation, GBG trainers can also support class teachers in-class in their initial implementation of the GBG.

**Delivered by:** Bristol Educational Psychology Service.

**Duration:** The training for this intervention can vary depending on the type of support requested. The initial introduction to deliver the GBG will be a half-day session (or two twilight sessions) but follow up support can be provided either:

- In-class to support the initial setup, and/or
- The use of pre and post measures to evaluate intervention effectiveness.

**How to access:** Schools can email [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) or contact their link Bristol City Council (BCC) Educational Psychologist to request this training.

**Cost:** £510 for initial training (follow up support cost subject to negotiation).

**Description:** The Good Behaviour Game (GBG) is a free-to-deliver, universal classroom strategy that aims to increase positive learning behaviours and prosocial behaviour in class. The GBG can be played for 10-40 minutes per day, during normal lesson time. Pupils work together to win the GBG by having the lowest number of rule breaking behaviours and the highest number of rule following behaviours. The winning team receives a pre-determined team reward.

**Evidence base:** The GBG is one of the most thoroughly and successfully evaluated school-based wellbeing interventions in the research literature. It has been well evaluated internationally, through a combination of longitudinal studies, randomised control trials and other study designs. The research shows that the GBG has positive short-term impact (e.g. decrease in disruptive behaviours, team work, inclusion) and long term impact (e.g. reduction in anti-social and illegal behaviour such as alcohol and drug misuse).

**Appropriate for:** The GBG is a universal strategy for all children and young people. It was originally designed for primary school pupils. However, the research shows that it is also highly affective for secondary school pupils and pupils with complex needs who attend specialist provisions.

**Type of work:** Delivery of therapeutic groups or train the trainer training to support school staff in delivering the groups themselves.

**Delivered by:** OTR Bristol (Off The Record Bristol) - 'Diffusion' training and consultancy.

**Duration:** Six weeks course.

**How to access:** Find out more [HERE](#) and access by emailing [diffusion@otrbristol.org.uk](mailto:diffusion@otrbristol.org.uk)

**Cost:** To be negotiated between OTR and the commissioning organisation.

**Description:** Self-harm can have a number of causes, like a difficult situation at home, school or work. In these workshops, we look at how a stressful world can lead us to cope in certain ways. Then, we begin to look at other, more healthy ways we can manage life stresses. The workshop also offers a space for you to share with your peers, but you don't have to talk if you don't want to.

You'll learn facts and myths about self-harm, how to keep safe, the science of how the mind and body works, how to deal with difficult emotions, and how to reduce self-harm by learning new ways to manage. Each workshop meets once a week for six weeks. Groups consist of around eight young people, all of a similar age.

This group is part of a variety of services from OTR for professionals, giving our community the confidence, knowledge and skills to improve mental health – we call this Diffusion. We draw on 55 years' experience of supporting young people and a unique take on mental health to offer engaging, relevant and practical sessions. We take a flexible approach and, as such, can even come and run a hARMED group in your school/college to groups of your students. Alternatively, we can train and support your own school staff to run these themselves, through our train-the-trainer program.

**Evidence base:** Developed by IAPT CYP practitioners in collaboration with young people and service users. Based on low intensity CBT and psycho-educational tools.

OTR Bristol has worked with young people and their networks within the Bristol and South Gloucestershire communities for over 55 years and is one of the oldest and most experienced services of its kind in the country. As a social movement by and for young people, OTR now reaches over 13,000 young people every year.

**Appropriate for:** Young people aged 11 - 18.

## Mind Aid



**Type of work:** Delivery of therapeutic groups or train the trainer training to support school staff in delivering the groups themselves.

**Delivered by:** OTR Bristol (Off The Record Bristol) - 'Diffusion' training and consultancy.

**Duration:** Six week course.

**How to access:** Find out more [HERE](#) and access by [emailing diffusion@otrbristol.org.uk](mailto:diffusion@otrbristol.org.uk)

**Cost:** OTR Bristol (Off The Record Bristol) - 'Diffusion' training and consultancy.

**Description:** Though our Mind Aid program, we look together at how living in difficult situations can create very difficult emotional experiences. Recognising this, Mind Aid is about helping each other learn ways that might help us manage better in what is often a stressful world. The workshops also offer a space to share with other young people going through the same stuff, but you don't have to talk if you don't want to. You'll learn how to protect yourself from everyday challenges, how to challenge your thoughts, how to relax and feel safe (a strategy that can also help with sleeplessness!), and how to use simple techniques to build and maintain good mental health.

Each workshop meets once a week for six weeks, and each group consists of around ten young people of a similar age. This group is part of a variety of services from OTR for professionals, giving our community the confidence, knowledge and skills to improve mental health – we call this Diffusion. We draw on 55 years' experience of supporting young people and a unique take on mental health to offer engaging, relevant and practical sessions. We take a flexible approach and, as such, can even come and run a Mind Aid group in your school/college to groups of your students. Alternatively, we can train and support your own school staff to run these themselves, through our train-the-trainer program.

**Evidence base:** Developed by IAPT CYP practitioners in collaboration with young people and service users. Based on low intensity CBT and psycho-educational tools.

OTR Bristol has worked with young people and their networks within the Bristol and South Gloucestershire communities for over 55 years and is one of the oldest and most experienced services of its kind in the country. As a social movement by and for young people, OTR now reaches over 13,000 young people every year.

**Appropriate for:** Young people aged 11 – 18.

# Prosocial: Using Evolution Science to Promote Wellbeing, Community Cohesion and Effective Learning Communities

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**Type of work:** Training.

**Delivered by:** Bristol Educational Psychology Service and/or Bristol CAMHS.

**Duration:** Five x 1.5 hour sessions.

**How to access:** Schools can email [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) or contact their link Bristol City Council (BCC) Educational Psychologist to request this training.

**Cost:** £1530.

**Description:** This training is effectively a support program to promote wellbeing and effective functioning at the group level. What is wonderful about Prosocial is that you can use the method to support just about any group of people; senior leadership teams; departmental groups; phase teams; groups of SEN LSAs; groups of students; or even whole school staff groups. The five-session training offered by the Educational Psychology (EP) Service can support an identified group of staff in improving their practice in relation to eight areas, which have been shown by the Nobel Prize winning Professor Elinor Ostrom to be essential for optimal group functioning. These are:

- Developing a shared identity and purpose
- Ensuring equitable distribution of costs and benefits
- Enabling fair and inclusive decision making
- Monitoring agreed-upon behaviors and actions
- Graduated responding to helpful and less helpful actions
- Fast and fair conflict resolution
- The authority to self-govern
- Collaborative relations with other groups.

**Evidence base:** Prosocial is based on a rich and wide-ranging evidence-base from two areas of applied science. Specifically, Prosocial outlines the Nobel Prize winning Core Design Principles (CDPs) of Professor Elinor Ostrom, which describe the features most present in highly effective human groups. Secondly, Prosocial incorporates methods of organizational change from psychological science (including over 400 randomized controlled studies), to move the CDPs from purely descriptions of effective groups, to actual implementation of the CPDs within school communities (see Akins, Wilson & Hayes, 2019), for a full outline: [HERE](#)

**Appropriate for:** Educational settings across all phases (pre-school, primary phase, secondary phase & further education).



## Resilience Lab



**Type of work:** Train the Trainer program.

**Delivered by:** OTR Bristol (Off The Record Bristol) - 'Diffusion' training and consultancy.

**Duration:** 4 x 2.5hr sessions.

**How to access:** Find out more at [HERE](#) and access by emailing [diffusion@otrbristol.org.uk](mailto:diffusion@otrbristol.org.uk)

**Cost:** OTR Bristol (Off The Record Bristol) - 'Diffusion' training and consultancy.

**Description:** Resilience Lab Train the Trainer is designed to equip professionals working with young people with the confidence, skills and knowledge and tools to deliver OTR's Resilience Lab programme. This programme has been developed in conjunction with young people and is based on research around how we can build and promote resilience. The five training sessions focus on different aspects of resilience, including background knowledge, practical activities and self-help tools/skills that people can take away. They include: Pressure Proof, Making Friends with Stress, Thinking Traps, Super Me and Reach Out. This is a health promotion/preventative course that is suitable for anyone, not just for those particularly struggling with wellbeing and resilience. We know from our work that participants on our Train the Trainer programme gain skills for themselves that they can use within their professional practice. Once the course is completed, professionals will be able to run Resilience Lab sessions for groups and are also how to adapt some of these skills to working one-to-one with students. The training will provide participants with:

- 4 x 2.5 hours online sessions of OTR's Resilience Lab Train the Trainer programme
- Materials and tools for professionals and their organisations to deliver Resilience Lab, including the handbook with session plans and associated worksheets
- Access to updated and/or new Resilience Lab resources
- Access to some light-touch further support.

**Evidence base:** Developed by IAPT CYP practitioners in collaboration with young people and service users. Based on resilience theory and psycho-educational tools. OTR Bristol has worked with young people and their networks within the Bristol and South Gloucestershire communities for over 55 years and is one of the oldest services of its kind in the country. As a social movement by and for young people, OTR now reaches over 13,000 young people every year.

**Appropriate for:** Professionals working with young people aged 11 - 18.

# Shameless



**Type of work:** Delivery of therapeutic groups or train the trainer training to support school staff in delivering the groups themselves.

**Delivered by:** OTR Bristol (Off The Record Bristol) - 'Diffusion' training and consultancy.

**Duration:** Six week course.

**How to access:** Find out more at [HERE](#) and access by emailing [diffusion@otrbristol.org.uk](mailto:diffusion@otrbristol.org.uk)

**Cost:** OTR Bristol (Off The Record Bristol) - 'Diffusion' training and consultancy.

**Description:** At Shameless we look at why we've grown to feel ashamed of our bodies, where expectations of how we should look come from, and how to fight back against these messages. The groups provide a safe space for young people to share experiences with other young people (though you don't have to talk if you don't want to). During Shameless sessions, we will learn how to protect ourselves by:

- Exposing the media
- Challenging our thoughts and behaviours
- Building self-worth.

Together we find practical ways to grow in confidence, accept our bodies and learn to celebrate who we are. This group is part of a variety of services from OTR for professionals, giving our community the confidence, knowledge and skills to improve mental health. We call this Diffusion. We draw on 55 years' experience of supporting young people and a unique take on mental health to offer engaging, relevant and practical sessions. We take a flexible approach and, as such, can even come and run a Shameless group in your school/college to groups of your students. Alternatively, we can train and support your own school staff to run these themselves, through our train-the-trainer program.

**Evidence base:** Developed by CYP IAPT (Improving Access to Psychological Therapies) practitioners and Mental Health Nurses in collaboration with young people and service users. Currently being evaluated by the University of the West of England (UWE) as a body image intervention. OTR Bristol has worked with young people and their networks within the Bristol and South Gloucestershire communities for over 55 years and is one of the oldest and most experienced services of its kind in the country. As a social movement by and for young people, OTR now reaches over 13,000 young people every year.

**Appropriate for:** Young people aged 11 – 18.

## Training with Champions



**Type of work:** Non-contact boxing, mentoring and personal development. Additional services include 'Boxing Therapy' and the 'Hello Futures' career programme.

**Delivered by:** Empire Fighting Chance .

**Duration:** One hour per session.

- Training with Champions programme delivered across 20 weeks
- Boxing Therapy delivered over 12 weeks
- Hello Futures programme delivered over 6 weeks.

**How to access:** Schools can email [jparry@empirefightingchance.org](mailto:jparry@empirefightingchance.org) for more information or to book in sessions.

**Cost:** £50 per hour or £75 for 2-hour block. Full 20-week programme cost £1000 based on one hour per week.

**Description:** Empire Fighting Chance delivers non-contact boxing, mentoring and personal development sessions with young people identified as struggling to engage with education. This may be due to behavioural issues or those experiencing mental health challenges. We use the street credibility of boxing to build trusting relationships with young people before implementing embedded psychology to help them build confidence, increase resilience, and address underlying issues. We cannot help the situations that young people may find themselves in, but we can help the way that they react and deal with those situations.

Our main programme is called Training with Champions where a coach will work with one to one students or small groups of 6-8 young people either at our gym in Easton or in school. We work closely with the school to reach pre-agreed outcomes for each young person. We also have qualified therapists who deliver Boxing Therapy, combining physical activity with a therapeutic approach. Our Hello Futures careers programme follows the same format but works to engage participants making them work-ready and, wherever possible, links them to local employers.

**Evidence base:** This training is based on decades of experience as well as multiple research studies and collation of evidence from young people. More detailed information can be found at [HERE](#)

**Appropriate for:** Primary schools, secondary schools and alternative education providers. For young people age 8 – 25.

# Using a Trauma-Sensitive Approach



USING CREATIVITY TO  
EXPLORE, EDUCATE & EMPOWER

**Type of work:** Training in the use of an Online Mental Health Toolkit.

**Delivered by:** Unique Voice CIC.

**Duration:** Six week course for children, delivered by school staff who have completed the initial training.

**How to access:** Email the team [theoffice@uniquevoice.org](mailto:theoffice@uniquevoice.org) or call the office on 0117 428 6240.

**Cost:** Starting from £295.

**Description:** This program includes an initial training session for appropriate, identified school staff, in the use of our toolkit. The toolkit is for teachers and other educational professionals working with primary school aged children. Filled with creative activities and engaging films, it provides teachers with tools to explore vitally important themes around understanding emotions and wellbeing with their students. The digital toolkit is simple, clear and very user friendly, giving teachers the time to do what they do best: teach!

Children cannot achieve their academic potential when struggling with difficult emotions. Through the use of this toolkit, children can begin to understand the mechanics of their feelings, emotions and reactions, giving them the skills to choose how they respond to everyday scenarios. Included within the digital toolkit are videos, creative lessons, CPD sessions and resources to support parents/carers.

The program aims to develop the children's stress regulation, support them in engaging in activities they may find challenging, validate feelings and opinions, develop emotional literacy/ language, build confidence, resilience and self-worth, encourage imagination and creative thinking skills.

**Evidence base:** Unique Voice, as an organization, has been recognized by UNESCO as an organization successfully using the medium of drama and creativity to tackle conflict amongst young people. The work the organization carries out links to DfE guidelines and the new statutory PSHE framework. Global Goals and has been acknowledged by the Centre for Excellence in Outcomes for Young People. Their social impact has reached over 80,000 young people.

This program has not yet been evaluated but is evidence-informed, through the central use of creativity to support wellbeing, in line with the children's Five Ways to Wellbeing (The Children's Society, 2014). Unique Voice are keen to hear from interested schools who may also wish to partner in evaluation.

**Appropriate for:** Primary schools.



## Restorative Approaches in Schools (RAiS)

**Type of work:** Training and supervision for whole school/college staff cohorts, to support schools in adopting and using Restorative Approaches (RA) as a whole-school approach to developing positive and prosocial behaviour and to effectively resolving conflicts within a school/college community.

**Delivered by:** Bristol Educational Psychology Service.

**Duration:** Typically one year of input, including a series of training sessions for each staff member (usually at least one full day and one half day for teaching colleagues and at least half a day of training for non-teaching staff).

**How to access:** Schools can email [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) or contact their link Bristol City Council (BCC) Educational Psychologist to request this training.

**Cost:** Varies according to size of school so cost is subject to negotiation.

**Description:** Restorative Approaches in Schools (RAiS) training and supervision for whole-school staff cohorts. For more information see [HERE](#). This is a systems-wide program of change, designed to put relationships at the fore of behavior policy development and practice and to empower all members of a school community to have a voice in shaping their community, including responses to conflict and conflict resolution. This training and supervision program would need to be implemented on a whole-school basis in order to be consistent with the evidence-base and have maximum effect. This means a commitment to developing RAiS across a whole school, at both practice and policy levels.

**Evidence base:** There is a large body of evidence supporting the implementation of a whole-school RAiS approach and more information on this can be found [HERE](#)

A [report](#) published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. An independent [evaluation](#) of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates. In [Barnet](#), an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.

**Appropriate for:** Supporting schools with reducing exclusions, bullying, classroom disruption, truancy and poor attendance, disputes between students, their families and members of staff.

# VERP - Video Enhanced Reflective Practice

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**Type of work:** Development for staff cohorts (at all levels) and other professionals to enhance their relationships, interaction and communication within work contexts, through a number of 'reflect, do and review' cycles using skilled coaching and video.

**Delivered by:** Bristol Educational Psychology Service.

**Duration:** 1.5 hour initial training for whole cohort, followed by 3 x 1 hour group or individual practice-based reflective workshops. Reflective workshops include up to 4 people.

**How to access:** Schools can email [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) or contact their link Bristol City Council (BCC) Educational Psychologist to request this training.

**Cost:** £1020 - £1530 (depending on number of participants and the aims).

**Description:** VERP is based on the principles of Video Interaction Guidance (VIG) (see next section). It is a strengths-based approach, promoting reflective practice and developing key communication skills. VERP is delivered through a series of practice-based reflective workshops, in small groups or one to one, following an initial training session, delivered by a VERP practitioner (accredited by AVIGUK [HERE](#)).

**Evidence base:** The new Ofsted Education Inspection Framework (EIF) aims to raise standards and rebalance inspections through a renewed emphasis on 'quality of education', and less focus on outcomes data. VERP is well positioned to contribute towards quality of education by focusing practitioners, including teachers, on their interactions and relationships with the children and young people in their care. VERP is underpinned by non-judgemental, supportive, coaching approaches which are all fundamental for helping adult learners to grow and develop their skills.

VIG and video based methods are recommended in the NICE guidance for working with children with attachment needs and for those with Autism Spectrum Conditions.

**Appropriate for:** VERP can be applied wherever relationships and communication with learners are key to underpinning progress. It can be used for a group of staff working with an individual child or young person, or a group working collectively on a specific issue in the setting or school. It can also support the implementation of new practices, skills, or initiatives. Examples of where VERP has been used include: building staff resilience/confidence to manage groups; embedding new initiatives (e.g. speech and language programmes, Precision teaching, literacy programmes, intensive interaction); supporting teaching assistants to mediate children's learning; developing skills in supporting children and young people with autism; and developing social and emotional support for children in the Early Years.

## VIG – Video Interaction Guidance

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**Type of work:** Direct work with children, young people and their families.

**Delivered by:** Bristol Educational Psychology Service.

**Duration:** Three sessions of videos & meetings.

**How to access:** Schools can email [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) or contact their link Bristol City Council (BCC) Educational Psychologist to request this training.

**Cost:** £750 (which includes three cycles of VIG (the minimum recommendation). Additional cycles can be purchased for £250 each (following the initial three).

**Description:** Video Interaction Guidance (VIG) is an intervention that aims to enhance effective and positive communication within relationships, particularly relationships between a child and an adult (e.g. parent/carer). This is achieved through a process of viewing and reflecting on short video recordings of adult-child interactions alongside a trained VIG 'Guider'. VIG helps to bring about changes in behaviour by developing people's understanding of their successful interactions and in turn improving their interactions and relationships with significant others. VIG aims to develop the communication and relationships between people by:

- Learning from video recordings of real-life situations
- Actively engaging people in troubled situations to recognise and move towards their own hopes of how to change
- Giving people a chance to reflect on their own interactions, particularly drawing their attention to successful moments of interaction, and how to make desired changes
- Highlighting and building on the strengths people already have.

**Evidence base:** VIG is an evidence-based intervention and is strongly recommended by the National Institute for Health and Care Excellence (NICE, 2012; 2013; 2015) for:

- Promoting the social and emotional wellbeing of young children
- Supporting children with Autism Spectrum Condition (ASC)
- Promoting attachment in adopted children, children in care and those at risk of going into foster care.

**Appropriate for:** Children and young people from 0-18 and an adult who plays a significant role in their lives such as a parent/carer, key worker or teaching assistant.

**Type of work:** Webinars.

**Delivered by:** OTR Bristol (Off The Record Bristol) - 'Diffusion' training and consultancy.

**Duration:** Usually 1 - 1.5hrs each.

**How to access:** Find out more at [HERE](#) and access by [emailing diffusion@otrbristol.org.uk](mailto:diffusion@otrbristol.org.uk)

**Cost:** To be negotiated between OTR and the commissioning organisation.

**Description:** Our most popular webinars can be used as a support for continuing professional development (CPD) or as a tool to start conversations within your organisation. Topics covered include:

- Resilience and Times of Transition
- What's going on inside? A look into young people's biology - stress, health and wellbeing
- Creating LGBTQ+ friendly spaces.

These are all available as pre-recorded webinars, but can also be delivered live.

These webinars are part of a variety of services from OTR for professionals, giving our community the confidence, knowledge and skills to improve mental health – we call this Diffusion. We draw on 55 years' experience of supporting young people and a unique take on mental health to offer engaging, relevant and practical sessions. As well as being able to deliver these webinars live or recorded, we can also visit schools directly to provide support to enable school staff to run these themselves.

**Evidence base:** Based on our 55 years of experience working with young people in our local community, delivered by CYP professionals with lived experience, and BACP and IAPT trained practitioners. OTR Bristol has worked with young people and their networks within the Bristol and South Gloucestershire communities for over 55 years and is one of the oldest services of its kind in the country. As a social movement by and for young people, OTR now reaches over 13,000 young people every year.

**Appropriate for:** Professionals working with young people aged 11 - 25.

**Type of work:** Consultancy.

**Delivered by:** OTR Bristol (Off The Record Bristol) - 'Diffusion' training and consultancy.

**Duration:** Variable.

**How to access:** Find out more at [HERE](#) and access by emailing [diffusion@otrbristol.org.uk](mailto:diffusion@otrbristol.org.uk)

**Cost:** To be negotiated between OTR and the commissioning organisation.

**Description:** We are able to offer consultancy to organisations to optimise their wellbeing approach, making sure that social justice and equalities is at the centre of school culture as regards mental health and wellbeing. We're particularly passionate about supporting the creation of environments and cultures that support young people's mental health.

Our consultative work is part of a variety of services from OTR for professionals, giving our community the confidence, knowledge and skills to improve mental health – we call this Diffusion. We draw on 55 years' experience of supporting young people and a unique take on mental health to offer engaging, relevant and practical sessions.

**Evidence base:** Based on our 55yrs of experience working with young people in our local community, delivered by CYP professionals with lived experience, and BACP (British Association for Counselling and Psychotherapy) and IAPT trained practitioners.

**Appropriate for:** Professionals working with young people aged 11 - 25.



# Working Confidently with Gender and Sexuality



**Type of work:** Training for schools.

**Delivered by:** OTR Bristol (Off The Record Bristol) - 'Diffusion' training and consultancy.

**Duration:** Bespoke to the needs of the setting.

**How to access:** Find out more at [HERE](#) and access by [emailing diffusion@otrbristol.org.uk](mailto:diffusion@otrbristol.org.uk)

**Cost:** To be negotiated between OTR and the commissioning organisation.

**Description:** Training to enable organisations to improve their service for LGBTQ+ young people. Training sessions explore the increasing diversity and fluidity of gender and sexual identities among ourselves and those we work with. This training is designed to provide participants with new insights in their understanding how these fundamental aspects of our identities shape our mental health and wellbeing. This group is part of a variety of services from OTR for professionals, giving our community the confidence, knowledge and skills to improve mental health – we call this Diffusion.

**Evidence base:** This training is developed by Freedom, OTR's LGBTQ+ youth service. Freedom celebrated its 25th year of existence in 2020 and is the longest-running LGBTQ+ youth group in the UK. OTR Bristol has worked with young people and their networks within the Bristol and South Gloucestershire communities for over 55 years and is one of the oldest services of its kind in the country. As a social movement by and for young people, OTR now reaches over 13,000 young people every year.

**Appropriate for:** Professionals working with young people aged 11 - 25.