



YOUTH
SPORT
TRUST

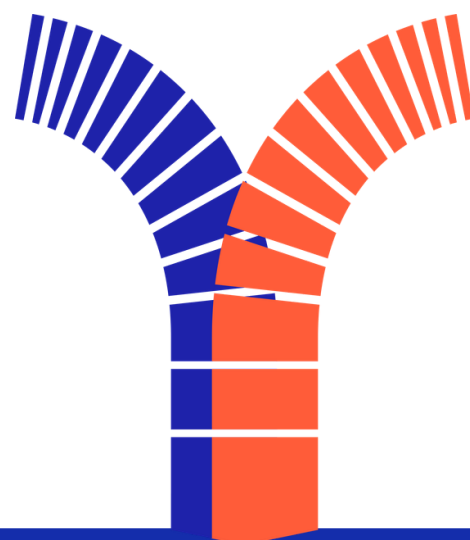
WELL
SCHOOL
COMMUNITY



Further Reading Guide: Developing a Whole- School Mental Health Strategy



Live Well.



This resource has been designed based on the Well Schools Live Well pillar.

National guidance and statutory context

Promoting and supporting mental health and wellbeing in schools and colleges

Department for Education – England-specific hub covering the eight principles, senior mental health leads, Mental Health Support Teams, staff wellbeing, curriculum, behaviour and attendance.

Use it for: Setting strategic direction and checking current national guidance.

Promoting children and young people's mental health and wellbeing

DfE and Office for Health Improvement and Disparities – Detailed guidance on the eight principles of a whole-school or college approach, with practice examples and reflective questions.

Use it for: Auditing culture, leadership, curriculum, pupil voice, staff development, monitoring, support and family partnership.

Mental health and behaviour in schools

Department for Education – Guidance on identifying and supporting pupils whose mental health may affect behaviour, including links with SEND and safeguarding.

Use it for: Aligning mental health, behaviour, SEND and safeguarding systems.

Summary of responsibilities where a mental health issue is affecting attendance

Department for Education – Guidance for schools, trusts and local authorities on supporting attendance when mental health is a factor.

Use it for: Designing supportive, lawful attendance responses and working with families and services.



Whole-school implementation tools

5 Steps to Embed Mental Health Across Schools and Colleges

Anna Freud – A free, flexible framework to help settings understand need, plan change, implement support and review progress.

Use it for: Turning strategic intent into an improvement cycle.

Mental Health Lead Resource Hub

Mentally Healthy Schools / Anna Freud – Practical, evidence-informed materials for senior mental health leads, including targeted-support guidance and resources.

Use it for: Building leadership capability and selecting practical tools.

Well Schools

Youth Sport Trust – A free whole-school framework connecting culture, leadership, movement and wellbeing, supported by school examples and wider resources.

Use it for: Embedding mental health and wellbeing within school culture and improvement rather than as a standalone initiative.

Curriculum, relationships & movement

Improving Social and Emotional Learning in Primary Schools

Education Endowment Foundation – Six evidence-informed recommendations for teaching and modelling social and emotional skills and embedding them across school routines.

Use it for: Strengthening universal provision and classroom practice, particularly in primary settings.

Teaching about mental wellbeing

Department for Education – Training module supporting the mental wellbeing content within statutory relationships, sex and health education.

Use it for: Reviewing curriculum sequencing, teacher knowledge and safe classroom practice.

Physical activity guidelines for children and young people

UK Chief Medical Officers / NHS – Guidance on physical activity for children and young people, including the contribution of daily movement to health and wellbeing.

Use it for: Connecting movement, regulation, confidence and wellbeing across the school day.

Curriculum, relationships & movement

Education Staff Wellbeing Charter

Department for Education – A set of commitments and resources to support the mental health and wellbeing of education staff.

Use it for: Reviewing workload, culture, leadership behaviours and staff support.

Mental Health Support Teams

NHS England – Information on teams that provide early intervention, whole-school support and liaison with specialist services in participating areas.

Use it for: Understanding the local support offer and agreeing effective partnership arrangements.



Question to guide your development

Questions to guide professional reading

- Which framework best complements our existing improvement systems?**
 - What does our evidence tell us about need, access, experience and outcomes?**
 - How will we adapt universal provision for pupils with SEND and communication differences?**
 - Are support routes clear, timely and connected to safeguarding and external services?**
 - What will we stop, start or strengthen after reviewing this evidence?**
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