

Index

- Adolescence, 5
- Adolescents, 121
 - mental health and wellbeing, 118–120
- Adverse Childhood Experiences (ACEs), 9
- Alternative provision (AP), 136–137
- Anna Freud Centre (AFC), 158
- Attention deficit hyperactivity disorder, 141
- Attrition, 46–49
- Autism, 138, 141
- Autonomy, 32

- Belonging, pupil voice and, 74–75
- Book of beasties legacy, 104–108, 110–111
- Burgeoning research, 118, 139
- Burnout, 46–49

- Care-experienced children (CEC), 13, 38
- Carers, working in partnership with, 37–38
- Child and Adolescent Mental Health Services (CAMHS), 7, 38, 104, 146, 159, 164, 187
- Childhood/children, 5, 88, 156
 - with 22q and families, 142–144
 - technology role in supporting children mental health, 88–90
 - working in partnership with, 33–34
- Children and Families Act, The (2014), 137
- Co-SPACE project, 11
- Code of Practice for Special Educational Needs and Disabilities, The 33
- Cognitive behavioural therapy (CBT), 90, 120, 185
- Communities of philosophical inquiry for supporting pupil voice, 71–73
- Compassion-focussed therapy, 161
- Competence, 32
- Co-production
 - adolescent mental health and wellbeing, 118–120
 - democratising research agenda, 122–123
 - digital pathways for mental health and wellbeing support, 121–123
 - exploring digital interventions for youth mental wellbeing through co-production, 123–130
 - with youth in schools and research, 130
- COVID-19
 - pandemic, 28, 174–175
 - surveillance report, 11
- Curriculum, 33

- Decision-making processes, 37
- Department for Education (DfE), 51, 66, 68, 100, 136
- Department of Health (DoH), 100, 136

- Digital citizenship, role of schools
 - in promoting, 87–88
- Digital era, 118
- Digital interventions for youth
 - mental wellbeing through
 - co-production, 123
 - aims of research project,
 - 123–124
 - creating effective mental
 - health and wellbeing digital
 - content, 128–129
 - evaluating resources, 126–127
 - key findings, 127
 - perceptions and experiences of
 - support pathways, 128
 - reflections on co-production
 - from young person
 - researcher, 129–130
 - young people’s relationship
 - with social media, 127–128
 - young person co-researcher,
 - 124–126
- Digital literacy, schools role in
 - promoting, 85–86
- Digital mental health
 - interventions (DMHIs), 122,
 - 185–186
- Digital pathways, 185
 - for mental health and wellbeing
 - support, 121–123
- Digital platforms, 91
- Digital resilience, schools in
 - promoting, 86–87
- Digital society, 85
- Digital technology, 119, 185
- Digital tools, 16
- Digital world, 121
- Disclosures of voice hearing, role
 - of trusted adults in school
 - settings in, 158–159
- Distal stressors, 38
- Early intervention, specialists in
 - detection, prevention and, 9
- Early Intervention Foundation
 - (EIF), 119, 122
- Education Health Care
 - (EHC), 136
- Education Mental Health
 - Practitioner (EMHP), 40
- Education Policy Institute (EPI), 6
- Educational Healthcare Plans, 159
- Educational materials, 90
- Educational policies, 30
- Educational professionals, 156
- Educational staff, 158, 161–162
 - working with disclosure
 - around voice hearing, 166
- Educational work, 141
- Effective mental health, 128–129
- English Education Act (2002),
 - 66
- Environment, school ethos and,
 - 32–33
- Government policy, 159
- Government strategy for mental
 - health, 31
- Head teachers, 54–55
- Health
 - literacy, 183
 - settings-based approach to, 5–6
- Health-promoting schools model
 - (HPS model), 5, 175–180
- Healthy Lifestyle video, The, 128
- Identification process, 36
- Inclusive practice, 139
- Inclusive whole school approach
 - to wellbeing, 145–146
- Initial teacher training (ITT),
 - 11, 178
- Institutional Betrayal, 160
- Intensification in education, 7
- International studies, 4
- Interventions, 36
 - acceptability, 102
 - teachers as intervention
 - delivery agents, 100–101
- Job satisfaction, 46–49

- Leadership and management of mental health, 31–32
- Learning, 33
- LGBTQ+ youth, 182
- Mental health, 84–85
 - crisis, 28–29
 - curriculum, 36, 90
 - digital pathways for, 121–123
 - early identification of pupils at risk of poor wellbeing, 182
 - embracing technology, 185–187
 - leadership and management of, 31–32
 - MHL, 183–184
 - needs and monitoring impact, 36–37
 - PAR approach to understanding and improving, 141–142
 - promoting school connectedness, 182–183
 - promotion and prevention strategies, 184
 - from reactive to proactive stance on, 181
 - relationship between SEND and, 138–139
 - risk and protective factors for, 11–15
 - supporting support, 181–182
 - of teachers, 51
 - whole school approach to, 30–31
- Mental Health Action Plan (2013–2030), 187
- Mental health and wellbeing, 5–6, 11, 14–15, 29, 142
 - in education, 30
 - pupil voice and, 68
- Mental health literacy (MHL), 33, 183–184
- Mental health support teams (MHSTs), 179–180
- Methodological approaches, 16
- Meyer’s model of minority stress, 38
- Minority stress, 38
- Mobile apps, 16
- Models of participation, 71
- NASUWT Wellbeing at Work Survey, 181
- National Society for the Prevention of Cruelty to Children (NSPCC), 33
- Neurodevelopmental disorders, 141
- NHS mental health services, 163
- Online support
 - schools, 90–91
 - schools in promoting digital citizenship, 87–88
 - schools in promoting digital literacy, 85–86
 - schools in promoting digital resilience, 86–87
 - social media and mental health, 84–85
 - technology companies, 91
 - technology in supporting children and young people’s mental health, 88–90
- Organisation for Economic Co-operation and Development (OECD), 48
- Parents, working in partnership with, 37–38
- Participation frameworks, 70–71
- Participatory Action Research (PAR), 17, 69–70, 123
 - to understanding and improving mental health support children with 22q, 141–142
- Peer-mentoring schemes, 34
- Person-centred learning communities, 70–71
- Philosophical inquiry, 16, 76

- communities of philosophical inquiry for supporting pupil voice, 71–73
- experiences of philosophical inquiry in early years and primary settings, 73–74
- Philosophy with children, 71
- Positive school culture, 32
- Pre-pandemic, 119
- Preventive interventions within whole school approach, 109–111
- Primary schools
 - accessing teachers' views on school-based services, 103–104
 - book of beasts, 104–107, 111
 - embedding preventive interventions within whole school approach, 109–111
 - implementation matters, 101–103
 - Naomi shares her experience as teacher delivery agent, 107–109
 - teachers as intervention delivery agents, 100–101
- Public Health England, 34
- Pupil voice, 66–67
 - communities of philosophical inquiry for supporting pupil voice, 71–73
 - Connor's experience, 75–76
 - experiences of philosophical inquiry in early years and primary settings, 73–74
 - provision attuned to pupils' needs and preferences, 69–70
 - pupil voice and belonging, 74–75
 - Pupil voice and mental health and wellbeing, 68
- Pupils at risk of poor wellbeing, early identification of, 182
- Pupils with SEND in schools
 - case of 22q11.2 deletion syndrome, 140–141
 - championing voice for, 139–140
 - gaps in holistic provision for pupils with 22q, 145
 - inclusive whole school approach to wellbeing, 145–146
 - key recommendations for supporting holistic needs of, 148
 - key themes elicited from interviews with children and young adults, 143–144
 - listen to experts, 146
 - listening to children with 22q and families, 142–144
 - needs of SEND Pupils, 137–138
 - PAR approach to understanding and improving mental health support children with 22q, 141–142
 - relationship between mental health and SEND, 138–139
- Quality resources, 110
- Relatedness, 32
- Relationships and Sex Education (RSE)*, 30
- Research, 84, 89, 119
 - democratising research agenda, 122–123
- Resilience, 50, 54
- Schools, 36–37, 57, 90–91, 138, 146
 - accessing teachers' views on school-based services, 103–104
 - belonging, 68
 - connectedness, 182–183
 - culture, 35
 - ethos and environment, 32–33
 - function, 174
 - heads, 178–179

- insider perspective working
 - in schools and listening to voice hearers, 162–164
- leaders, 35, 56
- in promoting digital citizenship, 87–88
- in promoting digital literacy, 85–86
- in promoting digital resilience, 86–87
- risk and protective factors for mental health, 11–15
- school as health-promoting setting, 8
- school-based mental health and wellbeing programmes, 112
- school-based SEL programmes, 10–11
- school-based social and emotional learning programmes, 10–11
- settings, 177
- settings-based approach to health, 5–6
- specialists in detection, prevention and early intervention, 9
- staff, 105
- trusted adults in school
 - settings in disclosures of voice hearing, 158–159
- ‘Scrolling break’, 127
- Secondary schools, 119
- Self-determination theory, 32, 57
- Settings-based approach to health, 5–6
- Settings-based approaches, 5
- ‘Shame brain’, 159–161
- Signposting, crucial role of, 164
- Social, emotional and mental health (SEMH), 30, 136
- Social and emotional learning interventions (SEL interventions), 100, 120
- Social media, 16, 84–85
- young people’s relationship with, 127–128
- Social validity, 102
- Special Educational Needs and Disabilities (SEND), 11, 136–137
 - championing voice for pupils with, 139–140
 - relationship between mental health and, 138–139
- Special Educational Needs and Disabilities Co-ordinators (SENDCos), 139
- Staff development and wellbeing, 34–36
- Staff mental health
 - addressing teacher mental health and wellbeing, 56–58
 - empirical study, 51–55
 - research studies, 51
 - teacher resilience, 50–51
 - teacher wellbeing, job satisfaction, burnout and attrition, 46–49
- Staff wellbeing, 57
- State of the Nation, The, 136–137
- Static infographics, 128
- Stigma theory, 157
- Strengths and Difficulties Questionnaire (SDQ), 13, 119
- Student voice, 33–34
- Super Skills for Life programme (SSL-A), 124
- Tailored support for young people, 159
- Teachers, 9, 48, 180
 - as intervention delivery agents, 100–101
 - mental health and wellbeing, 56–58
 - resilience, 50–51
 - shortage, 48
 - stress, 34, 46–47

- teacher-led psychosocial intervention, 104–107
- views on school-based services, 103–104
- wellbeing, 46–49
- Teaching, 33
 - staff, 156
- Technology
 - companies, 91
 - in supporting children and young people’s mental health, 88–90
 - technology-embracing approach, 188
- Thematic analysis, 127
- Transition process, 104
- Trauma, 159
 - trauma-informed approach, 160
- Trusted adults role in school settings in disclosures of voice hearing, 158–159
- 22q, PAR approach to understanding and improving mental health support children with, 141–142
- 22q and families, listening to children with, 142–144
- 22q11.2 deletion syndrome, case of, 140–141
- United Nations Educational, Scientific and Cultural Organization (UNESCO), 48
- Universal screening process, 36
- University College London (UCL), 158
- Unusual sensory experiences (USEs), 156
- Voice Collective, 164
- Voice hearers, insider perspective working in schools and listening to, 162–164
- Voice hearing, 156, 159
 - compassion focussed principles, 161
 - context and experience inform understanding, 157–159
 - crucial role of signposting, 164
 - disclosure matters, 162
 - educational staff, 161–162
 - educational staff working with disclosure around voice hearing, 166
 - insider perspective working in schools and listening to voice hearers, 162–164
 - relate, place and process, 165
 - role of trusted adults in school settings in disclosures of voice hearing, 158–159
 - ‘shame brain’, 159–161
- Voices, 66, 163
- Vulnerable pupils, 38–39
- Wellbeing, 29, 49
 - addressing teacher mental health and, 56–58
 - adolescent mental health and, 118–120
 - digital content, 128–129
 - digital pathways for wellbeing support, 121–123
 - inclusive whole school approach to, 145–146
 - pupil voice and mental health and, 68
 - staff development and, 34–36
- Whole School Approach (WSA), 15, 30, 104, 175
 - embedding preventive interventions within, 109–111
 - to mental health, 30–31
- Wolverhampton HeadStart Programme, 120
- World Health Organization (WHO), 29, 122, 183

- Young people, 38, 85, 88, 156
 - relationship with social media, 127–128
 - technology role in supporting young people’s mental health, 88–90
 - voice, 126–127
 - working in partnership with, 33–34
- Young person co-researcher, 124–126
- Young person researcher, reflections on co-production from, 129–130
- Youth mental wellbeing through co-production, exploring digital interventions for, 123–130