



# Wellbeing Assembly (Keeping us well at QPHS)

Mrs. S Williams  
Wednesday June 16<sup>th</sup>, 2021

# Peer Support for Children and Young People's Emotional Wellbeing



peer support

# Being emotionally well..... Emotional Wellbeing – and?



- It affects how we think, feel, and what we do
- It helps determine how we handle stress, relate to others, and make choices
- It is important at every stage of life, from childhood and adolescence through to adulthood
- Certain factors can influence how well we are keeping...
- our resilience
- our physical health
- our relationships
- the wider social, economic, cultural and environmental conditions in which we live.

# The 5 Stage Approach to Keeping us Well as QPHS

## Universal – Form Tutor

5 ways to wellbeing  
School webpage links to key agencies  
In school wellbeing activities  
Education – Assembly / Pshce

## Universal – KS Lead

Liaison With:  
Form Tutor / Attendance Officer / Home  
KS Lead Support Strategies  
Groups / Settings  
Restorative Justice  
Referral for Peer Mentoring (September)

## Targeted

Signposting to ChildLine, Kooth, On-Line Counselling Service  
Referral into School Intervention Programmes  
(Ms Rigby, Ms Anthony, Ms Z Williams)  
Referral into School Nurse  
( Lauren )  
Referral into School MH Nurse  
( Rebecca )

## Specialist Services

Referral into School Counsellor  
(Ms Byrne)

## Specialist Services

Referral into Specialist Services  
Camhs  
Reflect  
RASAC  
Platform for Life  
The Westminster Drug Project

# Stage 1 - Universal

Universal - Form Tutor

Student Concerns Form - Edulink\*

5 ways to wellbeing

Coping Skills Tool Box

24 Science Backed Ways to Feel Happier

School webpage links to key agencies, key docs, WAG  
BLOG/Newspaper

In school wellbeing activities?

W - Space - where - how manned (PMs?) - who - how effective?

Heart Math?

Education - Assembly / Pshce / YEO sessions / Enrichment Day

Emotional wellbeing  
peer support  
for children and young people....  
What even is it?



- A trained child or young person supporting other children and young people
- Offering planned and structured help and support
- Building emotional resilience
- Promoting wellbeing and positive mental health
- Signposting to further support



# Why Peer Mentoring?

*The peer mentors use their ability to connect with the CYP they are working with and their ability to build relationships with them*

# Ongoing 1-1 mentoring

- Peer mentors meet on an **ongoing** basis with their mentee
- Before, during school or after school
- CYP from one setting (e.g. a secondary school) may mentor young CYP in a different setting (e.g. primary school)





# One off or Drop-in Peer mentoring




- Typically involve the peer mentors being available for CYP to come and talk to on a one-off or drop-in basis.

## Examples:

- Peer mentors take on roles such as School Yard/Field Champions, or Corridor Champions
- Peer mentors run drop-in clubs in schools or the community where any CYP can come along if they wish to have a one off or follow up conversation
- Peer mentors act as mediators facilitating peer disputes.

# Peer mentor facilitation of wellbeing sessions

- The peer mentors use their ability to connect with the CYP they are working with and their ability to build relationships with them
- May involve a peer mentor helping to develop and facilitate training sessions on topics such as bullying or confidence
- These sessions may be facilitated for all CYP or for particular targeted groups of CYP
- May become an ongoing regular group facilitated by one or a group of peer mentors. Examples of this could include, a peer support wellbeing lunch time group or an after school group.

A stylized illustration of a purple and pink flower on a green hill under a blue sky. The flower has a dark purple stem and a large, multi-layered head with shades of purple and pink. The background consists of rolling green hills and a blue sky with white clouds.

# Why might I want to check in with a peer mentor? (Connecting)

Relationship issues – friends – family – other  
in school

Bullying

School work – exam stress – homework

Bereavement

Drug and alcohol issues

Sexual health

(Signposting)

# Possible methods for Mentor Selection

Peer Nomination  
Teacher Nomination  
Self Nomination



## Peer Mentor Application Form 11 - 18 (Secondary)

Venue:

Name:

Peer Co-ordinator:

Gender:

Pupil Age:

Please answer the following questions in as much detail as possible:

Do you have any previous experience of mentoring either as a mentor or mentee?

(If yes, please give details)

Why do you want to be a mentor?

What qualities can you bring to the Peer Mentoring Programme?

What do you enjoy doing in your spare time?



# Key attributes of an ideal peer mentor



- Demonstrate enthusiasm
- Be comfortable building relationships
- Be a good listener
- Be reflective and open to learning
- Hold a genuine desire to 'give back'
- Be dependable
- Demonstrate flexibility
- Have experienced peer support themselves
- May have experienced emotional wellbeing difficulties previously themselves



## MENTORS

### G MENTOR TRAINING

Training can be delivered over 2 full days, 4 afternoons or 8 x 1.5hr sessions. Training often takes place between June and July or September and October to allow for the mentors to develop into their roles and be ready to support transition periods if applicable, but you need to consider the best time for your setting.

Prior to the delivery of the mentor training, you need to consider the format of the mentor support that will be in place following completion.

- How often will the peer mentoring support take place?
- Will your mentors meet once or twice a week?
- Offer daily support on a rota?

Well supported groups are more successful. An organised support programme where an enthusiastic adult offers advice, encouragement and praise on a regular basis will lead to success.

Also consider how you will be promoting the programme, getting the whole setting community involved from the start:

- Consider delivering a whole school assembly to explain the programme
- Give out certificates and badges to trained mentors
- A dedicated display board in the school entrance which is regularly updated on peer mentoring activity is a great way to promote the scheme
- Website and social media updates can keep mentors motivated
- A presence at events such as parents evenings, open days and transition days will give the mentors a boost and give them a greater sense of ownership of the programme.



***This certifies that***

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***has successfully completed Peer Mentoring training  
and will be supporting others in***

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***as a***

***Peer Mentor***

***Skills covered include:  
the role of a mentor, listening and communication,  
promoting positive behaviour, confidentiality, problem  
solving, anti-bullying, team work and  
helping others to achieve***

Signed:

Date:



[https://www.youtube.com/watch?v=BLhMeipQY\\_s](https://www.youtube.com/watch?v=BLhMeipQY_s)





# *Wellbeing Action Group*

*Date to be confirmed*