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Review of the book *Mental wellbeing in schools: What teachers need to know to support pupils from diverse backgrounds*, by Mahmud, A. and Satchell, L. (Eds.)

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Mental Wellbeing in Schools aims to provide practical advice on mental health and wellbeing support for pupils from diverse backgrounds. Its goal is to be a readily available reference point when required by teachers; however, I believe anyone working with children and young people (CYP) would benefit from the advice and recommendations. The main topics of this book are highly relevant following the COVID-19 pandemic, which has amplified conversations about CYP mental health. Likewise, the Black Lives Matter movement propelled discussions on the need for antiracist and culturally competent practice. The authors deliver specialist knowledge on various diverse groups, writing in simple and jargon-free language, making it an easily digestible read.

The book derives its definition of diverse groups from the Equality Act (2010), including pupils who have "protected characteristics", such as race, religion and disability. The editors acknowledge the groups included are not exhaustive and encourage further thinking about the mental wellbeing of pupils from diverse backgrounds. The book has a repetitive format including four key sections:

- *Synopsis* — Summary of the area;
- *Background* — The most recent academic information giving an overview of specific and salient issues that a particular group may face;
- *What can teachers do?* — Practical suggestions for teachers; and
- *Takeaway points* — The key information to hold in mind.

Throughout the book, a social constructionist position is upheld. This child-centred approach positions group members as experts and promotes their autonomy — an approach which aligns with educational psychologists (EPs) practice. The Teenage Girls chapter is a clear example of this position, with the girls describing the support they would like to receive. Moreover, readers are encouraged to deviate from viewing groups as homogenous and to recognise experiences, and therefore any support required will vary over time and across individuals. For example, the chapter on refugee pupils highlighted that pre-migration and post-migration experiences may lead to differing presentations and therefore needs in new arrivals.

A key strength of the book is its focus on groups that do not often receive mainstream publicity when thinking about diversity. The book invites readers to shift and deepen their thinking and view diversity through a different lens. For example, there are chapters on: the wellbeing of Chinese pupils; Bangladeshi pupils; Gypsy, Roma, and Traveller (GRT) pupils; white working-class boys; as well as Muslim and Jewish pupils. Furthermore, family and homelife circumstances are included, such as Children Looked After, refugee pupils and those who have experienced bereavement. The chapters offer insightful and enlightening information, taking a proactive approach by providing concrete ideas to support wellbeing.

The chapters on Lesbian, Gay, Bisexual, Transexual and Queer (LGBTQ+), Trans*, and GRT pupils in particular had noticeably clear and descriptive next steps. Moreover, the chapter on black pupils resonated with me, and it was refreshing reading about under-researched areas such as internalised racism, colourism and adultification and their potential impact on mental health wellbeing. As a trainee EP, the physical or intellectual impairment chapter was also relevant, as it promotes the social and cultural model of disability moving from within child-deficit models, instead focusing on changing external barriers such as attitudes and the environment — a familiar viewpoint for EP practice.

Although the book aims to be a reference point suggesting further reading, I felt additional concrete examples could have been provided in some areas. It may have been beneficial to show what a strategy may look like in practice — for example, in the Black Pupils chapter when a strategy called to "involve parents at every opportunity". Additionally, other chapters such as the Bangladeshi Pupils and Teenage girls focused heavily on secondary-aged pupils' needs. I wondered if this was a missed opportunity to include specific strategies for primary-aged pupils, as research suggests increasing mental health needs in younger age groups. Nevertheless, strategies could be adapted to fit specific needs.

Overall, the book recognises diversity within diversity and the complexity of intersectionality when supporting mental

health. The authors provide a helpful starting point for supporting mental wellbeing in pupils. It concentrates on often-overlooked groups and delivers a refreshing look at proactive strategies. The book concludes with a summary of the main themes from across chapters, which EPs and other professionals could use to guide future practice for those working with CYP.