Whole School Approaches to Mental Health

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Warm-up activity

Mental health continuum exercise

Discuss in your group:
- Where on the continuum do you think each person might be situated?
- Write their initial on the chart.

No mental illness

Poor wellbeing

Good wellbeing

Mental illness

Whole

Approaches

www.cwmt.org.uk

Partnership for Well-being and Mental Health in Schools

National Children's Bureau

A whole school framework for emotional well being and mental health

A self-assessment and improvement tool for school leaders
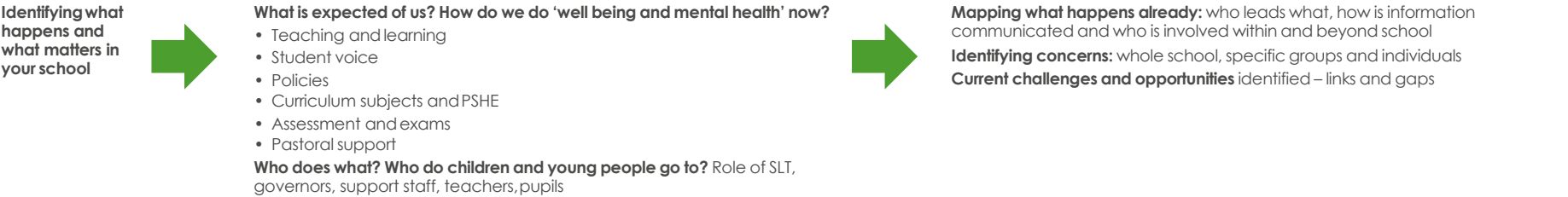
Sue Stirling and Dr Hilary Emery
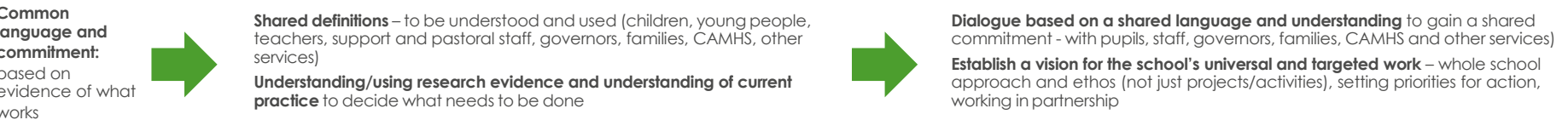
A four stage approach to wellbeing and mental health

Stage one: Deciding to act and identifying what is in place already

Identifying what happens and what matters in your school

What is expected of us? How do we do 'well being and mental health' now?
- Teaching and learning
- Student voice
- Policies
- Curriculum subjects and PSHE
- Assessment and exams
- Pastoral support

Who does what? Who do children and young people go to? Role of SLT, governors, support staff, teachers, pupils

Mapping what happens already: who leads what, how is information communicated and who is involved within and beyond school

Identifying concerns: whole school, specific groups and individuals

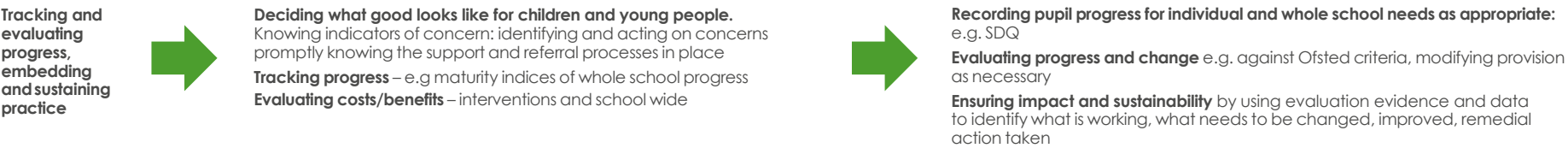**Current challenges and opportunities** identified – links and gaps

Stage two: Getting a shared understanding and commitment to change and development

Common language and commitment: based on evidence of what works

Shared definitions – to be understood and used (children, young people, teachers, support and pastoral staff, governors, families, CAMHS, other services)

Understanding/using research evidence and understanding of current practice to decide what needs to be done

Dialogue based on a shared language and understanding to gain a shared commitment - with pupils, staff, governors, families, CAMHS and other services)

Establish a vision for the school's universal and targeted work – whole school approach and ethos (not just projects/activities), setting priorities for action, working in partnership

Stage three: Building relationships and developing practices

Capacity and relationship building: consolidating what works, stopping what doesn't and implementing proven new strategies to meet needs

Planning objectives and timescales to implement the vision and priorities including tackling gaps in provision and expertise: who needs to agree, external and internal? How to overcome resistance?

Deciding what to change, when, who leads change process, what outcomes? What roles are needed and who will take them?

Building links with external partners, health, CAMHS and social services

Collecting data about needs, identifying gaps in data and provision.

Evaluate additional universal and targeted provision to meet needs of students and staff

Identify development and information sharing opportunities for teaching and support staff; for partners in health; for students and families

Action plan in place with objectives to support vision agreed. Activity targeted to deliver objectives and meet needs and aspirations

Link to wider services established with agreement about actions and objectives

Scheduled plan with milestones and named personnel taking responsibility for leading processes

New support and interventions identified and links made across practice.

Specialist leadership, staff training for prevention, identification, early intervention and access

Procedures for working with external partners agreed and implemented

Stage four: Implementation and evaluation

Tracking and evaluating progress, embedding and sustaining practice

Deciding what good looks like for children and young people. Knowing indicators of concern: identifying and acting on concerns promptly knowing the support and referral processes in place

Tracking progress – e.g maturity indices of whole school progress

Evaluating costs/benefits – interventions and school wide

Recording pupil progress for individual and whole school needs as appropriate: e.g. SDQ

Evaluating progress and change e.g. against Ofsted criteria, modifying provision as necessary

Ensuring impact and sustainability by using evaluation evidence and data to identify what is working, what needs to be changed, improved, remedial action taken

Promoting children and young people's emotional health and wellbeing

A whole school and college approach

Ethos & Environment

Curriculum

Targeted support

Pupil Voice

Leadership & Management

Parents & Carers

Staff Development

Audit & Monitor

People

Processes

Places

Unfreeze → Change → Refreeze

Plan
Identify problem
Prepare the ground
Communicate
Gather data

Implement
Diagnose problem
Develop action plan
Implement change
Follow-up actions

Consolidate
Assess impact-continue to gather data/measure
Evaluate/review
Embed learning from process

People

People

Make a list of everyone who might…
a) be impacted
b) make an impact
c) both!

People

- Learners

- Families/carers

- Staff (all – teaching, non-teaching, associated professionals)

- Leadership/Governors

- Community

- Local support services (health, social care)

- Other schools

People

e.g. High staff absenteeism

High staff absenteeism

Communicate/engage staff

Measure staff wellbeing

Feedback findings

Consult with staff and externally

Introduce recommended changes

Review/evaluate changes/impact

Measure again

Celebrate

Continue to monitor
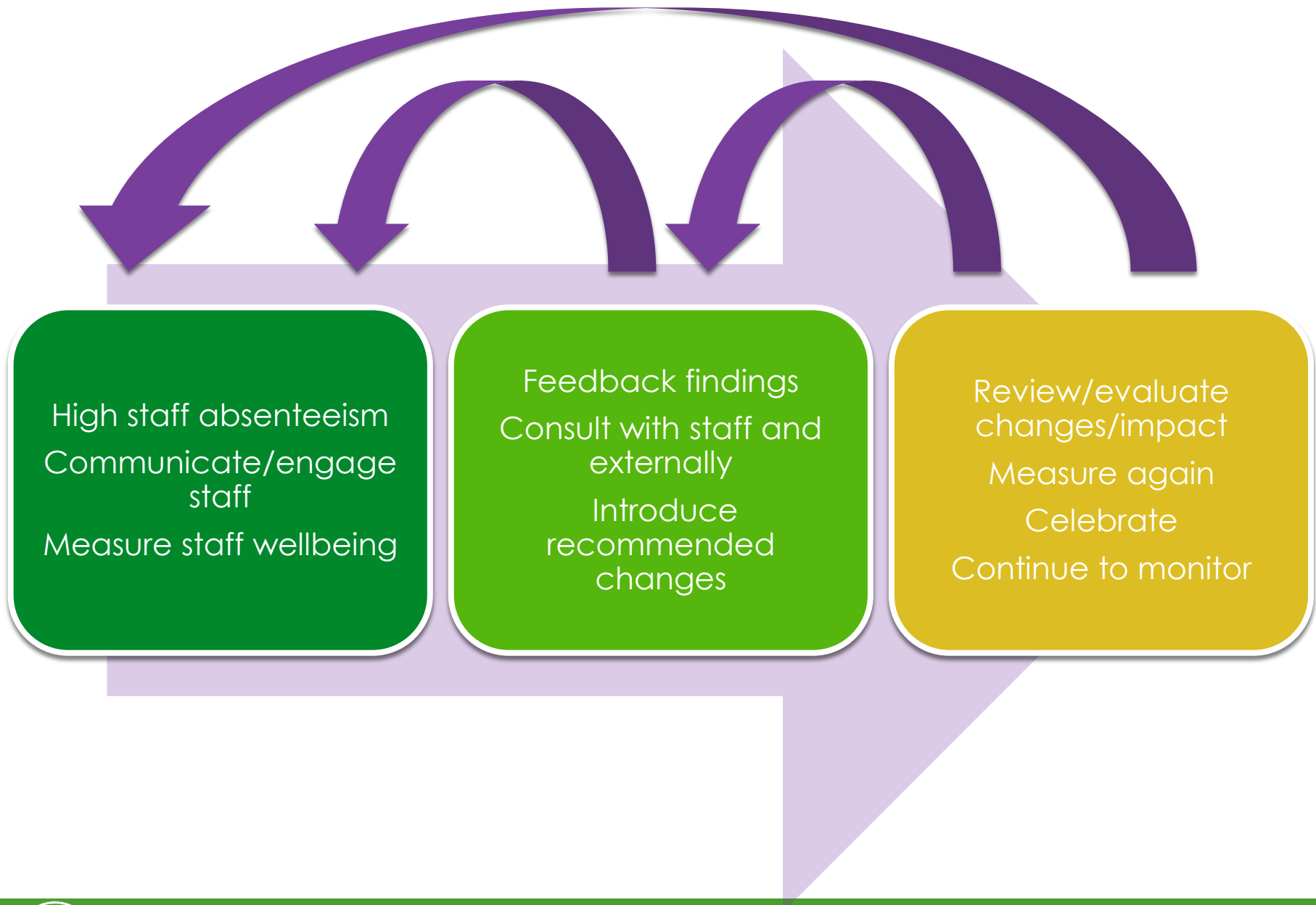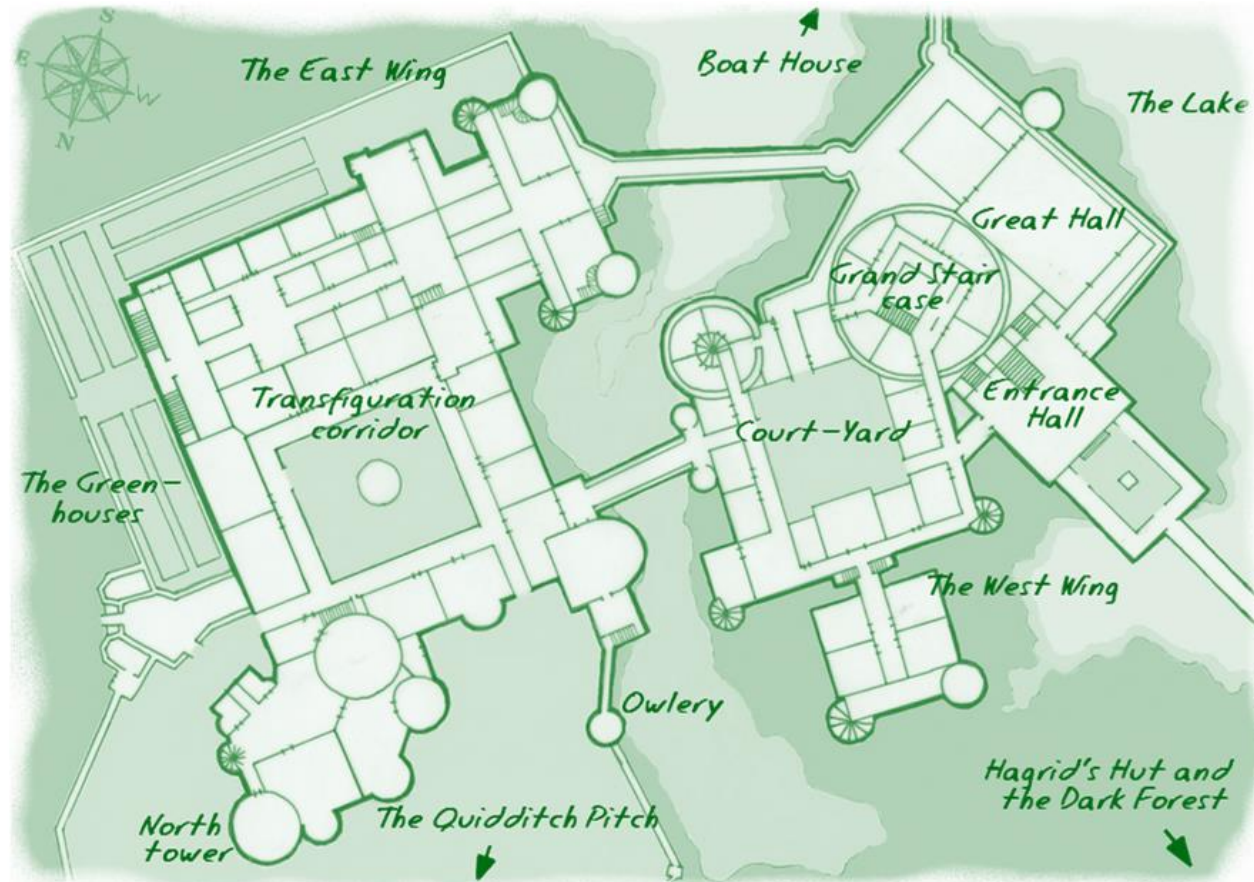
Places

Places

Make a list of all the places that might have an impact on wellbeing

Places

- Consultation
- How do/might places facilitate 'connection'
- A communication friendly environment
- The impact of the physical environment: buildings, outdoor spaces/grounds
- Identified safe spaces and any 'unsafe' spaces
- Who defines safe spaces …and how?
- What part do places play?
  - Reception
  - Classrooms
  - Staffrooms
  - Tech spaces/online/learning platforms

Places

e.g. Nowhere to go for 'respite' when feeling distressed

Distressed students sitting in open areas

Communicate/engage staff and students

Feedback findings

Co Introduce recommended changes

Review/evaluate changes/impact

Measure again

Celebrate

Continue to monitor

www.cwmt.org.uk

Processes

The Charlie Waller Memorial Trust
Depression – let's get talking
www.cwmt.org.uk
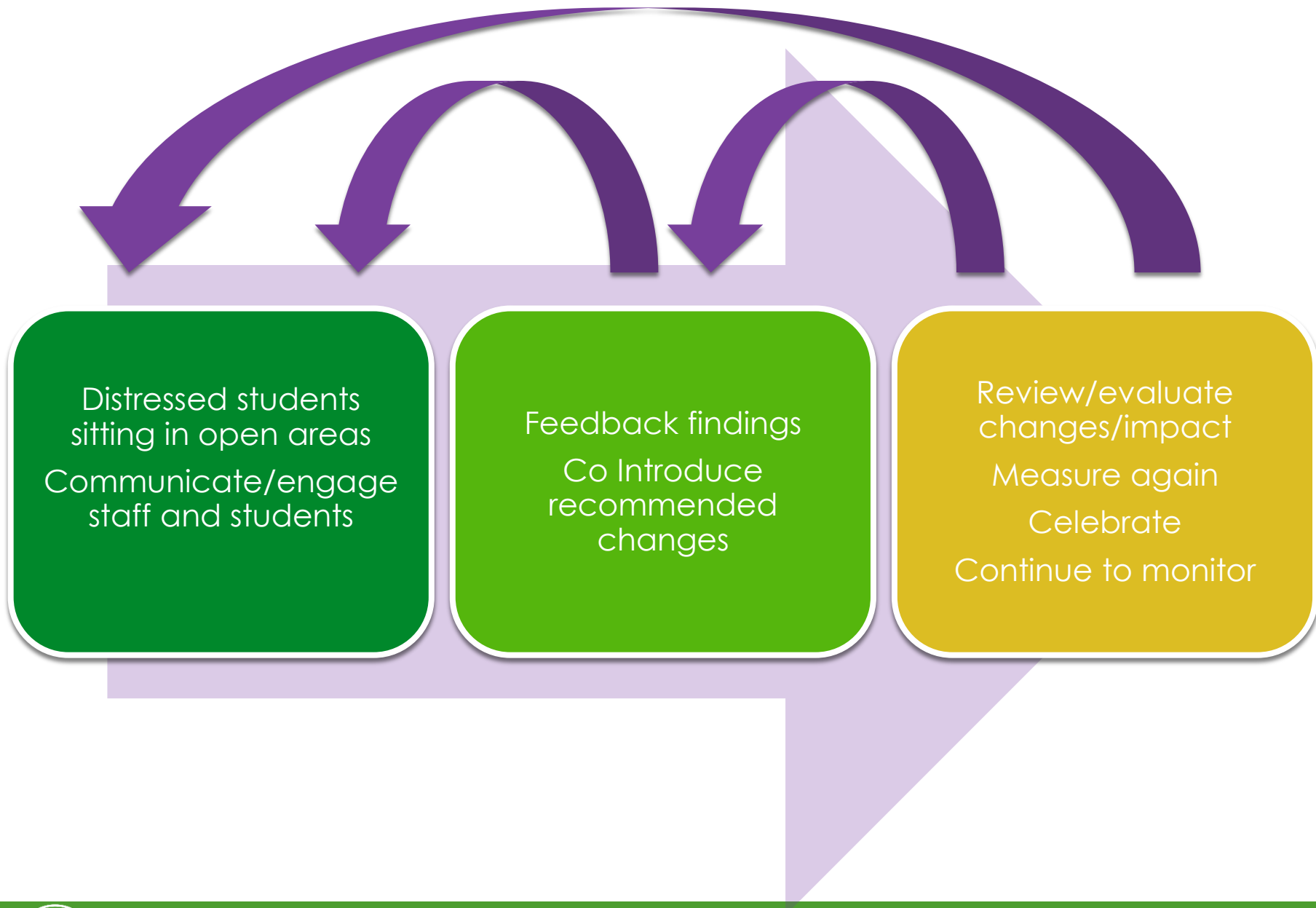
Processes

Make a list of processes that might impact on wellbeing

Processes

- Policy/practice

- MH leads/champions – SLT supportive

- Principles – everybody's business, top down AND bottom up

- Discipline/behaviour management

- Promote positive wellbeing (as important as responding to problems)

- Induction – (parents, pupils, staff) pupil-support

Processes

- Cross-curriculum – what is already happening, where, how can this be developed/drawn upon
- PSHE
- Wellbeing promoting activities
- Role models in the school (staff attending to their own wellbeing)
- Early intervention, promoting wellbeing
- Targeted support/intervention
- Risk/protective factors
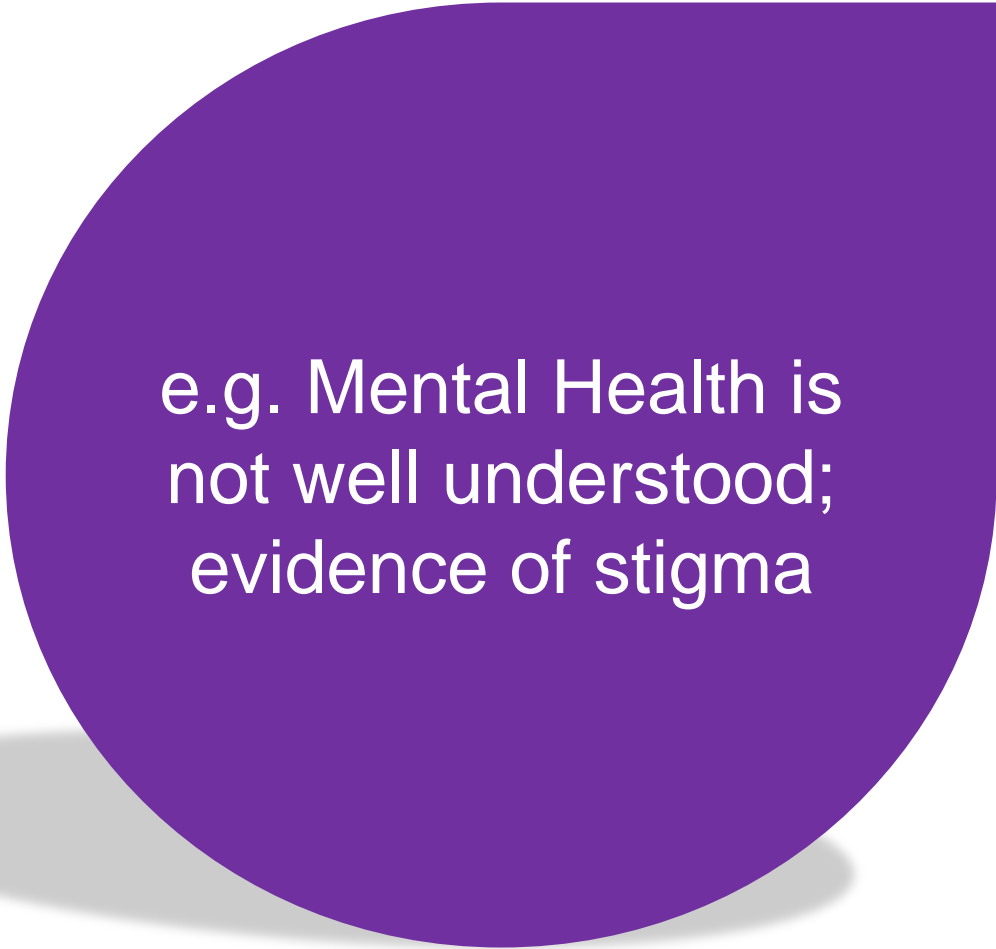
Processes

- Peer mentoring/wellbeing champions
- Pupil planners – info/web
- How to get in touch
- School calendar – plan for… exam stress, transition, school holidays, birthdays/anniversaries/festivals, national days/weeks (e.g. MH Awareness week)

Processes

e.g. Mental Health is not well understood; evidence of stigma

Communicate/engage staff and students

Establish how much is known/understood

Feedback findings

Plan how information/knowledge would best be shared

Introduce recommended changes

Review/evaluate changes/impact

Measure again

Celebrate

Continue to monitor
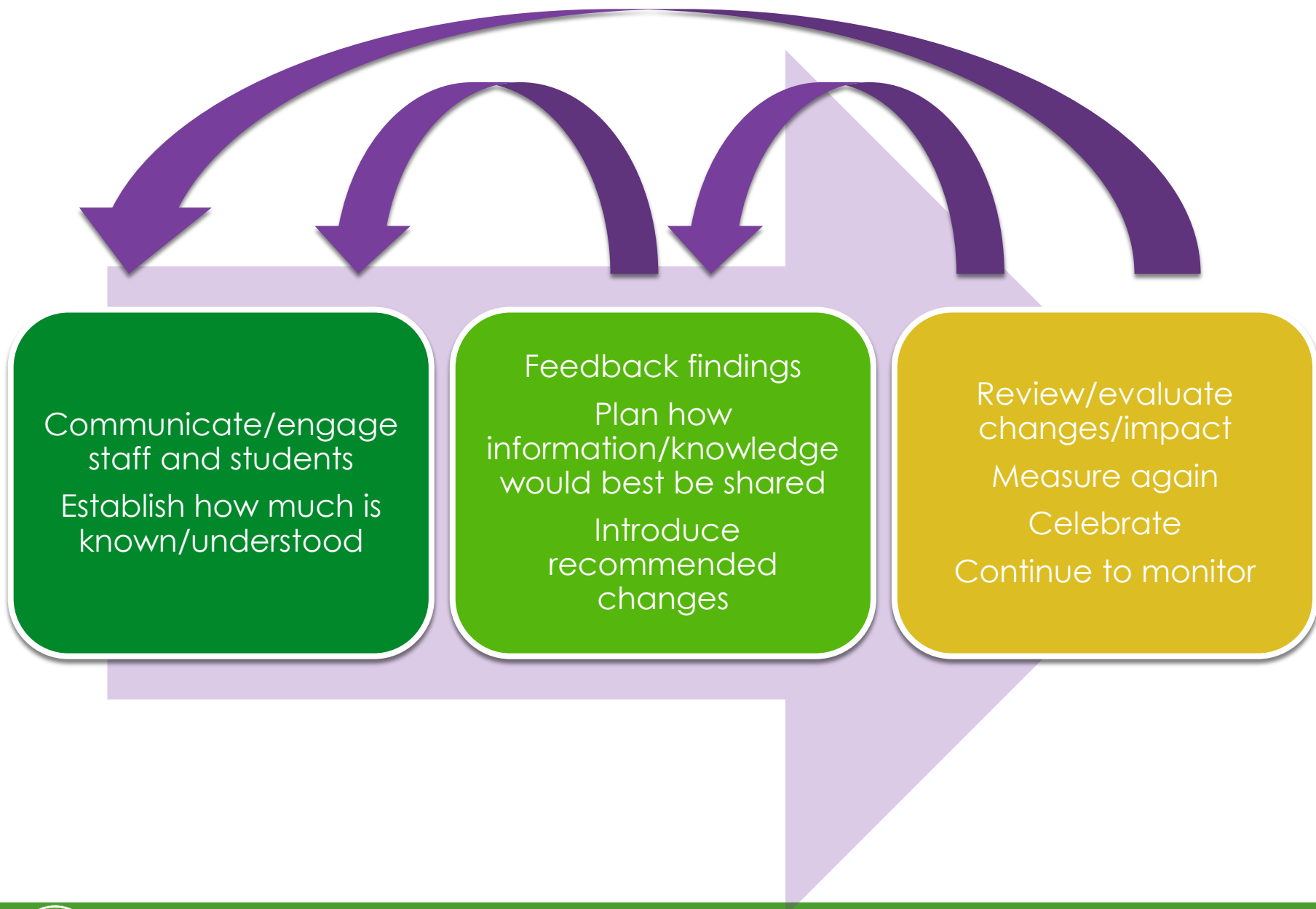
- We can encourage our children to ask for help; however, if they don't see us reaching out for support and modelling that behaviour, they will instead attach value to never needing help.

- We also send strong messages to the people around us, including our children, friends, and employees, when they ask for help, and in return, we treat them differently - as if they are now less reliable, competent, or productive.

Brené Brown

Action plan

- Choose one achievable action in each category

- Fill in the plan

- Unfreeze box – think about how you will know that the change has been successful

Further Sources of Information

www.cwmt.org.uk

www.andyresearchclinic.com

www.youngminds.org.uk

www.minded.org.uk

www.mind.org.uk

www.barnados.org.uk

www.anxietyuk.org.uk

teresa.day@cwmt.org

l.s.pass@reading.ac.uk

Five Ways to Wellbeing

- The mental health equivalent of five portions of fruit & veg per day for physical health

- Strong evidence-base

- Adopt as whole school approach to mental health - good habits for life

Connect...

- With the people around you
- With family, friends, colleagues and neighbours
- At home, work, school or in your local community
- Think of these as the cornerstones of your life and invest time in developing them
- Building these connections will support and enrich you every day

Be active...

- Go for a walk or run
- Step outside
- Cycle
- Play a game
- Garden
- Dance
- Exercising makes you feel good
- Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness

Take notice...

- Be curious
- Catch sight of the beautiful
- Remark on the unusual
- Notice the changing seasons
- Savour the moment, whether you are walking to work, eating lunch or talking to friends
- Be aware of the world around you and what you are feeling
- Reflecting on your experiences will help you appreciate what matters to you

Keep learning...

- Try something new
- Rediscover an old interest
- Sign up for that course
- Take on a different responsibility at work
- Fix a bike
- Learn to play an instrument or how to cook your favourite food
- Set a challenge you will enjoy achieving
- Learning new things will make you more confident as well as being fun

Give…

- Do something nice for a friend, or a stranger
- Thank someone
- Smile
- Volunteer your time
- Join a community group
- Look out, as well as in
- Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you

Give

In younger children…

Be creative/play