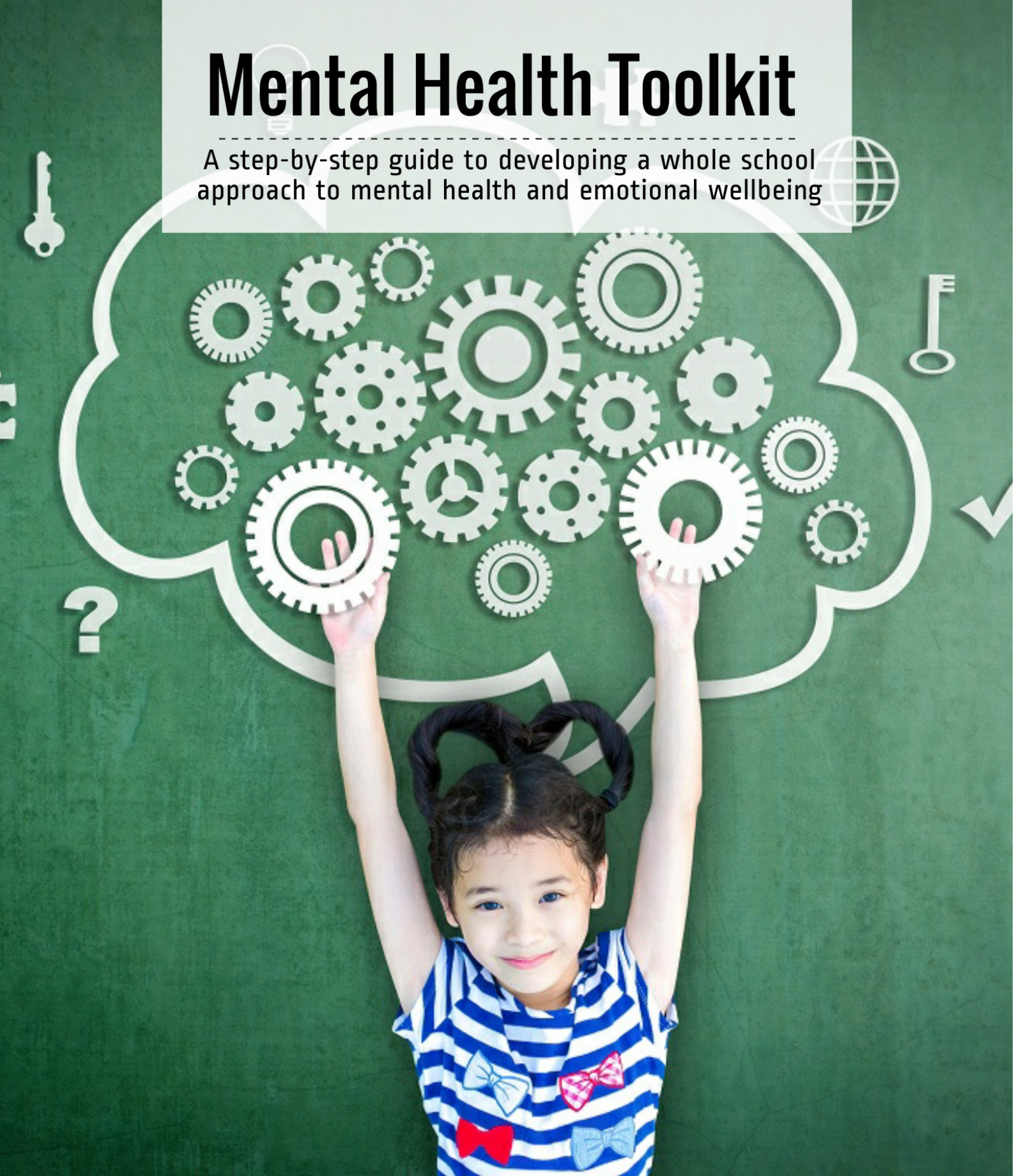# Mental Health Toolkit

A step-by-step guide to developing a whole school approach to mental health and emotional wellbeing

Health Improvement in Schools

Ealing
www.ealing.gov.uk

Healthy Schools
EALING

About the Ealing Health Improvement Team

The health improvement team in Ealing are a trusted and qualified team of experts, providing support, programmes and training in safeguarding prevention, mental health and emotional wellbeing, nutrition and exercise, Relationships and Sex Education (RSE) and PSHE to help improve your pupils' health and achievement.

Nicole McGregor
Nutrition & exercise
Senior health improvement officer

Claire Meade
PSHE & RSE
Health improvement officer

Karen Gibson
Health improvement manager

Stacey Edmead- Payne
Mental health & emotional wellbeing
Health improvement officer

Our Services

All Ealing schools get access to our buy back packages below. For more information on our services, email Karen: KGibson@ealing.gov.uk.

Mental Health Package

Includes two staff INSETs, two modelled mental health lessons, cooling down and mindfulness activities for pupils, two parent workshops and six central trainings on mental health.

Awards & Training Package

Includes six practical workshops to help you achieve the Healthy Schools London awards, access to our partnership, a celebration event, plus a choice from over 30 training workshops.

4 Day Bespoke Package

Provides four days of bespoke work, surveys to measure impact, an impact report and phone and email support. Schools can also buy back a single day of mental health support.

Contents

Welcome

About the toolkit

This toolkit was developed by Stacey Edmead-Payne, the health improvement team's mental health and emotional wellbeing officer. Stacey is a systemic practitioner with over six years experience working in social care supporting children and families with mental health problems. Stacey joined the health improvement team in September 2016 and has been working closely with Ealing schools and local services to develop the mental health champion role.

This toolkit is for mental health champions or senior leaders responsible for addressing mental health and emotional wellbeing at school. It includes information and practical approaches to support primary and secondary school senior leaders to implement a whole school approach to emotional wellbeing.

This toolkit provides the necessary tools to help schools assess their current provision and develop a plan to promote positive mental health across the school community.

Main sections in the toolkit

There are three main sections in this toolkit.

• Section 1: Background

Information about the whole school approach framework and why building resilience in pupils is so important.

• Section 2: 7 step guide

A step-by-step guide to planning and implementing a whole school approach to mental health.

• Section 3: Appendix

A resources section including links to surveys, lesson plans, templates and activities.

Why use the toolkit

1 Evidence shows that the only effective long term way to improve children's mental health is to have a whole school approach.

2 This toolkit follows government recommendations and is closely linked to the 'promoting mental health in schools' 2015 report from Public Health England.

3 This toolkit checklist will help mental health leads ensure all parts of the school community are involved in addressing the mental health and wellbeing of pupils.

What role do schools have?

Background

In 2015 the Department of Health and NHS England published the 'Future in Mind' report to propose a five year plan to improve mental health services for children.

Did you know that one in ten children need support for mental health problems ranging from short spells of anxiety to severe long term illnesses? The majority of mental health problems have developed by the age of 14, therefore early intervention is vital to avoid young people falling into crisis, resulting in longer term interventions in adulthood.

What impact can schools have?

A whole school approach to mental health and emotional wellbeing means that resilience is embedded into school culture.

It ensures that key messages are consistent across staff, pupils, parents; both in the classroom and outside of lesson time.

This will lead to the development of a resilient community which will enhance the development of positive mental health and academic achievement in pupils.

Why is resilience important?

Building resilience in children is about supporting them to cope with adversity and learn from failure or difficult life events.

There are several factors which contribute to the development of resilience:

• Supportive families
• Positive self-esteem
• A sense of belonging
• The ability to communicate and problem solve
• Positive friendships and relationships with adults
• Participation
• Aspiration.

"Ann Masten describes resilience as 'Ordinary Magic', meaning that in many cases, a resilient outcome doesn't come about as a result of something particularly earth shattering happening, it's just everyday stuff, like getting a teacher to give a bit more attention to a particularly disadvantaged child for example. She defines resilience as a 'Positive adaptation to adversity despite serious threats to adaptation or development'."

- BoingBoing.org.uk

Prevention of mental health problems

Identification of emerging issues

Signposting to early help

Access to specialist support

The Whole School Approach

The department of education (DfE) identifies a whole school approach to promoting good mental health as a key protective factor for children's mental health and all schools are encouraged to take this approach.

To implement a whole school plan, it is essential to have support from the senior leadership team to ensure that all efforts to promote mental health and wellbeing are accepted and embedded in the school community.

The diagram below outlines the whole school approach model based on the 'eight principles to promote emotional health and wellbeing in schools and colleges**.

A whole school approach can:
- Ensure that all parts of the school are working coherently together
- Develop a supportive school and classroom environment
- Ensure staff stress levels are being addressed
- Help pupils and families cope with change and new challenges.

Whole school approach model:

School vision and environment

Staff development and wellbeing

Targeted support

Leadership and mangement

Curriculum and social emotional learning

Working with parents/carers

Measuring and monitoring

Student support and pupil voice

6

**Public health 2015

Step-by-step guide
to developing a whole school mental health plan

The whole school approach is an evidence based model to help schools create a sustainable mental health and emotional wellbeing plan. Follow the seven steps below to successfully promote and address positive mental health initiatives that have buy in from staff, parents and pupils.

step 1 Set up a working group

step 2 Plan and prepare your policy and practice

step 3 Develop staff support and training

step 4 Develop support for parents

step 5 Introduce mental health lessons into the curriculum

step 6 Provide targeted support for vulnerable pupils

step 7 Review, monitor and evaluate

Set up a mental health working group

To develop a whole school approach to emotional wellbeing - staff, governors, parents and pupils need to be involved. To make this happen, ensure a working group has been set up first.

The main roles and responsibilities of this group will be to:

• Decide on a clear vision
• Develop a strategic plan
• Implement, monitor and review the plan
• Promote emotional wellbeing initiatives

Working group members will play a vital part in creating the vision and must be prepared to commit to the mental health working group.

A suitable working group may already exist in your school, such as a safeguarding board or the senior leadership team and emotional wellbeing can be prioritised in this domain.

Before you embark on the next steps, carry out a baseline survey to help you identify your aims.

This data may highlight particular areas to focus on such as lack of staff confidence in identifying vulnerable children or working with parents. You will find an example of a baseline survey on **page 22- 24**.

Once you have analysed the results of your baseline survey, the working group should meet to agree on a vision for the school, decide on your aims and produce an action plan to reflect the priorities for mental health and emotional wellbeing in the school.

Case study 🔍

Hitchin Girls School is developing a whole school approach to emotional wellbeing titled Re:mindme. Its psychology teacher has established a working group that includes staff and students. Support from the head and senior staff is helping to ensure effective implementation. Staff have been encouraged to think about their own emotional health and wellbeing and how they can be role models for the students.

Your working group should have at least three members and include:

• A senior leader
• A safeguarding lead
• PSHE co-ordinator
• Governor
• Student council
• Staff training lead
• SENCO.

The working group lead may be a member of senior leadership, who will not only co-ordinate meetings but be the champion for mental health and emotional wellbeing in the school. This will involve ensuring the group has clear objectives and communicate regularly through meetings or by other means.

Plan an prepare your policy and practice

Now that you have agreed on your vision to address the mental health of pupils, it is important to embed it in your school. Constructing a policy ensures that everyone is made aware of the plan and that it is used consistently across the whole school community.

As a school there may already be policies in place, such as an anti bullying policy and safeguarding policy, which can be added to, to reflect how the school aim to promote positive mental health and emotional wellbeing.

On **page 31** you can refer to guidance and an example policy to ensure that the wellbeing needs of staff and pupils are being met.

Sharing your policy with all stakeholders will ensure all parties are on board with the vision and are part of the planning moving forward.

Ask the members of your working party to get feedback on the policy from staff, students, parents and governors. It is important that there is agreement from everyone involved before finalising the policy.

Then consider how you will share the policy; This can be done in a number of ways:
• Parent letters
• Staff briefings
• Schools website
• Assemblies

You can contact Stacey for more ideas to assist you with this process.

Case study

Grey Court School used restorative approaches as a way of embedding a positive ethos. Restorative approaches is used to promote resilience in young people by helping them to resolve issues of conflict and raise the profile of student voice. Staff and students have created a relationship policy which sets out their vision of a restorative school and has ontributed to excellent behaviour at this outstanding school.

Develop staff training and support

Staff wellbeing and understanding plays a vital role in developing the emotional wellbeing of pupils and ensuring that school is a safe and welcoming place to be.

To identify the needs of staff, your working group can carry out a staff audit which will inform you of any gaps in support and training.

This audit can include:
- Staff survey to establish current levels of wellbeing
- Staff training needs analysis
- Staff attendance analysis

Examples of audit tools can be found on **pages 22-25** of the appendix.

In addition to this it may also be helpful to run a staff focus group to explore views on the current support and training in place for staff and identify further need.

How will staff needs' be met?

A school with resilient pupils must also have resilient staff who feel able to talk about mental health, manage their own wellness and are confident in supporting others.

To provide a holistic package of support and training for your staff, it is important to consider a range of practices that target each area of need that has been identified from the audit and focus group.

Ensure all staff are represented in appropriate levels of training such as janitors, family support and administrative staff.

You might develop staff resilience by:

- Training staff in mental health awareness
- Training staff on how to teach mental health and respond to children's emotional needs
- Promoting staff wellbeing to address stress levels
- Promoting professional development
- Signposting staff to support services
- Developing return to work procedures
- Building supportive and trusting staff relationships.

You will find further guidance on how to put these practices in place in the appendix on **page 31.**

Case Study

Bristol University is undertaking a research project that is looking at the effects of providing school staff with support for their wellbeing via a peer support service, and training in supporting student wellbeing using Youth Mental Health First Aid (MHFA). The project is called Wellbeing in Secondary Education (WISE).

Develop support for parents and carers

Consistent messages across school and home is needed to have a greater impact on a child's emotional wellbeing and academic resilience. Parents who are well informed are in a better position to support the work in school.

There may already be systems in place to communicate with parents, so it is important to consider what is already working. A member of your working group can identify gaps in support for parents using the following methods:

- Hosting a coffee morning event
- Conducting a parent survey
- Running parent focus group
- Collecting staff feedback

You will find a leaflet designed for parents on **page 31** of the appendix.

Are there effective partnerships with parents?

There will be challenges when trying to build relationships with parents.The following practices can be used to strengthen partnerships with parents:

- Hold a mental health information session for parents
- Host a community event, e.g health fair, mental health pop up or summer barbeque
- Promote an open door policy
- Ensure office staff are friendly and welcoming
- Communicate regularly. e.g via newsletters.

How to work with vulnerable parents?

To engage parents with additional needs you will need to:

- Adopt an inclusive approach, ensuring there is joint planning with every parent
- Provide school based support to parents with additional needs. e.g a parenting course
- Signpost parents to local support services
- Use an Early Help Assessment Plan (EHAP) to work closely with external agencies supporting vulnerable families.

Case Study

Dormers Wells Junior have a parent advisor who works with vulnerable families. After completing training with The Anna Freud Centre, she now runs multi family groups every week with the school psychologist.

Introduce mental health into the curriculum

It is essential that PSHE education teaches pupils about emotional wellbeing, as well as developing self-awareness, self-esteem and critical thinking skills. Teaching about mental health is more effective when it is taught from the early years. Equipping young children with strategies such as asking an adult for help will encourage them to use positive ways of coping in high school and adult life.

What programme of study is suitable for the pupils in your school?

The Ofsted inspection criteria states that teaching must promote pupils, spiritual, moral, social and cultural development. There are several schemes of work which cover a range of emotional wellbeing topics. To choose what is right for your school based on the needs of the pupils and time allocated, you can audit your current scheme of work by:

- Observing lessons to identify any gaps in teaching children skills to build resilience
- Analysing pupils involvement in enrichment activities
- Organising a pupil focus group to find out their understanding of their own wellbeing and their views on mental health
- Analysing the results of your latest HRBS survey
- Carrying out an emotional wellbeing survey

● Primary schools

According to NICE guidelines, primary lessons should integrate the development of social and emotional skills within all subject areas. These skills include problem-solving, coping, conflict management and resolution, and understanding and managing feelings. Topic areas might include:

- Resilience
- Healthy coping strategies
- Asking for help
- Stress management

Case Study 🔍

In addition to teaching mental health in PSHE, Cardinal Wiseman School have introduced Wellbeing Weeks where the entire school are involved in wellbeing activities. Activities include mental health awareness assemblies, natural beauty lessons, Samaritans workshops, mental health talks for staff and yoga classes after school.

● High schools

NICE guidelines recommend that secondary lessons promote positive behaviours and successful relationships and help to reduce disruptive behaviour and bullying by integrating social and emotional skills development within all areas of the curriculum.

The curriculum should build on learning in primary education and be sustained throughout their education, reinforcing learning through extra-curricular activities and enrichment days.

Topic areas might include:

- Mental health and stigma
- Mental health problems, such as self-harm
- Ways to improve wellbeing
- Managing stress or anxiety

Top tips for teaching about mental health

1 Ensure all teachers have had the appropriate training and are aware of support systems in place if they have any concerns about their own wellbeing while teaching about sensitive topics.

2 Inform parents about the lessons and ensure parents are aware of how to support their children if they were to discuss any concerns.

3 Discuss the topic you will be covering in the lesson with support staff so this can be discussed in advance with any vulnerable pupils before the lesson. If necessary they may need to withdraw from the lesson.

4 Get pupils to lead on ground rules for the lesson and display these rules in the classroom. For example, confidentiality, openness and listening to others.

5 Reassure pupils that although participation is encouraged they can choose not to participate in a particular activity.

6 Do not use case studies that are too similar to the circumstances of your pupils. Instead use fictional characters, role play, puppets or film clips. For older children inviting a trained visitor with a personal experience of a mental health problem is particularly engaging if relevant to your lesson.

7 When discussing the dangers of self-harm, do not describe specific methods of self-harm or suicide including how people may hide harm as vulnerable children may copy what they learn.

8 Include light-hearted and creative activities; this is a particularly useful way to end the lesson to help pupils feel ready for their next lesson.

9 It is likely that some children will feel more able to talk about their personal experience after the lessons. Ensure that any disclosures are made to staff in a one-on-one setting and not encouraged in the class.

10 Follow your schools safeguarding policy if you have any concerns about a pupil.

11 Make sure all pupils are aware of who they can approach at school and in the local community if they are worried about themselves or a friend. It would be helpful to have a member of staff available for pupils to talk to straight after the lesson.

12 Revisit the learning regularly through other subjects, activities, assemblies or events such as mental health awareness week, encouraging pupil voice.

Case study: Ellen Wilkinson

The Ellen Wilkinson School for girls focused on pupil wellbeing for their silver Healthy Schools London award. The school implemented a range of activities to embed mental health and emotional wellbeing and used wellbeing surveys to gather baseline data which they will use in their evaluation to achieve the gold award.

Promoting pupil mental health

Young Happy Minds, wellbeing lessons teach pupils about the science of happiness, resilience and strategies to manage their emotions.

Pixel Edge programme is introduced in year 7 and aims to empower pupils with the attitudes and attributes essential for employability and life.

Time to change, mental health awareness activities are used to promote mental health and encourage discussion amongst pupils about stigma and coping with stress.

Enrichment days are delivered to compliment national awareness days and reinforce key learning from PSHE lessons.

Cybermentor programme is in place for pupils to access support from their peers via drops-in related to cyberbullying.

External speakers are invited to talk to pupils about their personal experience of mental health problems.

Assemblies address topics such as mental health and relationships and empower pupils to become positive role models through social action such as fundraising for charities.

Student council enables pupils to be involved in the planning of new wellbeing activities and promotes pupil voice.

Ellen Wilkinson's **silver award** can be found on EGFL.

Provide targeted support

There will be a number of identified children in your school who are more at risk of experiencing poor mental health. This may be due to the child being in care, being a young carer, an LGBT pupil, a young offender or having a family with a history or mental health problems. In addition to this children with special educational needs such as autism or a disability are more likely to suffer with mental health problems.

Identifying vulnerable pupils

Any child can develop a mental health problem. Although there is not a clear cause, it is important to be aware of the triggers. These may include:

- Bereavement or trauma
- Peer relationship problems such as bullying
- Difficulties with family relationships
- Exam stress
- Transitioning to a new school
- Illness in the family
- Getting in trouble at school or the police
- Anniversaries of a difficult time

Case Study

Kings Hedges Primary School commissioned a local charity to provide a counselling service that provides one-to-one counselling and mentoring. It works with young children uses a play and arts based approach to develop coping strategies which helps improve pupils' school performance.

Evidence based programmes

Evidence-based programmes are a recommended way to make a significant impact on a pupils behaviour and attainment.

Ensuring that there is targeted support for vulnerable children is crucial in preventing mental health problems, exclusions or a drop in attainment. It is advisable to recruit a specialist agency or staff member to deliver programmes initially to ensure they are implemented authentically.

Targeted provision could be a combination of one to one and group work which may include:

- On site counselling
- Nurture group
- Mindfulness in schools programme
- Friends for life programme
- Social skills group
- Mentor/ support worker
- Teens and toddlers programme
- Pyramid Club for withdrawn children.

Identifying specialist pathways

Working closely with outside agencies such as Ealing Children's Integrated Response Service (ECIRS) will ensure that clear pathways for help and referrals are in place for staff to follow.

It is important to respond to difficult behaviour with clear consequences as set out by your behaviour policy. However, careful consideration of the causes of this behaviour and what further support is needed must be discussed before exploring alternative provision. It is helpful for schools to discuss how they can complement SAFE or CAMHS intervention, for example.

For guidance on specific support for looked after children, refer to the guidance by the NSPCC on **page 31**.

A toolkit for supporting children with autism and their mental health can be found in the appendix on **page 31.**

Review, monitor and evaluate

Public Health England highlights the need for appropriate identification and referral of vulnerable children as one of the 8 principles of taking a whole organisation approach to promoting children's emotional wellbeing.

In each step of this toolkit, an audit has been recommended for schools to establish baseline data which will inform the main priorities for mental health provision. There are two main reasons why a school may wish to review and evaluate their practice.

1. To identify vulnerable pupils or families and signpost to early targeted support, ensuring quicker access to services

2. To establish the impact of early help and targeted services such as counselling, which will help to inform decisions on what services to commission.

● Measuring impact

There are many different ways to measure the impact of interventions and activities throughout the school.

These could range from simple feedback forms or surveys to gauge an overall picture of the strengths or needs for pupils; to validated wellbeing measures for vulnerable pupils.

● Measuring tools

Here are some measuring tools that have been used in schools:
HRBS survey (which encompasses the Warwick Edinburgh mental wellbeing scale)
Me and my learning survey
Wellbeing framework measure
Healthy Schools London award

For further guidance, refer to the Anna Freud toolkit on **page 31.**

Achieving a bronze, silver and gold Healthy Schools London award is one way to effectively review and evaluate the overall impact of your whole school approach to mental health.

Mental health working group checklist

step 1
Set up a working group
- Who will be part of your working group?...
- When and how will you collect baseline data?..
- How often will your working group meet?...
- What is your vision for the school?..

step 2
Plan and prepare your policy and practice
- Who will update your schools' policy?...
- When and how will you consult with staff, parents and pupils?.........................
- How will you share the policy with the school community?......................................

step 3
Develop staff and training
- Who will carry out the needs assessment?...
- How will local training be shared with staff?...
- How will you promote staff wellbeing?..

step 4
Develop support for parents and carers
- When and how will you consult with parents and carers?.................................
- Who will lead on work with parents and carers?..
- How will you build partnerships with parents?...
- Who will manage and coordinate a parenting programme?..................................
- How will you involve outside agencies?..
- How will you promote support services to parents and carers?..........................

step 5
Introduce mental health into the curriculum
- Who will carry out the needs assessment?...
- How and when will you consult with pupils?..
- What programme of study will be using and when will it be taught?.....................
- How will you launch and/or assess the new lessons?...
- How will you inform parents, carers and support staff about the new lessons?......

step 6
Provide targeted support
- How will vulnerable pupils be identified and what support is available at school?..
- Who will manage and co-ordinate the support for vulnerable families?..................
- How will you share information with outside agencies?..

step 7
Review, monitor and evaluate
- How and when will you review your mental health plan?...
- Which measuring tools will you use to monitor the impact of interventions?...........
- How will the evidence be recorded?...

Resources and support

Health Improvement bespoke support

The Ealing health improvement team can help schools implement mental health activities in each component of the whole school plan.
Activities include:

• Conduct a baseline survey
• Train staff in various mental health topics
• Teach mental health lessons to pupils
• Deliver a parent workshop about mental health
• Deliver a school assembly to launch your mental health lessons
• Help schools implement all seven steps outlined in this toolkit.

For more information on the support we can offer, email Stacey:
PayneS@ealing.gov.uk

PSHE toolkit

The PSHE toolkit for primary schools includes, resilience lesson plans, templates and training powerpoints which are available to download and modify from our website: www.egfl.org.uk/healthy-schools.

Appendix

The topic is mental health is vast and there are a range of mental health problems affecting the children in your school. However it is beyond the scope of this toolkit to explain each one in detail. In this section you will find further information and signposting to relevant guidance and information about mental health problems. Links to practice examples and resources for each step of the toolkit can also be found in this section.

Appendix

Pupil wellbeing measuring tool

Primary schools

http://www.corc.uk.net/media/1506/primary
-school-measures_310317_forweb.pdf

THE SHORT WARWICK-EDINBURGH
MENTAL WELLBEING SCALE (SWEMWBS)

Below are some statements about feelings and thoughts.

Please circle the answer that best describes your experience of each over the last 2 weeks

STATEMENTS	NONE OF THE TIME	RARELY	SOME OF THE TIME	OFTEN	ALL OF THE TIME
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

5   Wellbeing Measurement Framework for Secondary Schools

Pupil wellbeing measuring tool

High schools

http://www.corc.uk.net/media/1517/blf17_20-
second-school-measuresbl-17-03-17b.pdf

THE SHORT WARWICK-EDINBURGH MENTAL WELLBEING SCALE (SWEMWBS)

Below are some statements about feelings and thoughts.

Please circle the answer that best describes your experience of each over the last 2 weeks

STATEMENTS	NONE OF THE TIME	RARELY	SOME OF THE TIME	OFTEN	ALL OF THE TIME
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

5   Wellbeing Measurement Framework for Secondary Schools

Stigma audit tool

https://www.cornwallhealthyschools.org/mh-resources/ss-survey/

STOP Stigma Survey (student version)

Class: _____   Male ☐   Female ☐   Date: _____

This is an **anonymous and confidential** survey about what you know / think about Mental Health. It is being used at the beginning and end of a project you are going to do in school called **'STOP Stigma'.** The survey will help us evaluate the project. No-one will see your individual answers. We have only asked for class / gender information so that we can compare **groups of results** when we repeat the survey at the end of the project. Please read the statements below and tick one of the boxes labelled 1 to 5. Please answer as truthfully as possible. There are no 'right' or 'wrong' answers and this is not a test.

		1 strongly disagree	2 disagree	3 neither agree nor disagree	4 agree	5 strongly agree
1	Anyone can have a mental health problem.	☐	☐	☐	☐	☐
2	I would be too embarrassed to tell anyone that I had a mental health problem.	☐	☐	☐	☐	☐
3	I would be happy to have someone with a mental health problem at my school or place of work.	☐	☐	☐	☐	☐
4	Mental health problems are not real illnesses in the same way that physical illnesses are; people with mental health problems should just 'pull themselves together'.	☐	☐	☐	☐	☐
5	People with mental health problems are likely to be violent.	☐	☐	☐	☐	☐
6	It's easy to spot someone with a mental health problem.	☐	☐	☐	☐	☐
7	Once you have a mental health problem you have it for life.	☐	☐	☐	☐	☐
8	Medication is the only treatment for mental health problems.	☐	☐	☐	☐	☐
9	Someone with a mental health problem should have the same right to a job as anyone else.	☐	☐	☐	☐	☐
10	I would not want to live next door to someone with a mental health problem.	☐	☐	☐	☐	☐

STOP Stigma: Students Together Overcoming Prejudice and Stigma

Teacher questionnaire

Please read the statements below and tick the most relevant response.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I teach about mental health topics once a week					
I feel confident delivering wellbeing lessons					
I have received adequate support/training for teaching mental health topics					
Mental health and wellbeing lessons are well planned and easy to useis well resourced in this school					
The mental health is inlcuded in the PSHE scheme of work we use					
I feel confident assessing PSHE education					
Students gain valuable skills in mental health lessons					
Students find mental health lessons enjoyable and engaging					

Other comments:

_____

_____

_____

_____

PSHE Education audit

Please tick the most relevant response to each of the statements below

	Yes	No	Comments
Is PSHE taught weekly?			
Does the school teach mental health lessons as part of PSHE?			
Do teachers feel confident teaching mental health lessons?			
Do you assess teacher's confidence in teaching mental health lessons?			
Do you have systems in place to support teacher's delivering PSHE and aid their confidence?			
How many teachers have undergone PSHE related training in the last three years?			
As a PSHE coordinator do you get a TLR?			
Do you get time allocated out of class to do PSHE related work?			
Does your school have INSETs focused on mental health?			
Do you collect PSHE evidence and assessment from teachers once a half term?			
Do you carry out pupil conferencing sessions?			
Do you observe mental health lessons?			

Top three actions:

1.

_____

2.

_____

3.

_____

Mental Health action plan

Planned Outcome(s)	Success indicators	Activities	CPD needed	Lead and Job Title	Timescale	Monitoring and Evaluation
What do you want to improve?	How will you know you are on your way to achieving your outcome?	What are you going to do to achieve your outcome?	What training/support will you need to achieve this outcome?	Who will lead the work?	How long will it take to achieve?	What will you use to measure your success and demonstrate your improvements?

Mental health observation template

Teacher:	Observer:	Date and time:
Year group:	Subject:	Number of pupils:

Topic/theme:	Learning objective:

Recap of previous learning:	Games used to open discussion:	Assessment:

SMSC and safeguarding links:

Summary of main points:

Key strengths:

Agreed areas for development:

Ofsted mapping framework

Ofsted judgement: Overall Effectiveness – Spiritual, Moral, Social and Cultural development.	Evidence
The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.	● Pupil voice surveys: What questions do you ask the pupils in your school? Use this data to plan interventions and target groups of children. ● Pupil conferencing: Every half term work with a group of pupils from your school (representing the demographic at your school – ethnicity, gender, ability, religious beliefs) and discuss what it is like to be a pupil at your school. ● HRBS Results: Results and comparisons from all questions could be used to demonstrate impact of school interventions and improvements in pupil's SMSC outcomes. Provide a clear comparison of results overtime and list interventions delivered as a result of these findings. ● London Healthy School bronze Award : As this is an audit tool it can be used to show how you have audited and improved the SMSC provision at your school. ● Education visits to places of worship: Have pictures and pupil's responses to these visits as evidence of how you are developing the children's awareness of and tolerance for a variety of religions. ● Collect annotated planning for PSHE: this will provide evidence for SMSC development across the school ● Record of interventions: record how you identified children for SMSC based interventions (social skills, pyramid club etc.) and record the impact of this intervention.

Ofsted mapping

Ofsted judgement: Personal Development behaviour and Welfare	Evidence

Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
 	
Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
 	
Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
 	
The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
 	
Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
 	
Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
 	
Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.
	● Behaviour:
	  - Current behaviour and rewards policy
	  - Anti-bullying policy
	  - Records of bullying (type, rate, patterns, action taken) and how effective the response is
	
	● Pupils:
	  - Views of pupils, staff, parents/carers
	  - Attitude of pupils and extent of their understanding and response to risk
	  - Evidence of strategies employed to improve behaviour, improve attendance and punctuality and deal with extreme behaviour
	  - Pupil voice questionnaires impact of results
	
	School Surveys:
	● - Schools own analysis and response to behaviour
	  - Observation of pupil behaviour
	
	Staff:
	● - Record of support for staff
	  - Evidence of strategies employed to improve behaviour, improve attendance and punctuality and deal with extreme behaviour
	
	HRBS results relating to the following topics:
	● - Bullying
	  - Attitudes to school
	  - Feeling safe at school
	  - Trusting school staff
	  - Keeping safe online
	  - Emotion health and wellbeing (dealing with feelings, being confident)
	  - Relationships (with parents, peers other adults)
	  - Domestic violence
	  - Risk taking behaviours (smoking, alcohol or drugs)

Practice examples

Leadership and management

www.cypmhc.org.uk/resources/hitchin_girls_school/

Policy and practice

Grey Court School
Sharon Mercer- Director of Wellbeing

Staff development

www.cypmhc.org.uk/resources/epsom_downs_primary_school_childrens_centre/

Parents and carers

www.bris.ac.uk/social-community-medicine/projects/wise/ practice

Dormers Wells Junior School
Lolita - Parent Advisor

Curriculum

www.cypmhc.org.uk/resources/samuel_rhodes_primary_school/

Cardinal Wiseman
Annie Benton - PSHE co-ordinator

Targeted support

www.cypmhc.org.uk/resources/wellington_college/

Ealing Schools Counselling Partnership
Toni Metcalf- Manager

Mindfulness in schools
https://mindfulnessinschools.org/

Monitoring and evaluating impact

www.cypmhc.org.uk/resources/kings_hedges_educational_federation/

Resources and further reading

Leadership and management

Mental health policy guidance
https://www.cwmt.org.uk/mental-health-policy

Staff development

Ways of wellbeing
https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/

Staff training
Contact Stacey

Staff support
https://www.educationsupportpartnership.org.uk/helping-your-staff/employee-assistance-programme?
gclid=EAIaIQobChMIgJGfiafF1QIVyr_tCh2VJgKaEAMYAyAAEgKTMPD_BwE

Parents and carers

Mental health leaflet for parents
https://www.time-to-change.org.uk/sites/default/files/Parent%20leaflet%20-%20FINAL%20%282%29_0.pdf

Pupils

Self help guide for high school pupils
http://www.actionforhappiness.org/media/80220/great_dream_-_10_keys_to_happier_living_download_formatted_v7.pdf

Curriculum

Lessons, assemblies and exercises to address stigma
https://www.time-to-change.org.uk/resources-youth-professionals/session-plans

Resilience primary school lessons
Contact Stacey for a copy

https://youngminds.org.uk/media/1463/the_resilient_classroom-2016.pdf

Targeted support

Children with autism
https://www.ambitiousaboutautism.org.uk/sites/default/files/Know%20your%20normal%20research%20report.pdf

Looked after children
https://www.nspcc.org.uk/globalassets/documents/evaluation-of-services/preventing-treating-mental-health-looked-after-children-summary

Monitoring and evaluating impact

Measuring mental health toolkit
http://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf

Resources and further reading

ChildLine
A free and confidential support service for children
Tel: 0800 1111
www.childline.org.uk

Young Minds
Information for young people about emotional and mental health issues.
www.youngminds.org.uk

My CAMHS Choices
Have you just been referred to CAMHS and want to find out more? My CAMHS Choices is a website which provides information and videos with clinicians and young people, about different types of help and diagnosis.
http://mycamhschoices.org/

Head Meds
HeadMeds provides web based (and soon to be mobile ands tablet app based) access to inform about mental health medications for young people. It is written in straight forward language.
www.headmeds.org.uk

Ask Frank
Open and honest information about drugs and where to get support.
www.talktofrank.com

The Hideout
Offers support to young people living with domestic abuse
www.thehideout.org.uk

Samaritans
A 24-hour service offering confidential emotional support to anyone who is in crisis
Helpline 08457 90 90 90
www.samaritans.org

Contact a family
Information for families with disabled children
www.cafamily.org.uk

Living with ADHD
Website providing information for families and young people living with ADHD
www.livingwithadhd.co.uk

For more information on mental health and emotional wellbeing, please contact Stacey Edmead-Payne:

paynes@ealing.gov.uk
020 8825 8865
www.egfl.org.uk/healthy-schools

© 2017 Ealing Council