

# A whole school approach to mental health



# Meet the health improvement team



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# What we do

Safeguarding  
prevention

Mental health  
and emotional  
wellbeing

PSHE

Nutrition  
&  
exercise

RSE

# Aims

## You will...

- Understand what a whole school approach to mental health looks like
- Be ready to use the mental health toolkit at your school
- Have identified your whole school approach priorities and actions to take away

**Why is mental health a  
priority for your school?**

# Why is mental health a priority?

- Mental health issues affect **10%** of primary school children
- Mental health issues affect **20%** of young people at high school
- **22%** of 15 year olds reported having self-harmed
- **35%** of women and **19%** of men aged 16-24 reported suicidal thoughts in the last national mental health survey

# Why is mental health a priority in Ealing?

## Primary

How many pupils worry quite a lot or a lot?	75%
How many pupils had a low measure of resilience?	10%
How many pupils often feel sad at school?	33%
How many pupils worry about the way they feel?	21%

## Secondary

How many pupils worry quite a lot or a lot?	75%
How many pupils had a low measure of resilience?	22%
How many pupils had a medium to low score on the SWEMWS?	25 (10% low)

# Ofsted

The mental health and wellbeing of pupils is reported under the judgment **personal development**. This includes:

- Supporting learners to develop their character – including their resilience, confidence and independence
- Helping them to know how to keep physically and mentally healthy

Under **behaviour and attitudes**:

- Relationships among learners and staff reflect a positive and respectful culture
- Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated



# What can schools do?



**Prevention of mental health problems**



**Signposting to early help**



**Access to specialist support**

# What is a whole school approach?

# What is a whole school approach?



A whole-school approach means making child, staff and parent/carer mental health and wellbeing everybody's business. It involves all parts of the school working together and being committed.

For this to happen, there needs to be partnership working between governors, senior leaders, teachers and all school staff as well as parents, carers and the wider community.

# The role of the Mental Health Lead

- Oversight of the **whole school approach** to mental health and wellbeing, including its reflection in behaviour and curriculum policies, how staff are supported and how pupils and parents are engaged.
- Supporting the **identification** of “at risk” children.
- Having knowledge and links with **local mental health services** and referring children to them when appropriate.
- Oversight of any **interventions** being delivered in the school.
- **Supporting staff** who are in contact with children with mental health needs.
- Overseeing the outcomes of **interventions** on children’s **education and wellbeing**.

Transforming children and young people’s mental health provision: a green paper

**What parts of the whole school approach are working well in your school? What areas need more attention?**

# The mental health toolkit

step 1 Set up a mental health working group

step 2 Plan and prepare your policy and practice

step 3 Develop staff support and training

step 4 Develop support for parents and carers

step 5 Introduce mental health lessons into the curriculum

step 6 Provide targeted support for vulnerable pupils

step 7 Review, monitor and evaluate

**Putting your mental health policy in to practice**

Wednesday 11 March, 1.30-4.30

# Step 1: Set up a working group

- Working group lead
- A senior leader
- DSL
- SENCO
- Staff training lead
- PSHE Coordinator
- Governor
- Parent rep
- Student council

- Decide on your school vision
- Develop a plan
- Implement, monitor, and review
- Promote mental health and wellbeing initiatives

# Step 1: Set up a working group



Carry out a baseline survey



## Step 2: Plan and prepare your policy

- 1) Complement your current policies
- 2) Expand on your school ethos and vision
- 3) Consider pupils, parents/carers, and staff
- 4) Get feedback on your draft
- 5) Share your final policy



## Step 3: Develop staff support and training



# Step 3: Develop staff support and training

- Audit wellbeing and training needs
- Set targets
- Include all of your staff
- Provide resources for further learning
- Evaluate



## Step 4: Develop support for parents/carers

- What is already working?
- What is your starting point?
- Use your parent representatives
- Involve them in learning
- Provide support and training
- Share updates



# Step 5: Introduce mental health lessons

- Review your PSHE lessons
- Pupil voice and peer education
- Prepare staff, pupils, and parents for the lessons



# Step 5: Introduce mental health lessons

## Primary

- That mental wellbeing is a normal part of daily life
- That there is a normal range of emotions
- How to recognise and talk about their emotions
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support, including who they should speak to in school
- It is common for people to experience mental ill health and for many people, the problem can be resolved

## Secondary

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
- That happiness is linked to being connected to others
- How to recognise the early signs of mental wellbeing concerns
- Common types of mental ill health (e.g. anxiety and depression)
- How to evaluate the positive or negative impact of something on their own or others' mental health

**What's being taught at your school?**

## Step 6: Provided targeted support

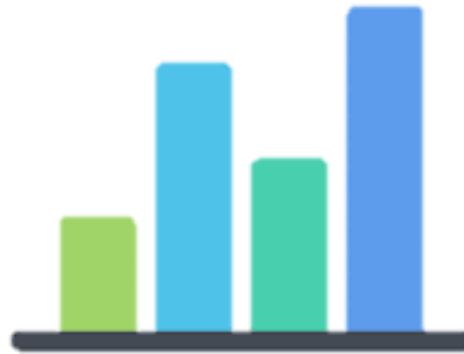
- **Identify vulnerable pupils**
- **Use evidence-based programmes**
- **Set out a clear pathway**
- **Provide training for all staff**



# Step 7: Review, monitor and evaluate



Measure your  
baseline



Track any changes  
with regular  
reviews/target setting



Show how you have  
made an impact

# Your whole school approach timeline

A photograph of three children running happily in a grassy field. The child on the left is a boy in a striped shirt and blue overalls. The child in the middle is a girl in a pink tank top and blue shorts. The child on the right is a boy in a green t-shirt and patterned shorts. They are all holding hands and running towards the right. The background is a lush green field with trees.

Thank  
you for  
attending!



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