Doncaster Council

<u>MENTAL HEALTH AND WELL-BEING FRAMEWORK FOR SCHOOLS</u>

<u>A whole school approach.</u>

This document has been produced following guidance from Mentally Healthy Schools on developing a Mental Health and Well-being audit for schools. Guidance has also been underpinned by the eight principles published by the Public Health England and the Children and Young Peoples Mental Health Coalition (March 2015) to 'promote children and young people's emotional health and well-being – a whole school and college approach (see diagram 1).The Educational Psychology Service within Doncaster have formulated this document as guidance for educational establishments within Doncaster to improve student achievement levels by creating a positive, nurturing and supportive school environment, minimising barriers to learning such as risk factors and poor mental health, enhancing the way the curriculum is delivered and increasing the degree to which parents are involved in their children's learning at school and in the home.

This framework reflects the positive work taking place in Doncaster schools and signposts support and resources available to provide guidance in supporting schools practice. An effective school improvement plan involves governors, senior managers, parents/carers, staff, pupils and other school community members working together to establish priorities, set goals for improvement, implement strategies to achieve those goals and evaluate progress. Thus, the following document attempts to establish clarification regarding a whole school approach to a mental health and well-being framework of support for schools.

The Emotional and Mental Health Whole School Audit (below) has been written to help you review your current approach to Emotional and Mental Health, allowing you to identify strengths and areas for development. Schools can consider the descriptors and record how they are currently meeting them. The self-assessed 'RAG' (red, amber or green) rating helps to identify which areas need more attention in developing a whole school approach. Following the self-evaluation, a framework of resources and materials are provided in attempt to supply a direction forward and improve certain areas. Schools can then use the action plan template at the end of the audit to plan 'next steps'.

Diagram 1: Eight principles outlined from the Public Health England.

Recommendations.

It will be suggested that the information is used as a guide and signposting resource and that schools work in partnership to prioritise their needs and support each other.

Best practice in schools and helping school leaders to develop wider support across the school involves the following:

- Providing a visible senior leadership for emotional health and well-being that is demonstrated within the schools strategic priorities, goals, aims and policies.
- Promoting a positive ethos and a sense of belonging for all members of the school community/.
- Having clear and consistently applied policies which support teaching, learning and behaviour.
- Actively encouraging positive relationships across the school community.
- Focus on developing staff skills and wellbeing.
- Working in partnership with others e.g. other schools, the community, outside agencies.
- Listening to the child / young person's voice.
- Assessing the needs of children and young people as the start of an 'assess, plan, do, review' cycle.
- Designing the curriculum and its delivery flexibly to meet the needs of all students
- Supporting the acquisition of new skills and learning through specific interventions.
- Providing an adequate assessment to identify need and monitor the impact of support.
- Involvement and engagement with parents and making reasonable adjustments to support parents mental health and well-being.
- Planning for reasonable adjustments which may be required, either prior to, or on entry to school, via the school's accessibility plan.
- Having guidance to support children and young people's mental health and well-being in the process of transition.
- Early identification and intervention.

Area of whole school approach	Current position	Rating		
		RED (We need improvement in this area as a school)	AMBER. (We are doing fine in this area as a school)	GREEN. (We are excelling in this area as a school)
1. Positive school ethos within the school that supports and promotes children's mental health and well-being.				
a) Lessons around emotional and mental health well-being is taught in a safe environment e.g. with ground rules, avoiding triggers, using distracting techniques, ensuring pupils know/where to access support if needed.				
b) PHSE is delivered through a spiral curriculum that involves teaching about emotional literacy, social support, coping strategies, resilience and regulation.				
c) The culture within the school and within the classrooms is respectful and promotes emotional well-being on a regular basis.				
d) Systems are in place that provides a sense of belonging to class/school e.g. house classification system, circle time, team performances, school council, peer support.				
e) All members of the school community are recognised and achievements in relation to emotional well-being and resilience are celebrated.				
f) Stigma within the school environment is addressed and is approached in a positive manner.				
g) Systems are in place to make children, families, parents/carers feel welcome in school e.g. friendly and helpful staff, access to information for visitors.				
h) Staff model positive relationships to support emotional well-being and mental health. This includes modelling positive relationships with both children and staff.				

i) The schools culture supports children moral and cultural development.			
2). Supporting staff skills and well-being in relation to mental health.			
a) Engagement in supervision to support staffs mental health and well-being.			
b) Staff are aware of what to do in order to access support for their own individual well-being.			
c) Staff are aware of the importance to support their own individual well-being and the impact that this has on the pupils.			
d) Mental health and well-being are discussed in staff meetings.			
e) Staff are provided with training on emotional well-being and mental health. This training is reviewed on a regular basis.			
f) Staff receive training in PHSE and emotional well-being and mental health which is reviewed regularly.			
g) Staff are able to recognise the signs of pupils at risk of poor emotional well-being and mental health and confident in dealing with disclosures.			
3) Leadership and management to support emotional well-being within school.			
a) School leaders recognise the contribution that positive emotional and mental health makes to school improvement.			
b) Funding is allocated to resource the development of pupils and staff emotional well-being e.g. use of pupil premium, counselling services, EPS traded service, CPD etc.			
c) A commitment to emotional and mental health is referenced in school development plans and other key documents.			
4) Policies in partnership.			
a) Relevant policies including safeguarding, PSHE, confidentiality, relationship and behaviour are implemented by the whole school and			

reviewed regularly.			
b) New staff have a training/induction session on the relevant policies.			
c) Policies reflect the school ethos within the school to support well-being and mental health.			
d) Mental health is acknowledged in the policies e.g. safeguarding, behaviour, PSHE etc.			
e) Policies take account of the individual circumstances of vulnerable or disadvantaged pupils.			
f) Children and young people can access these policy and they are use friendly.			
g) The policies are developed in partnership with governors, parents and pupils.			
5) Engagement with parents/carers.			
a) The school communicates with parents/carers regarding pupils emotional health and well-being through a variety of resources including open evenings, newsletters, web pages.			
b) Parents and carers are aware of who to approach if they have any concerns regarding their child's mental health and emotional well-being.			
c) Parents have ownership in the decisions made to guide the practice on mental health and emotional well-being.			
d) Parents and carers feedback is sought into the work that is being done around emotional health and well-being.			
e) Parents and carers report that they feel included in the school community e.g. through involvement in policy development, positive teacher relationships, engagement in learning activities.			
f) The schools signposts resources to parents and carers on information that			

will be useful around emotional well-being and mental health.			
6) Identification to asses, monitor and evaluate the impact of support for emotional well-being and mental health.			
a) There is a whole school approach to identifying emotional well-being and mental health needs. All staff members of the signs to recognise and the support that follows this e.g. review meetings, TAC, risk factors and protective factors.			
b) The emotional health needs of potentially vulnerable pupils e.g. looked after children, SEN, young carers, those at risk of exclusion are identified and solution focused to provide support.			
c) Provision and intervention are assessed and evaluated to identify the impact on pupils emotional well-being and mental health.			
d) The materials used to perform the assessments are representative and valid in terms of measurement.			
7) Staff members build positive relationships and partnerships to promote emotional well-being and mental health.			
a) Staff have positive relationships within the work force with other members of staff. This includes treated members of staff with respect, kindness, empathy and the ability to engage in active listening.			
b) There is an open culture in which it is ok to speak out if there is something wrong or someone has made a mistake.			
c) Staff are listened to regarding how staff relationships can be promoted and improved.			
d) Staff have positive relationships with children and parents/carers.			
e) Staff are aware that their relationships with other members of staff will have			

	an impact on the pupils.			
f)	Staff members develop positive partnerships with members of staff from external services.			
8) The voice of the child is listened to and used as guidance to promote mental health and well-being.				
a)	We allow our pupils to be involved in decisions such as policy making, curriculum delivery.			
b)	We listen to our pupils and this influences our decisions. We do not just hear what they have to say.			
c)	We listen to a diverse range of pupils that are representative of our school e.g. SEN, EAL, pupil premium, high achievers.			
d)	We differentiate our approach for child voice in order to engage all our pupils in feedback.			
e)	Pupils have the opportunity to take responsibility and ownership for some decisions in schools.			
f)	Pupils are regularly updated on the changes made and the impact that their contribution has had to the changes.			
9) Flexibility in a school approaching well-being and mental health.				
a)	Staff member's asses the child/young person's needs to plan their inclusion in school.			
b)	Staff members are aware that adapting their approach may be necessary to support a child's mental health and well-being.			
c)	Staff members used interventions that are evidence based.			
d)	Positive support plans are used that are person centered.			
e)	A solution focused approach is used to provide a direction forward.			
f)	Staff members are willing to hear the views of other staff members, and are prepared to be understanding rather			

than judgmental.				
g) Staff members are aspirational in creating outcomes for children and young people.				

Now that you have completed the evaluation, it is important that you have recognised where improvements can be made through a whole school approach to support children and young people's well-being and mental health. Based on the areas for improvements that you have identified there is guidance below as to where you can access further support in improving these outcomes.

MENTAL HEALTH AND WELL-BEING FRAMEWORK FOR SCHOOLS

Key Areas	PRINCIPLES	SUPPORT
Positive school ethos within the school that supports and promotes children's mental health and well-being.	• A positive vision developed by the whole school community. • Care and respect agenda permeating all of school life. • Belief that every child and young person is entitled to belong within your school community. • Belief that staff, children and young people respond best to positive approaches. • Every child and young person feels safe, wanted and can achieve. • A culture of open listening and an acceptance to discuss emotions and feelings. • Encourage links with the local community. • A focus on resilience and how to use resilient skills in difficult experiences.	• Guidance on teaching about mental health and emotional wellbeing https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and • A whole school approach to promoting mental health. What does the evidence say? https://www.annafreud.org/media/5657/sim-slides-nh.pdf • Promoting Mental, Emotional and Social Health https://www.taylorfrancis.com/books/9780203048610 • Five ways to wellbeing. https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/ • Further information regarding wellbeing. http://www.doncaster.gov.uk/services/get-involved/wellbeing • Up to date information of developing projects. http://www.doncasterccg.nhs.uk/your-care/mental-health/children-and-young-peoples-mental-health-trailblazer-pilot/ http://www.doncaster.gov.uk/services/schools/local-offer-send • Mind- Ed are free modules to complete online: o https://www.minded.org.uk/

		• Whole-school approaches A range of training is available from Local Authority Services: See http://buy.doncaster.gov.uk/

Supporting staff skills and well-being in relation to mental health.	• Awareness of the health, safety and welfare of staff • Professional and personal support for staff • A culture of staff supporting each other • Working together to create a no-blame culture in which all staff can ask for help when needed • Dealing with issues in a timely way, so that staff receive support quickly • Solution Focused Approaches • Providing supervision to support educational staff involved in supporting mental health and well-being. • Awareness of risk factors, protective factors and adverse childhood experiences that impact on children and young people's mental health and well-being. • Liaising with other schools to provide support in the transition for CYP.	General guidance: • Promoting children and young people's emotional health and wellbeing: A whole school and college approach; https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf • Mental Health Core Skills Education and Training Framework https://www.skillsforhealth.org.uk/images/services/cstf/Mental%20Health%20CSTF.pdf • Ten steps towards school staff wellbeing. https://www.annafreud.org/media/8506/school-staff-wellbeing-report-final-corrected-512.pdf • Further training in well being and mental health in support of CPD. http://buy.doncaster.gov.uk/Training/14-06-2019 • This includes training in… • Adolescent relationships and SEMH. • Child development and mental health. • Standard learning principles in application to SEMH. • Developing positive and respectful relationships with pupils. • Coaching/mentoring skills training in relation to SEMH. • Meeting the Social, Emotional and Mental Health needs through the use of assessment tools. • Restorative Practice. • Self-Harm and suicide awareness. http://buy.doncaster.gov.uk/Event/89038 • Counselling service available in Doncaster – Doncaster mind. • http://doncastermind.org.uk/?page_id=58 • Colleague peer support: Inclusive solutions. • https://inclusive-solutions.com/circles/solution-circles/ • Public Health Nurses in Schools. • Healthy workplaces Doncaster http://www.healthylearningdoncaster.co.uk/resources • Access to well-being support through the Local Authority. http://www.doncaster.gov.uk/services/schools/local-offer-health http://www.doncaster.gov.uk/services/schools/children-and-young-peoples-emotional-health • Creating an emotionally healthy classroom http://eqi.org/steps.htm • Emotional coaching https://www.emotioncoachinguk.com/ • Mind sets in the Classroom: Building a Culture of Success and Student Achievement in Schools; Mary Cay Ricci (2013) • The Mindset Melting Pot: A Collection of Teacher Inspired Ideas to Create a Growth Mind set Culture in the KS2 Classroom; Katie Walton (2015)
Leadership and management to support emotional well-being within school.	• Senior leaders take into consideration the viewpoints of those working to support emotional well-being and mental health. • Commitment to emotional health and well-being in the outlined policies.	• A whole school framework for emotional well-being and mental health https://www.ncb.org.uk/sites/default/files/field/attachment/NCB%20School%20Well%20Being%20Framework%20Leaders%20Resources%20FINAL.pdf https://youngminds.org.uk/media/1428/wise-up-prioritising-wellbeing-in-schools.pdf http://www.doncaster.gov.uk/services/schools/local-offer-send

	• Funding is allocated for resources for well-being and mental health. • Recognition of the importance positive emotional well-being and mental health has to school improvement. • Providing a system to create a mentally healthy workplace.	• Creating a mentally healthy workplace. https://www.time-to-change.org.uk/sites/default/files/Creating%20mentally%20healthy%20workplaces.pdf https://mhfaengland.org/
Policies in Partnership	• Policies developed in partnership with parents and governors and pupils at the school. • Clear communication systems to ensure consistency of approach across staff. • Training and induction for new staff • Clear links between SEND, pastoral and curricular departments. • Acknowledge mental health in other policies, including safeguarding, attendance and anti-bullying. • Policies reflect the school's inclusive ethos. • Policies take account of the individual circumstances of vulnerable or disadvantaged pupils • Children and young people friendly versions of policies. • Relationship policies. • Account for the SEN Code of Practice (2014) when considering developing practice. • Consistency amongst educational staff in the school establishment to be aware of policies.	• Examples of existing mental health policies in schools: https://www.mentallyhealthyschools.org.uk/resources/mental-health-and-wellbeing-school-policies/?page=1 • Templates for mental health policies are available e.g. from Charlie Waller trust, see: https://www.cwmt.org.uk/mental-health-policy • Examples of school policies in relation to well-being and mental health. https://www.mentallyhealthyschools.org.uk/resources/mental-health-and-wellbeing-school-policies/?page=1 • SEN Code of Practice (2014) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Engagement with parents/carers.	• Providing opportunities for parents to engage in supporting mental health and well-being. • Providing an open culture to parents to discuss mental health and well-being. • Running/organising events to engage parents. • Providing consultation with parents to gather their viewpoints. • Building positive relationships with parents.	• Supporting the engagement of parents and carers to promote children's well-being and mental health. https://www.annafreud.org/engagingparents/#163961_20190319112636 https://www.mentallyhealthyschools.org.uk/whole-school-approach/parentcarer-engagement/ • Offering support and advice to parents and carers – SENDIAS. http://www.doncaster.gov.uk/services/schools/sendias • Signpost parents to parent voice to encourage their involvement: https://www.doncasterparentsvoice.co.uk/ • Support to engage all parents https://dera.ioe.ac.uk/12136/1/download%3Fid=156367&filename=how-to-involve-hard-to-reach-parents-full-report.pdf

| Identification to asses, monitor and evaluate the impact of progression/support. | • Awareness of assessment tools to support CYP and identify need.
 • Awareness of how to interpret information from assessment.
 • Evaluating the impact of intervention and the progress an individual is making.
 • Monitoring the impact of further engagement e.g engagement with parents and the impact on mental health and well being.
 • Sharing knowledge of assessment tools and intervention with other educational staff. | General guidance:

 The Anna Freud Toolkit provides guidance on assessment of mental health and wellbeing along with a compendium of tolls.

 https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf

 Assess

 • Structured observations.
 • Audit of the classroom environment.
 • Strengths and Difficulties questionnaire.
 • Functional analysis of behaviour.
 • The Boxall Profile www.nurturegroups.org
 • Pupils attitude to self and school (PASS)
 • Emotional Literacy Assessment and Intervention tool.
 • Outcome star
 • Behavioural and Emotional rating scale.
 • Resilience scale for Adolescents.

 Plan

 • Multi–Element Behaviour Plans;
 • Emotional Wellbeing plans

 Do

 Training or interventions available include:

 • Positive play/support.
 • Tailor Made programmes.
 • ELSA.
 • Nurture.
 • Mindfulness.
 • Yoga.
 • Transition support.
 • Exercise.
 • Lego therapy.
 • Social stories.
 • Developing resilience.
 • Peer support and/or restorative practice.
 • Circle of friends.

 Review

 • Evaluate the impact. |
| **Staff members build positive relationships and partnerships to** | • School staff consider the quality of interactions they have with children and young people and seek opportunities to have positive experiences together | • The importance and how to build positive relationships within schools: <br> https://www.researchgate.net/publication/278636575_Developing_Positive_Relationships_in_Schools |

| promote emotional well-being and mental health. | • Focus on respect, repair and moving on
• Staff team work together to support each other
• Recognition that everyday interactions make the biggest difference to wellbeing in school
• Collaborative, fun activities between staff, children and young people
• Culture of listening
• Clear procedures for welcoming new children and young people
• Fostering peer support
• Creating practice that ensures children and young people have opportunities to talk to adults about their needs and truly have a voice in the running of the school
• Engagement with external services and building relationships.
• For all staff members including senior leadership to engage in modelling emotional resilience and adversity to experiences to children and young people.
• Develop good relationships with Parents, carers and guardians,
• Welcome all of the above to be part of the school community no matter what their individual circumstance may be
• The views of parents, carers and guardians are actively sought on a regular basis
• Schools work with each other to share responsibility and gain mutual support
• Schools develop active, solution focussed partnership
• Develop good communication systems with outside agencies to create an open dialogue with everyone involved in a child's life
• Develop a sense of the school belonging to its local community | https://files.eric.ed.gov/fulltext/ED593896.pdf

• Promoting a sense of belonging with schools.
https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/relationships-and-belonging/
https://www.cyc-net.org/cyc-online/cycol-0706-hewitt.html

• Creating a positive relationship policy:
http://www.stjamesenfield.org.uk/_files/policies/E187FD9675E2BD7E590C26B841A3978D.pdf

• Samaritans DEAL
https://www.samaritans.org/your-community/samaritans-education/deal-developing-emotional-awareness-and-listening

Partners:

• Educational Psychology Service.
• Behaviour Outreach Support Service (Primary).
• Autism and Social Communication Education and Training Team.
• Mental Health Support Teams.
• Child and Adolescents Mental Health Service.
• Early Help
• Sendias
sendias@doncaster.gov.uk
01302 736920
• Attendance and Pupil Welfare Service.
welfare.service@doncaster.gov.uk
01302 736504

• Parental engagement audit
http://parentalengagement.co.uk/audit/4567504220 |
| **The voice of the child is listened to and used as guidance to promote mental health and well-being.** | • Involve children and young people in decision-making about their school.

• Involve children and young people in reflecting about their sense of belonging in the school and contributing to decision making.

• Involve children and young people in | • General guidance:
https://www.mentallyhealthyschools.org.uk/whole-school-approach/childrens-voice/
• Further opportunities for children and young people to engage in support programmes.
https://expectyouth.co.uk/essential-life-skills/programmes/?area[]=2

• Resources list guidance:
https://www.yor-ok.org.uk/downloads/No%20Wrong%20Door/No%20Wrong%20Door%202014/CAT%20workshop%20Voice%20of%20the%20Child%20tips.pdf |

	setting targets and reviewing their own progress, enabling growing independence within school. • Ensure that more vulnerable children and young people have the opportunity to be heard. • Ensure that the outcomes decided are representative of a range of diverse pupils. • Engage children and young people to be responsible for feeding back outcomes and having a level of ownership.	Blob tree: http://www.pipwilson.com/p/blob-tree.html Ideal self: http://drawingtheidealself.co.uk/index.php?fdownload=file-promptsheetdrawingtheidealself-apersonalconstructtechniquetoexploreselfesteem_1521755239.pdf Three houses: http://www.nottinghamchildrenspartnership.co.uk/media/362110/ncc_sos_the-three-houses-assessment-tool-guidance.pdf Strengths and difficulties questionnaire: https://www.sdqinfo.com/py/sdqinfo/b3.py?language=Englishqz(UK) Training: • Differentiation to seek the child voice. http://buy.doncaster.gov.uk/
Flexibility in a school approaching well-being and mental health.	• Reconsider the lived experience of the child/young person • Assess the child / young person's individual needs in order to plan their inclusion in school • Review what has already been done to successfully support children and young people and use this to develop a more detailed plan • Respond flexibly with a readiness to adapt to the changing and emerging needs of the child / young person • Use a solution focussed approach to planning, with commitment and persistence • Use evidence informed interventions • Positive Support Plans • To hear other viewpoints of other members of staff and be understanding rather than judgemental of these views.	General guidance: The importance of a flexible approach https://www.netcom92.com/2017/05/importance-of-flexible-teaching Toolkit of evidence based intervention to support children with SEMH. https://www.babcockldp.co.uk/babcock_l_d_p/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf Guidance from the Behaviour Outreach Support Service if appropriate http://buy.doncaster.gov.uk/Services/5215 Framework for SEN support plan https://dmbcpublicwebsite.blob.core.windows.net/media/Default/ChildrenYoungPeopleFamilies/Documents/My%20Support%20Plan%20September%202017-18%20docx.docx file:///C:/Users/HollyBe/Downloads/Guidance%20on%20SEN%20Support%20Plan%20(Sept%202016).pdf

Based on the area(s) of need that have been highlighted as to be improved, a guideline for providing SMART outcomes is highlighted below. This is based on the SMART framework that allows targets to be Specific, Measurable, Attainable, and Relevant and based on Time expectancy. This framework can be used for more than one area of need and helps to provide a direction forward.

Area of need – based on the self-evaluation.	Ideal outcome (Smart target)	Specific	Measurable	Attainable	Relevant	Time	Who is responsible for implementing the target?	Achieved and date of achievement