Emotional Mental Health and Wellbeing Framework for Schools

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Emotional Mental Health and Wellbeing Framework for Schools

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Memorial Trust

CWMT — *Raising awareness fighting depression*

The Queen's Award for Voluntary Service
The MBE for volunteer groups

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The Importance of Mental Health:

The emotional, mental health and wellbeing of Children and Young People (CYP) is as important as their physical health and wellbeing. Over recent years it has been recognised that changes need to be implemented to mental health services for CYP to identify CYP's needs early and enable them to access timely, appropriate mental health services that support them to build resilience.

Mental health problems range from short spells of depression or anxiety through to severe and persistent conditions that can isolate, disrupt and frighten those who experience them. Mental health problems in CYP can result in lower educational attainment, poor physical health, poor social relationships, school exclusion and limited future employment prospects as well as behaviours such as smoking, using drugs and drinking alcohol. The impact of improving emotional wellbeing and mental health is seen at an individual and family level.

Key stats: Young Minds 2017

- 1 in 10 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom.

- 1 in 5 young adults have a diagnosable mental health disorder.

- Half of all mental health problems manifest by the age of 14, with 75% by age 24.

- Almost 1 in 4 children and CYP show some evidence of mental ill health (including anxiety and depression).

- Suicide is a leading cause of death for boys and girls aged between 5-19 years.

- 1 in 12 CYP self-harm at some point in their lives, though there is evidence that this could be a lot higher. Girls are more likely to self-harm than boys.

The relationship between exclusions and emotional health and wellbeing is also a key local priority. Permanent exclusion from school, and to an extent, repeated fixed-term exclusions, can have devastating effects on the lives of the CYP.

The emotional, mental health and wellbeing approach (EMHWB) in schools aims to work together with schools and key partners to help CYP to be resilient and mentally healthy.

Framework overview

The framework is based on eight key principles for emotional, mental health and wellbeing as recognised by Public Health England (see figure 1). At the heart lies leadership and management which will be addressed first and throughout school EMHWB development plans, to facilitate the delivery of the wider aims.
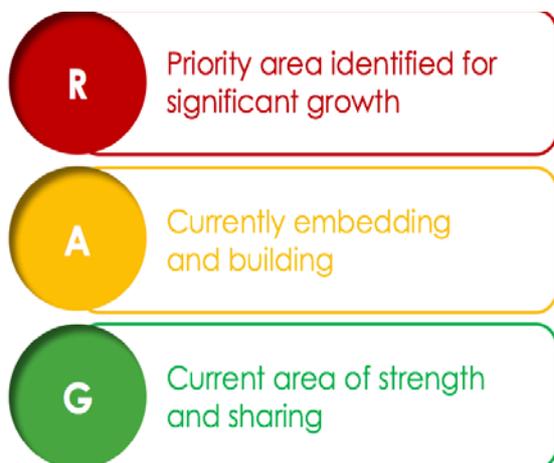

Figure 1: 8 key principles for whole school EMHWB; Supporting Mental Health In schools and colleges, Aug 2017

EMHWB Action Plan:

Phase One: School Self-Evaluation:

The process will begin with the school completing the self-evaluation in appendix 1.

Figure 2: RAG Rating Scheme for current project

This self-assessment will provide a broad overview and a starting point for development of the School Action Plan.

Schools will RAG rate (see Figure 2) on each of the key elements, with champion schools identified where good practice exists.

It is likely that all schools will have elements of red, amber and green within their self-evaluation. This will enable us to identify one or more 'champion schools' for each element as a result of the initial audit across all schools.

Champion schools will be supported to develop a brief overview of their areas of strength in order that other local schools may benefit from this best practice. Champion schools will be specifically encouraged to highlight local services, training or facilities that have enabled them to achieve their 'green rating'.

Schools with different strengths and weaknesses will be encouraged to partner and support each other in the development of the EMHWB action plans.

Phase two: developing a EMHWB Action Plan Development

1. Each school will develop and maintain a brief EMHWB action plan with input from a team around the school meeting. This will meet a minimum of once each half term. Members of the team around the school meeting will include: school leads, Brighton and Hove Inclusion Support Service (Educational Psychologist, Primary Mental Health Workers and or SEMH practitioners) and Public Health.

2. The action plans will clearly show the suggested steps against each of the eight core elements and the clear priorities for development. The key 8 priorities are considered the foundations for an EMHWB school.

3. It is recognised that each school should have a **clear focus and there is an expectation that no school will target more than four areas** at one time and that leadership and management goals will always form the backbone of any current planning. We recommend this graduated approach is adopted and builds on the strengths identified in the self-assessment.

4. To be a champion school, the school would need to provide evidence of the enhanced practice delivery suggested in the trigger questions below as well.

5. Schools will follow a simple process of 'Plan>Do>Check>Share>Repeat' (see figure 3) to identify key areas of strength and key areas for development. Schools will work both individually and as part of a wider network to develop and implement EMHWB aims.
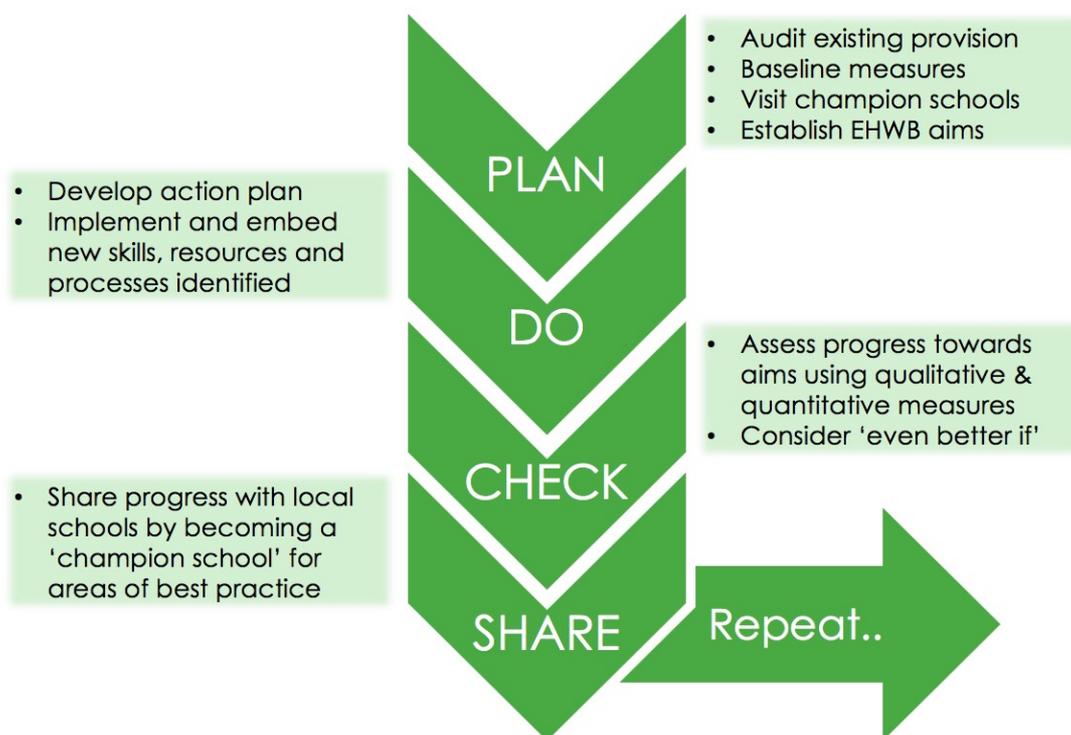

Figure 3: The EMHWB developmental process

EMHWB Learning Together Group

The process for this work will be through one meeting separated into two sections:

- School only section: Schools leads and Public Health will meet to share ideas, challenges and discuss the possible solutions (first hour):
- Second Section: the project will be overseen and contributed to by a cross-sector advisory group comprising of colleagues from health and education whilst also ensuring direct input from schools and CYP. This will aim to develop to include Primary Schools, Special Schools and Further Education settings.

The steering group to meet twice a year with key aims of:

- Agreeing the area-wide strategy, aims and direction
- Sharing new resources, training etc. that may be added to the framework
- Agreeing area-wide training and events to ensure best value / needs met
- Ensuring sharing of best practice and promotion of champion schools
- Sharing best practice with other regions

The standards

Across all elements there is an aspiration that:

- Action plans are developed from the perspective point of CYP, parents and staff engaging with the school daily, rather than a theoretical, policy and procedures driven perspective.
- Evidence to validate RAG rating will be agreed and identified within the action plans.
- Existing skills, resources and best practice are drawn on and shared with other schools and, where appropriate, other regions.
- There are positive lines of communications, joint learning and developmental planning between education and mental health services
- Workforce development is considered in its broadest sense and for staff at all levels as an integral part of the process
- The supporting role of parents, CYP and the voluntary community sector is considered
- Independent learning walks led by Public Health or the Educational Psychologists with a school SLT will be implemented annually

Leadership & Management:

We aim that every school in Brighton and Hove will have leadership and management that support and champions efforts to promote emotional, mental health and wellbeing.

Phase one: foundation

How is the school providing visible senior leadership for emotional, mental health and wellbeing?	Red	Amber	Green
Named member of staff from SLT with overall responsibility for emotional, mental health and wellbeing.			
Completed self-evaluation			
Systems in place to: • Develop and monitor processes/procedures by which school staff can report child/young person mental health/emotional wellbeing concerns • Link the school with expertise (e.g. Schools Wellbeing Team, Substance Misuse Services, School Nurse, Right Here) • Make referrals to outside agencies.			
EMHWB included in improvement plans, policies, systems and activities.			
Named School Governor who: • Supports policy development • Monitors EMHWB outcomes.			
School management systems consider EMHWB as well as learning, when supporting staff to develop professionally.			
Named lead for school has working relationships with named lead from Schools Wellbeing (primary mental health), Educational Psychologists, Specialist Wellbeing (Specialist CAMHS) and Public Health.			

Phase two: plan/implement enhanced practice

Suggested trigger questions:

- Can everyone in the school community – CYP, staff, parents, external agencies, etc. – identify the EMHWB lead(s)?

- Does everyone in the school community know how to raise concerns about EMHWB?
- Whole school approach shared with and bought into by the senior leadership team?
- Do the leadership team clearly model positive EMHWB?
- Is there clear information sharing pathways with Specialist Wellbeing, enabling joint planning, response to care plans, feedback loops / joint discharge plans?

Ethos & Environment

We aim that every school in Brighton and Hove will have an ethos and environment that promotes respect and values diversity

Phase one: foundation

How does the school or college's culture promote respect and value diversity?	Red	Amber	Green
EMHWB is strongly embedded into the school ethos.			
CYP are actively encouraged to form and maintain healthy relationships.			
Opportunities to develop empathy and interpersonal skills are provided.			
Information about ways to find support is visible and easily accessible to all.			
Visible IAMWHOLE anti-stigma work			

Phase two: plan/implement enhanced practice

Suggested trigger questions:

- Is the school a kind and welcoming place?
- Does everyone in the school community feel safe and have a sense of belonging (SAWSS)?
- Do they feel supported and know how to access additional support if/when they need it?
- Are emotions and mental health talked about openly and freely?
- Whole school approach shared with and bought into by the senior leadership team?

Curriculum, teaching & learning

We aim that every school in Brighton and Hove will have curriculum, teaching and learning for CYP that promotes resilience and support social and emotional learning.

Phase one: foundation

What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?	Red	Amber	Green
Opportunities exist to develop and promote social and emotional skills through dedicated PSHE lessons.			
EMHWB lessons are practical and relevant for pupils and encourage them to adopt emotionally healthy habits.			
CYP are taught about mental health and stigma.			
PSHE curriculum is clearly outlined on website			
Attendance at PSHE consortium meeting and development days and other relevant training offers.			
Key staff have been trained in how to teach difficult topics safely and sensitively			

Phase two: plan/implement enhanced practice

- Are sources of support signposted in relevant lessons?
- Is the academic resilience framework utilised?
- How is EMHWB learning assessed?
- Do CYP have access to high quality additional learning relevant to EMHWB via extra-curricular activities?
- Are there opportunities to develop and promote social and emotional skills across the broader curriculum?

Student (CYP) Voice

We aim that every school in Brighton and Hove will enable student voice to influence decisions.

Phase one: foundation

How does the school or college ensure all CYP have the opportunity to express their views and influence decisions?	Red	Amber	Green
CYP have the opportunity to be involved in planning and decision making (e.g. in development of PSHE curriculum).			
CYP are encouraged to express their views and to develop strong social networks.			
CYP feedback is regularly gathered and analysed to monitor the effectiveness of emotional wellbeing support, and to identify improvements.			

Phase two: plan/implement enhanced practice

Suggested trigger questions:

- What means are there to engage with student voice?
- Do all CYP have the opportunity to have their voice heard?
- Are CYP actively involved in the development of EHWB policy and procedures?
- How is the knowledge and experience of CYP utilised and reflected upon?
- Are CYP involved in staff training and development?

Staff Development

We aim that every school in Brighton and Hove will have staff development to support their own wellbeing and that of CYP

Phase one: foundation

Key question: How are staff supported in relation to their own health and wellbeing and to be able to support CYP's wellbeing?	Red	Amber	Green
Staff feel a sense of belonging at the school and feel valued and supported.			
Staff wellbeing is recognised as fundamental to whole school health.			
Staff in key roles are suitably trained and engaged in regular supervision/reflective practice.			
A range of EMHWB staff training is available to staff and they are given the opportunity and encouragement to participate.			

Phase two: plan/implement enhanced practice

Suggested trigger questions:
- Did a minimum of 40% of staff complete the workforce audit at the beginning of the project and bi-annually?
- Are all staff offered training in the basics of mental health (see appendix C) and what is the take-up?
- Are staff signposted to the MindEd Pathway and is staff training provided as needed?
- Has the school accessed Attachment Aware Training or Emotion Coaching?
- Has the school access to mental health first aid training?
- Is the school actively engaged in the PH Workforce Offer?
- Can staff participate in relevant CPD (including books, webinars, face to face training and shadowing opportunities) to further their skills, knowledge and understanding re EMHWB?
- Do staff report feeling supported in developing a reasonable home-life balance?
- Does line managers' performance include their team's wellbeing?
- Does the HT's performance management include whole staff wellbeing?
- Does the school support its staff to adopt physical and emotional wellbeing habits?

Audit & Monitor

We aim that every school in Brighton and Hove will identify need and monitor impact of interventions from the school's perspective and that each partner in school will measure impact and effectiveness from the intervention.

Phase one: foundation

How does the school or college assess the needs of CYP and the impact of interventions to improve wellbeing?	Red	Amber	Green
Local/regional data about mental health is accessed and analysed.			
School level data that indicates emotional wellbeing is gathered and analysed.			
Data is used to identify strengths and areas for improvement.			

Phase two: plan/implement enhanced practice

Suggested trigger questions:

- Are there clear outcomes when introducing EMHWB resources or interventions and how are they measured?
- How might focus groups and snap surveys complement and explore SAWSS and other data?
- How are the views of CYP, parents, staff and relevant stakeholders captured when reviewing EMHWB need and the impact of interventions?
- How are the measures of impact used to inform future planning?
- Clear ways to join up and measure impact and have demonstrated impact from specialist services as well as school based services.

Parents & Carers

We aim that every school in Brighton and Hove will develop positive relationships with parents and carers

Phase one: foundation

How does the school or college work in partnership with parents and carers to promote emotional, mental health and wellbeing?	Red	Amber	Green
Parents/carers are provided with accessible information about emotional wellbeing policies, procedures, and how to access services.			
Parents/carers are offered opportunities to participate in events at school that deepen their understanding of how the school promotes emotional wellbeing.			
The school identifies ways in which it can support and work with parents/carers to promote emotional wellbeing and mental health.			
The school offers a range of workshops or training opportunities for parent/carers to have a greater understanding of EMHWB needs of their CYP			

Phase two: plan/implement enhanced practice

Suggested trigger questions:

- How are parents/carers provided with information about student EMHWB and is this effective?
- Are parents/carers given specific guidance about how best to support PSHE curriculum learning beyond the classroom?
- What efforts are made to understand and overcome barriers to engagement for parents/carers?
- How do parent/carers know what support is available via the school, how to access it, and what is available in the community?
- Are resources accessible to parents/carers to help them improve their skills and understanding?
- Are both formal (EMHWB workshops) and informal (social activities) available to parents/carers on a regular basis?
- How does school work with CAMHS to proactively support families experiencing mental health issues?

Targeted support

We aim that every school in Brighton and Hove is able to identify CYP at risk or with EMHWB issues, and gain consent to access the appropriate emotional wellbeing and mental health intervention suitable to their needs.

Phase one: foundation

How does the school or college ensure timely and effective identification of CYP who would benefit from targeted support and ensure appropriate referral to support services?	Red	Amber	Green
School staff are aware of, and understand, risk factors and how they may impact on mental health.			
School staff are aware of, and can recognise, basic warning signs that a student might need EHMWB support and know how to report any concerns.			
School staff are aware of which members of staff can refer CYP to external agencies, including Schools Wellbeing, community wellbeing or specialist wellbeing			
There is effective communication with external agencies to understand how the school can support a child/young person's care plan.			
There is effective communication with the Specialist Wellbeing identified lead			
There is a clear pathway with A and E for self-harm and suicide.			

Phase two: plan/implement enhanced practice

Suggested trigger questions:
- Do CYP know who to talk to if they have concerns about themselves or a friend and what will happen if they make a disclosure?
- Are CYP aware of the range of support available from school, locally and nationally, including confidential helplines and how/when to call them?
- Are CYP aware of confidentiality procedures?
- Does the school have a named link worker from Community Schools Wellbeing and specialist Wellbeing?

- Are CYP critical consumers of online content and can they name reputable sources or types of support for issues such as self-harm and eating disorders?
- Are the links with substance misuse and EMHWB understood? – are all exclusions for substance misuse include re-integration offer with Ruok?
- Does the school have a counsellor, school nurse or other respected non-teaching adult who CYP can confide in?
- Are non-specialist support staff who work regularly one-to-one with CYP trained to support EMHWB issues and provide supportive listening?
- Is there a directory of local support available to staff and parents?
- Are plans in place for key issues (e.g. self-harm, suicidal ideation, panic attack, substance misuse, CSE etc.)
- Is planned and available support targeted at vulnerable times? e.g.
    - Lead up to exams
    - Transition
    - Following suicide (at school, local or high profile).

Appendix A – Action Plan for X School

Mental Health Lead: Date:

Vision and aims: [Brief statement which includes summary of strengths and acknowledgement of priority areas for development]

	R A G	Existing Practice	Aims	Outcomes & Evidence	Next Steps & Actions	Lead	Review Date
Leadership & Management							
Ethos & Environment							
Curriculum							
Student Voice							
Staff Development							
Audit & Monitor							
Parents & Carers							
Targeted support							

Appendix B – Self –Evaluation Form

Mental Health Lead: Date:

School Context: [Brief statement which includes summary of strengths and priorities, what the project will provide for the school and what support for EHWB exist within the school at the start)

	My school is working at red, amber or green	What's the evidence to support your self-evaluation?	What are the opportunities this project will provide?	What are the predicted challenges?
Leadership & Management				
Ethos & Environment				
Curriculum				
Student Voice				
Staff Development				
Audit & Monitor				
Parents & Carers				
Targeted support				