

Supporting the whole primary school approach to mental health & wellbeing

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ThriveLDN
towards happier, healthier lives



AGENDA

Item	Item and purpose	Lead	Time
1.	Welcome and introduction	Dr Jackie Chin Consultant in Public Mental Health Office for Health Improvement and Disparities (OHID), London Region	16:00 – 16:05
2.	Overview of the whole school approach principles	Kirstie Stroud Regional Mental Health Strategic Lead, South, Public Wellbeing and Safety, Department for Education	16:05 – 16:15
3.	How St Vincent's Primary School implemented Anna Freud's training	Emma Scelsi Teacher & Wellbeing Lead, St Vincent's Primary School, Barnet	16:15 – 16:30
4.	Impact of the pandemic on the mental health of the staff, parents and children at Gateway Academy	Claire Cleary Deputy Headteacher, Gateway Primary School, Westminster	16:30 – 16:45
5.	Senior Mental Health Lead funded training	Kirstie Stroud	16:45 – 16:55
6.	Next steps	Dr Jackie Chin	16:55 – 17:00



Department
for Education

Whole School/College Approach to Mental Health & Wellbeing and Senior Mental Health Lead role

Kirstie Stroud, Regional Mental Health Strategic
Lead, South, Public Wellbeing and Safety,
Department for Education

Whole School/College Approach to Mental Health & Wellbeing and the Senior Mental Health Lead role

- Important role of education settings
- Whole School Approach (WSA)
- -----
- Senior Mental Health Lead training and grant



Why is there a need to develop and embed a culture that supports children and young people with their mental health and wellbeing?

In 2022 18% of children age 7 to 16 years had a probable mental disorder (an increase from 12% in 2017)

Half of all mental health problems are established by the age of 14.



Schools and colleges have a critical role to play in promoting and supporting mental wellbeing



PREVENTION



IDENTIFICATION



EARLY
SUPPORT



REFERRAL

Effective Whole School/College approach to Mental Health & Wellbeing



Whole School/College Approach

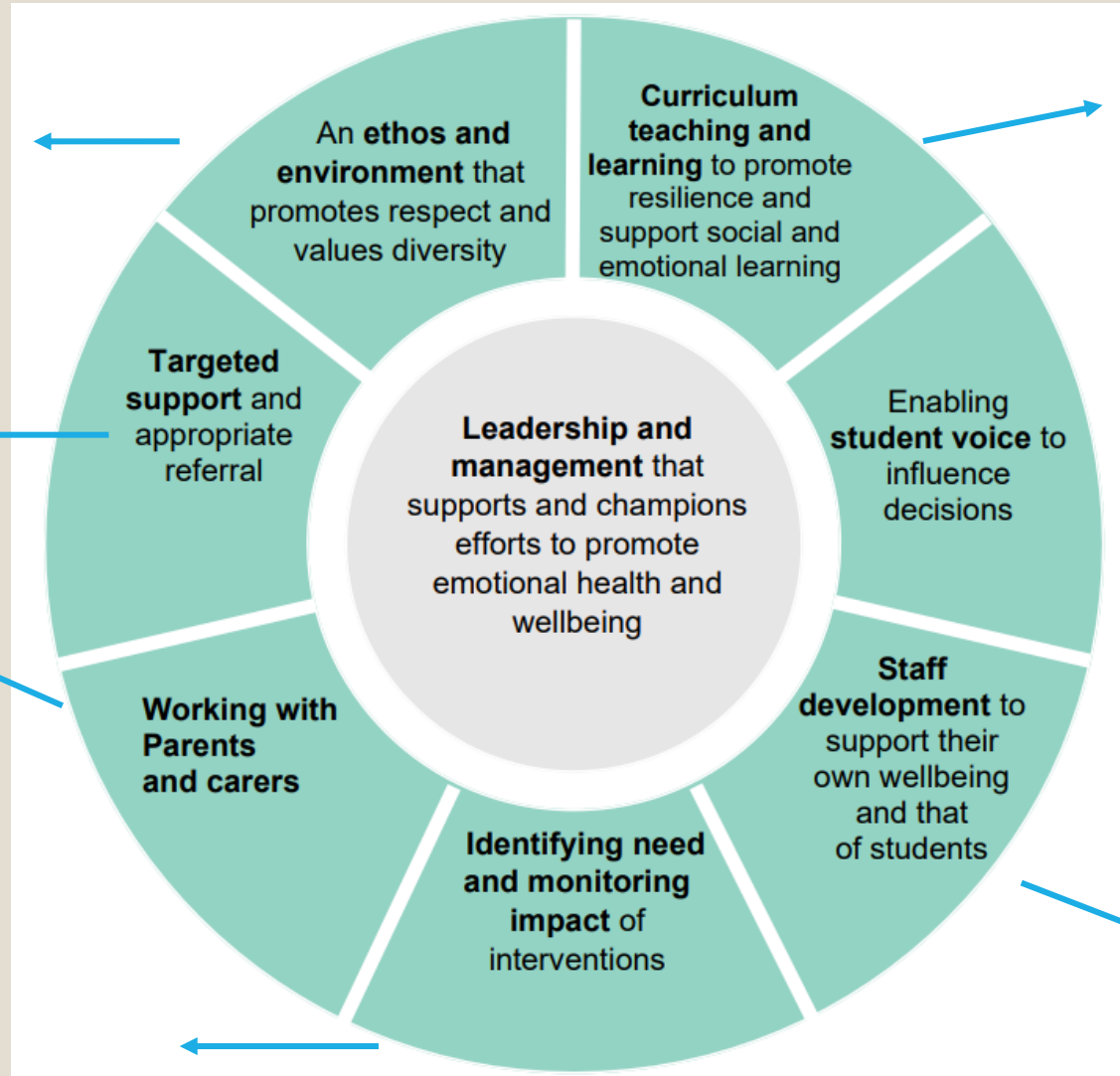
The **senior mental health lead** is responsible for leading the whole school or college approach, **supported by their senior leadership team and their MHST**. Examples of support MHSTs can provide include:

Wellbeing assemblies, displays and activities for pupils, buddy benches, feelings boxes

Skilled triaging, knowledge of specialist services and effective referral pathways

Open evenings and parents evenings, induction and enrolment days, written communications, coffee mornings and online events, signposting to services

Audits, peer mentoring support, consultations on individual cases with staff and parents



Involvement in what is taught through health education, and how to reinforce mental health and wellbeing elsewhere

Peer support programmes, facilitating CYP participation in programmes

Training to spot and respond to mental health issues and behaviours, strategies for working with high-needs and vulnerable pupils, facilitating links and training from third party providers – e.g. attachment/trauma informed practice, suicide prevention, workshops on referrals criteria



Department
for Education

A whole school or college approach to mental health and wellbeing: Case studies from MHSTs

Case studies and resources collated for the MHST Community of Practice

Issue Date: October 2022

This resource contains information about a whole school or college approach to mental health.

It includes case studies specific to each of the 8 principles.

It can be accessed on the NHS Platform here:

[Whole school or college approach resource pack for MHSTs - Mental Health Support Teams \(MHST\) Community of Practice Workspace - FutureNHS Collaboration Platform](#)

If you haven't yet signed up to this platform then the resource can be shared by email after this event.

How St Vincent's implemented Anna Freud's training

Emma Scelsi, Senior Mental Health Lead
Mental Health Hub at St Vincent's, Mill Hill

emma.scelsi@stvincents.barnet.sch.uk



1. Leading change

Information on developing a mental health and wellbeing policy and preparing the school community for change.

[Find out more](#) 



2. Working together

Ways to bring the whole school community together, including establishing a mental health action group and engaging with parents and carers.

[Find out more](#) 



3. Understanding need

Learn how to assess and meet the mental health needs of pupils and students through using measurement tools and assessing interventions.

[Find out more](#) 



4. Promoting wellbeing

Information on integrating mental health and wellbeing across the whole school or college curriculum.



5. Supporting staff

Measuring and improving the wellbeing of staff, with suggestions for staff training and mental health resources for staff members.

Action	Status	Notes
Prepare for change	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Ensure there is a robust mental health and wellbeing policy	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Demonstrate commitment in your development or improvement plan	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Signpost information for governors, staff, pupils, parents, and carers	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	

Understanding Need

Action	Status	Notes
Identify pupils at risk	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Measure pupil wellbeing	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Develop and measure interventions	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	

Supporting staff

Action	Status	Notes
Conduct a confidential annual staff wellbeing survey	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Provide training for staff with responsibilities for mental health and wellbeing	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Promote staff mental health and wellbeing	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Ensure support structures are clearly identified and signposted	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	

Working together

Action	Status	Notes
Establish a Mental Health Action Group	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Improve working and collaboration with mental health services	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Include pupils, staff, parents, and carers in decision-making	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Engage with all parents and carers	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	

Promoting Wellbeing

Action	Status	Notes
Integrate mental health and wellbeing across curriculum and culture	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Establish a Peer Support Programme in your school or college	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	
Create a safe environment for pupils and staff	Not yet in place <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/>	

Section 1 of 2

Pupil Voice KS2

Form description

This form is automatically collecting email addresses for St Vincent's Catholic Primary School users. [Change settings](#)

To help you answer the questions below.

Always	Most of the time	Sometimes	Never

Strengths and Difficulties Questionnaire

Please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answer if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the last six months or this school year.

	Not True	Somewhat True
other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>
tive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>
s of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>
with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>
r tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>
tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>
ent, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>
ften seems worried	<input type="checkbox"/>	<input type="checkbox"/>
one is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>
ting or squirming	<input type="checkbox"/>	<input type="checkbox"/>
ood friend	<input type="checkbox"/>	<input type="checkbox"/>



Department
for Education

Senior Mental Health Lead funded training

Kirstie Stroud, Regional Mental Health Strategic
Lead, South, Public Wellbeing and Safety,
Department for Education

Senior Mental Health Lead role

A senior mental health lead is a strategic leadership role in a school, responsible for overseeing the setting's whole school approach to mental health and wellbeing.

Identifying a senior mental health lead

Schools and colleges can decide who is best placed to take on the role of senior mental health lead and undertake the training as every setting's circumstances are different. Training could be for your:

- headteacher
- deputy headteacher
- member of the senior leadership team (SLT)
- if not a senior leader, an appropriate member of staff, working with colleagues, who is empowered to develop and oversee your setting's whole school or college approach to mental health and wellbeing



Did you know that the Department for Education is offering a grant of £1,200 for eligible state-funded schools and colleges in England?

This grant is to train a senior mental health lead to develop and implement a whole school or college approach to mental health and wellbeing.

This training is not compulsory, but it is part of the government's commitment to offer this training to all eligible schools and colleges by 2025.

Training will help the strategic development of a school's holistic approach to mental health and wellbeing.



Training courses are underpinned by these principles of a whole school approach.

Quality-assured training courses

Over 100 DfE quality assured courses to choose from

- [Learning outcomes](#) for all courses are aligned with the eight principles of a whole school/college approach
- List of quality assured providers [here](#)

Full flexibility with courses to suit all needs

- Beginner, intermediate, advanced or expert
- Varied time commitments
- Online live or self-guided or face-to-face
- Varied costs (grant is always £1,200)
- For all or specific setting types

Online tools to help select the right course for you and your setting

- Link to choosing your course [here](#)
- Assess your learning level [here](#)
- Select your course [here](#) (you can filter by principles, setting type, delivery style, time commitment, price)

How do I claim the grant for my setting?

Step 1

- It takes 5 minutes to reserve a grant for 22/23 financial year
- Form one – to confirm eligibility and allocate a grant

Step 2

- Book your chosen DfE quality assured course

Step 3

- Form two – to upload course booking evidence
- Payments are made on a quarterly basis.

Senior mental health lead training feedback

- Charlotte Read at Bosmere Junior School in Hampshire writes about her experience of senior mental health lead training in [this blog](#).



"By pulling together everything we were already doing as a school community, and making a few small, but impactful changes, I was able to make sure that we are fully covering the eight aspects of a whole school approach to mental health and wellbeing. The school now has an improved support offer, and the training has been hugely helpful in identifying areas where more work is needed over the next year."

Charlotte Read, Bosmere Junior School,
Hampshire

"The training has been an invaluable way to draw together all my ideas and initiatives about having a whole school approach to Mental Health. I have learnt a lot through the modules offered and have enjoyed the way in which they are a mixture of practical tips, modelling and academic research."

Senior Lead from a college in East of
England

"The training helped us make decisions about mental health support that are tailored to our school's needs and there was time to clarify ideas through the support of a dedicated coach, and deep dive into our provision and support."

Hannah Woodhouse, Moorlands Primary
School in Huddersfield

Further information: [Senior mental health lead training - GOV.UK](#)
(www.gov.uk)

Queries or feedback: MentalHealth.LeadTraining@education.gov.uk

