

Senior Mental Health Leads Training for schools in B&NES, Swindon and Wiltshire

Bath & North East
Somerset Council

Improving People's Lives



Wiltshire Council



A WHOLE SCHOOL APPROACH TO MENTAL HEALTH



Bath and North East Somerset,
Swindon and Wiltshire Together

DAY 2 COHORT 4

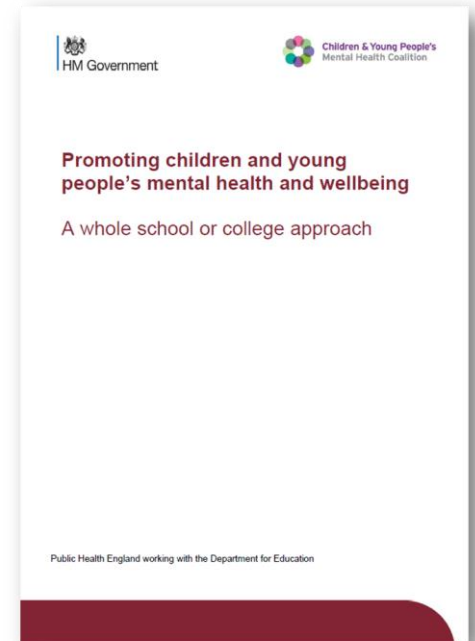
Senior Mental Health Leads Training

Facilitators:

Caroline McAleese (B&NES),

Nick Bolton (Wiltshire).

[DfE Senior Mental Health Lead Training BSW : Wiltshire Healthy Schools](#) General info about SMHL001



Format of Course

1.5 training days

- ✓ Session 1: Full day - Thursday 23rd March 2023. 9-5pm
- Thursday 18th May 2023. 9am-12:30pm
- Course materials: [BSW SMHL training resources Jan 2023 : Wiltshire Healthy Schools](#)

3 network meetings (3:30-5pm)

- ✓ 20th September 2023
- 6th February 2024
- 3rd July 2024

[SMHL Knowledge Hub group for sharing and keeping in touch](#)

Learning Outcomes

By the end of the course you will have:

- Further understood the role of the Senior Mental Health Lead
- Explored how to promote staff wellbeing including an introduction to key resources
- Explored the CPD needs of school staff and opportunities to meet these
- Examined the importance of monitoring and identifying pupil needs and considered a range of resources and tools to action this
- Gained further confidence to embed a whole school approach to mental health in school



Learning outcomes for senior mental health leads in schools and colleges

June 2021

Programme for Day 2

9:00 Welcome and Introductions
Reviewing and reflecting on progress

Staff wellbeing

9.55 Screen break (10 min)
Staff wellbeing continued

Staff development

10.45 Tea/Coffee break (15 min)

Identifying need and monitoring impact

11.45 Screen break (10 mins)

Review and planning

Next steps

12.30 Close

The Role of the Senior Mental Health Lead

Learning outcomes that will enable a senior mental health lead to implement and sustain an effective whole school or college approach to mental health and wellbeing in their setting, aligning to the 8 principles outlined in *Promoting children and young people's emotional health and wellbeing* (PHE, 2021).

- 1 Leadership and management
- 2 **Identifying need and monitoring impact of interventions**
- 3 Targeted support and appropriate referrals
- 4 **Staff development and wellbeing**
- 5 Creating an ethos and environment
- 6 Enabling the Student Voice
- 7 Working with parents, families and carers
- 8 Curriculum, teaching and learning



Group work today

You will be working in groups at various points this morning

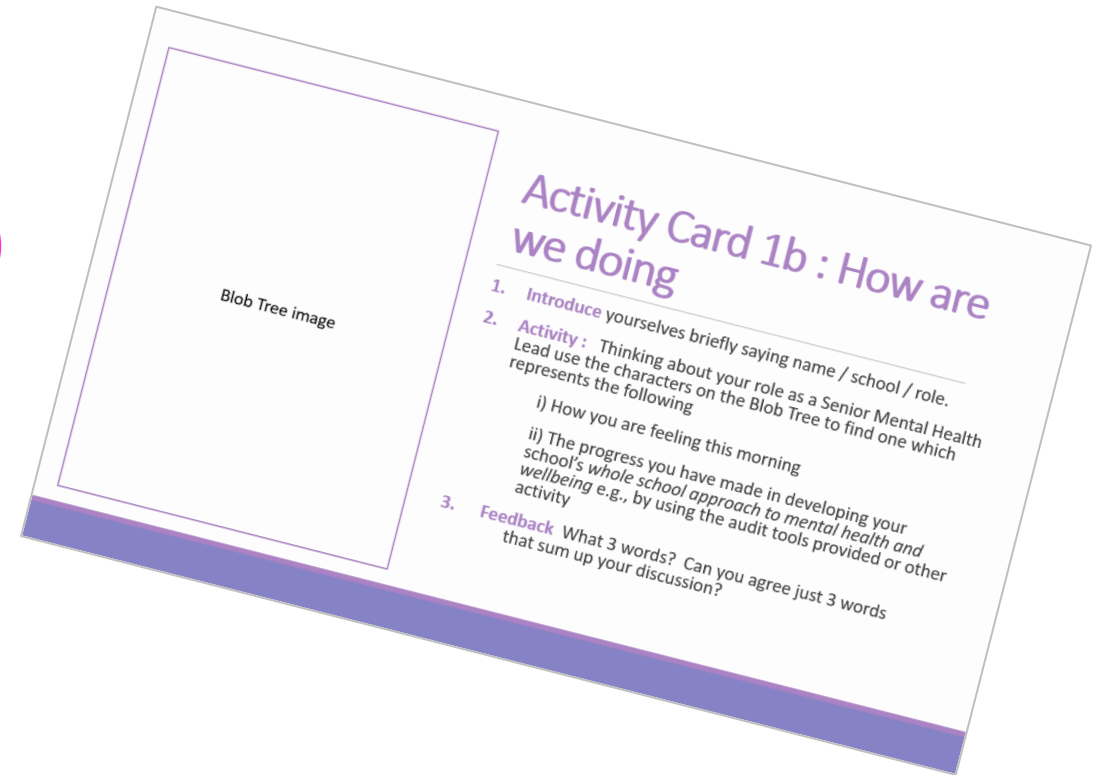
Share the activity slide

(found at course web page – see chat)

Appoint a group leader to

- Take notes
- Feedback to the whole group

First group activity: 20 minutes



Blob Tree image

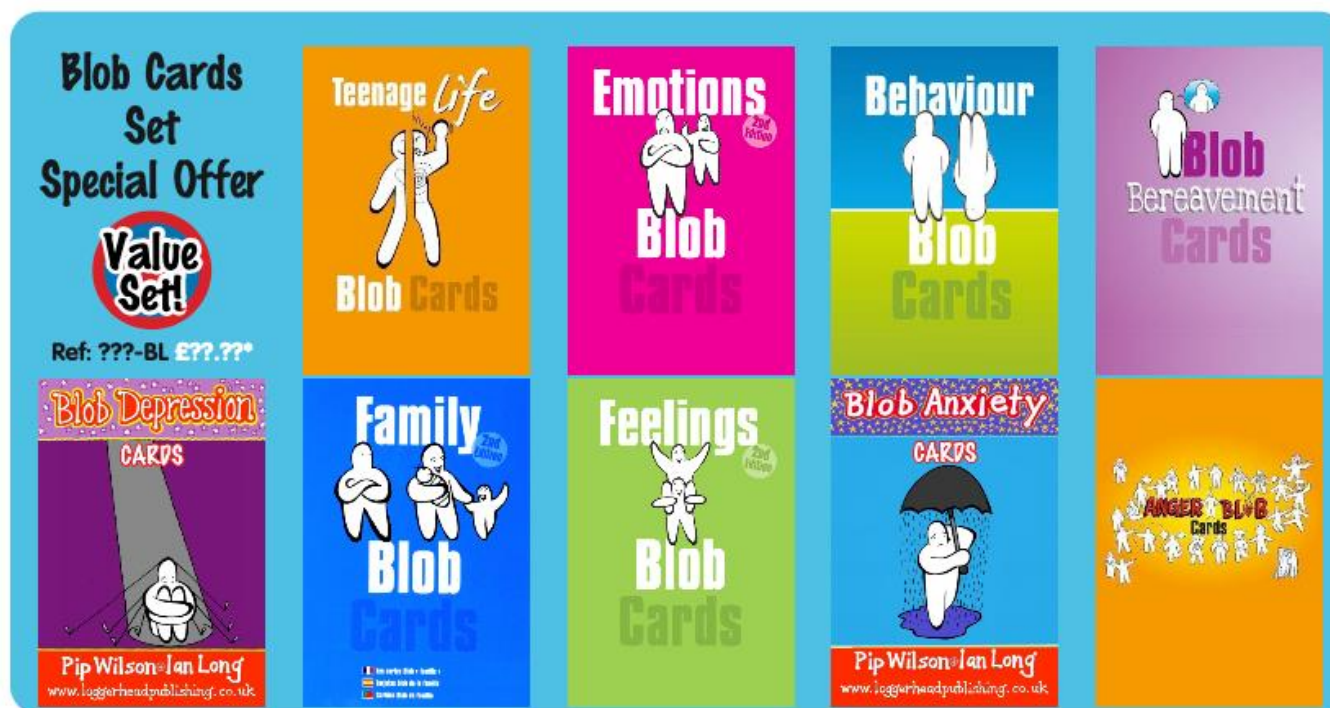
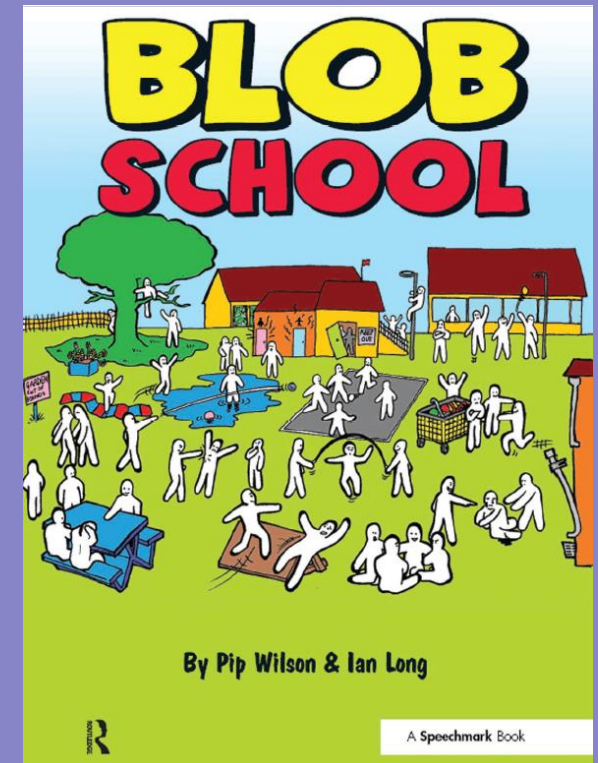
Activity Card 1b : How are we doing

1. **Introduce** yourselves briefly saying name / school / role.
2. **Activity** : Thinking about your role as a Senior Mental Health Lead use the characters on the Blob Tree to find one which represents the following
 - i) How you are feeling this morning
 - ii) The progress you have made in developing your school's *whole school approach to mental health and wellbeing* e.g., by using the audit tools provided or other activity
3. **Feedback** What 3 words? Can you agree just 3 words that sum up your discussion?

A word about Blobs!

Blob Shop - Home of the Blob Tree

www.pipwilson.com



Staff Wellbeing



**Staff
development to
support their
own wellbeing
and that
of students**

THE TRICK TO HAVING
HAPPY STUDENTS,
IS TO, FIRST
BE HAPPY
YOURSELF.

**WE ARE
TEACHERS**

Staff wellbeing

- 87% teachers have experienced anxiety;
- 79% have suffered loss of sleep;
- 30% have increased their use of alcohol;
- 7% have suffered a relationship breakdown;
- 2% have self-harmed.

NASUWT
The Teachers' Union

Teacher Wellbeing Survey – 2022



- 27% teachers needed to see a doctor or medical professional due to the detrimental impact on their health caused by their job during the Covid-19 pandemic
- 23% of teachers say they have taken medication to help cope,
- 12% have undergone counselling to give them extra support,
- 9% use or have increased their reliance on antidepressant drugs.
- 81% of teachers responding to our survey report they have experienced an increase in workplace stress over the past year
- 48% said the job had affected their physical health

<https://www.nasuwat.org.uk/static/1ac040a7-96a5-481a-a052ddd850abc476/Teacher-Wellbeing-Survey-Report-2022.pdf>

No need to have a book club
 Our hand does not eat at the center of the world
 He used to have a book club
 Taking notes from one to another
 Reading in cake of booklets or other books
 SRT always provide food for us on Parents Evening we eat it as a whole staff
 Staff gathering Christmas end of term - meals out
 Terribly staff center push mass celebration (big partying) program
 He will need to have the part to have a big partying tonight
 Step well being back with each
 Tonight tonight - food and refreshments
 Anonymous I left a bag of food in the staffroom and also in the head office
 Social activities - gym - dance
 When there were many (over) members of a Christmas gift of a person of
 Three Friday is... Christmas dinner for the whole staff
 Try to share feeling of staff meetings
 Out of what we are doing the future of health care in the future
 Rejoice to expansion of the - teacher write on paper for the coming term
 Quick case for planning time (Richard)
 Grate some more for meeting (Richard and another)
 Case days & free time for staff
 Book Club

1. **What is the state of your school's staff wellbeing?** (this may be sensitive so please respect confidentiality.) Is this true for all staff?
2. **How do you know this?** What forums and or tools does your school use to measure staff wellbeing? How often are these used and with whom?
3. **What examples of good practice can you share?** What is your school already doing to promote the wellbeing of staff?
4. **Feedback:** Share examples of good practice or links to resources in the chat room when you return

Staff wellbeing in Schools



Staff Wellbeing in
Schools – YouTube

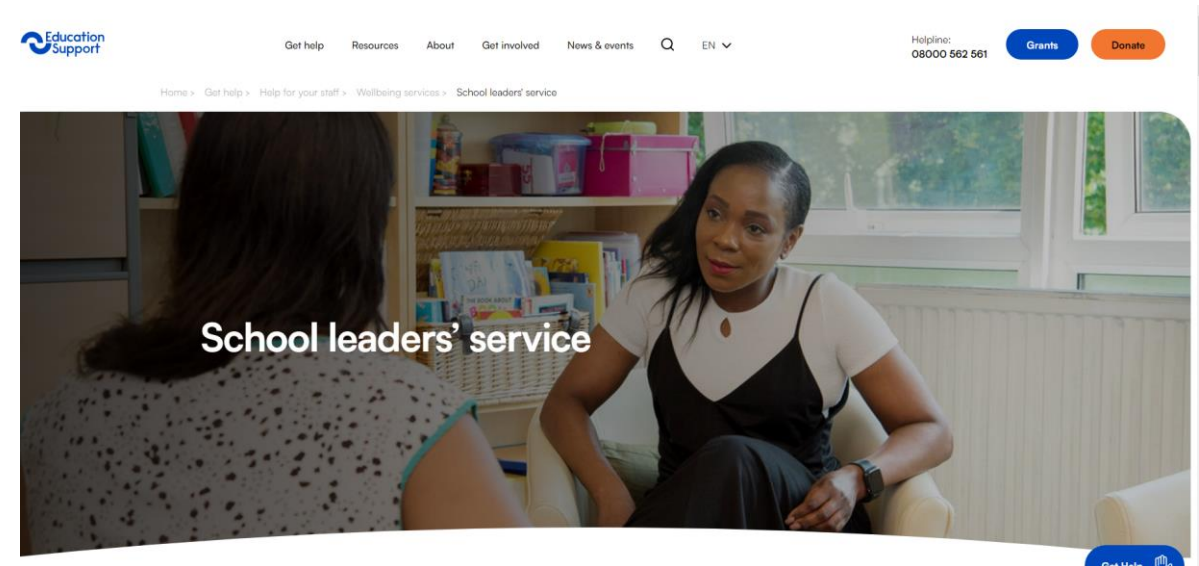
Education Support

Free and confidential professional supervision

This service is for headteachers, deputy headteachers, assistant headteachers, MAT CEOs and MAT Deputy CEOs based in state funded primary or secondary schools.

- You must be able to attend six sessions of either online professional supervision
- This service is funded by the Department for Education

<https://www.educationsupport.org.uk/get-help/help-for-your-staff/wellbeing-services/school-leaders-service>



New guidance

This document builds on the [Working together to improve school attendance](#) guidance, and should be read alongside the statutory guidance documents on parental responsibility measures, children missing education, supporting children with medical conditions, suspensions and exclusions, alternative provision, and safeguarding.

This guidance applies to any pupils displaying **any** social, emotional or mental health issue that is affecting their attendance. It is **not** only for pupils who have a diagnosed mental disorder, or a disability or special educational need.

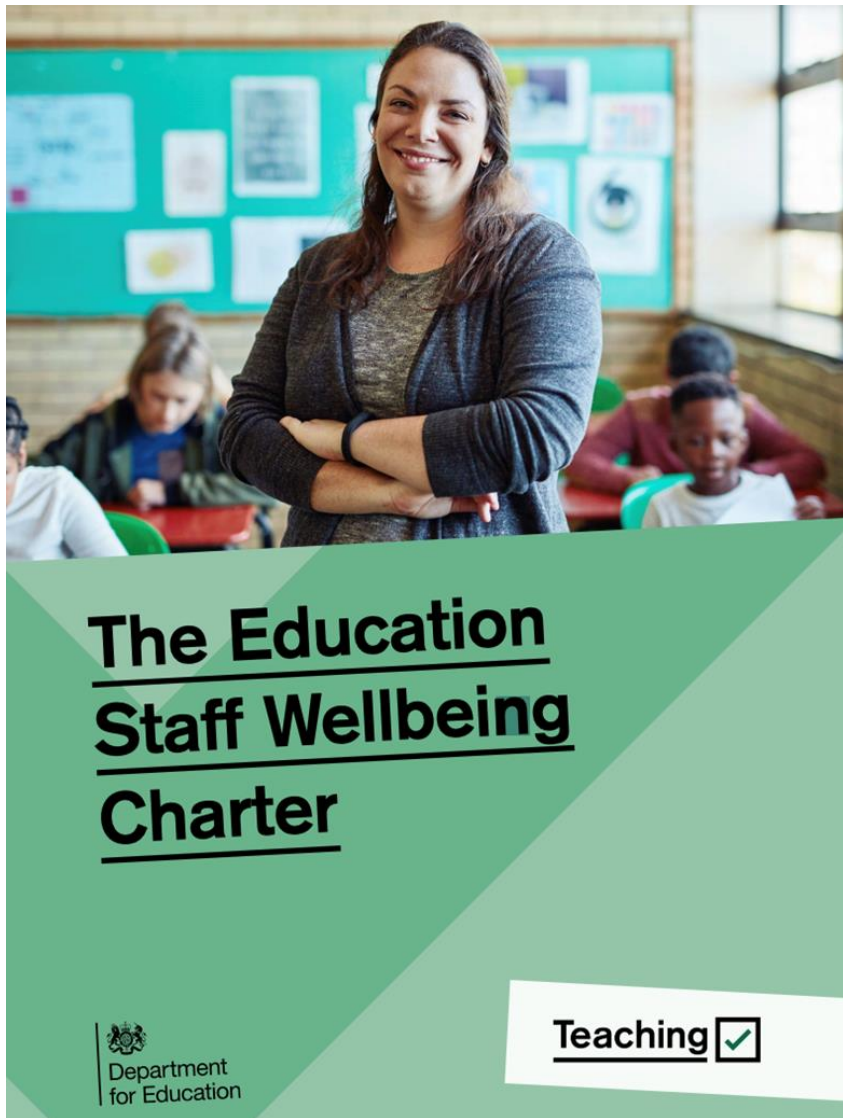
[Summary of responsibilities where a mental health issue is affecting attendance \(publishing.service.gov.uk\)](#)



Summary of responsibilities where a mental health issue is affecting attendance

February 2023

Screen Break



All education settings
encourage to sign up (2021)

DfE contribution	Setting contribution
DfE and Ofsted commitments	11 steps

<https://www.gov.uk/guidance/education-staff-wellbeing-charter>

Your wellbeing matters. DfE will:



**'Design-in'
wellbeing**



**Support the
sector to drive
down unnecessary
workload**



**Measure and
respond to changes
in staff wellbeing**



**Ensure that DfE
guidance meets
user needs**



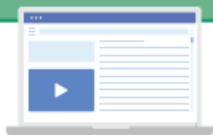
**Champion
flexible working
and diversity**



**Break down
stigma around
mental health**



**Embed wellbeing
in training and
professional
development**



**Improve access to
mental health and
wellbeing resources**



**Review impact
and progress
made to protect
staff wellbeing**

Education Staff Wellbeing Charter
For more information:
www.gov.uk/dfe

Your wellbeing matters. Ofsted will:



**Ensure that
inspectors take
staff wellbeing
into account in
coming to their
judgements and
monitor this
through quality
assurance and
evaluation.**

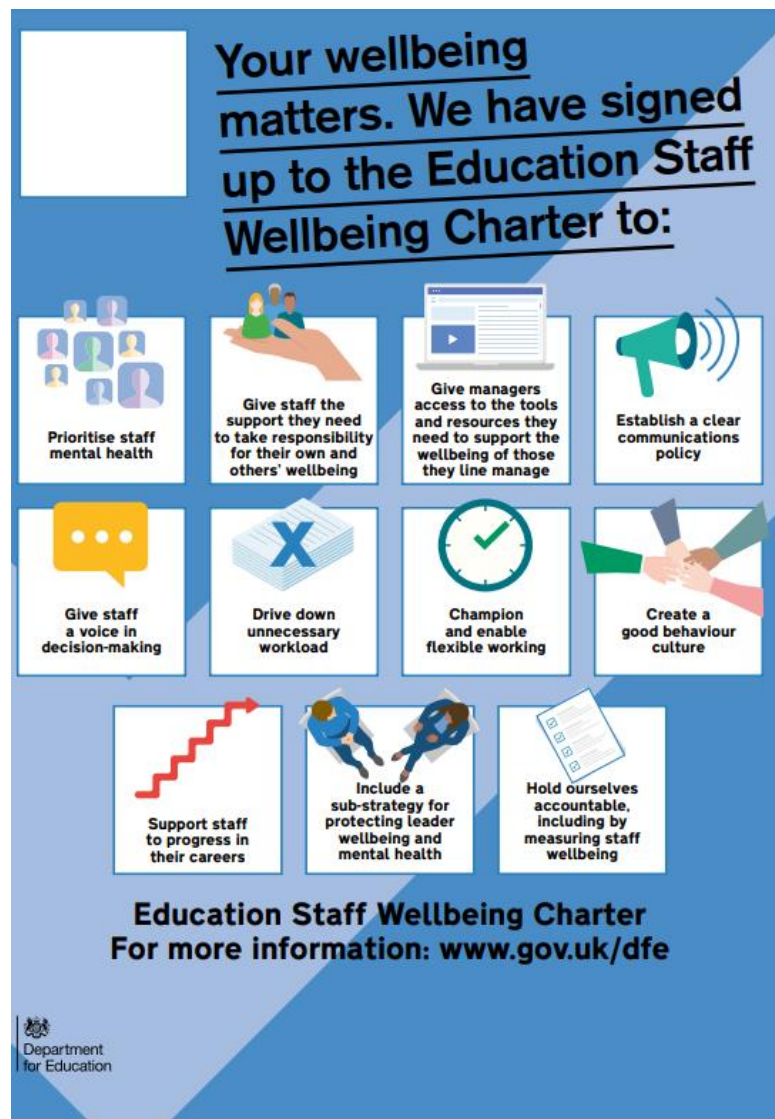


**Review whether
the framework is
having inadvertent
impacts on staff
wellbeing (for
example, creating
unnecessary
workload)
and take steps
to alleviate
any issues.**



**Continue to
clarify that
we do not
expect providers
to create
documentation
for inspection,
to try to reduce
administrative
workload.**

Education Staff Wellbeing Charter
For more information: www.gov.uk/dfe



11 commitments for the setting

1 Prioritise staff mental health

Tackle mental health stigma

Parity of esteem with physical , including in the management of staff absence

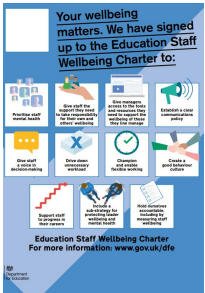
Legal duty to control the risks associated with work-related stress in the far as is reasonably practicable

Channel support to individuals whose role is known to have a significant emotional component.

Ensure that staff understand the real benefits that sensitive pastoral support can have, while also recognising where their limits are as non-specialists.

2. Give staff the support they need to take responsibility for their own and other people's wellbeing Access to info and tools to support physical and mental health

3. Give managers access to the tools and resources they need to support the wellbeing of those they line manage. Including resources and training and clear boundaries / escalation routes



4. Establish a clear communications policy for example around deadliness , emails and working during unsociable hrs

5. Give staff a voice in decision-making including contribution of unions , staff forums and representative – staff wellbeing group

6. Drive down unnecessary workload 2018 DfE School Workload Reduction Toolkit <https://www.gov.uk/guidance/school-workload-reduction-toolkit>

7. Champion flexible working
<https://www.gov.uk/government/publications/flexible-working-in-schools/flexible-working-in-schools--2>

8. Promote diversity, eliminating discrimination, and advancing equality of opportunity

9. Create a good behaviour culture behaviour policy / calm, safe and disciplined working environment

Guidance

School workload reduction toolkit

Practical resources for school leaders and teachers to help reduce workload, produced by school leaders, teachers and other sector experts together with DfE.

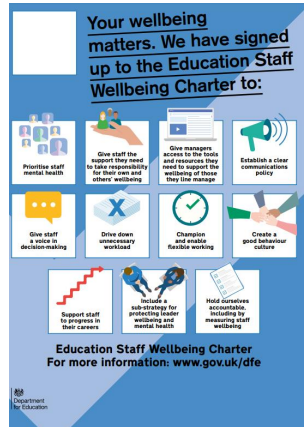
Guidance

Flexible working in schools

Updated 16 May 2022

10. Support staff to progress in their careers aligned to the Standard for Teachers' Professional Development.

11. Hold ourselves accountable, including by measuring staff wellbeing and being transparent about results, monitoring trends over time, and acting in response to findings



Comprehensive suite of resources and sign <https://www.gov.uk/guidance/education-staff-wellbeing-charter>

Guidance

Education staff wellbeing charter

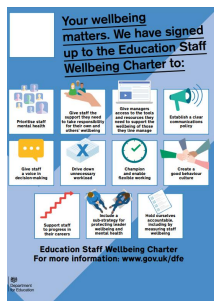
An explanation of the education staff wellbeing charter and the benefits of using it.

From: [Department for Education](#)

Published 10 May 2021

Last updated 4 February 2022 — [See all updates](#)

Thoughts, Responses & Experience?

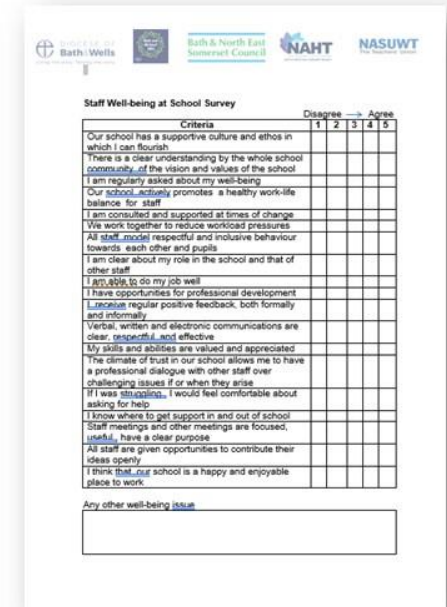


<https://www.gov.uk/guidance/education-staff-wellbeing-charter>

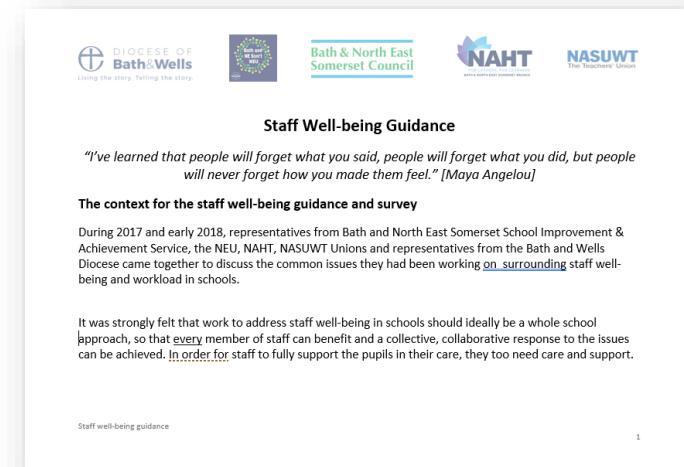
Staff wellbeing survey and guidance

- Introduce the survey, at a meeting or training day
- Invite all members of school staff to anonymously complete it
- Collect in completed surveys and analyse the results, perhaps RAG rating the responses
- Form a group, to respond to the survey within a specific time period e.g. 6/12 or 18 months
- Report on what the school is doing well, then on areas for development
- Use the guidance document for ideas to implement
- After implementing actions, resurvey and assess progress

[Staff wellbeing at school survey : Wiltshire Healthy Schools](#)



The form is titled 'Staff Well-being at School Survey'. It features logos for the Diocese of Bath & Wells, Bath & North East Somerset Council, NAHT, and NASUWT. The survey consists of a table with 15 criteria listed on the left and a scale from 1 to 5 on the right, where 1 is 'Disagree' and 5 is 'Agree'. The criteria include statements about school culture, vision, staff well-being, workload, and communication. At the bottom, there is a section for 'Any other well-being issue' with a text box.



The document is titled 'Staff Well-being Guidance'. It features the same logos as the survey form. It includes a quote from Maya Angelou: "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." The document provides context for the survey, mentioning that it was developed in 2017 and 2018 by representatives from Bath and North East Somerset School Improvement & Achievement Service, the NEU, NAHT, and NASUWT. It states that the survey aims to address common issues related to staff well-being and workload. The document is numbered 1 at the bottom right.

Resources: Mentally Healthy Schools

<https://mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing>



5 Steps framework – supporting staff


Find out more about supporting staff wellbeing, and access useful tools and resources to help, on the Anna Freud Centre's '5 Steps to Mental Health and Wellbeing' framework.

[Find out more](#) 



Education Support

Education Support is a mental health charity dedicated to improving the health and wellbeing of teachers, teaching assistants, headteachers and support staff in schools and further education settings.

[Find out more](#) 



10 steps towards staff wellbeing

A detailed handbook for schools on ways to measure, monitor and improve staff wellbeing in schools.

[Find out more](#)

Supporting a member of staff with mental health difficulties

Advice and guidance for senior leaders about supporting a member of staff who has mental health difficulties, and what to do if you are concerned.

[Find out more](#)



Be kind to your mind

There are small things we can all do to help be kind to your mind, and these can make a big difference to how we feel.

Get expert advice and practical tips to help you look after your mental wellbeing and make them part of your daily routine.

<https://www.nhs.uk/every-mind-matters>

Free sources of emotional support for frontline workers, including education staff

- **Our Frontline** www.mentalhealthatwork.org.uk/ourfrontline offers round-the-clock one-to-one support, by call or text, from trained volunteers, plus resources, tips and ideas to look after your mental health.
- **Shout** provides a free 24/7 text support service for education and health staff who are working on the frontlines right now. Text FRONTLINE to 85258 to talk by text with a trained crisis volunteer
- **Wellbeing support by telephone for essential staff** provided by Samaritans. Call free on 116 123 to speak in confidence with a trained listening volunteer
- **Frontline19** www.frontline19.com offers free online mental health and emotional wellbeing services to support frontline workers. You can access emotional support via Zoom, Skype or FaceTime with a fully qualified psychologist, psychotherapist or counsellor at a time that suits you for free
- **Education Support** [Education Support, supporting teachers and education staff](#) School leaders can access free mental health and wellbeing support through the charity Education Support. The DfE funded scheme provides free one-to-one counselling, one-to-one supervision, and peer support to school leaders, helping those at deputy head level and above with their mental wellbeing.

Staff Development / CPD

What is your
school doing
already?



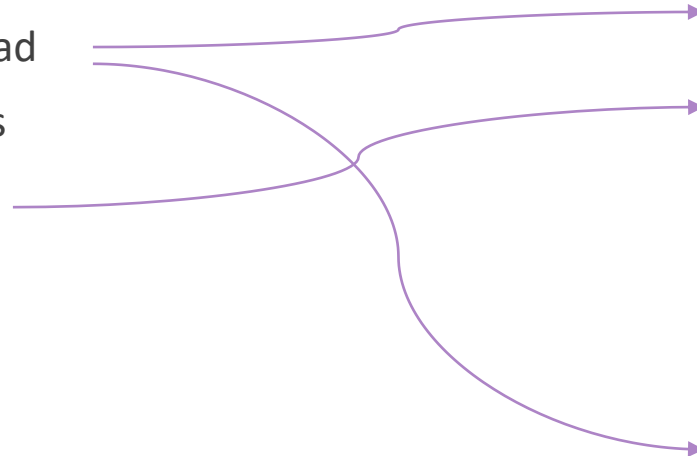
Staff development

WHO NEEDS

Senior leadership team
Senior mental health lead
Class / subject teachers
Teaching Assistants
SENCO
Lunchtime supervisors
Office staff
Grounds / site supervisor
Governors
Someone else

WHAT STAFF DEVELOPMENT

Identifying and understanding mental health conditions/ signs and symptoms
Simple strategies for talking with CYP about their wellbeing / listening skills
Sources of support for CYP
Tackling stigma
Teaching about mental health and wellbeing
Talking to parents and carers
Strategies to support pupils who re struggling to cope
Something else



Mental health in school everybody has a role



Anna Freud
National Centre for
Children and Families

TAKING

CARE

TO PROMOTE MENTAL HEALTH IN SCHOOLS AND COLLEGES



Taking CARE to Promote Mental Health in Schools and Colleges Animation

A short film to share with colleagues as a
starting point for further work

<https://www.youtube.com/watch?v=ATjcdfmPaoE&t=65s>

Staff development opportunities

Free training courses for education staff

[DfE Teaching about wellbeing](#)

Practical materials for primary and secondary schools to use to train staff about teaching mental wellbeing

[Charlie Waller Trust](#) An extensive list of free (or for a donation) training on mental health issues in schools

[Winston's Wish Bereavement training for teachers](#) Free online training for schools

Free self guided study for education staff

[MindEd](#) Online training modules on a long list of mental health and wellbeing issues. Too many to list. Add the issue you want to explore into the search box

[Psychological First Aid for Children and Young People](#) Free training to support children and young people's mental health during emergencies and crisis situations

[Crisis Tool](#) Short online training modules produced by Health Education England in partnership with young people. Covers how to support a young person in mental health crisis

Access local CPD resources

**Bath & North East
Somerset Council**

Improving People's Lives



Wiltshire Council

[Public Health in Schools Programme](#)

[Children's Workforce Training – Learning Zone](#)

[Staff Wellbeing Support](#)

[Swindon Healthy Schools Programme](#)

[Training and events : Wiltshire Healthy Schools](#)

[Training & Events | Right Choice \(wiltshire.gov.uk\)](#)

Tea/coffee Break

Identifying need and monitoring impact

Consider the following in the context of your school	Agree / disagree / somewhat
Local and school level data about mental health and wellbeing is accessed, analysed and used to influence practice and provision	
The needs of those groups of children vulnerable to mental health problems are recognised and addressed including those with adverse childhood experiences (ACEs), lesbian, gay, bisexual, transgender (LGBT), black, minority, ethnic (BME) young people, those living in families experiencing financial hardship	
Validated tools are used to assess pupils' wellbeing	
Curriculum and interventions are evaluated to assess impact and direct future development	





Early intervention
tools

Universal assessment
tools

Evaluation tools

Universal
assessment
tools

 Where are you on the rainbow today? 

School is boring 1 2 3 4 5 **School is interesting**

I give up when I find things difficult 1 2 3 4 5 **I keep trying when I find things difficult**

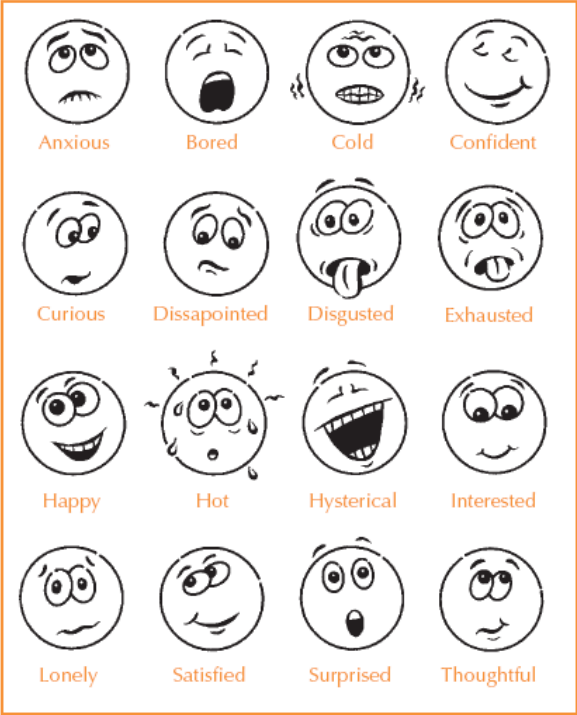
I find it hard to talk to my teacher 1 2 3 4 5 **I find it easy to talk to my teacher**

I do not enjoy playtimes 1 2 3 4 5 **I enjoy playtimes**

I play on my own in school 1 2 3 4 5 **I play with my friends in school**

I feel lonely 1 2 3 4 5 **I do not feel lonely**

Name: Class: Date:

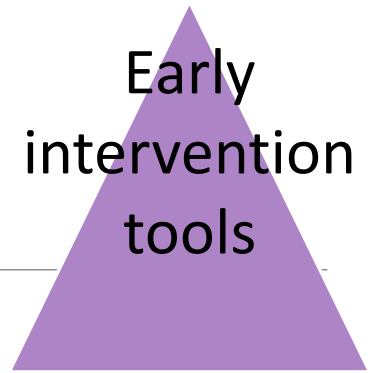


Evaluation
tools



1-1
conversation
tools

Identification and measurement



Two key elements that can enable schools to reliably identify children at risk of mental health problems:

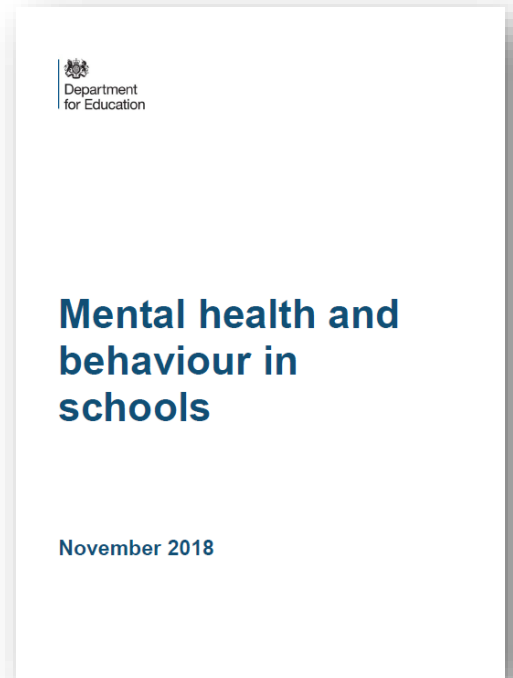
❑ Effective use of data

so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can be acted upon; along with

❑ An effective pastoral system

When schools suspect that a pupil is having mental health difficulties, they should not delay putting support in place, using the graduated response process :

- an **assessment** to establish a clear analysis of the pupil's needs;
- a **plan** to set out how the pupil will be supported;
- **action** to provide that support; and
- regular **reviews** to assess the effectiveness of the provision and lead to changes where necessary.



Identification and measurement 1/2

- **MindEd** – free online teaching to help adults to identify and understand children and young people with mental health problems.
- **Health A-Z - Conditions and treatments by subject - Mental health disorders** – information from the NHS on mental health disorders.
- **Strengths and Difficulties Questionnaire (SDQ)** – can assist schools in taking an overview and making a judgement about whether a pupil is likely to be suffering from a mental health problem.
- **Boxall Profile** – an online assessment tool for social emotional and behavioural difficulties for children and young people.

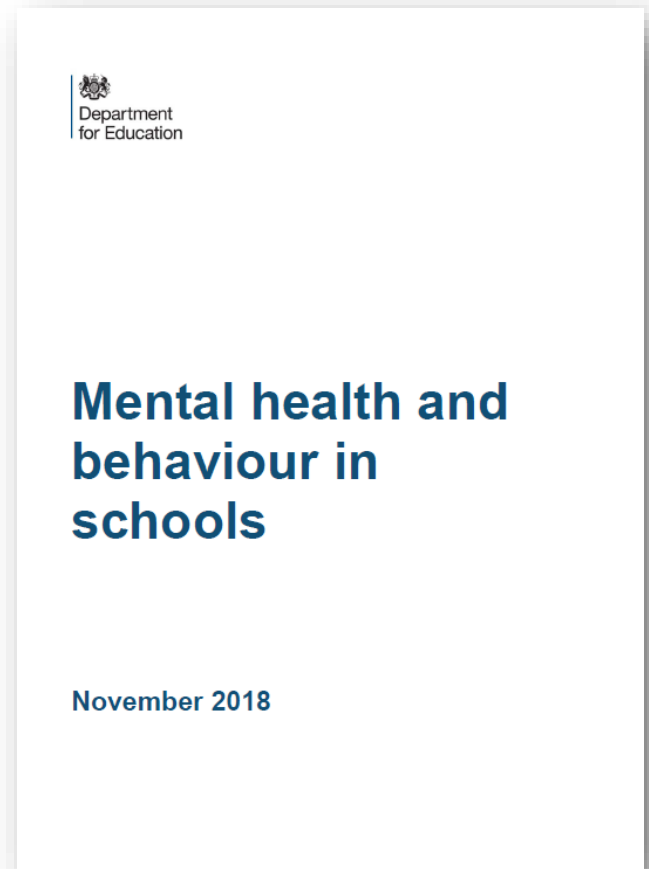


Mental health and behaviour in schools

November 2018

Identification and measurement 2/2

- **Education Endowment Foundation** – The Sutton Trust-EEF Teaching and Learning Toolkit is a summary of research, providing guidance for schools on using their resources to improve attainment of pupils especially disadvantaged pupils.
- **CORC outcome and experience measurements** – provides easily accessible resources to measure children and young people's mental health and wellbeing
- **Good Childhood Wellbeing Index** - easy and free assessment of children's well-being in the classroom.
- **Measuring and monitoring children and young people's mental wellbeing: a toolkit for schools and colleges** – a range of validated tools to measure mental wellbeing amongst pupils



Third group activity: 15 minutes

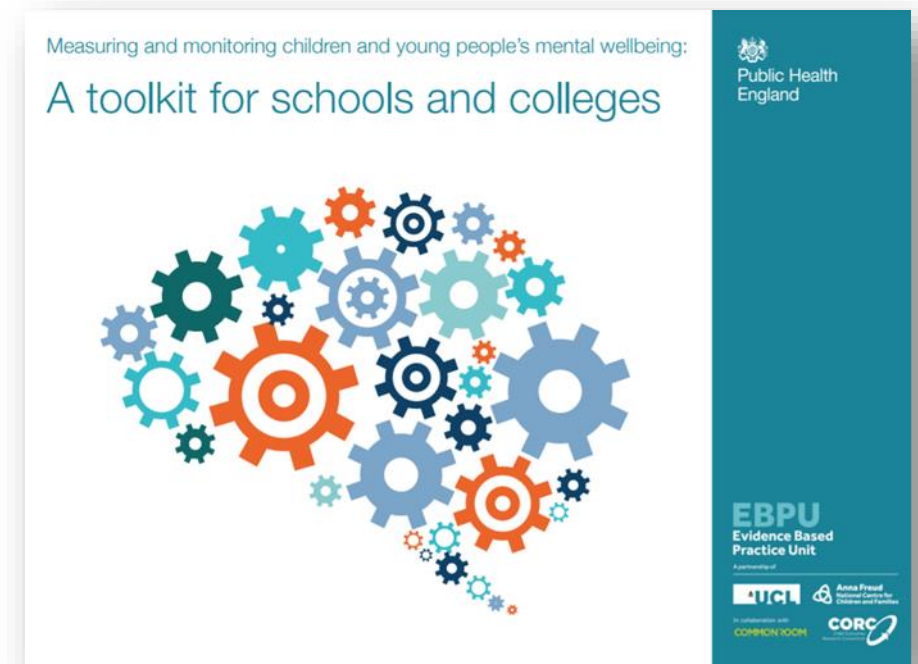
Activity Card 3b : Assessment tools

Use with 2 additional cards to explore: Bears, Blobs, SDQ, WMF, SCWS

Do you feel that this would be a useful way to assess children's mental health?

Would you use in your school?

Any comments . . .



The Bears (primary)

Best with ages 2-11. Pack of 48 large picture cards to start conversations or as part of an evaluation.

Cross language, literacy, cultural, racial, age and gender boundaries. Use with groups or individuals.

No rules or instructions, although a 42 page booklet is provided with some activity ideas.

“Which bear represents the way you feel about . . . ?”

“Is it the same bear that was you yesterday or when we last met?”

<https://innovativeresources.co.uk/product/bear-cards/> £37.95



Two packs per class provides a good choice, even when many have been taken.

Blobs (primary, secondary & FE)

Blobs - Best with ages 11+.

Explore the blob resources available.

<https://www.blobtree.com/>

SDQ (primary, secondary & FE)

Designed to focus more on assessing targeted and specialist mental health needs.

Have a look at the free online Strengths and Difficulties Questionnaires.

For example [have a look at the 1 page forms here](#)

And [scoring information here](#).

<https://www.sdqinfo.org/a0.html>

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name
Date of Birth Male Female

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature Date

Parent/Teacher/Other (please specify)

Thank you very much for your help

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(primary, secondary & FE)

The Wellbeing Measurement Framework

The Wellbeing Measurement Framework (WMF) is a suite of measurement booklets for primary school, secondary school and college students.

Each booklet contains a set of validated questionnaires that assess constructs such as positive wellbeing, behavioural or emotional difficulties, the presence and strength of protective factors and ability to deal with stress and manage emotions.

[Wellbeing Measurement Framework for primary schools](#)

[Wellbeing Measurement Framework for secondary schools](#)

[Wellbeing Measurement Framework for colleges](#)

[Wellbeing measurement framework for schools | Anna Freud Centre](#)



The Stirling Children's Wellbeing Scale (primary & secondary)

The Stirling Children's Wellbeing Scale, a holistic and positively worded scale, developed by the Stirling Educational Psychology Service, that is suitable for educational professionals looking to measure emotional and psychological wellbeing in children aged 8 to 15 years.

(highlighted on p23 of the guidance: Promoting children and young people's mental health and wellbeing)

See scoring info from page 2 of the downloaded pdf.

The Stirling Children's Wellbeing Scale

Here are some statements or descriptions about how you might have been feeling or thinking about things over the past couple of weeks.

For each one please put a tick in the box which best describes your thoughts and feelings; there are not right or wrong answers.

	Statements	Never	Not much of the time	Some of the time	Quite a lot of the time	All of the time
1	I think good things will happen in my life	1	2	3	4	5
2	I have always told the truth	1	2	3	4	5
3	I've been able to make choices easily	1	2	3	4	5
4	I can find lots of fun things to do	1	2	3	4	5
5	I feel that I am good at some things	1	2	3	4	5
6	I think lots of people care about me	1	2	3	4	5
7	I like everyone I have met	1	2	3	4	5
8	I think there are many things I can be proud of	1	2	3	4	5
9	I've been feeling calm	1	2	3	4	5
10	I've been in a good mood	1	2	3	4	5
11	I enjoy what each new day brings	1	2	3	4	5
12	I've been getting on well with people	1	2	3	4	5
13	I always share my sweets	1	2	3	4	5
14	I've been cheerful about things	1	2	3	4	5
15	I've been feeling relaxed	1	2	3	4	5

<https://www.mhpss.net/toolkit/mhpss-m-and-e-mov-toolkit/resource/the-stirling-childrens-wellbeing-scale>

Other sources of assessment tools

- School Health Nurses
- ELSAs
- SENCOs
- CAMHS
- Mental Health Support Teams
- Local LA surveys
- Anna Freud Centre



Screen Break

Next steps

Attend the next network meeting:

N2. September 20th 2023 3:30-5:00pm

What would you like to cover?

All meeting dates, PowerPoints and other resources are available at course weblink (see link below, also link in chat during this session and emails)

- Course materials: [BSW SMHL training resources Jan 2023 : Wiltshire Healthy Schools](#)

Join the B&NES, Swindon and Wiltshire SMHL group at Knowledge Hub:

<https://khub.net/web/senior-mental-health-leads-bnes-swindon-wiltshire>

Sign up to Knowledge Hub, using your school email address, and request to join the group

Saying goodbye

Who are you?

Who would you most
like to be?

Who would you least
like to be?

What can you do to
bring about the change
you want?

How can you take care
of yourselves?

Blob staff room image

A sprinkle of magic to end with....

M MINDFUL
A ACTIVE
G GIVE
I INTEREST
C CONNECT



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

5 Ways to Wellbeing