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

Bath & North East Somerset Council
Improving People's Lives

Swindon
BOROUGH COUNCIL

Wiltshire Council

A WHOLE SCHOOL APPROACH TO MENTAL HEALTH

Bath and North East Somerset,
Swindon and Wiltshire Together

BSW Cohort 4

Senior Mental Health Leads Training

Details to provide to the DfE when asked, following your claim for £1,200 grant:

Course code: **SMHL001**

Title: **Senior Mental Health Leadership in B&NES, Swindon and Wiltshire**

Training Provider: **Bath & North East Somerset**

Cost: **£160**

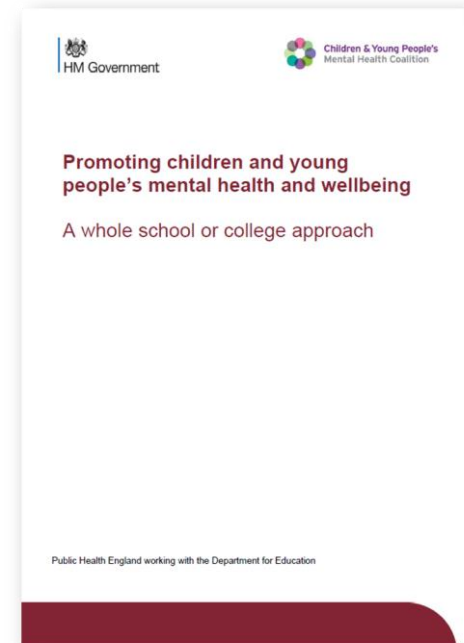You should have a confirmation email from your LA lead with these details.

Facilitators:

Clare Laker (B&NES) & Nick Bolton (Wiltshire).

With additional input from Oxford Health/CAMHS.

DfE Senior Mental Health Lead Training BSW : Wiltshire Healthy Schools

Course resources can be found at the link above

Learning Outcomes

By the end of the course you will have:

• Understood the role of the Senior Mental Health Lead

• Explored personal attitudes and values and examined local data

• Identified those issues pertinent to the pupils in your school and be able to plan to meet these

• Gained confidence to embed a whole school approach to mental health in school

• Considered services and provisions within the Local Authority

Department for Education

Learning outcomes for senior mental health leads in schools and colleges

June 2021

Format of Course

1.5 training days

- Session 1: Full day - Wednesday 15th March 2023. 9-5pm
- Session 2: Half day follow up – Thursday 18th May 2023. 9-12:30am

- Course materials: BSW SMHL training resources Jan 2023 : Wiltshire Healthy Schools

Network meetings (3:30-5pm)

- Wednesday 19th April 2023 (just for Cohort 4)
- Wednesday 20th September 2023 (join other cohorts from this date)
- Further dates TBC

Programme for Day 1

9:00	Welcome and Introductions
	The role of the Senior Mental Health Lead
	Course group work
	Getting started conversations
	Levels of need and examining local data
	Screen break
	What is a whole school approach to mental health and wellbeing?
	Pupil Voice
11:10	(15 min) Tea/Coffee break
	Parents and Carers
12:20	(40 mins) Lunch

13:00	Support from your LA
14:00	Screen break
14:10	Targeted support an overview of CAMHS
	Scenarios
15:10	Screen break
	Share presentations
	National resources and programmes
	Next steps
	Goodbyes
16:30	Close

The Role of the Senior Mental Health Lead

Coordinate change in your setting, involving all staff

Champion efforts to promote mental health and wellbeing

Secure the support of senior leaders

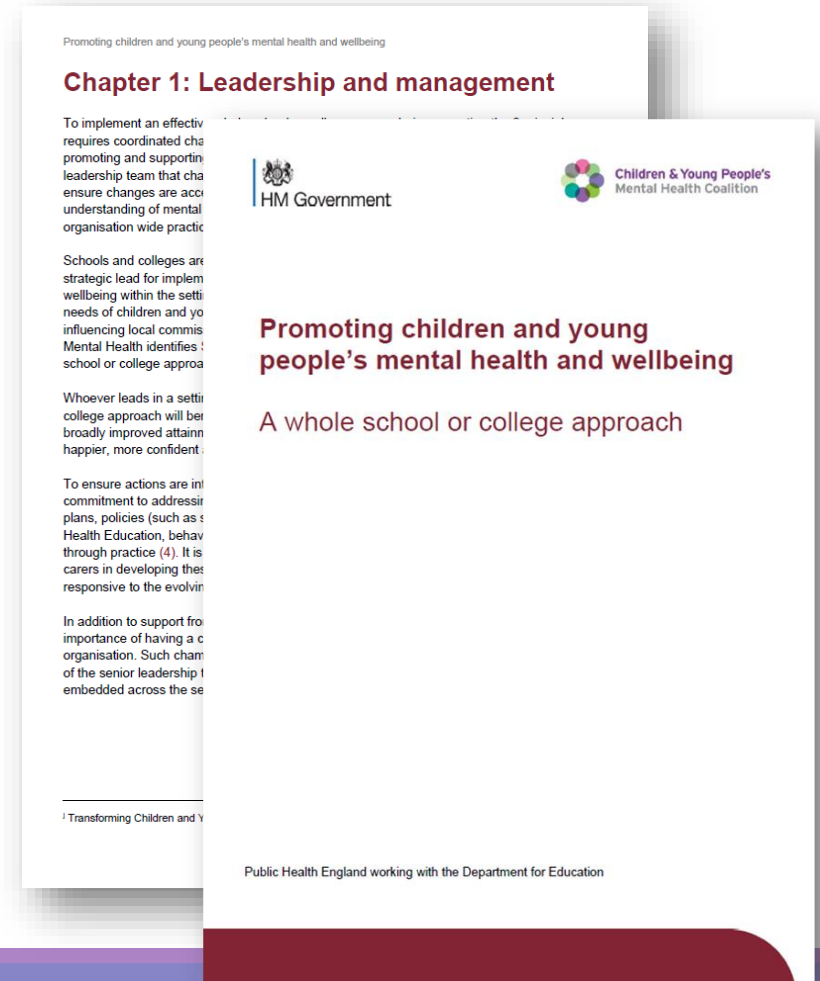Identify and work with a key governor (desirable)

Lead on strategic implementation

Advocate for the needs of young people

Explain the benefits of a whole school/college approach

Ensure actions are integrated, sustained and monitored

Involve pupils and students, staff and parents/carers

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

5 Creating an ethos and environment

6 Enabling the Student Voice

7 Working with parents, families and carers

8 Curriculum, teaching and learning

Department for Education

Learning outcomes for senior mental health leads in schools and colleges

June 2021

Group work today

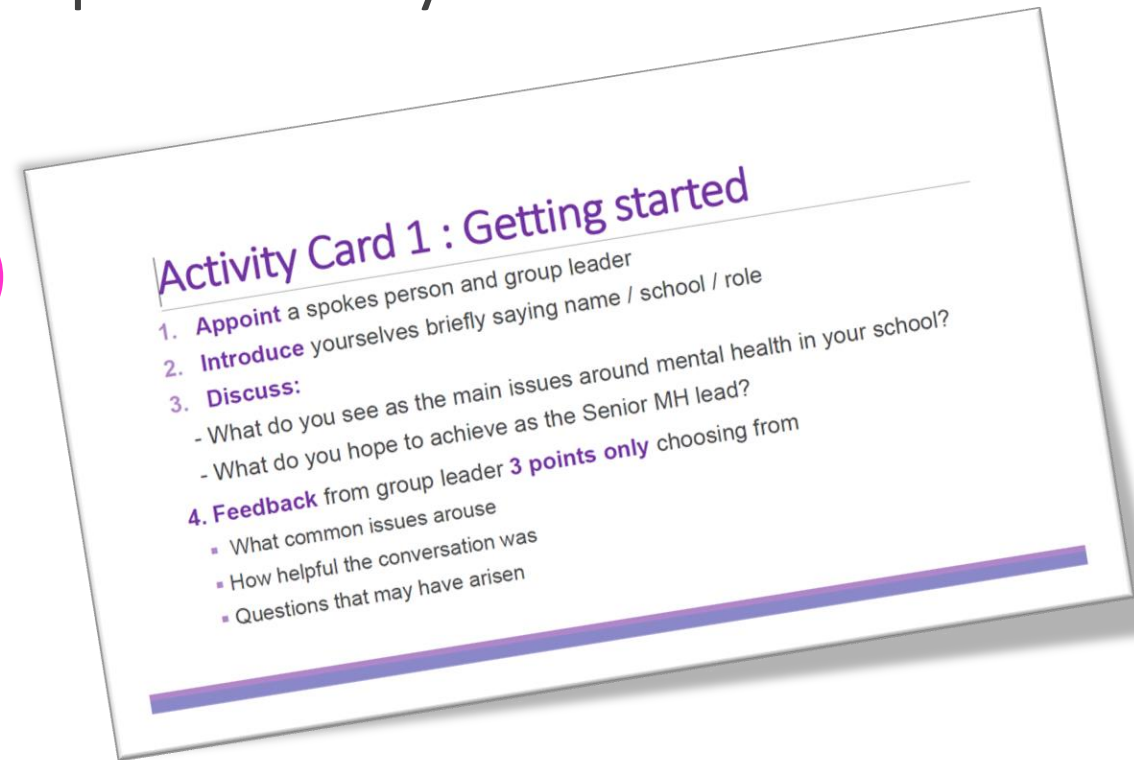You will be working in groups at various points today

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

Activity Card 1 : Getting started
1. **Appoint** a spokes person and group leader
2. **Introduce** yourselves briefly saying name / school / role
3. **Discuss:**
   - What do you see as the main issues around mental health in your school?
   - What do you hope to achieve as the Senior MH lead?
4. **Feedback** from group leader **3 points only** choosing from
   ▪ What common issues arouse
   ▪ How helpful the conversation was
   ▪ Questions that may have arisen

Activity Card 1 : Getting started

1. **Appoint** a spokesperson and group leader

2. **Introduce** yourselves briefly saying name / school / role

3. **Discuss:**

   - What do you see as the main issues around mental health in your school?

   - What do you hope to achieve as the Senior MH lead?

4. **Feedback** from group leader **3 points only** choosing from

   - What common issues arouse

   - How helpful the conversation was

   - Questions that may have arisen

Accessing data about CYP mental health

- Own school records & surveys
- Local Authority Health and Wellbeing Surveys
- NHS Digital
- Office for Health Improvement & Disparities Fingertips tools

Data quiz
Grab a pen and paper
and decide if the
answer is true / false
or depends
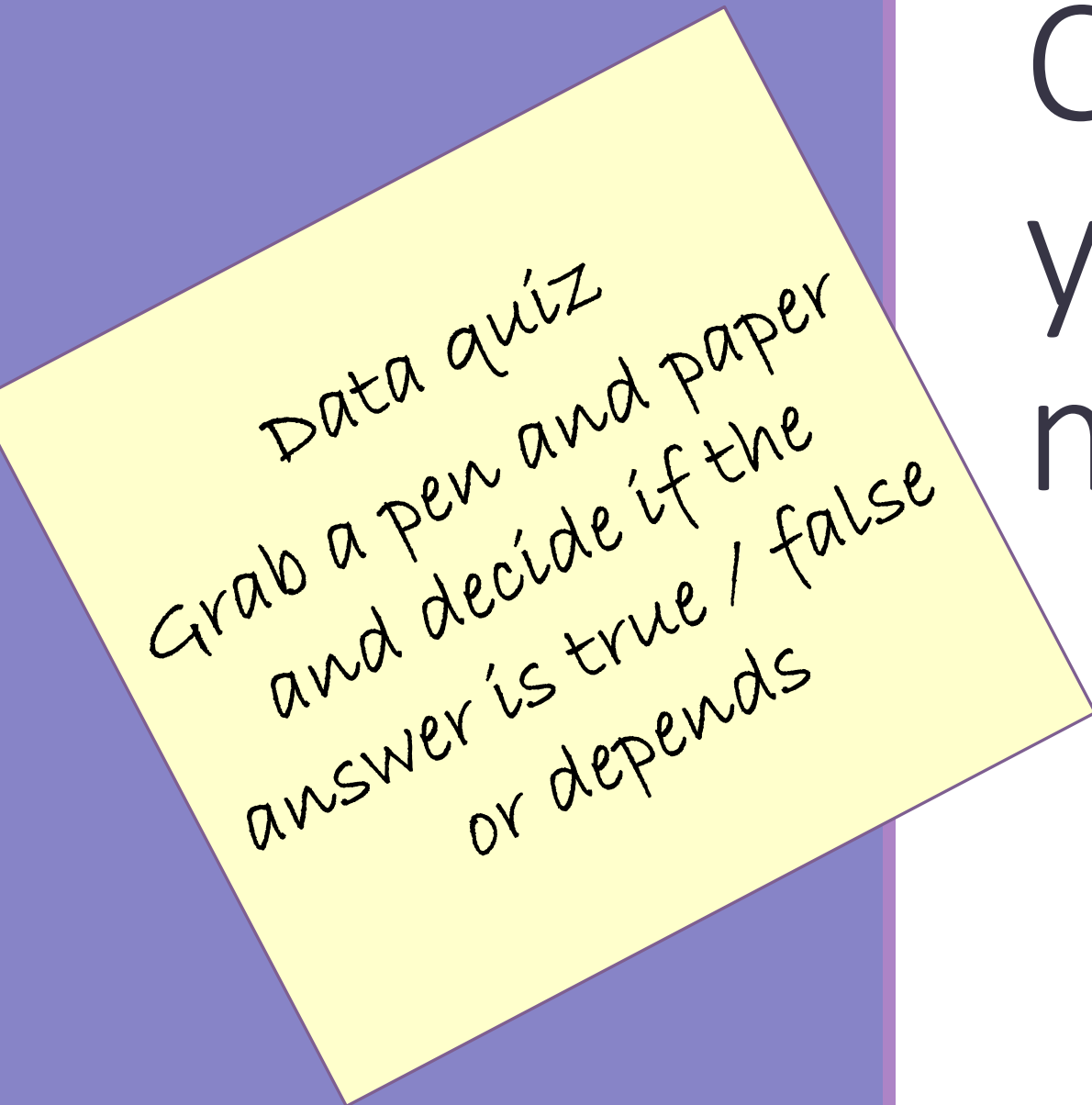
Children &
young People
mental health.

Some facts

Mental Health of Children & Young People NHS Digital 2022	
1	1 in 10 of those aged 7 - 16 have a mental health disorder
2	Rates are higher in boys compared to girls
3	Rates improve the older the young person gets
4	Most children and young people felt Covid restrictions had made their life worse

In 2022, 18.0% of children aged 7 to 16 years and 22.0% of young people aged 17 to 24 years had a probable mental disorder.

1.
1 in 10 of those aged 7 – 16 have a mental health disorder
FALSE

Between 1 in 6 and 1 in 5 up from 1 in 9 in 2017

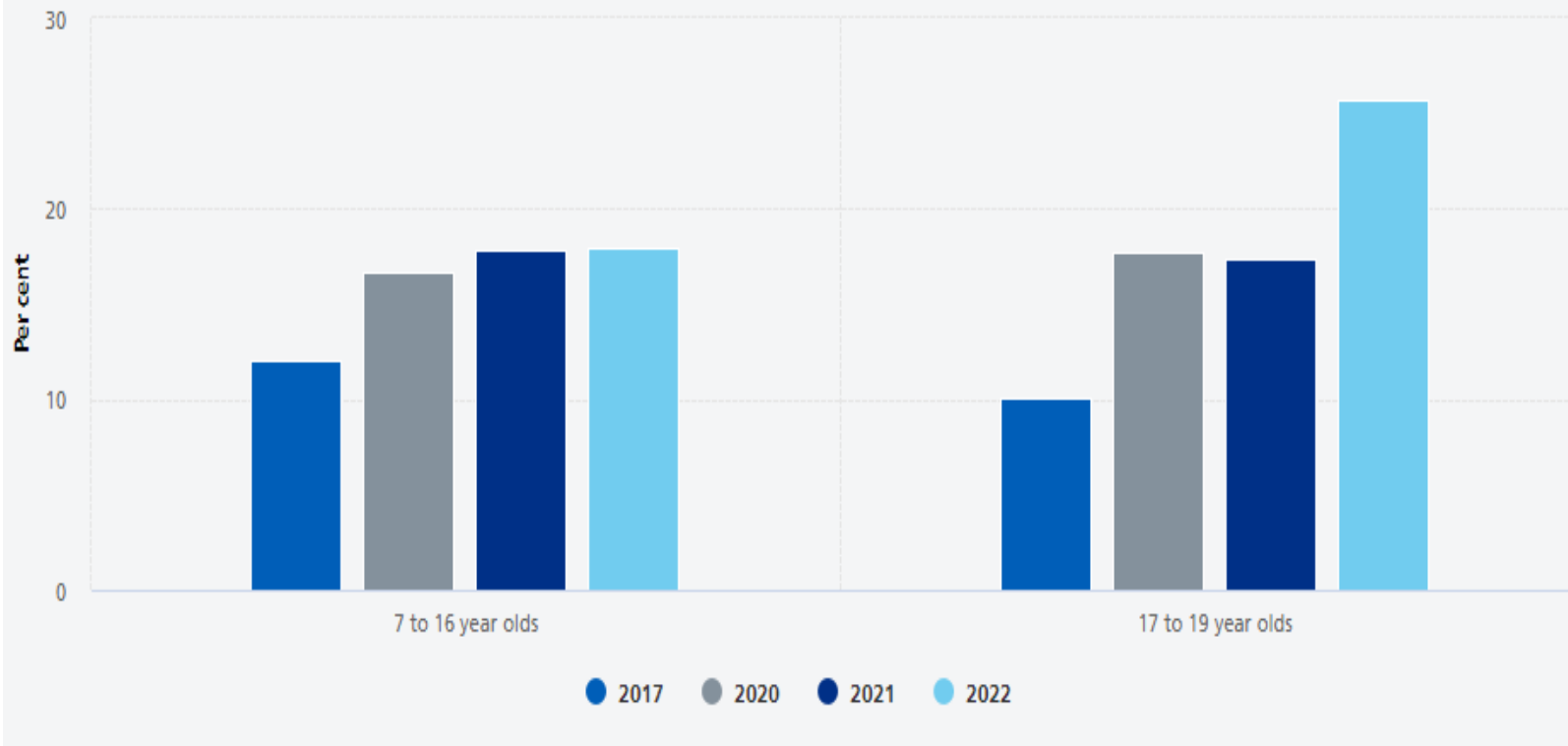Figure 1.2: Percentage of children and young people with a probable mental disorder, by age, 2017, 2020, 2021 and 2022
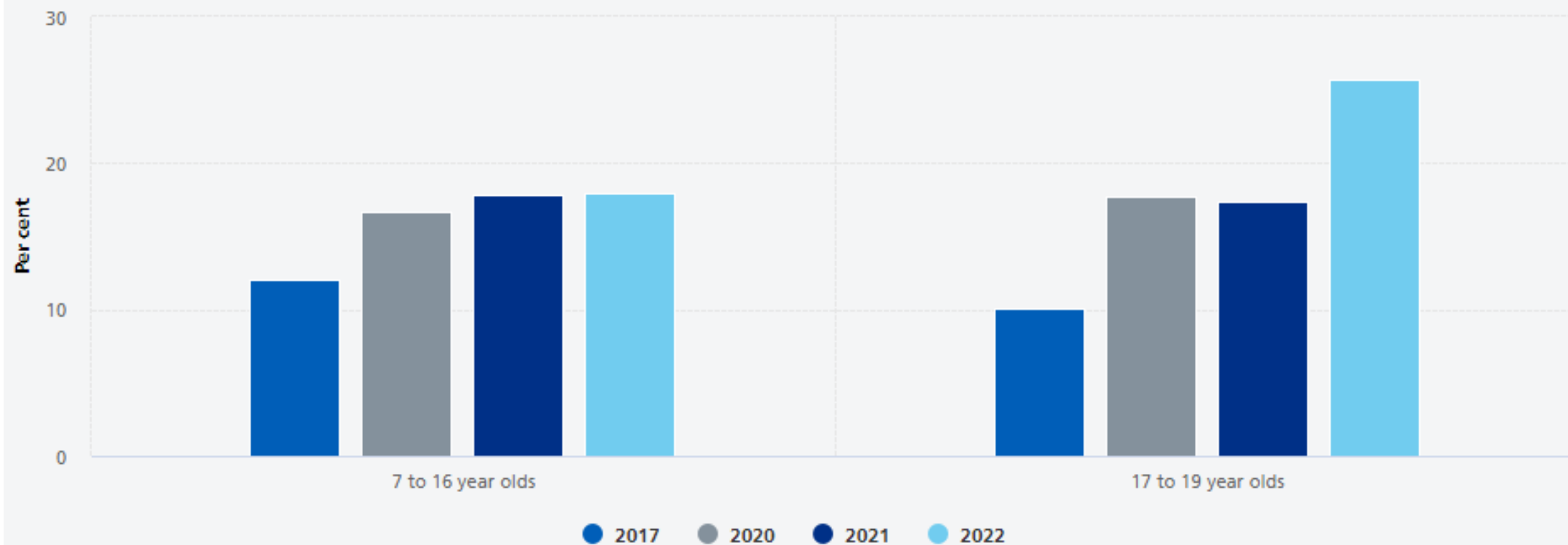
Figure 1.1: Percentage of children and young people with a probable mental disorder, by age and sex, 2022
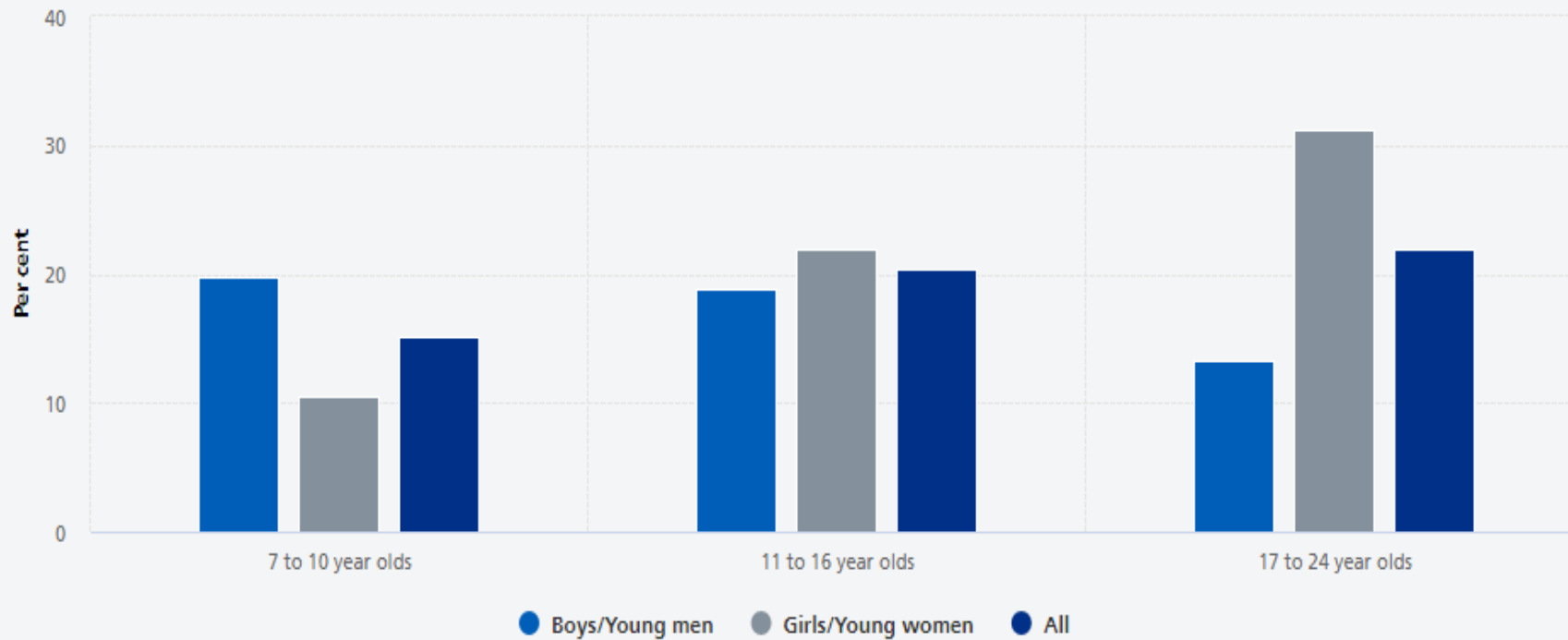
2.
Rates are higher in boys compared to girls
Depends

Figure 1.2: Percentage of children and young people with a probable mental disorder, by age, 2017, 2020, 2021 and 2022
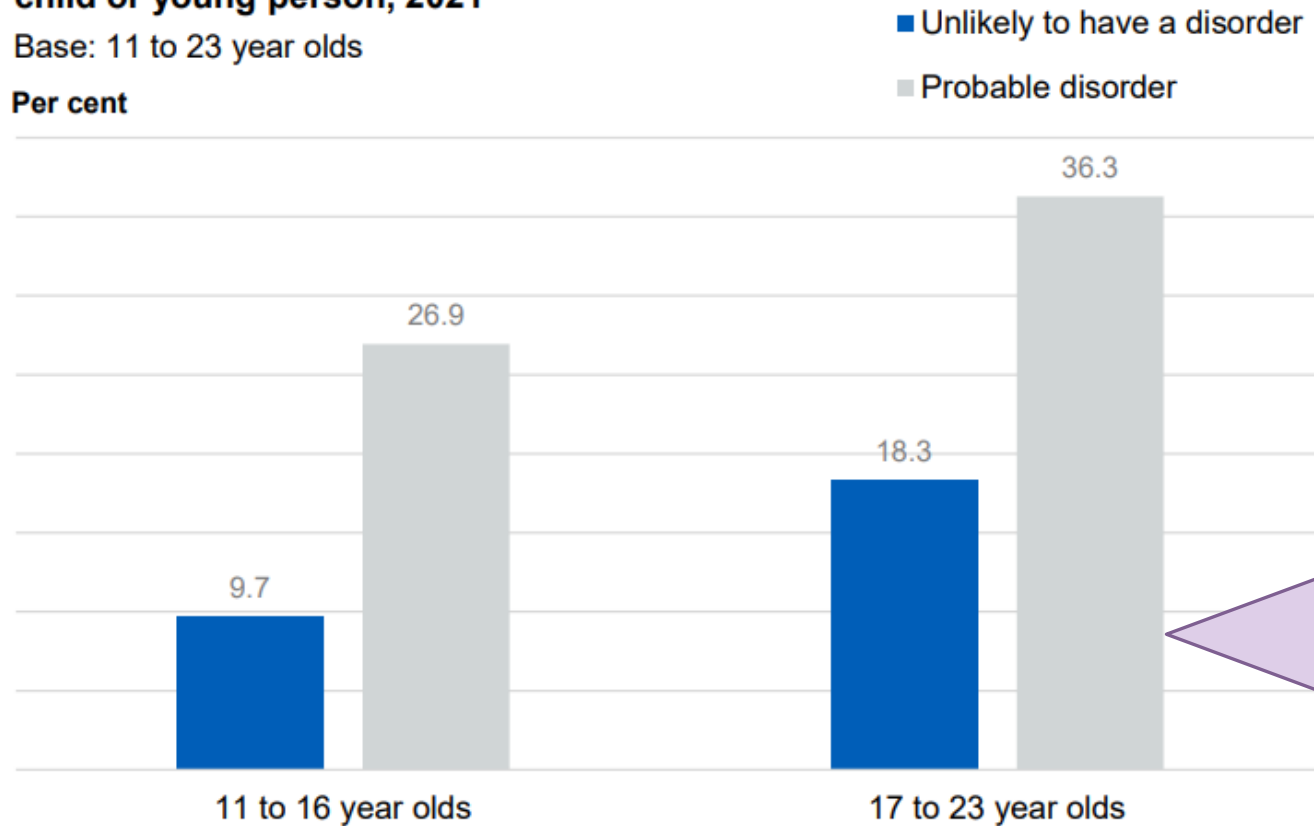
3.
Rates improve the older the young person gets
False

In young people aged 17 to 19 years, rates of a probable mental disorder rose from 1 in 10 (10.1%) in 2017 to 1 in 6 (17.7%) in 2020. Rates were stable between 2020 and 2021, but then increased from 1 in 6 (17.4%) in 2021 to 1 in 4 (25.7%) in 2022.

Figure 2.7: Percentage of children or young people who felt restrictions had made life much worse, by mental health of child or young person, 2021

Base: 11 to 23 year olds

■ Unlikely to have a disorder
▨ Probable disorder

Per cent

36.3

26.9

18.3

9.7

11 to 16 year olds   17 to 23 year olds

Source: NHS Digital

4.
Most children and young people felt Covid restrictions had made their life worse False

Other indices

Sexuality Over a third (34.9%) of respondents aged 14 – 19 who identified as LGBT or other had a mental disorder compared to 13.2% of those identifying as heterosexual

Ethnicity White British 5-19 yr olds (14.9%) 3 times more likely than Black/Black British (5.6%) or Asian/ Asian British (5.2%) to have a disorder

Higher - SEND Health Higher rates for those with poor general health / SEND / Parent with poor mental health/ Parent in receipt of disability related benefit

Other groups that appear to be disproportionally affected

- Looked after children
- Economically disadvantaged
- Pre-existing mental health needs / Already in Mental health services
- With physical health needs
- Parents with mental health / physical health problems
- Experienced family relationship issues / including breakdown and bereavement
- Prone to anxiety
- At risk of loneliness

2017 : CYP with mental health disorder were more likely than those without to have:-

Been bullied and bullied others, on/ offline

Experienced adverse life events

Low levels of social support

Self harmed at some point in their life

Not participated in clubs and organisations

Not as physically active

Tried alcohol, illicit drugs and tobacco / e-cigarettes

Type of professional contact for a mental health reason in past year……

Base: 5 to 19 year olds with a disorder

Types of professional service

Type of professional service	Per cent
Teacher	48.5
Primary healthcare specialist	33.4
Mental health specialist	25.2
Educational support services	22.6
Physical health specialist	15.4
Social care services	8.0
Youth justice services	1.3
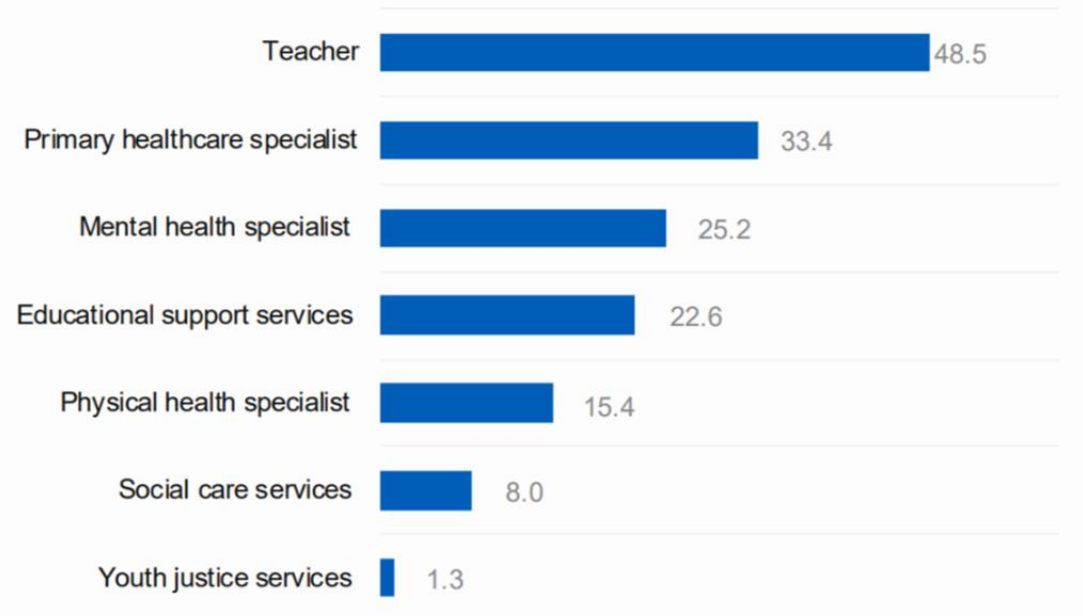
Source: NHS Digital

……and whether that was 'unhelpful' or 'very unhelpful'

Base: 5 to 19 year olds with a disorder and service contact

Per cent

17.0 — Primary care professional
13.3 — Mental health specialist
12.4 — Social care services
10.5 — Physical health specialist
10.1 — Teacher
9.1 — Educational support worker

Type of service
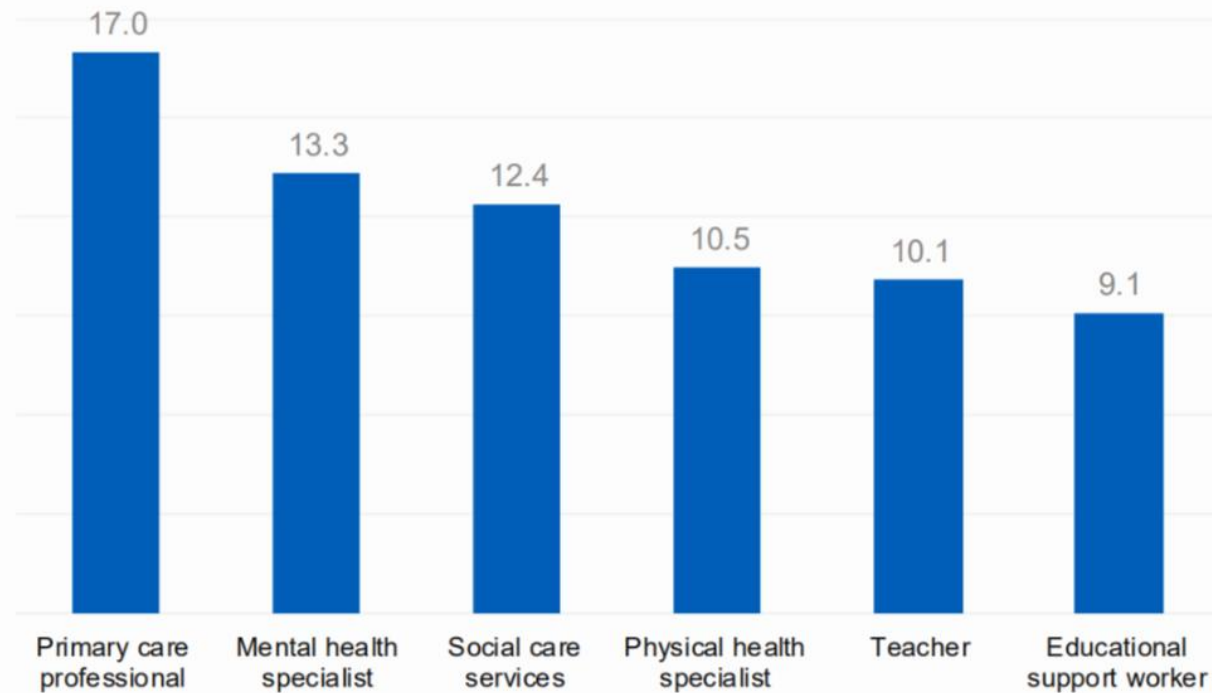
Source: NHS Digital

What are the take homes for your school from these data headlines?

What does your school data show?

Feel free to share in the chat box

Screen Break

Promoting children and young people's emotional health and wellbeing A whole school and college approach Updated September 2021

- ✓ **Prevention** – An environment where mental health problems are less likely to happen and students equipped to be resilient

- ✓ **Identification** **–** recognising emerging issues as early and accurately as possible

- ✓ **Early support** – Helping students to access evidenced informed support & interventions

- ✓ **Specialist support** – Working effectively with external agencies to provide access and referrals to support needed

Eight domains for a holistic approach

An **ethos and environment** that promotes respect and values diversity

Curriculum teaching and learning to promote resilience and support social and emotional learning

Targeted support and appropriate referral

Enabling **student voice** to influence decisions

Leadership and management that supports and champions efforts to promote emotional health and wellbeing

Working with Parents and carers

Staff development to support their own wellbeing and that of students

Identifying need and monitoring impact of interventions

Pupil Voice

A whole school or college approach means listening to the voices of everyone in the school community.

This includes children and young people as well as parents and carers, and school staff.

Involving students in decisions that impact on them can benefit their mental health and wellbeing by helping them to feel part of the school, college and wider community and to have some control over their lives.

Pupil Voice – key principles

Pupils need to know that:

- it is safe

- it is important for them to share their views on what happens at school

- what they say is valued

- what they say will be listened to and considered

Activity Card 2 : Pupil voice

1. **Discuss:**

   - How can you ensure the views of all pupils and students are heard?

   - What about the younger, more vulnerable (e.g. SEND, LAC, LGBT, FSM), and/or quieter pupils and those who don't enjoy school?

2. **Feedback** from group leader **3 points only** choosing from

   - What opportunities can be provided for pupil voice?

   - On which aspects of school life can pupils and students share their views?

   - How will you know that pupil voice has been effective?

Pupil voice in practice

• Ensure all children and young people are heard

• Make sure consultation is varied and includes many different aspects of school life

• Consultation must have clear published actions

• Embed children and young people's participation into all aspects of school life, rather than just seeing it as an add-on.

• Ask pupils the best way to promote participation and ensure their voices are heard within the school and wider community.

• Review regularly; something that worked once might not be working now.

More Pupil Voice ideas and resources

More ideas and related resources can be found here: Pupil voice : Mentally Healthy Schools

After the break

Have activity card
3 ready to use

Activity Card 3 : Working with parents and carers

1. Discuss:
   - What are the issues parents and carers want to talk to you about regarding their child's mental health?
   - What are the issues you want to talk to parents and carers about regarding pupils mental health?

2. . Feedback from group leader 3 key points only
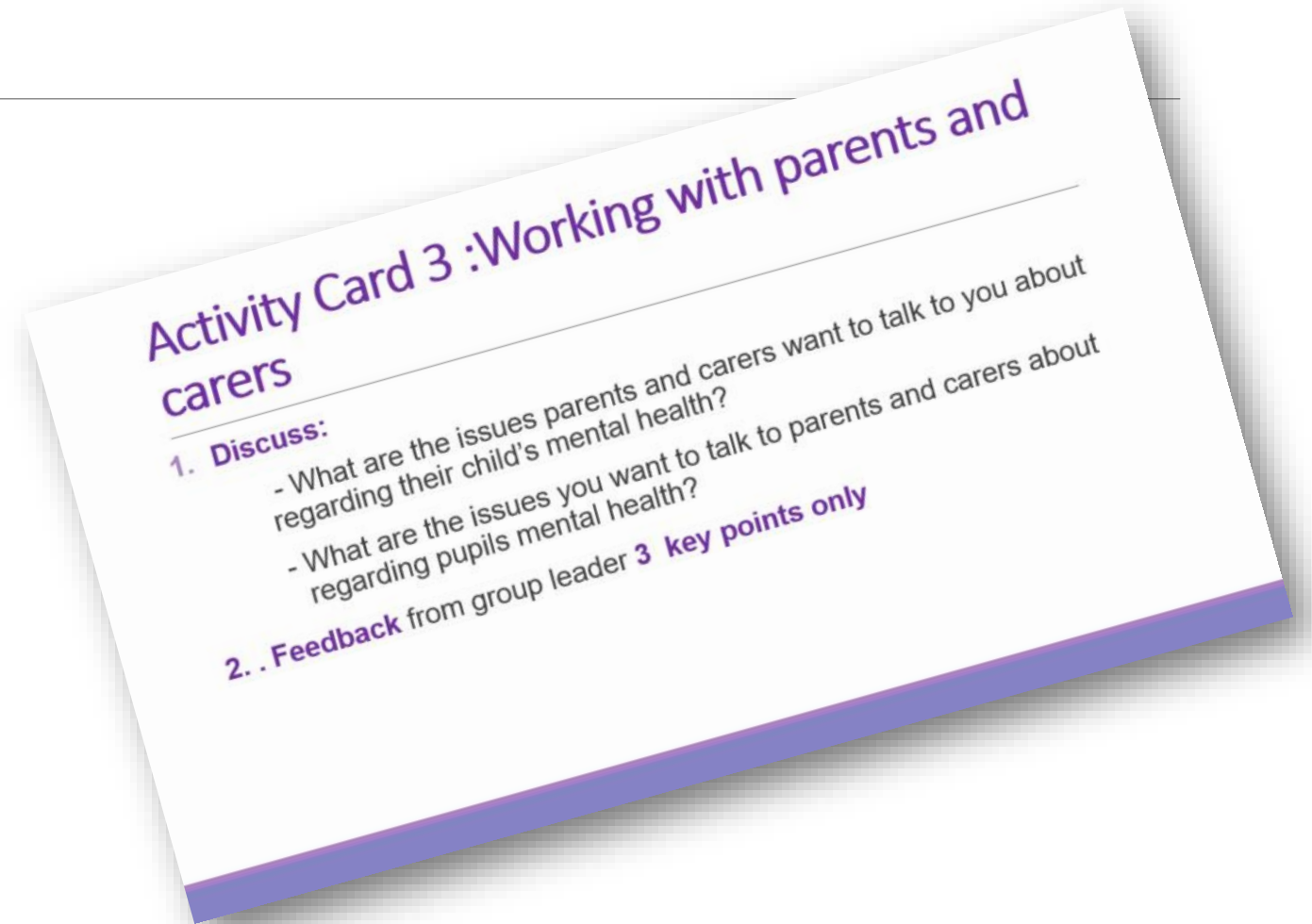
Tea/coffee Break

Working with parents and carers

(you will need a smart phone or device for this slot)

Activity card 3 group activity

(10mins in group)

1. Discuss:

- What are the issues parents and carers want to talk to you about regarding their child's mental health?

- What are the issues you want to talk to parents and carers about regarding pupils mental health?

2. Feedback from group leader **3 key points only**

Working with parents and carers
(you will need a smart phone or device for this slot)

What are the issues for schools?

Absenteeism
Abuse
Academic stress
Alcohol / drugs
Behaviour
Bullying
Domestic abuse
Friendships
Loneliness / isolation

SEND
Sleep
Stigma
Parental anxiety
Parental mental health
Parenting styles
Physical health
Poverty
Transition

The family & the school have the greatest impact on MH

Good partnerships enable pupils to thrive both academically & emotionally

The Basics www.annafreud.org/parents-and-carers

Supporting mental health & wellbeing in schools:

Parents' Evening

Fullscreen

Engaging with all parents and carers

Anna Freud
National Centre for
Children and Families

- ❑ Broader relationship. Leadership team & governors. How approachable are you?
- ❑ Providing information and signposting
- ❑ Sitting in the parent/carers seat. What is going on for them?
- ❑ Getting the best out of difficult conversations
- ❑ Addressing issues for staff
- ❑ Parent champion scheme

Good practice: Parents and carers are…

Working in partnership

Early Intervention

Universal
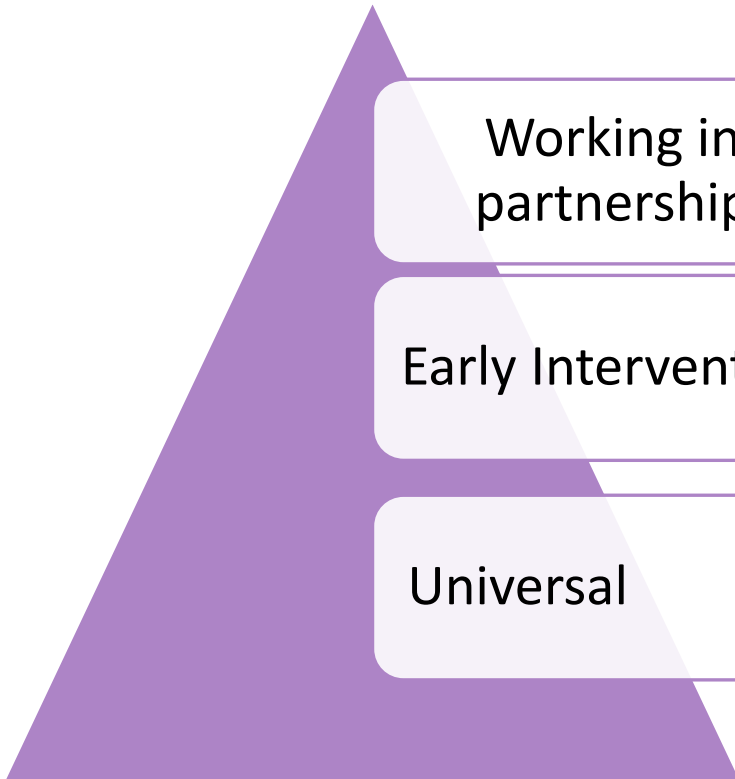
- Involved in any support provided by the school or decisions about their child with regard to mental health Specialist engagement in school & referrals

- Regularly offered opportunities to participate in events at school that will deepen their understanding on mental health and wellbeing and support their parenting and family life targeted engagement. Workshops / forums/ 1-1s reports etc

- Regularly provided with accessible information about mental health and wellbeing policies, procedures and how to access services school events /websites/ news/ social media /timely info

Having a conversation with parents and carers

Top tips for meeting with a parent/carer

Guidance for meeting with a parent/carer to discuss
mental health and wellbeing, with tips for before,
during and after the meeting.

Download

Anna Freud
National Centre for
Children and Families

How to start a conversation with a parent/carer : Mentally Healthy Schools

Demonstrating your school's commitment

- The parent's role in supporting school requirements

- The school's role in helping parents support their child

- Sharing learning about mental health and wellbeing

- How to access help when it is needed both in school and from other services

Demonstrating your schools commitment

Your child's health & wellbeing

Mental health and wellbeing: information for parents and carers

Enter your school / college name take the emotional health and wellbeing of every child seriously. We believe that the school can help pupils build resilience and support them to be mentally healthy. Our mental health and wellbeing policy sets out how we do this. (Add hyperlink to your policy)

We all have ups and downs in life but in childhood it can be particularly hard to cope with sad feelings and worries that arise when things are hard or scary. There may be times when your child is unhappy or struggling emotionally. You may notice that they seem low or worried or that their behaviour changes. We may notice that they seem withdrawn or upset at school.

If you are worried about your child's mental health then you are not alone. Many parents and carers have similar worries and stresses . There is good support available from local and national organisations. The sooner you seek help the better for your child and you.

The leaflet: _Mental health problems in children and young people: guidance for parents and carers_ provides some useful tips for helping your child plus links to local and national services.

Local services for children & young people

- **The School**
  Please talk to us about your concerns, so that we can work together to help your child feel better. Add here info about who to contact in the first instance and how to do this.

- **Your GP**
  A GP can check any physical symptoms linked to your child's health and talk with you about their emotional well-being making a referral to a specialist service if necessary.

Resources

Anna Freud
National Centre for
Children and Families

Talking mental health with young people at secondary school
Some advice for parents and carers

You're never too young to talk mental health
Tips for talking for parents and carers

Self-care top tips
for young parents & carers
Supported by NOMINET

Feeling overwhelmed? Struggling to cope?
shout 85258 here for you 24/7
24 7
Text AFC to 85258
Text the free, confidential textline
All texts are answered by trained volunteers, with support from experienced clinical specialists

Child in Mind

We've produced a series of expert podcasts to help parents understand and manage child and family mental health problems.

Resources
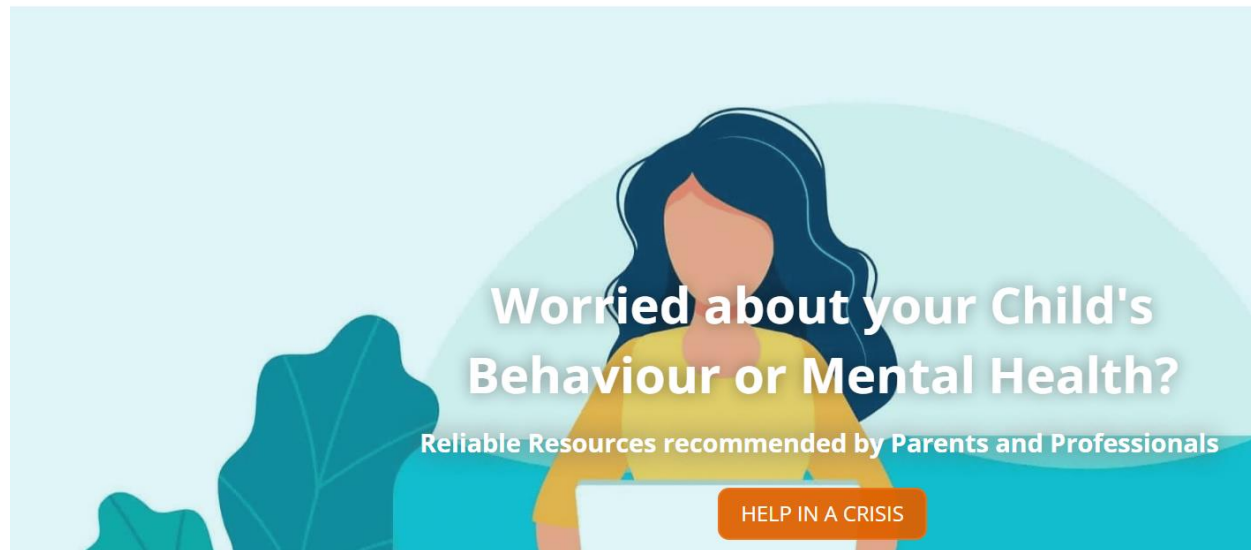
After lunch - Support from your LA

You will be working in a Local Authority breakout room:

- B&NES
- Swindon
- Wiltshire

See email invite for your new joining link, from your local lead. Use this new link, for the next session from 1pm.

Lunch Break

Support from your LA – after lunch

You will be working in a Local Authority breakout room for the next session (1-2:40pm):

- B&NES
- Swindon
- Wiltshire

See email invite with the Teams link from your local lead

Screen Break

Targeted Support from CAMHS & MHST

Support across the BSW area from Oxford Health, for each LA group

And time for questions

A presentation for your LA area will be available

Re-join main course group at 2:40pm

Scenarios

Working in groups you will be allocated a scenario that matches your room number.

Locate the scenario template on the delegate website link and as a group discuss

- **What issues does this raise?**

- **What do you think needs to happen?**

- **What resources will you use?**

Be ready to feedback your 3 top tips in 30 mins

Screen Break

Share scenario presentations

National and local programmes and resources for schools

National programmes and resources

- Anna Freud Schools in Mind
- NCB Schools Wellbeing Partnership
- DFE Relationship and Sex Education (RSE) and Health Education – statutory requirements
- Free MindED
- Free Psychological First Aid
- DfE Mental Health and Wellbeing Resources
  hers and Teaching Staff

Local resources and support

B&NES Public Health in Schools Programme

Swindon Emotional Health & Wellbeing : Swindon Healthy Schools

Wiltshire Emotional wellbeing and mental health : Wiltshire Healthy Schools
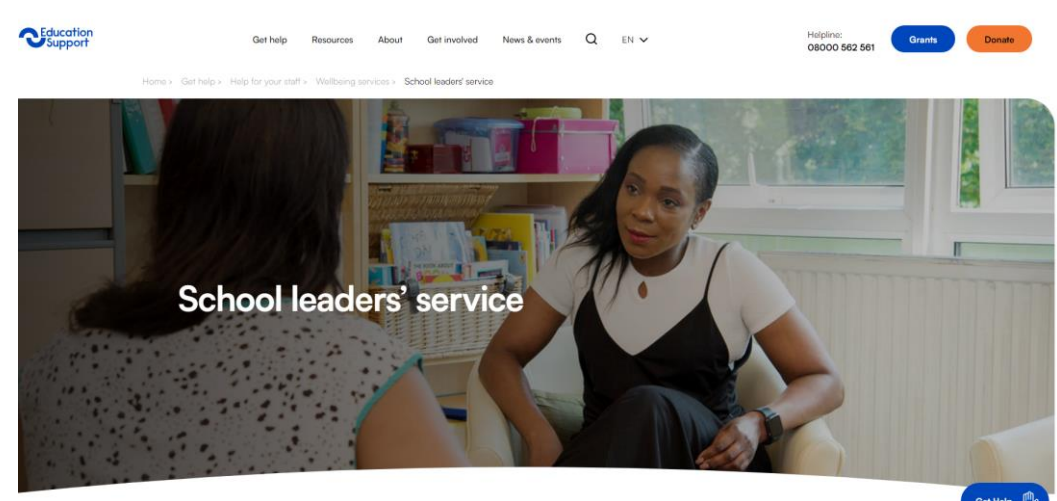
Education Support

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)

Department for Education

Summary of responsibilities where a mental health issue is affecting attendance

February 2023

Next steps

The next network meeting date (this takes place before the next course date):

N1. 19th April 2023   3:30-5:00pm

Complete your local self assessment audit, ready to talk in April about what you have done and any gaps identified.

Identify 2 or 3 areas to work on.

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

BSW SMHL training resources Jan 2023 : Wiltshire Healthy Schools

Next course date

Day 2 Thursday 18th May 2023, 9am-12:30pm

Join with the same Microsoft Teams link as today

Focus: Staff wellbeing and monitoring

Network dates:

N1. Wednesday	19th April 2023	3:30-5:00pm
N2. Wednesday	20th September 2023	3:30-5:00pm
N3. TBC	2023/4	3:30-5:00pm

The joining links for these will be different – look out for email reminders

Evaluation

Before you go

- Access the evaluation – check your email

- Please complete it now (it is needed by the DfE)

- Email it back to your local lead today (who sent you the email)

Thank You!