**MENTAL HEALTH AND WELL-BEING FRAMEWORK FOR SCHOOLS**

**This document has been produced following research undertaken by the Educational Psychology Service into school exclusions within Derbyshire. The findings highlighted key areas of inclusive practice which were seen to have a positive impact in supporting the mental health and wellbeing of children, young people and adults in the school community.**

**Using the outcome areas from the research, this framework reflects the positive work taking place in our schools and signposts support and resources available.**

**This new Mental Health and Well-being information from DCC proposes to be a web-based resource, reflecting best practice and materials which have been quality assured and validated by a cross professional team within the county and including schools.**

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

**Best practice in schools involved in the research included the following:**

* Promoting a positive ethos and a sense of belonging for all members of the school community
* Having clear and consistently applied policies which support teaching, learning and behaviour
* Actively encouraging positive relationships across the school community
* Focus on developing staff skills and wellbeing
* Working in partnership with others e.g. other schools, the community, outside agencies
* Listening to the child / young person’s voice
* Assessing the needs of children and young people as the start of an ‘assess, plan, do, review’ cycle
* Designing the curriculum and its delivery flexibly to meet the needs of all students
* Supporting the acquisition of new skills and learning through specific interventions
* Planning for reasonable adjustments which may be required, either prior to, or on entry to school, via the school’s accessibility plan

**MENTAL HEALTH AND WELL-BEING FRAMEWORK FOR SCHOOLS**

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| **Key Areas**  | **PRINCIPLES** | **SUPPORT**   |
|  **Ethos** | * A positive vision developed by the whole school community
* Care and respect agenda permeating all of school life
* Belief that every child and young person is entitled to belong within your school community
* Belief that staff, children and young people respond best to positive approaches
* Every child and young person feels safe, wanted and can achieve
* A culture of open listening
* Encourage links with the local community
 | * The Exclusions Self-Evaluation Framework (SEF) [http://services.derbyshire.gov.uk/Page/10120#](http://services.derbyshire.gov.uk/Page/10120)
* Emotional and Mental Health, A resource for Schools

<https://www.derbyshire.gov.uk/site-elements/documents/pdf/social-health/children-and-families/mental-health-and-wellbeing/emotional-and-mental-health-toolkit.pdf> Includes a whole school audit tool* Five Ways to Well-Being [www.derbyshire.gov.uk/wellbeing](http://www.derbyshire.gov.uk/wellbeing)
* <https://issuu.com/neweconomicsfoundation/docs/five_ways_to_well-being?viewMode=presentation>
* Mind- Ed are free modules to complete online:
	+ <https://www.minded.org.uk/>
* Whole-school approaches

A range of training is available from Local Authority Services:See http://services.derbyshire.gov.uk/Services  |
|  |  | Examples of available training: * Ethos & Values
* Inclusive classrooms
* Leading Mentally Healthy Schools
* Restorative approaches
* Attachment Aware Schools
* Transition support
* Staff and pupil Resilience
* Anti-Stigma, Be A Mate Campaign @ BeAMateCampaign
* School Sports Partnerships
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| **Staff skills and wellbeing** | * Awareness of the health, safety and welfare of staff
* Professional and personal support for staff
* A culture of staff supporting each other
* Working together to create a no-blame culture in which all staff can ask for help when needed
* Dealing with issues in a timely way, so that staff receive support quickly
* Solution Focused Approaches
 | * Training in staff Resilience as part of a varied programme of CPD available <http://services.derbyshire.gov.uk/Services>
* LA counselling service (01629 536954)
* Specialist Community Advisors (CAMHS) <https://www.camhsnorthderbyshire.nhs.uk/specialist-community-advisors/> (North Derbyshire)
* Public Health Nurses in Schools
* Solution Circles
* Solution focused approaches
* Anti-Stigma Campaign – Be a Mate

 <http://services.derbyshire.gov.uk/Training> * Mental Health Training (MH Champion, MH Awareness and Mental Health First Aid Youth https://www.derbyshire.gov.uk/social-health/health-and-wellbeing/mental-health-and-wellbeing/mental-health-training/mental-health-training.aspx
* Healthy Workplaces Derbyshire

<https://www.derbyshire.gov.uk/business/healthy-workplaces/healthy-workplaces.aspx> * Staff reflective coaching, peer-to-peer support and supervision:

 Paula.clay@derbyshire.gov.uk* Self-harm and Suicidality – <https://www.derbyshirescb.org.uk/site-elements/documents/pdf/self-harm-practice-guidance.pdf>
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| **Policies in Partnership** | * Policies developed in partnership with parents and governors
* Clear communication systems to ensure consistency of approach across staff
* Training and induction for new staff
* Clear links between SEND, pastoral and curricular departments
* Acknowledge mental health in other policies, including safeguarding, attendance and anti-bullying
* Policies reflect the school’s inclusive ethos
* Policies take account of the individual circumstances of vulnerable or disadvantaged pupils
* Children and young people friendly versions of policies
 | * Templates for mental health policies are available e.g. from Charlie Waller trust, see: <https://www.cwmt.org.uk/mental-health-policy>
* A model school policy guidance for positive behaviour support (including physical interventions) is available from the Behaviour Support Service and from the Derbyshire Children’s Services Health and Safety department
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| **Relationships** | * School staff consider the quality of interactions they have with children and young people and seek opportunities to have positive experiences together
* Focus on respect, repair and moving on
* Staff team work together to support each other
* Recognition that everyday interactions make the biggest difference to wellbeing in school
* Collaborative, fun activities between staff, children and young people
* Culture of listening
* Clear procedures for welcoming new children and young people
* Fostering peer support
* Creating practice that ensures children and young people have opportunities to talk to adults about their needs and truly have a voice in the running of the school
 |   Training available in in:* Restorative approaches
* Circles of Friends
* Peer support
* Attachment Awareness
* Staff/Children/Young People interaction styles

http://services.derbyshire.gov.uk/Services * PSHE Matters for Primary Schools- A scheme of work and training package.

 Education Improvement Service, Yvonne.wright@derbyshire.gov.uk Relationships Matter for Secondary Schools – A Scheme of Work.  Jane.O’byrne@derbyshire.gov.uk * Samaritans DEAL

 <https://www.samaritans.org/your-community/samaritans-education/deal-developing-emotional-awareness-and-listening>  |
|  **Partnerships** | * Develop good relationships with Parents, carers and guardians,
* Welcome all of the above to be part of the school community no matter what their individual circumstance may be
* The views of parents, carers and guardians are actively sought on a regular basis
* Schools work with each other to share responsibility and gain mutual support
* Schools develop active, solution focussed partnership
* Develop good communication systems with outside agencies to create an open dialogue with everyone involved in a child’s life
* Develop a sense of the school belonging to its local community
 | Partners:* Locality Children’s Partnerships
* Local Authority Services
* Health Services
* Community Services
* Local Businesses
* School Sports Partnerships
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| **Voice of the Child/ Young Person** | * Involve children and young people in decision-making about their school.
* Involve children and young people in reflecting about their sense of belonging in the school and contributing to decision making
* Involve children and young people in setting targets and reviewing their own progress, enabling growing independence within school
* Ensure that more vulnerable children and young people have the opportunity to be heard
 | * Training in peer support and mediation
* Youth Council / participation team
* Anti-Stigma, Be A Mate Campaign – Mental Health Peer Education Programme for Year 3-Year 13

 @BeAMateCampaign  yvonne.wright@derbyshire.gov.uk    |
| **Flexible response**  | * Reconsider the lived experience of the child/young person
* Assess the child / young person’s individual needs in order to plan their inclusion in school
* Review what has already been done to successfully support children and young people and use this to develop a more detailed plan
* Respond flexibly with a readiness to adapt to the changing and emerging needs of the child / young person
* Use a solution focussed approach to planning, with commitment and persistence
* Use evidence informed interventions
* Positive Support Plans
 | **Assess** * Structured observations
* Audit of the classroom environment
* Functional analysis of behaviour
* The Boxall Profile [www.nurturegroups.org](http://www.nurturegroups.org)
* The Anna Freud Toolkit provides guidance on assessment of mental health and wellbeing along with a compendium of tools

 <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/mental-health-toolkit-for-schools/> **Plan*** Multi–Element Behaviour Plans;
* Emotional Wellbeing plans

**Do**Training or interventions available include:* Positive play/support
* Tailor Made programmes
* PROACT-SCIPUK® / Keeping safe
* ELSA
* Nurture
* Mindfulness

**Review**  |

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[**http://services.derbyshire.gov.uk/Services**](http://services.derbyshire.gov.uk/Services) **Derbyshire Services for Schools**

[**https://localoffer.derbyshire.gov.uk/**](https://localoffer.derbyshire.gov.uk/%20) **Derbyshire Local Offer for SEND**

[**https://www.derbyshire.gov.uk/home.aspx**](https://www.derbyshire.gov.uk/home.aspx) **Derbyshire County Council**