

# Supporting the whole secondary school approach to mental health & wellbeing

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**MAYOR OF LONDON**

  
Office for Health  
Improvement  
& Disparities

  
Department  
for Education

**Thrive**LDN  
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, Depart for Education	16:05 – 16:15
3.	Whole School Approach to Mental Health and Wellbeing at Marylebone School	Carmen Martos, Teacher, The St Marylebone CofE School, Westminster	16:15 – 16:30
4.	A collaborative approach	Siobhán Lowe, Strategic Consultant, Tolworth Girls' School, Kingston-upon-Thames	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



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# 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

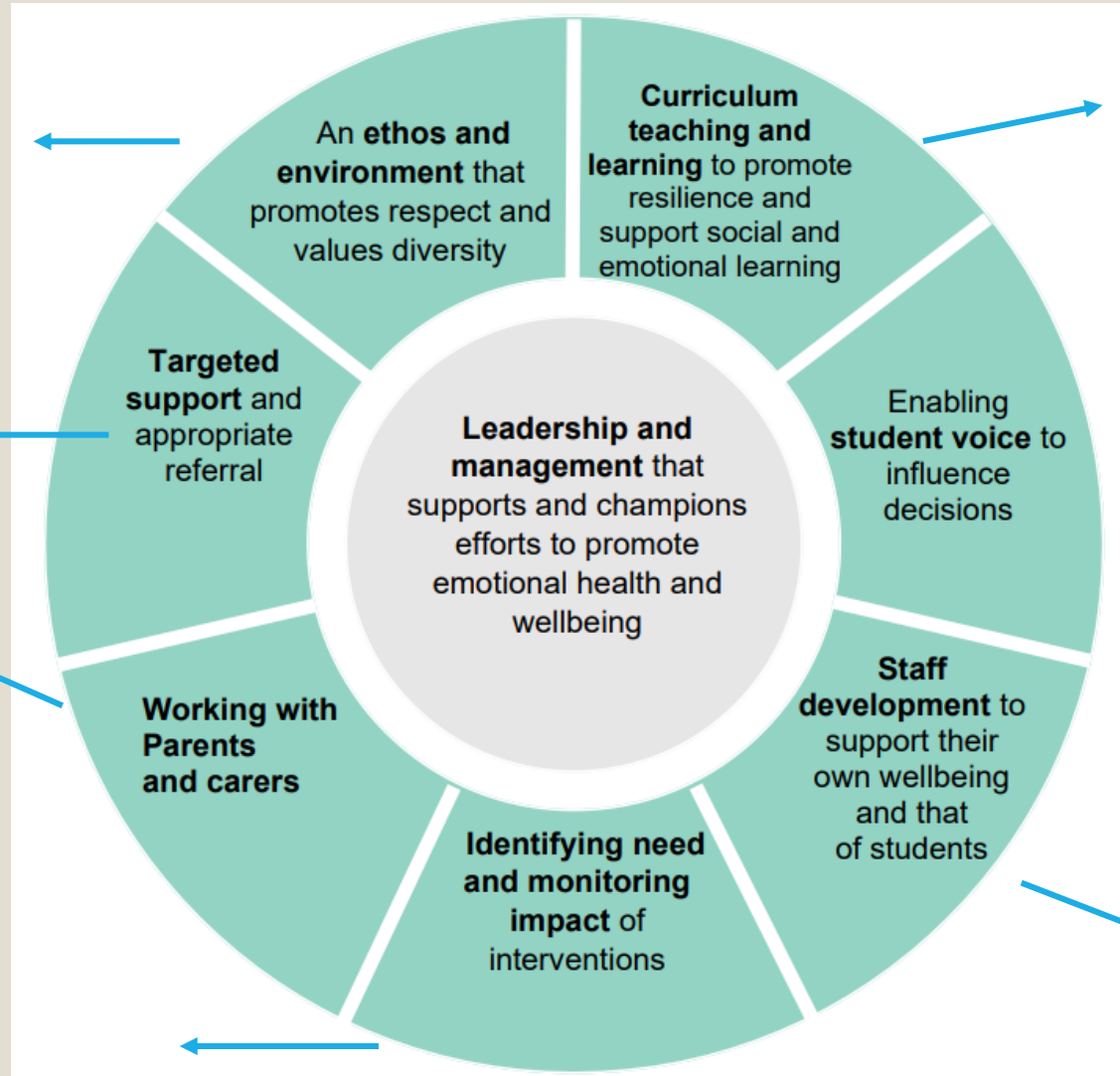
The **senior mental health lead** is responsible for leading the whole school or college approach, **supported by their senior leadership team and their MHST**. Examples of support MHSTs can provide include:

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





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## **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.

# **Whole School Approach to Mental Health & Wellbeing at St Marylebone School**

**Carmen Martos, Teacher, St Marylebone CofE  
School Westminster**



## My role

- Mental Health Lead at St Marylebone School
- Curriculum Leader: Spanish
- MFL Teacher & KS Form tutor



## My background

- 15 years of teaching (4 in Spain and 11 in England)
- Languages Assistant (8 years)
- 2 years as MH Lead and 2 as MHL 2nd in charge



# Whole School Approach to Mental Health & Wellbeing at St Marylebone School

1. What we do.
2. What is working for us.
3. Challenges we face.
4. Where we want to go next.



# 1. What we do

## Mental Health and Wellbeing at SMS:

- **School ethos & environment.** SLT involvement.
- **Curriculum T&L:** PSHE, Wellbeing club, Mental Health Society...
- **Student voice:** Resilience survey / Anti-Bullying Alliance Survey.
- **Staff development:** Insets/Reflective group/Restorative Practice.
- **Identifying needs and monitoring:** whole staff involved, HoY and Safeguarding team, mentors, counsellor.
- **Working with parents & carers:** Monthly bulletin / targeted workshops / signposting to relevant resources.
- **Deciding the most appropriate support:** RAS (Referral, Assessment & Support) meetings.



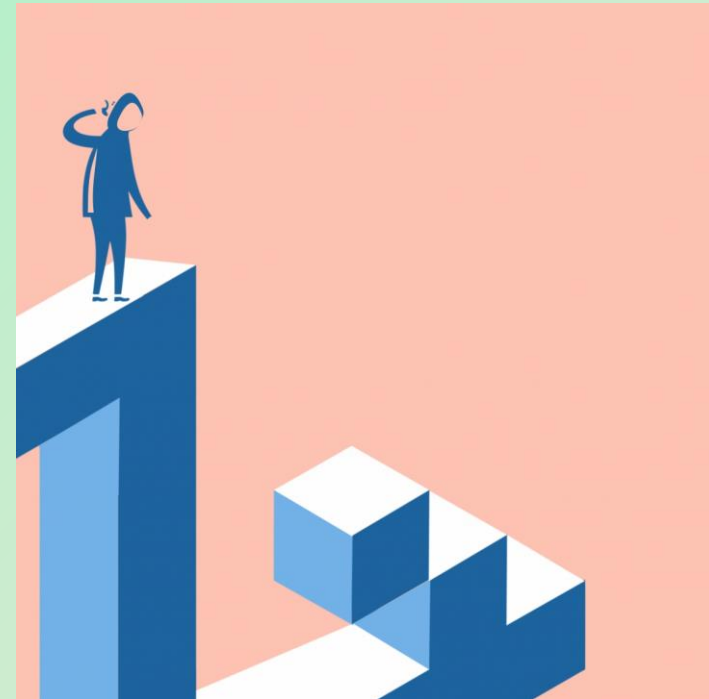
## 2. What is working for us

1. Shared workload and coordination.
2. Everyone is involved and know their part: MH Lead, Safeguarding Lead (Mental Health), School Counsellor, School Mentors, MH Support Team (MIND), SLT, whole staff, students, parents & carers.
3. Clear MH provision so everyone can find the information. MH Provision.
4. Clear information about provision shared with staff, students, parents and carers.
5. Training and information given on how to identify mental health needs and where to find support for students and staff.



### 3. Challenges we face

1. Helping students and staff to identify MH issues and distinguish them from day to day feelings.
2. Providing help for students who have been referred to external agencies but are facing very long waiting lists.
3. Managing all different professionals and opportunities available to our students.



## 4. Where we want to go next

1. Keep providing all the help we can with the resources we have.
2. Keep providing meaningful resources and CPD/insets for staff about how to support students with their MH.
3. Continue to focus on creating resilience and independence in students who have already received support.
4. Improve access to information for staff and students about self care and wellbeing.





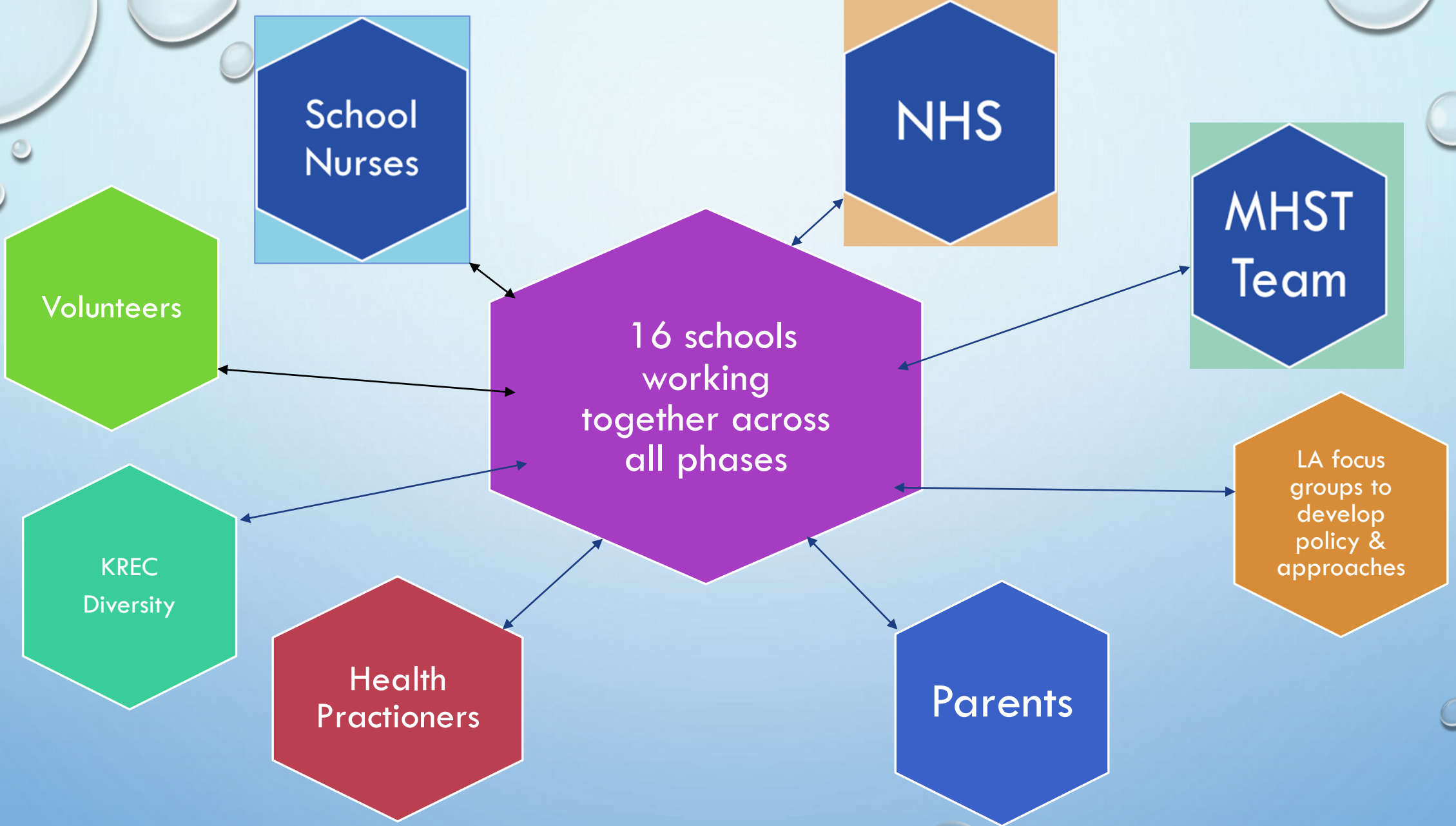




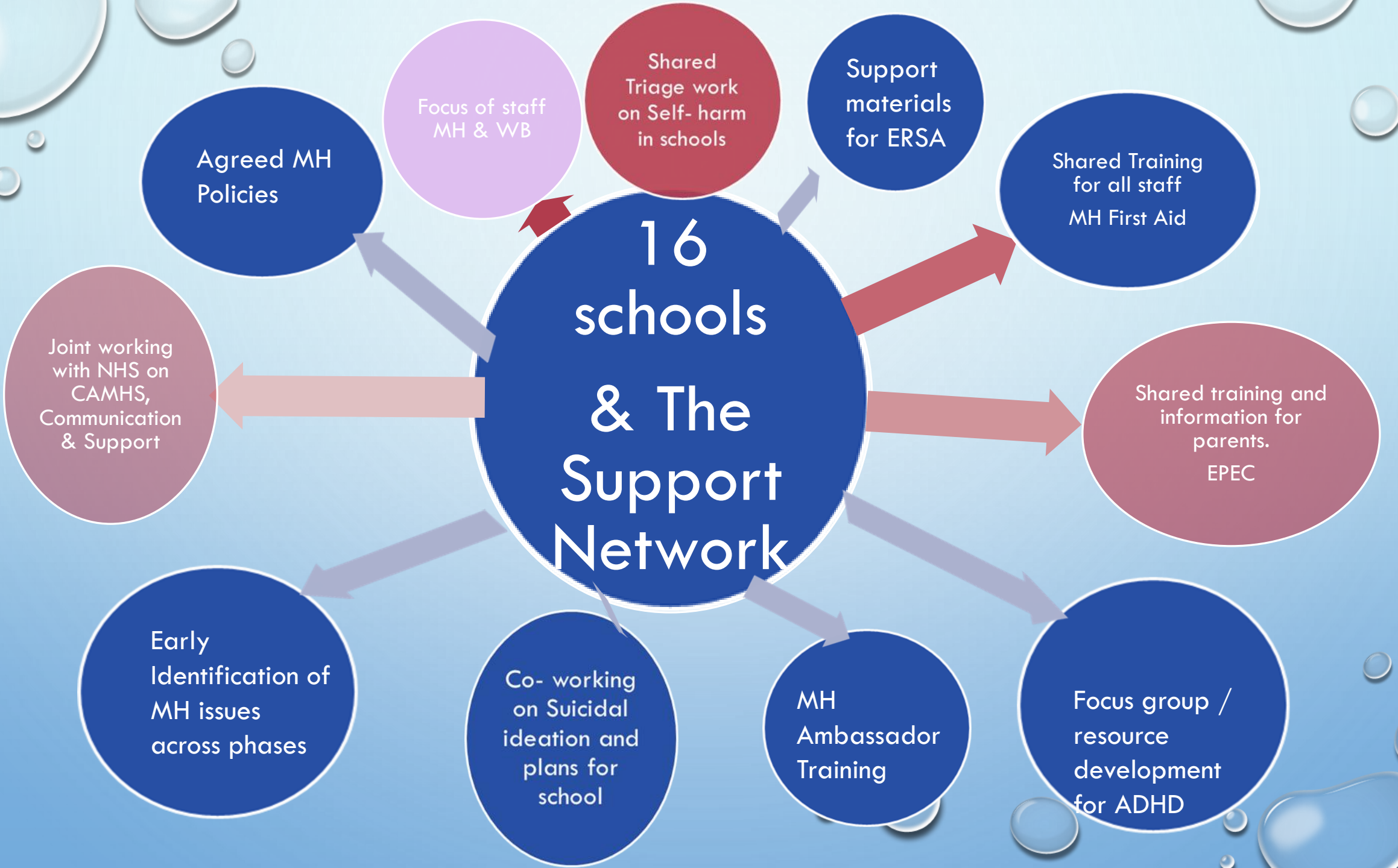
# A COLLABORATIVE APPROACH:

RESILIENCE NOT RELIANCE

**Siobhán Lowe, Strategic Consultant, Tolworth  
Girls' School, Kingston-upon-Thames**



# 16 schools & The Support Network



Agreed MH Policies

Focus of staff MH & WB

Shared Triage work on Self-harm in schools

Support materials for ERSA

Shared Training for all staff MH First Aid

Shared training and information for parents. EPEC

Focus group / resource development for ADHD

MH Ambassador Training

Co-working on Suicidal ideation and plans for school

Early Identification of MH issues across phases

Joint working with NHS on CAMHS, Communication & Support

The key areas of focus are

Educating our school communities about MH/WB, the development of resilience not reliance and accessing appropriate and effective support networks.

Ensuring that all parents, Child & Young People (CYP) and staff in our diverse and culturally rich community understand MH/WB and work with them to remove any misunderstandings about MH/WB.

To work with other key sectors to provide the best possible support and intervention for all CYP, parents and colleagues across all RBK and LBR.

Supporting CYP in Primary school with-

- Anxiety
- School Avoidance /ERSA
- Self-harm
- Parental anxiety - Friendship issues, resilience, disordered eating

## Supporting CYP in Secondary school with – Anxiety

- School Avoidance
- Self-harm- including Suicidal Ideation
- Parental anxiety -Psychoeducation, disordered eating, low mood, SEND support.



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# Senior Mental Health Lead funded training

**Kirstie Stroud**, Regional Mental Health Strategic  
Lead, South, Public Wellbeing and Safety, Depart 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](http://www.gov.uk))

Queries or feedback: [MentalHealth.LeadTraining@education.gov.uk](mailto:MentalHealth.LeadTraining@education.gov.uk)

