



GHLL Healthy School and Mental Health Champions award workshop

www.ghll.org.uk



GHLL Review / Accreditation – what are the benefits?



Completing your GHLL Review helps you to audit and evaluate your policy and practice in relation to health and wellbeing.

This review process should be seen as ongoing, so you can add to, change and develop to demonstrate whole school support for wellbeing.

It can be used to evidence good practice and show next steps for future areas of development.

NB: All elements of the process can be downloaded as a pdf to be shared.

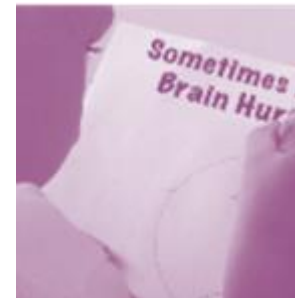
GHLL – the whole school Review

Currently 117 schools/colleges have the GHLL standard award and 40 have the Mental Health Champions award.

The accreditation process involves completing the Review. This gives schools a good understanding of what they have in place and what is needed.

The review is organised under six headings:

1. School Ethos and Management
2. Teaching and Learning about Health and Wellbeing
3. Healthy Eating
4. Physical Health and Wellbeing
5. Emotional Health and Wellbeing
6. SMSC



Login to your school review...

<https://review.ghll.org.uk/>

Welcome to the Review website

This Review, alongside our Planning and Reporting Tool process, is the way educational settings in Gloucestershire can choose to gain and maintain either Healthy Schools/College status or Mental Health Champions Award. GHLL have created a new way of working **for** and **with** schools that reduces bureaucracy whilst extending and strengthening Healthy Schools work and maintaining a rigorous and meaningful standard.

When registering, it is important that it is the **school/college** email address that is registered initially. Once this has been approved, the settings can add additional user accounts.

Existing users login here

Email address

pete.kirby@ghll.org.uk

Password

Login

Is your school already registered?

Below is a list of schools which have already registered. Contact a GHLL Administrator to request an account. ghll@Gloucestershire.gov.uk

Registered schools

Please select ->



Request a user account at a registered school.

New user

Forgot your password?

If you have forgotten your password, please click the link below to send a new password to your registered email address. If you have also forgotten your email address please call us on 01242 427327.

Password reset

Complete the 'Your School Details' section

Dashboard

Getting Started

Your School Details

School Ethos and Management

Teaching and Learning

Healthy Eating

Physical Health and Wellbeing

Emotional Health and Wellbeing

SMSC Development

Step 1: Submit Review

Targeted Interventions

Step 2: Submit for Healthy Schools

PinK Safeguarding curriculum

Mental Health award

School participation in programmes

Taking part in National Child Measurement Programme?
Yes

Taking part in OPS - PWS?
Yes

OPS - PWS date

OPS - PWS notes

Taking part in MHFA Lite?
No

Taking part in MHFA 1 day?
No

Taking part in MHFA 2 day?
Yes

MHFA 2 day date

MHFA 2 day notes

Taking part in Boxall profile and nurture groups?
No

Taking part in Songwriting?
No

Taking part in Reflective supervision?
No

Key to Review symbols

Pupil Premium

PP Questions and prompts with the PP icon relate to the impact of the pupil premium. Outcomes which relate to the impact of the pupil premium also have the PP icon.

Sports Premium

SP Questions and prompts with the SP icon relate to the impact of the sports premium. Outcomes which relate to the impact of the sports premium also have a SP icon.

Mental Health

MH Questions and prompts with the MH icon relate to mental health. Outcomes which relate to mental health also have a MH icon.

COVID19

C19 Questions and prompts with the C19 icon relate to COVID19. Outcomes which relate to mental health also have a C19 icon.

Review ratings criteria

At the end of each of the large sections you are asked to rate the School's provision overall to one of four categories. When considering how to rate the School, you may like to consider the following descriptors:-

In place	There is evidence to show that all areas of this section are embedded in our School. Policies and practices are in place. Responsibilities are clearly defined and all members of the School community are engaged
Mostly in place	Most of the areas in this section are embedded and there is evidence to support this. The policies and practices are all in place but some may need reviewing. Most of the School community are aware of and may have been involved in the production of our processes and policies.
Partially in place	All statutory policies and procedures are in place but there is recognition that some of these may need reviewing. We are meeting most of the criteria and sometimes consult the wider School community.
Not in place	Roles and responsibilities within the School need defining more clearly. Our policies are not up to date and the School community need to be consulted in order to embed this within our School.

PSHE / R(S)HE

☒ Policy in place

September ▼

2021 ▼

Date last reviewed

Mrs Smith

Member of staff responsible

Notes / comments

Anti-Bullying incl Hate Crime

☒ Policy in place

June ▼

2021 ▼

Date last reviewed

Mr Jones

Member of staff responsible

Notes / comments

Drugs including alcohol and smoking

☒ Policy in place

Ensure all policies are up to date.

Your policy names may not match up exactly with what we have here, or you may have a policy that combines two areas. That's fine – just use the text box to explain.



The prompt / help buttons

1.1

To what extent does the School support the wellbeing of all staff and help them to create a positive work-life balance?

?

Covid-19

Mental Health

Help for this question

e.g. GHLL, 5 Ways to Wellbeing, Reflective Supervision, Work-Life balance weeks; personnel hotline support; staff shared lunches; staff activities, training for whole staff such as Mental Health First Aid etc. room/area for staff to use when needing privacy (emotional crisis etc), systems in place to allow 'staff voice' when updating policies and practise, celebration of staff effort and achievement, time off for family activities, shared PPA time etc. Physical Environment, staff surveys, MH training staff, CPD development, Supports RSHE curriculum, staff welfare, school Governor responsible for wellbeing.

C19

Any specific actions to support staff during pandemic.

Example Text:

Enter text to explain your rating.

This box can be expanded for ease of use.

1.1

To what extent does the School support the wellbeing of all staff and help them to create a positive work-life balance?



Covid-19

Mental Health



In place

Mostly in place

Partially in place

Not in place

Tell us how: give evidence for how this has been achieved and if relevant, identify what you plan to do next



book club, staff yoga first thing two mornings a week and a bring and share lunch every other Friday, all of which enable us to talk about our work worries + deal with them together. For our SENDCo and our two pastoral workers, we have supervision in place and staff report feeling well supported in the annual staff survey.

During the pandemic we devised a rota system so that staff had time out of class to help them plan and deliver



Example Text:

The Head has an open door policy for staff to discuss issues arising. We have many staff socials each term, a book club, staff yoga first thing two mornings a week and a bring and share lunch every other Friday, all of which enable us to talk about our work worries + deal with them together. For our SENDCo and our two pastoral workers, we have supervision in place and staff report feeling well supported in the annual staff survey.

During the pandemic we devised a rota system so that staff had time out of class to help them plan and deliver to pupils online. We also started our staff meetings (face to face or virtual) with a check in to see how everyone was coping and put support in place when necessary. We have continued with check-ins as a regular part of our staff meetings.

Stage 2 - interventions

A minimum of two interventions, at least one with a with mental health focus (including emotional health and wellbeing) must be completed for the accreditation.

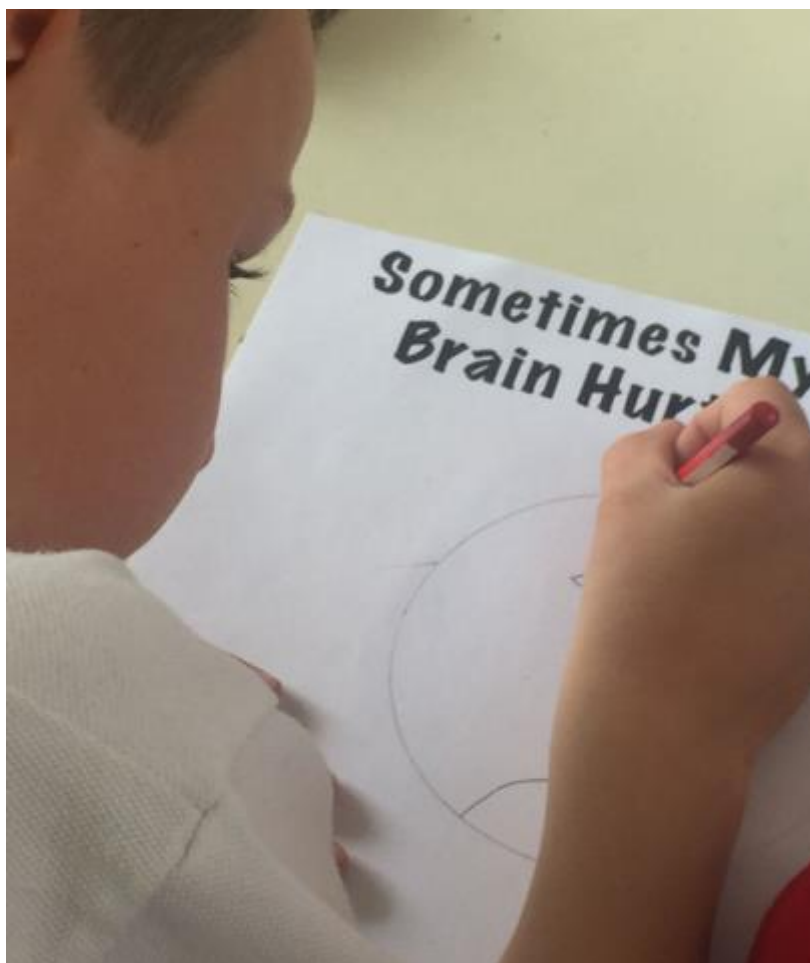
At least **one** of these must be with a significant number of children and young people or staff (MHC only).

You can use the planning and reporting tool to evidence and show progress in a range of interventions you are running in school/college.

NB Staff interventions can only be used for the Mental Health Champions accreditation.



Interventions



- For each intervention you need a method of measuring students' progress against the chosen outcomes
- You will need to do a baseline and final measure
- Complete interventions
- Measure impact

Guides for planning, measuring and reporting your interventions can be found here:

<https://www.ghll.org.uk/ghll-review>

Select your outcomes from our extensive list

Physical Activity: Habits

Increase in the number of children/young people who take part in extra-curricular Physical Activity before or after school

SP

Increase in the number of children/young people who take part in structured Physical Activity at break time

SP

Increase in the number of children/young people who report using local sports facilities

SP

Increase in the number of children/young people who understand what they can do to keep their hearts healthy

MH

PP

Increase in the number of children/young people who participate in the Daily Mile/ Gloucestershire Trot/ Go Noodle

SP

MH

PP

Increase in the number of children/young people who show strong core stability

MH

PP

Increase in the number of pupils participating in yoga

SP

Outcome: Increase in the number of children/young people who understand and actively communicate the five ways to well-being

- ☐ Free-School Meal entitled C+YP
- ☐ C+YP with low self-esteem
- ☐ C+YP with low confidence
- ☐ C+YP with poor attendance
- ☐ C+YP who have been bereaved
- ☐ C+YP with low standards of personal hygiene
- ☐ C+YP with CAFs
- ☐ C+YP with social difficulties
- ☐ C+YP with behavioural difficulties
- ☐ C+YP regularly involved with incidents
- ☐ C+YP with friendship issues
- ☐ C+YP with SEN
- ☐ C+YP exposed to violence
- ☐ C+YP exposed to drug abuse
- ☐ EAL C+YP
- ☐ C+YP with unsupervised access to the internet



0

Change outcome



Needs analysis



We noticed that our pupil wellbeing score was below the county average from the Pupil Wellbeing Survey. We followed this up with a school based survey asking pupils questions to do with wellbeing and ways they could support their own mental health. Their answers were analysed and discussed in a staff meeting. We agreed that we needed to have a whole school input into helping children understand the concept of wellbeing and ways they could support it.



Participation groups

If you have selected a group of targeted CYP/staff to solely work with, your figures for the next two questions will be the same.
If your target group is within a larger group your figures will be different.

Participation numbers

If you have selected a group of targeted CYP/staff to solely work with, your figures for the next two questions will be the same. If your target group is within a larger group your figures will be different.

Number of CYP / Staff in participation group completing baseline measure



120

Number of targeted CYP / Staff in participation group completing baseline measure



25

How did you select your target group



The target group were made up of those pupils whose needs analysis questionnaires showed a lack of understanding in relation to wellbeing together with pupils which had been identified by staff as needing further input.

You must select a target group within a large cohort. This will be students that show particular need either around the chosen intervention or due to their vulnerability e.g. looked after, young carer, poor attendance etc. These can be selected in the participation group box (multiples can be ticked).

Measurement techniques (1 selected)



Measurement techniques

Date of baseline measure

26 Apr 2022



How did you undertake the intervention?



connect. That way became the focus for the week with staff following up in class to discuss and define concrete strategies that pupils could use to help them support their wellbeing. MDSAs were also briefed so they could positively comment on children they could see using strategies at lunchtime. Parents were informed of each 'way' via the weekly school newsletter and we created a 'five ways to wellbeing' page on our website.

Participation groups

Participation numbers

If you have selected a group of targeted CYP/staff to solely work with, your figures for the next two questions will be the same. If your target group is within a larger group your figures will be different.

Number of CYP / Staff in participation group completing baseline measure



10

Number of targeted CYP / Staff in participation group completing baseline measure



10

How did you select your target group



Ten students were identified from school records as having consistently low attendance i.e. below 75%

One of your interventions can be with a small target group in which case both numbers will be the same.

Completing the Planning and Reporting Tool

How intervention has impacted CYP / Staff



The whole school focus has had a big impact on pupil behaviour in both lesson time and playtime. Children are using the language of the 'five ways' on a day to day basis. Parents have supported the intervention and have enjoyed the Friday celebration assembly and have told us that they have reinforced these messages at home. One parent said, 'I never really understood what the word wellbeing meant but this has made it really clear. It's helped not just [my son] but also myself. Thank you so much'

How did you define significant progress?



Significant progress was defined as those pupils who could not only define the term wellbeing but could describe concrete wellbeing strategies for at least three of the five ways.

Date of final measure

17 Jun 2022



Progress numbers

If you have selected a group of targeted CYP/staff to solely work with, your figures for both the whole group and target groups will be the same. If your target group is within a larger group your figures will be different.

Number of CYP / Staff from whole group that have shown any measurable progress



Number of CYP / staff from whole group that have shown significant measurable progress



Number of targeted CYP / staff within the whole group that have shown any measurable progress



Number of targeted CYP / staff within the whole group that have shown significant measurable progress



Next steps as a result of the intervention



Building on the success of the intervention we now plan to introduce the positive playtimes practice into our playtimes, with zones defined according to each of the five ways. We will continue to reinforce and celebrate good examples in our Friday assembly with a weekly 'Connect certificate', 'Be Active certificate' etc.

Those pupils who did not make the expected progress will continue to be monitored and the five ways ideas will be reinforced with them in

Archive?

☐

Save

Measuring ideas

- Pupil Wellbeing Survey
- School based questionnaires/measuring tools/show of hands/observation
- Survey monkey
- Rosenberg self esteem
- Warwick and Edinburgh Mental Wellbeing Scales (WEMWBS)
- The Boxall Profile (schools would need some training/support on how to use this)
- Pupil Attitudes to Self and School (PASS)
- Strengths and Difficulties Questionnaire – available free online (ensure that children's data is anonymised i.e. do not write names online)
- Targeted Monitoring and Evaluation (TME) – a free framework which is a simple to use rating scale.

Simple measuring idea

Pre challenge task

Before you start your challenge, please complete this statement. Circle the number that best suits your response.

Most of the time, I generally feel...

Sad									Happy
1	2	3	4	5	6	7	8	9	10

Final task –fill this in when you have completed your Feel Good Five


We're interested to see if this challenge has helped the way you generally feel so we want to compare this to the answer you gave before you started the Feel Good Five. Please circle the number that best suits your response.

Most of the time, I generally feel...

Sad									Happy
1	2	3	4	5	6	7	8	9	10

Intervention ideas

- Five Ways to Wellbeing
- Satveer – self harm workshops
- Daily mile
- Zones of Regulation
- Resilience
- PSHE curriculum interventions
- Song writing charity
- Theatres
- Breakfast clubs
- Physical activities
- Student emotional support
- Staff emotional support



For example, an intervention around Chelsea's Story (sexual exploitation theatre presentation) would consist of preliminary measurement of students' initial knowledge and understanding in relation to healthy and unhealthy relationships with a focus on exploitation, curriculum input before and after the theatre presentation and a final measure to show students' progress against the outcome. The final measure will give you data as to how you develop student knowledge and understanding further via curriculum, external agencies or whole school strategies.



GHLL Mental Health Champions Award

www.ghll.org.uk




Gloucestershire
COUNTY COUNCIL



Gloucestershire
Healthy
Living and Learning

Mental Health Champions award

- This award sits alongside the GHLL Review.
- Throughout the Review, questions of relevance to the promotion of good mental health have been highlighted in purple. 
- These questions need to be answered and evidenced as 'In place'.
- The remaining questions in the Review need to be answered and evidenced as 'Mostly in place' or 'In Place'.



**Mental Health
Champions**

Checking you are ready to go for the MHC award

Mental Health Champion Accreditation Process

Are you ready to go for the MHC Award?

- Do you currently hold the GHLL accreditation?
- Is there a member of staff or a group of staff in your school responsible for mental health?
- Does your school's senior leadership team promote positive mental health for the whole school community?
- Is emotional health and wellbeing a priority within your school, e.g. a part of your SDP or similar documentation?
- Do you have a nominated school governor responsible for EHWP?
- Have a significant number of your staff undergone Mental Health First Aid Training?

If you have answered yes to all of the above, then you are ready for the next steps...

For further details of the process go to:

<https://www.ghll.org.uk/ghll-review/mental-health-award/>

Step 1

Contact your GHLL Lead Teacher to let them know that you are engaging in the process.

Update your Review; all the MH questions must be 'in place' and all other sections have to be 'mostly in place' or 'in place'. Ensure the commentary in the evidence box makes explicit the link between the work carried out in school and pupil/staff wellbeing wherever possible.

Identify/continue to work on the two MH Interventions.



Step 2

Meet with your Lead Teacher to let them know that you are ready to submit.



Step 3

Create your portfolio of evidence to support your application. This can be in a physical or electronic form and should demonstrate the wide range of provision for emotional health and wellbeing in your school.

Your Lead Teacher will check your Review and Interventions and identify any changes which need to be made before submission.



Step 4

Your Lead Teacher will talk you through the Learning Walk process.



Step 5

Submit for the Mental Health Champion Award



Step 6

Organise a Learning Walk with your Lead Teacher which must include:

- meeting with Head Teacher, pupils, members of staff/governor
- tour of the school (usually conducted by students)
- portfolio of evidence
- anything else the school wishes to showcase



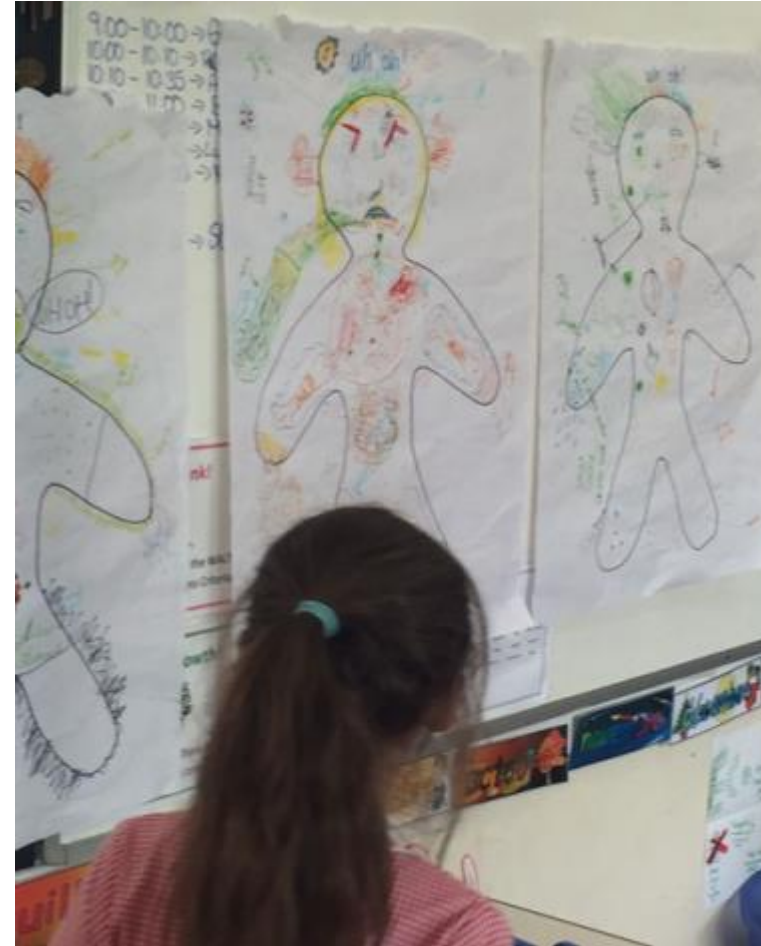
Following the above steps:

Your LT will write a statement to support your application which will go forward to the Quality Assurance Group (QUAG)

The QUAG will meet to review your submission and, as long as there are no queries, will grant the award.

The portfolio of evidence and learning walk will focus on key areas of your wellbeing provision including...

- ✓ PSHE Curriculum (with designated time)
- ✓ Pastoral systems
- ✓ Outside agencies
- ✓ School systems for targeted students
- ✓ Preventative measures
- ✓ Staff support
- ✓ Parents/carers
- ✓ Governors
- ✓ Students
- ✓ Training
- ✓ School environment





Gloucestershire
Healthy

The GHLL team will then discuss their findings and present the evidence collated to the GHLL Quality Assurance Group to determine eligibility for the Mental Health Champions plaque to be awarded...

GOOD LUCK!



Your Lead Teacher is there to support you with the award process so do not hesitate to contact them with any queries you may have.





GHLL Healthy School and Mental Health Champions award workshop



www.ghll.org.uk