



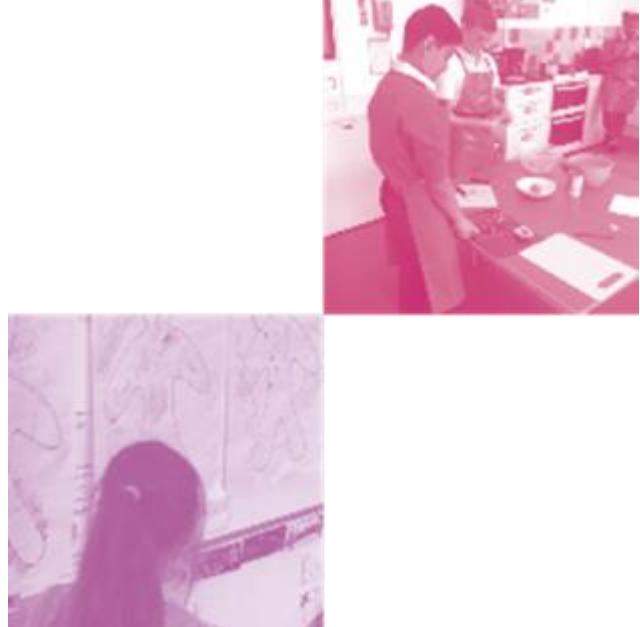
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## GHLL Mental Health Champions Award

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[www.ghll.org.uk](http://www.ghll.org.uk)





# Mental Health Champions

[www.ghll.org.uk](http://www.ghll.org.uk)



Gloucestershire  
**Healthy**  
Living and Learning

# GHLL Accreditation

Currently we have 301 schools/colleges registered with GHLL.

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 five headings:

- 1a. School Ethos
- 1b. Promoting Health and Wellbeing
2. Teaching and Learning about Health and Wellbeing
3. Healthy Eating
4. Physical Health and Wellbeing
5. Emotional Health and Wellbeing



# Why mental health?

- Increase awareness of mental health issues
- Celebrate high quality provision for whole school/college
- Link between good mental health and achievement
- Chance to focus on mental health



# What do we mean by mental wellbeing?



Figure 1: High-level domains that inform measurement of mental health and wellbeing (Informed by PHE publication: [Measuring Mental Wellbeing in Children and Young People](#))

**“Children and young people feel good, feeling that their life is going well, and feeling able to get on with their daily lives”**

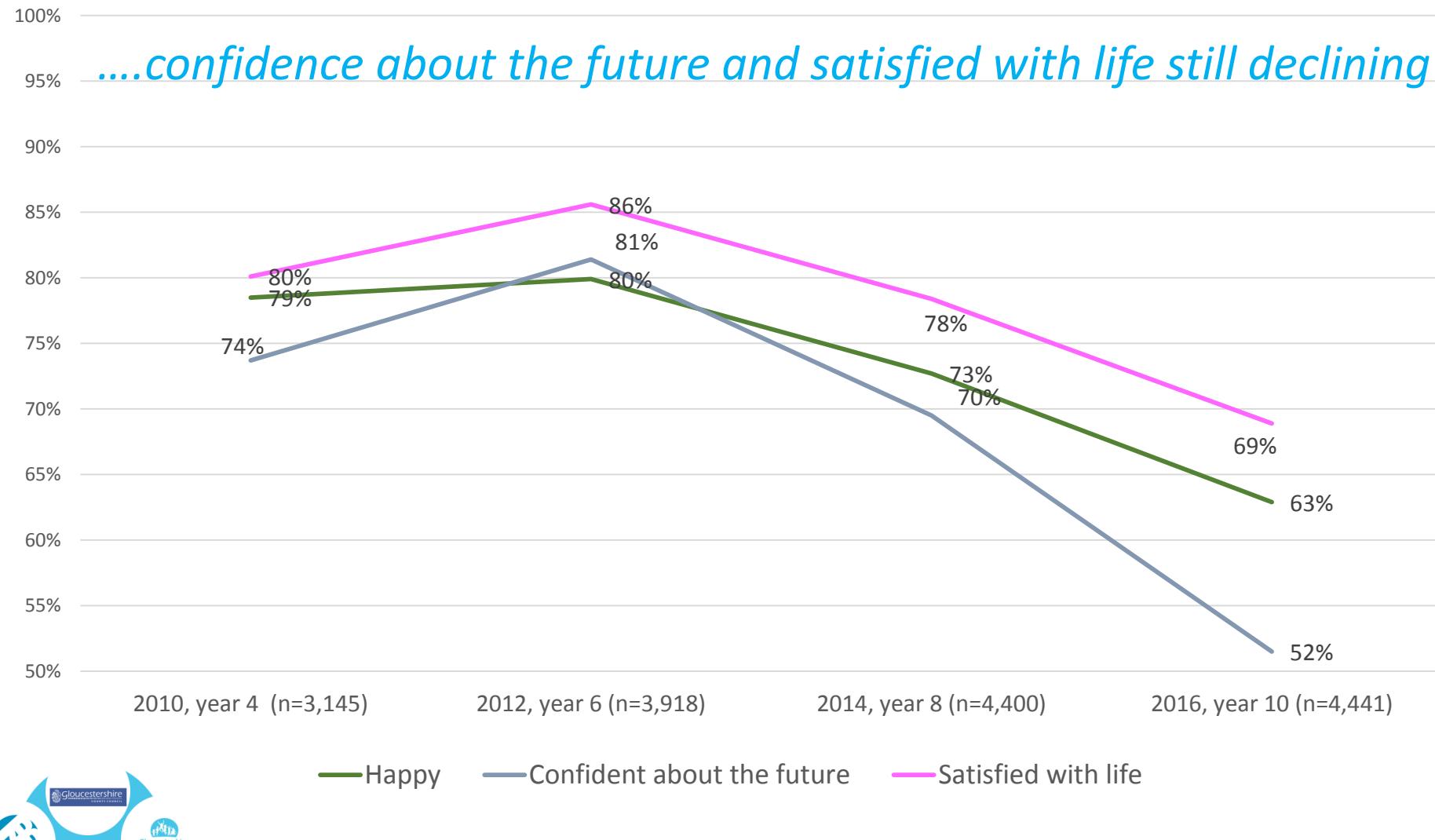
*Young advisers*

**Definition of Mental Health according to the World Health Organisation**



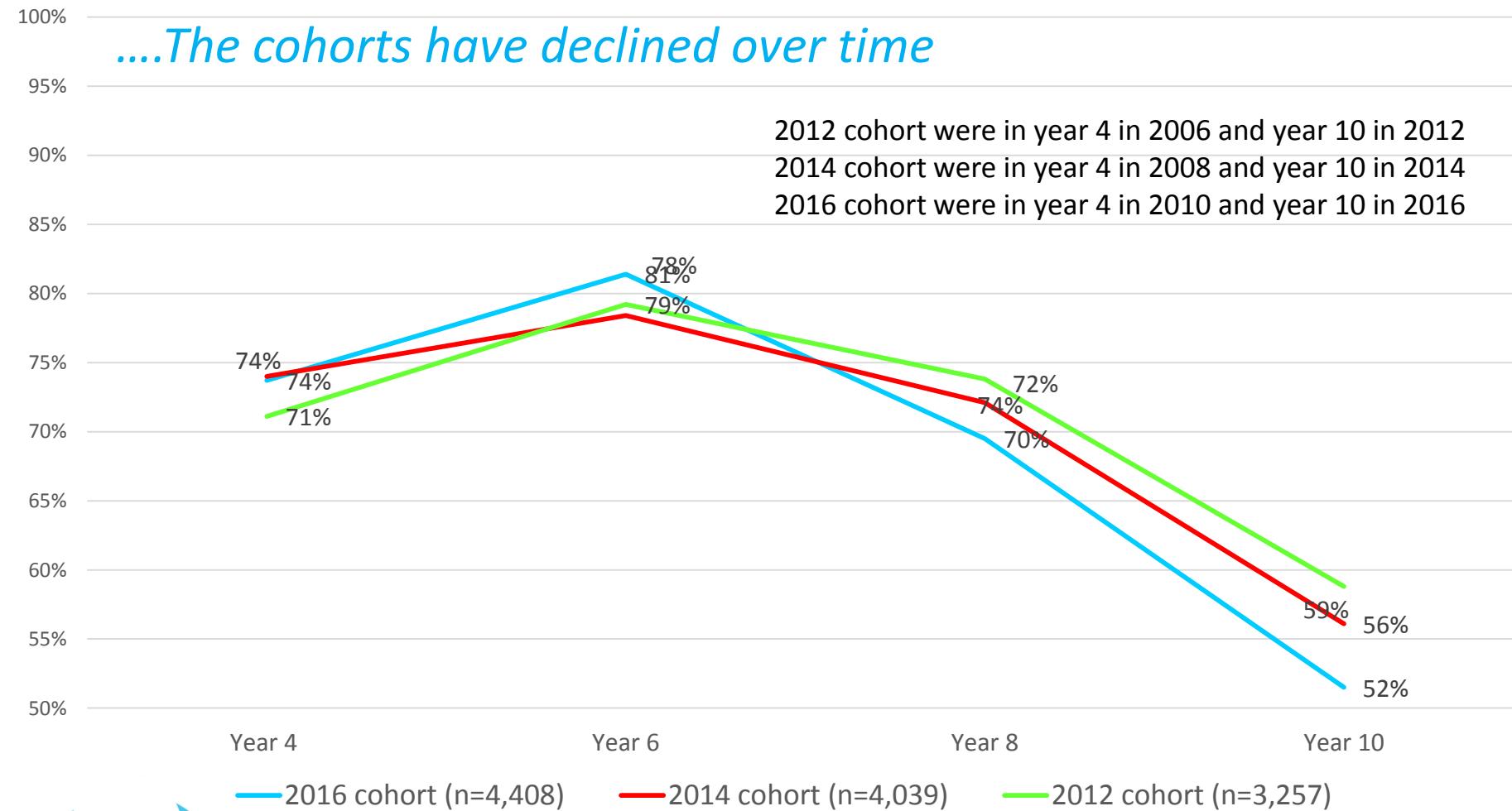
# Emotional well-being: 2016 cohort (now year 10's)

% young people who are happy & confident.



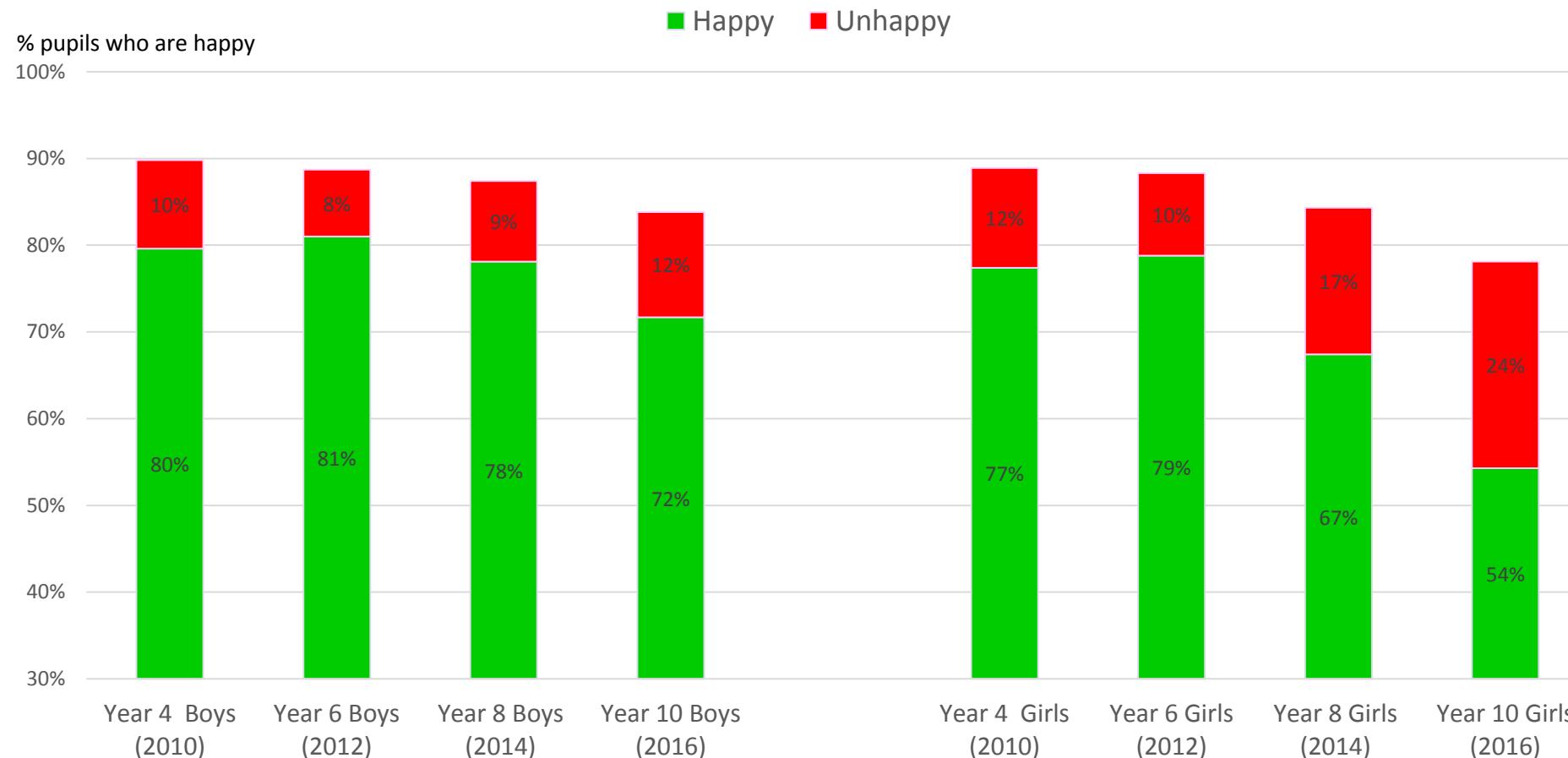
# Confidence about the future: Cohorts compared

% young people who are happy & confident.



# Happiness by age & gender over time, cohort 2016 (n=4,441)

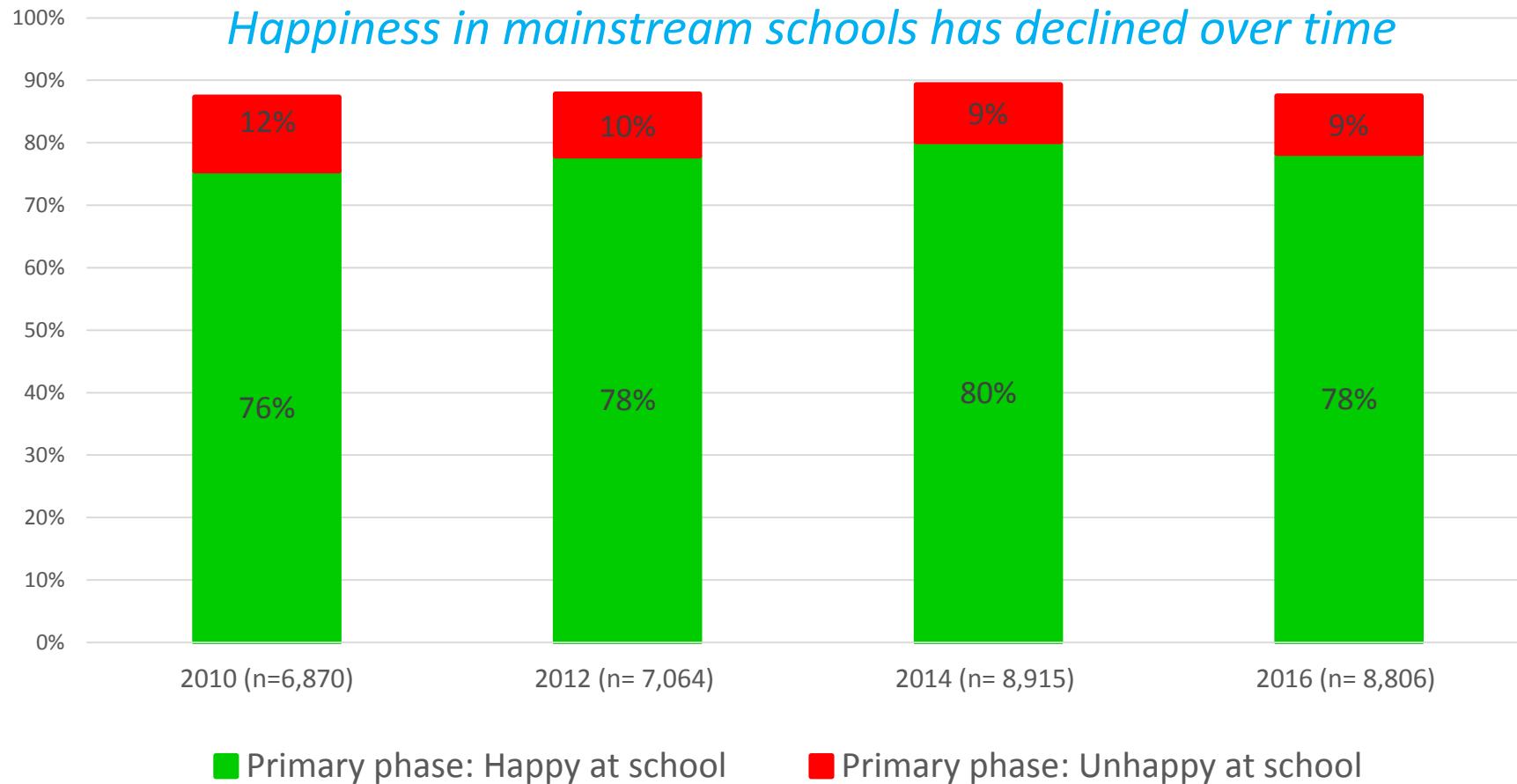
What % of our young people are happy? Girls & boys compared



*Steady decline as they get older, gender differences post year 6 particularly in year 10, girls less happy than boys*

# Emotional well-being over time; Primary phase, years 4 & 6

% Secondary who are happy

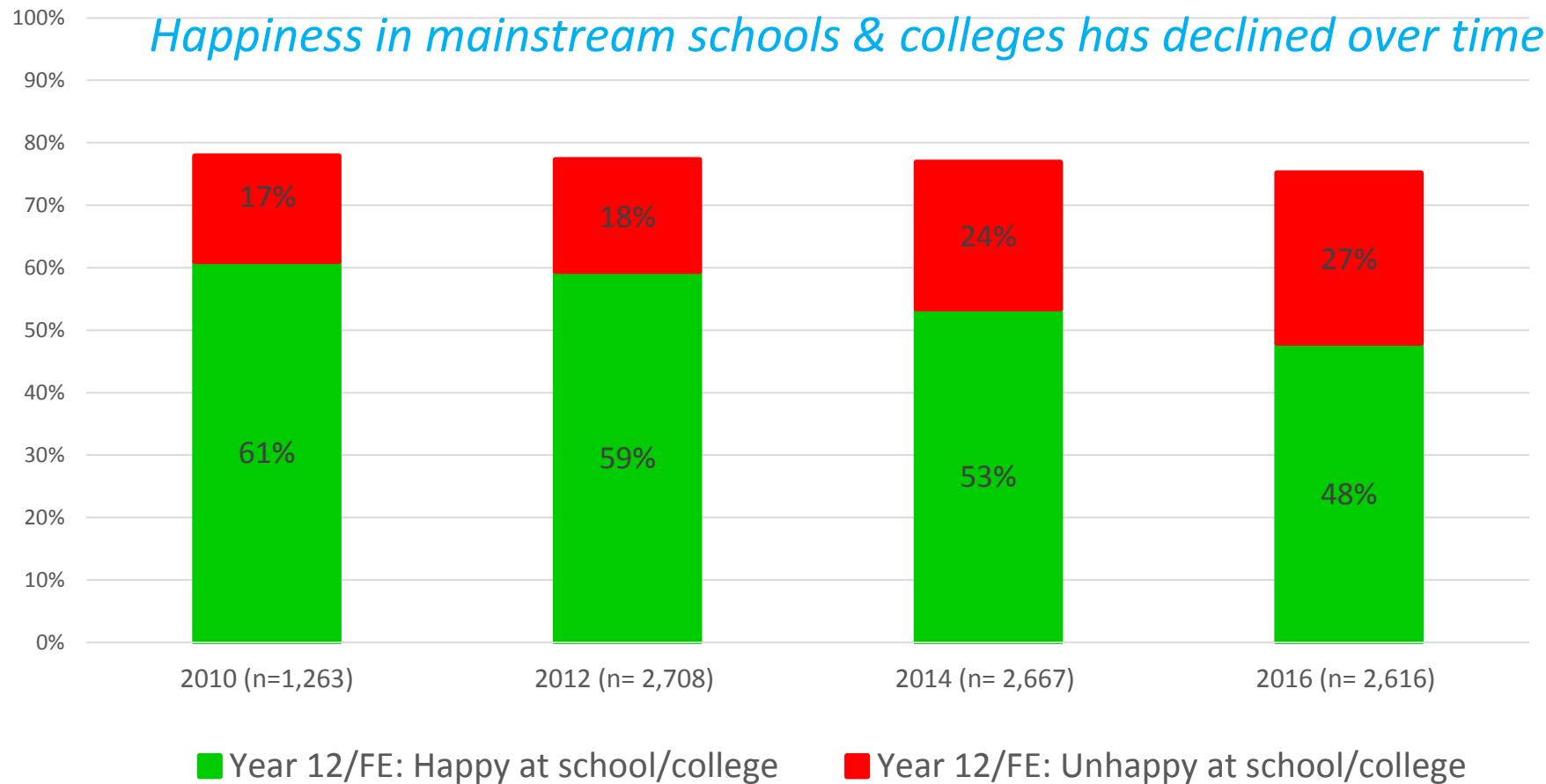


Happiness in primary schools was increasing over time, but dipped in 2016  
(year groups 4 & 6 and year 5 only included in 2016)



# Emotional well-being over time, Year 12 & FE colleges

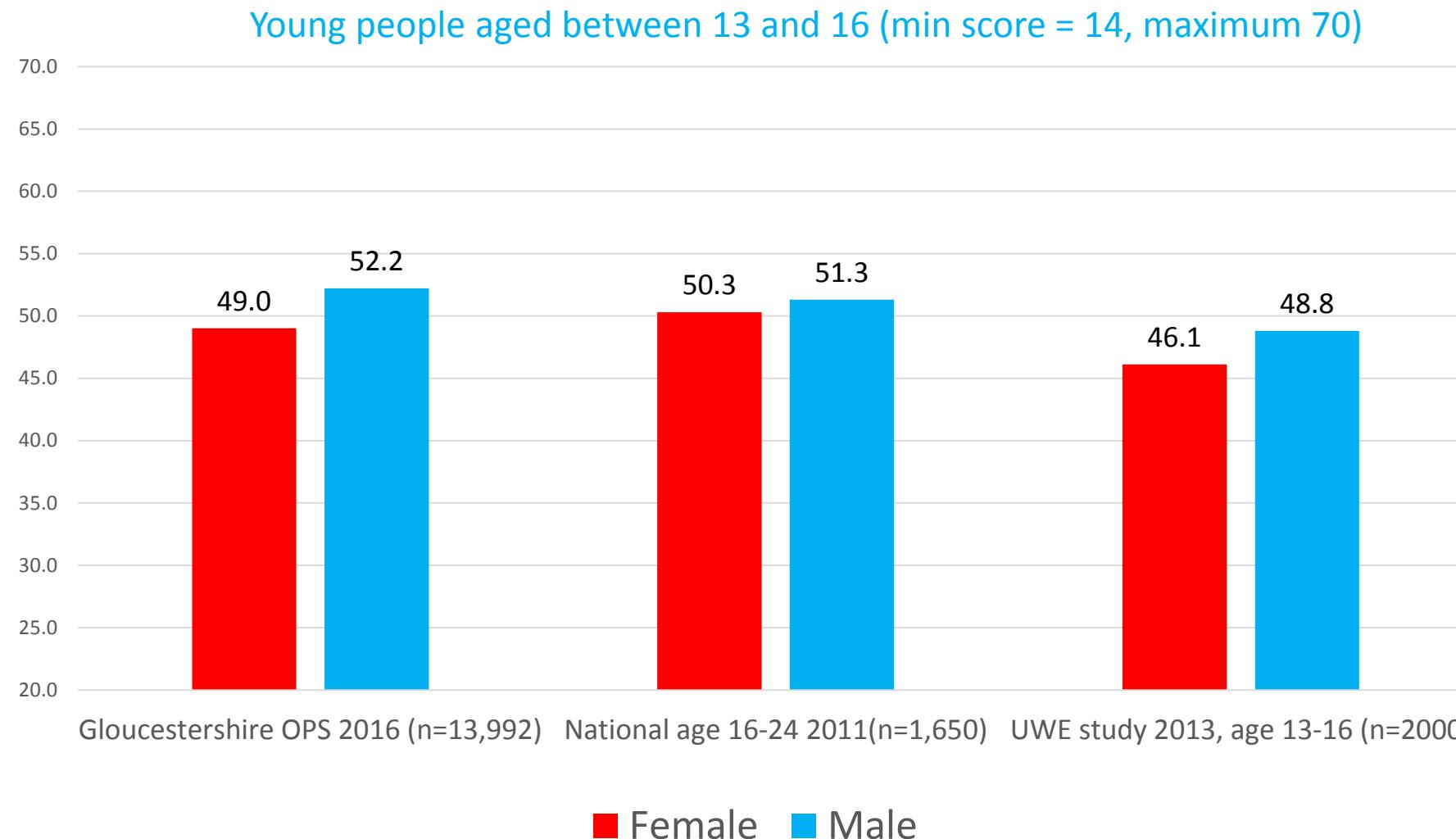
% Secondary who are happy



Happiness in mainstream schools & colleges has decreased overall over time  
Independent, special and alterative provision settings excluded  
NB 2016 was the first year that year 12 education is compulsory.

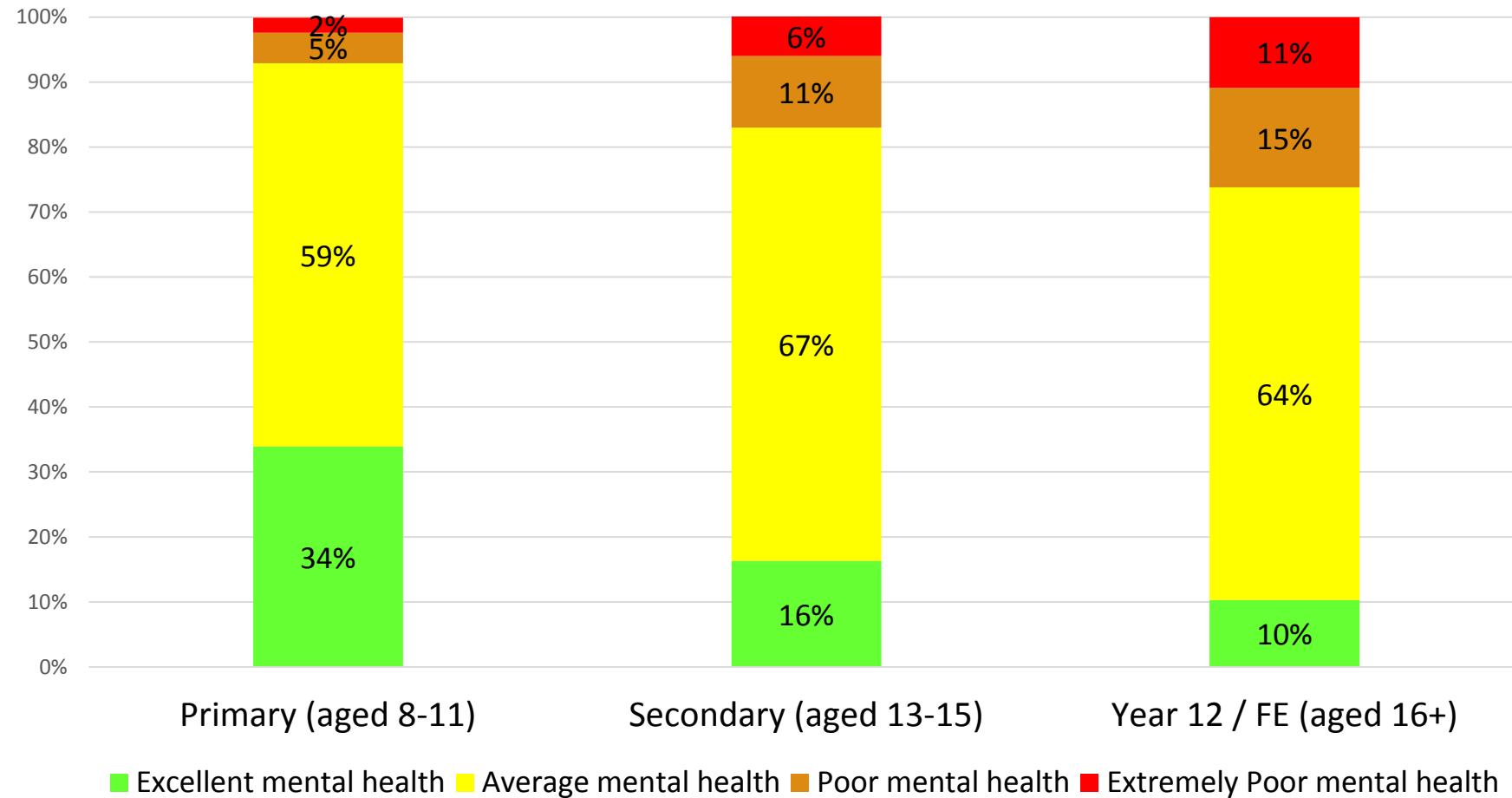


# Mental health in adolescences – WEMWBS



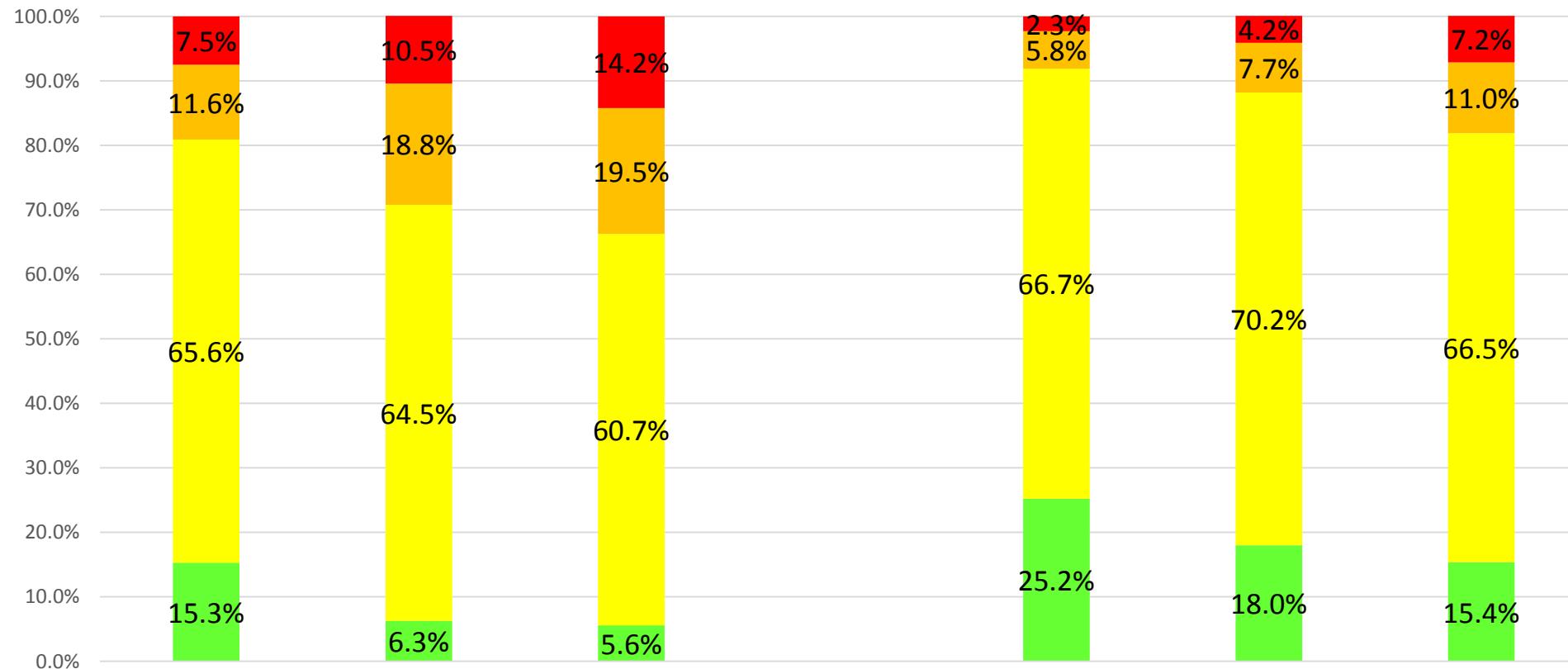
# Mental health in adolescences – WEMWBS

Mental health status of pupils in mainstream Gloucestershire schools and colleges (n=23,243)



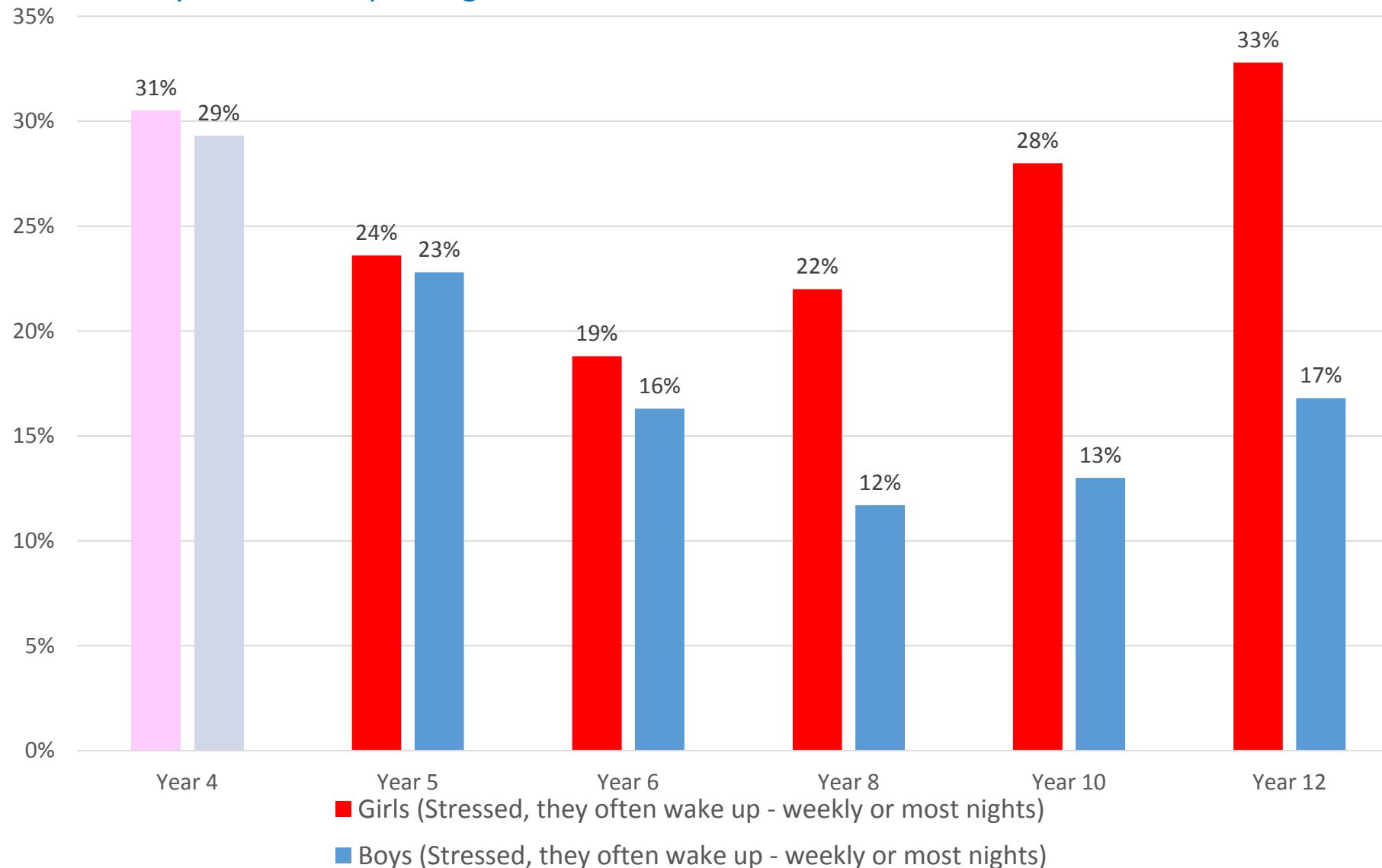
# Mental health in adolescences – WEMWBS

Mental health status of pupils in Gloucestershire schools and colleges (n=14,417)  
- changes over age and gender



# Sleep – Stress indicator

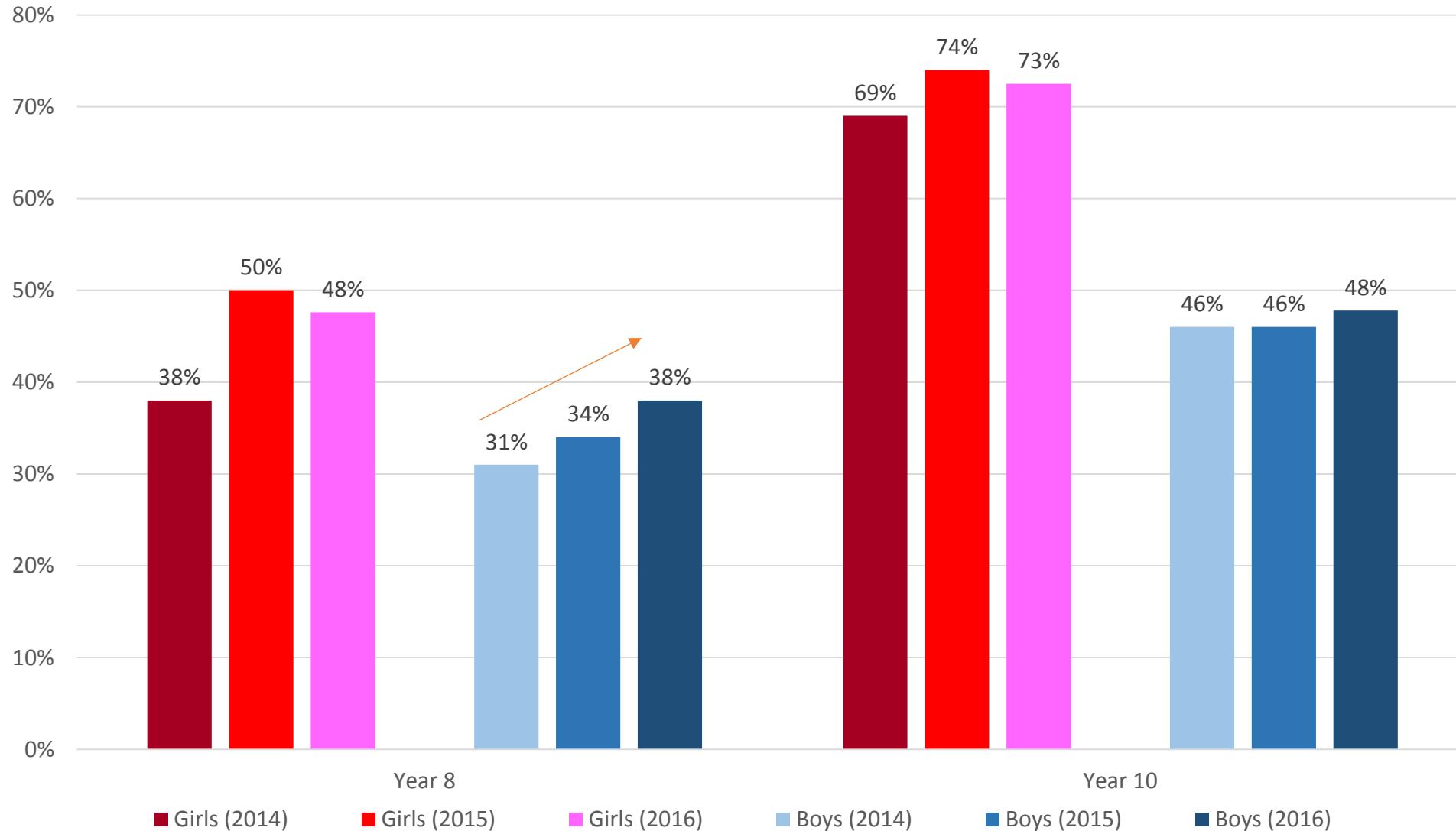
Stress in young people gender gap; Q: How often have they been so worried they cannot sleep at night?



# Pupils who feel stressed by their school work

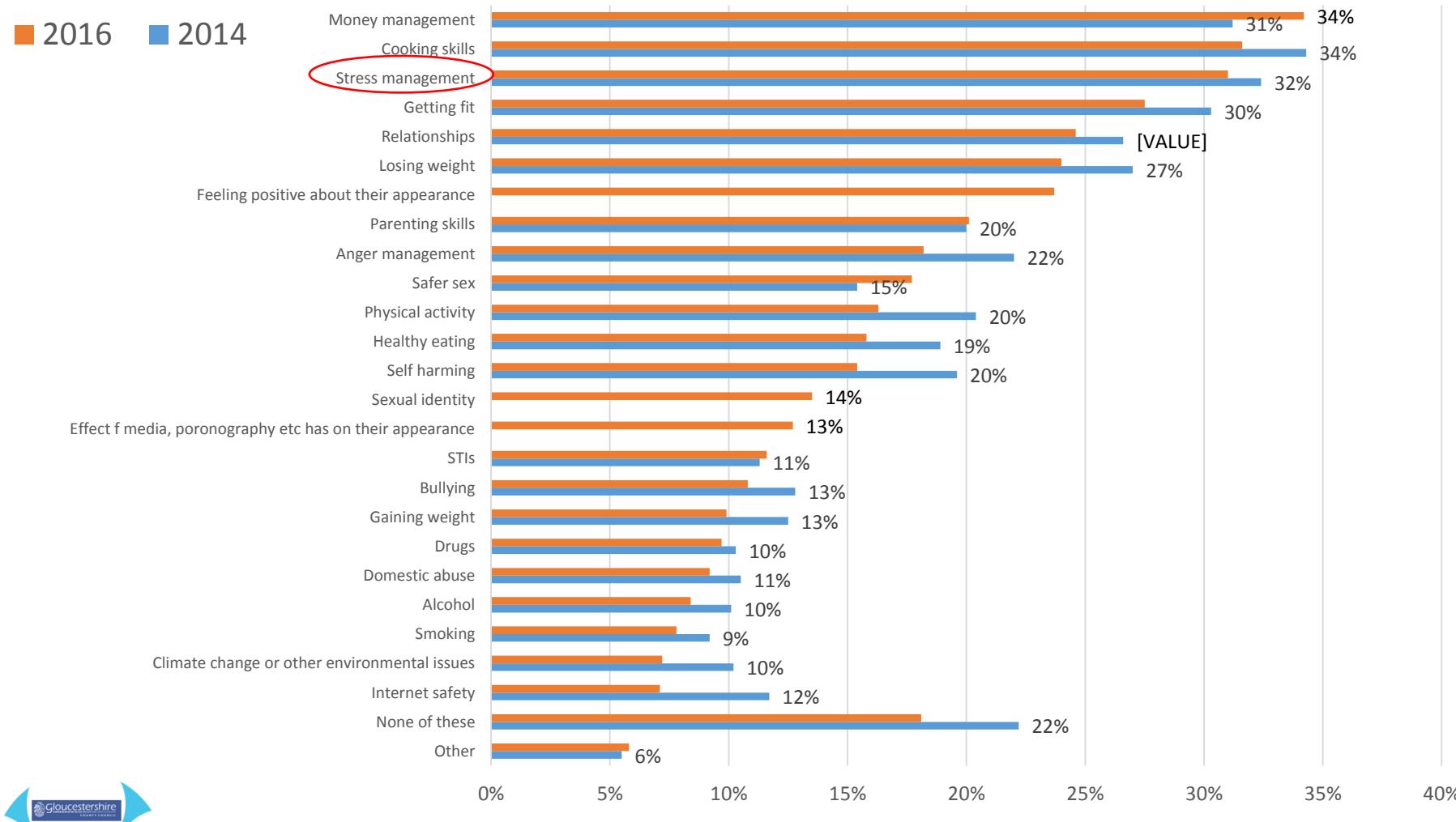
% pupils stressed by school work

2014, n = 13,109,  
2015 (summer) n = 5,419  
2016, n= 10,047



# How helpful is the information they get at school?

Areas where they feel they need more support/knowledge  
(secondary phase n = 7,995)



# Would a setting have to be GHLL accredited before it could get Mental Health Champion status ?

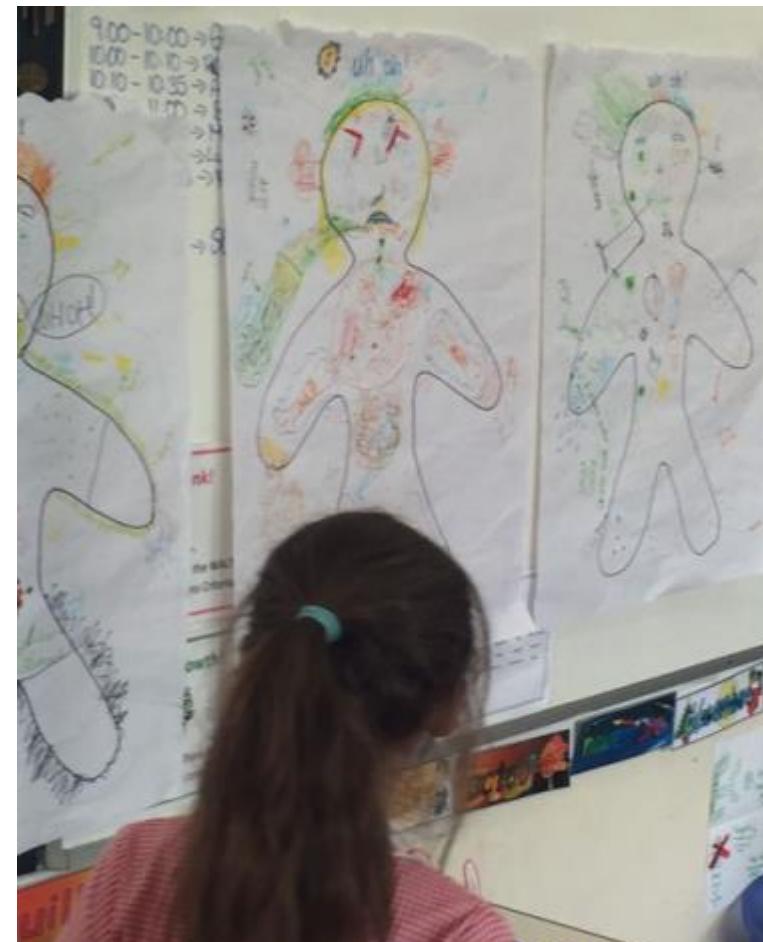
Not exactly, both the GHLL accreditation and the Mental Health Champion awards could be applied simultaneously given the dual purpose of the Review questions.

However, the Mental Health Champion award will not be issued unless the GHLL Review and Interventions are complete.



# What areas of school/college need to be considered to show good practice?

- ✓ 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



# Login to your school review...

[www.ghll.org.uk](http://www.ghll.org.uk)

User name

Password

# How? Stage 1

- 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'.



Gloucestershire  
Healthy  
Living and Learning



Overview

Getting Started

School Ethos

Teaching and Learning

Healthy Eating

Physical Health and Wellbeing

Emotional Health and Wellbeing

SMSC Development

Submit Your Review

Planning &amp; Reporting Tool

PinK Safeguarding curriculum

Mental Health award

## Section 2 - Teaching and Learning about health and well-being

Save

2.1 To what extent does your School monitor and evaluate PSHE education provision to ensure the quality of learning and teaching?

- Completely in place  
 Mostly in place  
 Partially in place  
 Not in place

Tell us how

2.2 To what extent do subjects of relevance to Health and Wellbeing meet the learning needs of children and young people in your School in line with current best practice?

OPS data

- Completely in place  
 Mostly in place  
 Partially in place  
 Not in place

Tell us how

2.3 To what extent does your School assess and report on the progress and achievement of children and young people in subjects relevant to their health and wellbeing?

- Completely in place  
 Mostly in place  
 Partially in place  
 Not in place

Tell us how

2.4 You may wish to record details of topics and dates of sessions planned for parents/carers on health and wellbeing awareness during the coming year



During the Spring Term our KS3 Drama students participate in a series of lessons designed to focus on wellbeing. Year 7 participate in a scheme called 'Wacky Soap' which, through a script, encourages students to consider the impact of using drugs. As part of the scheme Y7 look explore and create their own health campaigns. Meanwhile Y8 look at wellbeing on a global scale by studying a scheme of work based on an imaginary international crisis and Y8 explore the play 'DNA' that explores issues of friendship.

2.5 Who are the external agencies that support your School?

- Completely in place  
 Mostly in place  
 Partially in place  
 Not in place

Tell us how

[Contact us](#)[My details](#)[Logout](#)[Help](#)[Print my progress](#)

## Review Tool : Newent Community School

[Back to main GHLL site](#)[Overview](#)[Getting Started](#)[School Ethos](#)[Teaching and Learning](#)[Healthy Eating](#)[Physical Health and Wellbeing](#)[Emotional Health and Wellbeing](#)[SMSC Development](#)[Submit Your Review](#)[Planning & Reporting Tool](#)[PinK Safeguarding curriculum](#)[Mental Health award](#)

## Mental Health award

[Save](#)

## School Ethos

To what extent does your School create a positive environment that promotes health and wellbeing?

[DfES data](#)

- Completely in place  
 Mostly in place  
 Partially in place  
 Not in place

[Tell us how](#)

To what extent does your School culture and environment engage the whole School community in relation to health and wellbeing issues? (e.g. children and young people, governors, parents, carers, local partners etc)

- Completely in place  
 Mostly in place  
 Partially in place  
 Not in place

[Tell us how](#)

To what extent do you have systems and processes in place to ensure the views of all children and young people are reflected across all areas of School life?

[DfES data](#)

- Completely in place  
 Mostly in place  
 Partially in place  
 Not in place

[Tell us how](#)

To what extent does your School respond to the specific social and emotional needs of all children and young people, including those who are less vocal and visible?

[DfES data](#)

- Completely in place  
 Mostly in place  
 Partially in place  
 Not in place

[Tell us how](#)

To what extent do your staff have access to continuing professional development (CPD) opportunities, relevant to health and wellbeing?

- Completely in place  
 Mostly in place  
 Partially in place  
 Not in place

[Tell us how](#)

To what extent does your School celebrate the achievements and efforts of children and young people across all areas of School life?

- Completely in place  
 Mostly in place  
 Partially in place  
 Not in place

[Tell us how](#)

# Stage 2 - interventions

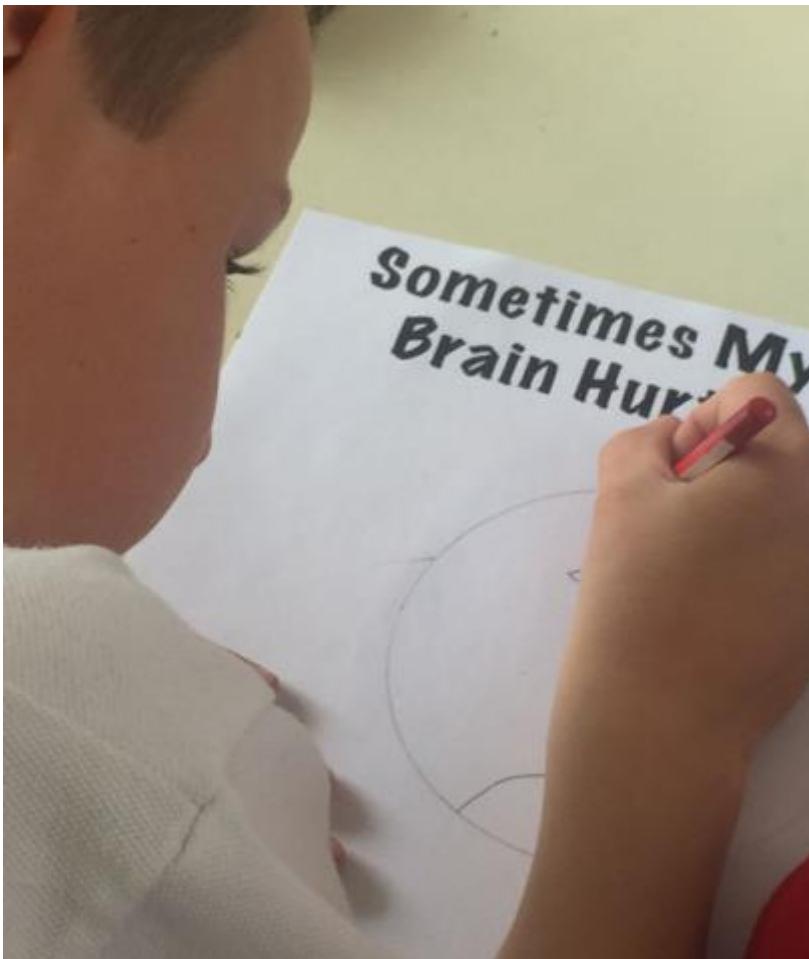
Two interventions with mental health focus different from any used in the review

At least **one** with a significant number of children and young people or staff



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Healthy  
Living and Learning

# Interventions....



- As with GHLL Award you need a before and after measurement
- Complete interventions
- Measure impact



Gloucestershire  
Healthy  
Living and Learning

# Things to consider...

- Do you know the areas you should focus on?
- What information could you use to help you decide on your schools needs?
- Are there areas you're currently working on you could develop?

## Happiness

**PP** Increase in no of C+YP who report an increased self-worth/self-confidence

Increase in no of C+YP who report enjoying breaktime

**MH PP** Increase in no of C+YP who report they are happy in school

**MH PP** Decrease in no of C+YP with measured/reported levels of stress/anxiety

**MH PP** Decrease in no of C+YP with identifiable emotional, social and behavioural difficulties

**MH PP** Increase in no of C+YP who are looking forward to going to secondary school

**MH PP** Increase in no of C+YP who report they are more confident to cope with change

**MH PP** Increase in no of C+YP who have high aspirations for the future

**MH** Increase in no of C & YP who understand the role of the media in issues to do with body image, who can accept that we are all physically unique and celebrate physical differences

**MH PP** Increase in number of C & YP who report feeling confident in their abilities to be resilient and make successful relationships

**MH** Increase in C & YP who understand that successful friendships and relationships are founded

# Measuring ideas...

- OPS
- 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...

- Nurture rooms
- Song writing charity
- Satveer – staff – student workshops
- Daily mile
- Mental health 1<sup>st</sup> Aid – Belinda Heaven
- PSHE curriculum interventions
- Theatres
- Breakfast clubs
- Physical activities
- Student emotional support
- Staff emotional support
- Mindful Employer <http://www.mindfulemployer.net/>

## The nurture room ideas....

- Small group size 8-12
- Furnished to be reflective of both home and school
- Contained and protected
- Dedicated room in school, with homely feel and different zones, and space for children's personal things
- Atmosphere of room is welcoming and homely
- Location means the room is not isolated or constantly disrupted

## Nurture School

- Whole staff awareness and understanding of the rationale and practice
- Whole school forum to discuss intervention strategies
- Nurture Group staff feel part of the whole school team, are kept ‘in the loop’.
- Nurture Group not an ‘add on’, but integral part of school, viewed positively by other children and staff

<https://www.nurturegroups.org/introducing-nurture/what-nurture-group-0>

# Newent -The OAKS Challenge:- One act of Kindness shared....

Based on the five ways to well being –

Feel Good | Five...

- Connect – talk
- Be Active
- Take notice
- Learn
- Give



## The Challenge!

It would be fabulous if you could do the Feel Good Five every day but for this challenge, we're only asking you to do them just three times over the Christmas holiday – how easy is that!?

## The Rosenburg Self Esteem scale

**Below are statements that deal with your general feelings about yourself.**

Choose the response that best matches how you feel about the statement by checking either **Strongly Agree, Agree, Disagree, or Strongly Disagree**.

**1. On the whole, I am satisfied with myself.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**2. At times, I think I am no good at all.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**3. I feel that I have a number of good qualities.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**4. I feel I do not have much to be proud of.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**5. I am able to do things as well as most other people.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**6. I certainly feel useless at times.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**7. I feel that I'm a person of worth, at least on an equal plane with others.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**8. I wish I could have more respect for myself.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**9. I take a positive attitude toward myself.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**10. All in all, I am inclined to feel that I am a failure.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**Scoring:**

- Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 1 point, “Disagree” 2 points,
- “Agree” 3 points, and “Strongly Agree” 4 points. Sum scores for all ten items. Keep scores
- on a continuous scale. Higher scores indicate higher self-esteem.

## School Ethos

## Teaching and Learning

## Healthy Eating

## Physical Health and Wellbeing

## Emotional Health and Wellbeing

## SMSC Development

## Submit Your Review

## Planning & Reporting Tool

**Outcome:** Increase in number of C & YP who understand what positive mental health is and strategies they can use to promote it.

**SAVE before changing outcome**

**Change outcome**

Needs analysis (1 selected) 

**Needs analysis**

What did your analysis tell you?

The Rosenberg self esteem questionnaire showed a proportion of students had lower self esteem than average. We looked at ways to help improve this and mental health. Something that could be replicated in the future also to help maintain good mental health and self esteem.

Participation groups (1 selected) 

**Participation groups**

Number in participation group 

135

Measurement techniques (1 selected) 

## Planning & Reporting Tool

## PinK Safeguarding curriculum

## Mental Health award

Number in participation group 

135

Measurement techniques (1 selected) 

### Measurement techniques

Number completing baseline activity 

132

Baseline number 

65

Target number 

110

Why did you choose this intervention? 

Through our PSHE lesson we established that mental health can be improved by doing some specific things. Students completed the Rosenberg self esteem questionnaire. This shows a need for the OAKS challenge.  
Over the Christmas holidays we felt it was a good time for students to take part in the OAKS challenge - One Act of Kindness shared.

How did you undertake the intervention? 

Students were introduced to the OAKS challenge in PSHE lesson and were given the challenge over half term.

# Case Studies

- **Randwick Church of England School** – primary lesson intervention with support from Belinda Heaven
- **Pates** – digital detox
- **Picklenash** – staff wellbeing
- **Newent** – song writing



# Staff wellbeing

<https://www.tes.com/news/school-news/breaking-views/watch-video-a-teachers-story-struggling-mental-health-issues>

**Guide to staff wellbeing**

## FIVE TIPS FOR TEACHERS

- No ifs, no buts - get a good night's sleep**  
SLEEP IS NOT FOR THE WEAK – LACK OF IT WILL MAKE YOU WEAK. EIGHT HOURS A NIGHT SHOULD BE THE GOAL. PRACTISE GOOD SLEEP HYGIENE TO MAKE SURE THOSE HOURS ARE SPENT IN DEEP REM SLEEP. STAY AWAY FROM CAFFEINATED DRINKS BEFORE BED, REDUCE YOUR EXPOSURE TO NOISE AND LIGHT, AND TRY A GUIDED MEDITATION OR RELAXATION ACTIVITY.
- Eat three meals a day - and ditch the biscuits**  
EATING BREAKFAST WILL SET YOU UP FOR THE DAY AHEAD. SPEND 10 MINUTES MAKING A PACKED LUNCH AND STAY AWAY FROM SUGARY FOODS THAT WILL SEND YOUR BLOOD SUGAR SKYROCKETING AND THEN BRING IT CRASHING DOWN. IF YOU'RE PRONE TO DEPRESSION OR ANXIETY, THESE SWINGS CAN HAVE A HARMFUL EFFECT. IF YOU ARE WELL FED, YOUR MOOD IS MORE LIKELY TO STAY ON AN EVEN KEEF.
- Don't be afraid to ask for help**  
IF YOU'RE FINDING IT DIFFICULT TO COPE, THE BEST THING TO DO IS SCHEDULE TIME WITH THE SENIOR LEADERSHIP TEAM AND EXPLAIN YOUR SITUATION. THEY WILL HAVE A GOOD IDEA OF HOW TO SUPPORT YOU AND CAN HELP TO ENSURE THAT YOU DON'T CONTINUE TO STRUGGLE.
- Take it one day at a time**  
IN THE MIDST OF DEPRESSION, DEADLINES CAN SEEM LIKE IMPASSABLE MOUNTAIN RANGES LOOMING AHEAD OF YOU. SHIFT YOUR FOCUS TO THE SHORT TERM AND CONCENTRATE ON HAVING A GOOD, CALM DAY OF TEACHING. IF YOU DON'T ACHIEVE IT, THAT'S OK – START AFRESH TOMORROW. TIME WILL BEGIN TO PASS IN AN EASIER, MORE CONTROLLABLE FASHION.
- Find what makes you happy and embrace it**  
IF YOU ARE PRONE TO DEPRESSION AND ANXIETY, MOMENTS OF PEACE, CALM AND HAPPINESS ARE WORTH A GREAT DEAL. MAKE IT AN ABSOLUTE PRIORITY THAT YOU SPEND AT LEAST 45 MINUTES A DAY DOING SOMETHING YOU LOVE – WALKING, ART, EVEN SPENDING QUALITY TIME WITH A PET. THE ROUTINE AND THE SEROTONIN HIT WILL GIVE YOU A MUCH-NEEDED BOOST – AND WILL BE SOMETHING TO LOOK FORWARD TO.

## FIVE TIPS FOR SCHOOLS

- Embed mental health into induction and training**  
AS PART OF THEIR INDUCTION, GIVE STAFF INFORMATION ON HOW MENTAL HEALTH IS MANAGED AND WHAT SUPPORT IS AVAILABLE. MENTAL HEALTH AWARENESS TRAINING, PARTICULARLY FOR MANAGERS, CAN ALSO HELP, AS LONG AS IT'S PUT INTO PRACTICE.
- Encourage mental health champions**  
STAFF AT ALL LEVELS TALKING OPENLY ABOUT MENTAL HEALTH SENDS A CLEAR MESSAGE: THAT YOU WILL GET SUPPORT IF YOU'RE EXPERIENCING A MENTAL HEALTH PROBLEM AND THAT IT IS NOT A BARRIER TO CAREER DEVELOPMENT.
- Create a buddy system**  
BUDDY SYSTEMS BUILD AND STRENGTHEN RELATIONSHIPS BETWEEN COLLEAGUES. THEY ARE AN OPPORTUNITY TO CHAT ABOUT WELLBEING AND CHALLENGES IN AN INFORMAL SETTING.
- Build a culture of openness**  
REGULAR ONE-TO-ONE MEETINGS AND CATCH-UPS ARE A GREAT WAY TO FIND OUT HOW STAFF ARE GETTING ON. THEY HELP TO BUILD TRUST AND GIVE EMPLOYEES A CHANCE TO RAISE PROBLEMS AT AN EARLY STAGE. MAKING TIME TO DO THIS CAN SAVE TIME LATER ON.
- Raise people's awareness of the need to look after their wellbeing**  
TO DO THIS, MAKE THE MOST OF INTERNAL COMMUNICATIONS CHANNELS. USE BLOGS, FACTSHEETS, FAQS, AND TIPS FOR STAFF AND MANAGERS TO PROMOTE WAYS TO MANAGE WELLBEING. POSTERS, NOTICEBOARDS, NEWSLETTERS AND THE INTRANET ARE GREAT PLACES TO PROVIDE INFORMATION ON MAINTAINING A HEALTHY WORK-LIFE BALANCE. ASK STAFF TO SHARE TIPS ON HOW THEY MANAGE THEIR MENTAL HEALTH.

**mind** MIND OFFERS FREE RESOURCES FOR STAFF AND EMPLOYERS: VISIT [WWW.MIND.ORG.UK/WORK](http://WWW.MIND.ORG.UK/WORK)  
FOR CONFIDENTIAL HELP AND SUPPORT IN YOUR LOCAL AREA, CALL THE INFOLINE ON 0300 123 3393

**tes** for download

## Think about your life at the moment, how would you rate your life?

Here is the data gathered from our **before** and **after** surveys\*, showing the average percentage point increase in response to the question...

**\*This is a ‘*blind*’ survey, where students cannot see the initial response they gave 12 weeks prior**

Table 3-1

	% Positive Shift
<b>3 At risk of being bullied</b>	<b>6.8</b>
<b>6 English as an additional language</b>	<b>2.4</b>
<b>5 Pupil Premium</b>	<b>4.5</b>
<b>3 Special Educational Needs &amp; Disability</b>	<b>15.1</b>
<b>7 Specific target for this project</b>	<b>5.0</b>
<b>4 With an Individual Behaviour Plan</b>	<b>5.0</b>
<b>8 More than 1 of the above</b>	<b>8.5</b>

# Song Writing Charity

<https://www.youtube.com/watch?v=NN8ICc5iAyY>



j4mmy dodger24 3 weeks ago

Proud to be part of this

Reply • 6



Josh Wilson 2 weeks ago

:)

Reply • 1



HFS STORMBADE 3 weeks ago

love this song good work year 9

Reply • 2



Pastel heart 3 weeks ago

I was so scared that the solo would turn out bad, thanks Ben and all the teachers for this amazing experience

Reply • 2



Tallulah Armstrong 3 weeks ago

MY BABY NATALIA I LOVE YOU YOU DID AMAZING!! THAT'S MY BESTFRIEND

Reply • 1

Newent Community School Year 9 Music Group - Broken Pieces

SongwritingCharity

Channel settings

2,222 views

Top 10 Channels [Top 10 Videos](#)

Browse all content

Video	Watch time (minutes)
Newent Community School Year 9 M...	5,186 10%
"Heroes Never Give Up" - Heron Prim...	1,853 3.6%
'Stop Don't Bully Me' by Tunstall Prim...	1,159 2.3%
When I Grow Up - Queenborough Sch...	1,446 2.8%
Smile, Smile, Smile - St Paulinus C o ...	815 1.6%
My Time to Shine By Tunstall Primar...	1,223 2.4%
Good To Be Kind By Wrotham Road ...	919 1.8%
Kindness Is All You Need - Cecil Roa...	922 1.8%
Barnwood Park Arts College - Go the ...	930 1.8%
Heron Primary School - Soar through...	794 1.6%



2,222 views

10% of all watched time in December 2016, leading ***all of more than*** 360 Songwriting Charity videos



# G H L L M E A S U R E



Showing 'increased overall confidence in life in General'

<b>Number completing baseline activity</b>	22
<b>Baseline</b>	5
<b>Target</b>	14
<b>Number completing final measurement</b>	22
<b>Final</b>	17
<b>Impact</b>	12

Demographic of the group

<b>Number of students</b>	
3	<b>At risk of being bullied</b>
6	<b>EAL</b>
5	<b>Pupil Prmium</b>
3	<b>SEND</b>
7	<b>Target</b>
4	<b>IBP</b>
8	<b>More than 1 of above</b>

**Students rated the following, on average**

The PROJECT	The SONG	The VIDEO
9.6	9.0	9.0



**9 of the students say they now have more really good friends in the group as a result. (*with the other 14 showing no change*)**



The 6 students with English as an additional language reported a positive shift of 47.5% in relation to the statement “I understand my place in the world”

The 5 students who are entitled to receive the Pupil Premium indicated, on average, a 57.1% positive shift in response to the statement “I am confident in my school life”



Message from a mum...

From: [helenmcghee16@gmail.com](mailto:helenmcghee16@gmail.com) [helenmcghee16@gmail.com]

Sent: 15 December 2016 07:45

To: A Longden

Subject: The Songwriting Charity

Hi Abi

Freddie showed us the video you made last night. I just wanted to say how fantastic we thought it was and what a cool thing to do!! Thank you for giving Freddie the opportunity he loved it (underneath the I am macho look)

Have a very Merry Christmas

Love Helen x

**Hi Abi**

**Freddie showed us the video you made last night. I just wanted to say how fantastic we thought it was and what a cool thing to do!! Thank you for giving Freddie the opportunity he loved it (underneath the I am macho look)**

**Have a very Merry Christmas**

**Love Helen x**



# Student Feedback

*It was very fun and exciting to bring ideas to the table of this project. I'm so glad that I was able to take part.*

*Our whole music group has come more closer because we have to work together:-)  
I thought that the project was really good and I really enjoyed making it  
I felt the whole project went very well considering not many of us knew what we were doing before*

*Great fun use of creativity freedom and fun*

*I really enjoyed it, it was a lot of fun and music group became closer  
I think the project is a fun way to create songs and understand ourselves better  
I think the project was very good and fun  
I really liked it all I make new friends and had lots of fun I did enjoy it  
The project was amazing. It was the best I think. I will enjoy that all over again.  
I think the project was amazing*

*Make me feel happy that I was doing something different  
The project was extremely exciting and I have worked with Ben before and it is very exciting to work with him again in my low voice so I would definitely do it again  
I thought the project was really fun, I've made new friends and really enjoyed making the song.*

## [Emoodji website link](#)

And it definitely is \*not\* your typical ‘mental health app’...

[Emoodji](#) is a way for friends to send emoji selfies to each other, while also keeping an eye on each other's wellbeing.

So Emoodji is quite silly, and secretly slightly serious too.

# The Evidence Process

1. Submit your enhanced GHLL Review  
(purple mental health questions **must be** 'In Place').
1. Two or more (one large scale) interventions to support good mental health.
2. GHLL Lead Teacher school/college visit to include;
  - A 'Learning Walk' with a specific focus on the school environment
  - Evidence of good mental health provision (work samples, photos, displays, events etc.)
  - Informal student and staff interviews.



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# Gloucestershire Resources

- PinK curriculum
- Make me a super hero
- Beyond Fed up
- Dementia project
- Teen domestic abuse
- Consent – give and get
- Counting sleep
- <https://www.onyourmindglos.nhs.uk/>



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 awarded...

GOOD LUCK!



This award gives schools the opportunity to showcase good practise surrounding mental health and help them to identify areas in their provision that would benefit from further development.





Mental Health  
Champions

**For more information:**

Health and Wellbeing (Education and Learning)  
Services for Children and Young People  
Gloucestershire County Council  
Shire Hall  
Westgate Street  
Gloucester GL1 2TP  
Web: [www.ghll.org.uk](http://www.ghll.org.uk)  
Tel: 01452 427208/7327



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