Mental Health Champions

www.ghll.org.uk
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?

“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

- Physical Well-being
- Mental Well-being
- Social Well-being
Emotional well-being: 2016 cohort (now year 10’s)

% young people who are happy & confident.

---

...confidence about the future and satisfied with life still declining

<table>
<thead>
<tr>
<th>Year</th>
<th>Happy</th>
<th>Confident about the future</th>
<th>Satisfied with life</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010, year 4</td>
<td>80%</td>
<td>79%</td>
<td>74%</td>
</tr>
<tr>
<td>2012, year 6</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>2014, year 8</td>
<td>81%</td>
<td>80%</td>
<td>78%</td>
</tr>
<tr>
<td>2016, year 10</td>
<td>73%</td>
<td>70%</td>
<td>69%</td>
</tr>
</tbody>
</table>

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Confidence about the future: Cohorts compared

% young people who are happy & confident.

....The cohorts have declined over time

2012 cohort were in year 4 in 2006 and year 10 in 2012
2014 cohort were in year 4 in 2008 and year 10 in 2014
2016 cohort were in year 4 in 2010 and year 10 in 2016

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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 mainstream schools has declined over time

- 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

Happiness in mainstream schools & colleges has declined over time

<table>
<thead>
<tr>
<th>Year</th>
<th>Happy at school/college</th>
<th>Unhappy at school/college</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>61%</td>
<td>17%</td>
</tr>
<tr>
<td>2012</td>
<td>59%</td>
<td>18%</td>
</tr>
<tr>
<td>2014</td>
<td>53%</td>
<td>24%</td>
</tr>
<tr>
<td>2016</td>
<td>48%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Happiness in mainstream schools & colleges has decreased overall over time.

Independent, special and alternative provision settings excluded.

NB 2016 was the first year that year 12 education is compulsory.
Mental health in adolescences – WEMWBS

Young people aged between 13 and 16 (min score = 14, maximum 70)

<table>
<thead>
<tr>
<th></th>
<th>Gloucestershire OPS 2016 (n=13,992)</th>
<th>National age 16-24 2011(n=1,650)</th>
<th>UWE study 2013, age 13-16 (n=2000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>49.0</td>
<td>50.3</td>
<td>46.1</td>
</tr>
<tr>
<td>Male</td>
<td>52.2</td>
<td>51.3</td>
<td>48.8</td>
</tr>
</tbody>
</table>

Gloucestershire OPS 2016 (n=13,992) National age 16-24 2011(n=1,650) UWE study 2013, age 13-16 (n=2000)
Mental health status of pupils in mainstream Gloucestershire schools and colleges (n=23,243)

- **Primary (aged 8-11)**
  - Excellent mental health: 59%
  - Average mental health: 34%
  - Poor mental health: 5%
  - Extremely Poor mental health: 2%

- **Secondary (aged 13-15)**
  - Excellent mental health: 67%
  - Average mental health: 16%
  - Poor mental health: 11%
  - Extremely Poor mental health: 6%

- **Year 12 / FE (aged 16+)**
  - Excellent mental health: 64%
  - Average mental health: 15%
  - Poor mental health: 11%
  - Extremely Poor mental health: 10%
### Mental health status of pupils in Gloucestershire schools and colleges (n=14,417) - changes over age and gender

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 10</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Girls</strong></td>
<td><strong>Boys</strong></td>
<td><strong>Girls</strong></td>
</tr>
<tr>
<td>Excellent mental health</td>
<td>Average mental health</td>
<td>Poor mental health</td>
</tr>
<tr>
<td>15.3%</td>
<td>6.3%</td>
<td>5.6%</td>
</tr>
<tr>
<td>11.6%</td>
<td>18.8%</td>
<td>19.5%</td>
</tr>
<tr>
<td>7.5%</td>
<td>10.5%</td>
<td>14.2%</td>
</tr>
</tbody>
</table>

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Sleep – Stress indicator

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

Girls (Stressed, they often wake up - weekly or most nights)

Boys (Stressed, they often wake up - weekly or most nights)
Pupils who feel stressed by their school work

% pupils stressed by school work

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

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>38%</td>
<td>50%</td>
<td>48%</td>
<td>31%</td>
<td>34%</td>
<td>38%</td>
</tr>
<tr>
<td>Year 10</td>
<td>69%</td>
<td>74%</td>
<td>73%</td>
<td>46%</td>
<td>46%</td>
<td>48%</td>
</tr>
</tbody>
</table>
How helpful is the information they get at school?

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

- Money management: 2016: 34%, 2014: 34%
- Cooking skills: 2016: 31%, 2014: 32%
- Stress management: 2016: 34%, 2014: 34%
- Getting fit: 2016: 31%, 2014: 30%
- Losing weight: 2016: 20%, 2014: 22%
- Feeling positive about their appearance: 2016: 19%, 2014: 15%
- Parenting skills: 2016: 13%, 2014: 22%
- Anger management: 2016: 13%, 2014: 15%
- Safer sex: 2016: 20%, 2014: 14%
- Physical activity: 2016: 20%, 2014: 19%
- Healthy eating: 2016: 20%, 2014: 20%
- Self harming: 2016: 13%, 2014: 14%
- Sexual identity: 2016: 14%, 2014: 13%
- Effect of media, pornography etc has on their appearance: 2016: 14%, 2014: 9%
- STIs: 2016: 11%, 2014: 13%
- Bullying: 2016: 11%, 2014: 13%
- Gaining weight: 2016: 13%, 2014: 13%
- Drugs: 2016: 13%, 2014: 13%
- Domestic abuse: 2016: 13%, 2014: 10%
- Alcohol: 2016: 13%, 2014: 10%
- Smoking: 2016: 9%, 2014: 9%
- Climate change or other environmental issues: 2016: 10%, 2014: 10%
- Internet safety: 2016: 12%, 2014: 10%
- Self harming: 2016: 22%, 2014: 22%
- None of these: 2016: 6%, 2014: 22%

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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
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’.
Section 2 - Teaching and Learning about health and well-being

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?
- 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 Soup' 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
### Mental Health award

**School Ethos**

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

- [ ] Completely in place
- [ ] Mostly in place
- [ ] Partially in place
- [ ] Not in place

**School ethos**

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>[ ] Completely in place&lt;br&gt;[ ] Mostly in place&lt;br&gt;[ ] Partially in place&lt;br&gt;[ ] Not in place</td>
</tr>
<tr>
<td>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?</td>
<td>[ ] Completely in place&lt;br&gt;[ ] Mostly in place&lt;br&gt;[ ] Partially in place&lt;br&gt;[ ] Not in place</td>
</tr>
<tr>
<td>To what extent do your School respond to the specific social and emotional needs of all children and young people, including those who are less vocal and visible?</td>
<td>[ ] Completely in place&lt;br&gt;[ ] Mostly in place&lt;br&gt;[ ] Partially in place&lt;br&gt;[ ] Not in place</td>
</tr>
<tr>
<td>To what extent do your staff have access to continuing professional development (CPD) opportunities, relevant to health and wellbeing?</td>
<td>[ ] Completely in place&lt;br&gt;[ ] Mostly in place&lt;br&gt;[ ] Partially in place&lt;br&gt;[ ] Not in place</td>
</tr>
<tr>
<td>To what extent do your School celebrate the achievements and efforts of children and young people across all areas of School life?</td>
<td>[ ] Completely in place&lt;br&gt;[ ] Mostly in place&lt;br&gt;[ ] Partially in place&lt;br&gt;[ ] Not in place</td>
</tr>
</tbody>
</table>
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
Interventions....

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

- Increase in no.of C+YP who report an increased self-worth/self-confidence
- Increase in no. of C+YP who report enjoying breaktime
- Increase in no.of C+YP who report they are happy in school
- Decrease in no. of C+YP with measured/reported levels of stress/anxiety
- Decrease in no. of C+YP with identifiable emotional, social and behavioural difficulties
- Increase in no. of C+YP who are looking forward to going to secondary school
- Increase in no. of C+YP who report they are more confident to cope with change
- Increase in no. of C+YP who have high aspirations for the future
- 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
- Increase in number of C & YP who report feeling confident in their abilities to be resilient and make successful relationships
- Increase in C & YP who understand that successful friendships and relationships are founded on mutual respect, care and love
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...

<table>
<thead>
<tr>
<th>Sad</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Happy</th>
</tr>
</thead>
</table>

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...

<table>
<thead>
<tr>
<th>Sad</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Happy</th>
</tr>
</thead>
</table>
Intervention ideas…

• Nurture rooms
• Song writing charity
• Satveer – staff – student workshops
• Daily mile
• Mental health 1st 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 Rosenberg 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.
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

Needs analysis (1 selected) ➡

What did your analysis tell you?

The Rosenberg self esteem questionnaire showed a proportion of students had lower self esteem than average. We looked a 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) ➡

Number in participation group ➡

135

Measurement techniques (1 selected) ➡
Number in participation group: 135
Measurement techniques: 1 selected
Number completing baseline activity: 132
Baseline number: 65
Target number: 110

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 showed 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.

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

http://songwritingcharity.org/

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

https://www.youtube.com/watch?v=NN8ICc5iAyY
10% of all watched time in December 2016, leading all of more than 360 Songwriting Charity videos
## Demographic of the group

<table>
<thead>
<tr>
<th>Number of students</th>
<th>3</th>
<th>6</th>
<th>5</th>
<th>3</th>
<th>7</th>
<th>4</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>At risk of being bullied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAL</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil Prmium</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SEND</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IBP</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 1 of above</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Number completing baseline activity

<table>
<thead>
<tr>
<th></th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>14</td>
</tr>
</tbody>
</table>

### Number completing final measurement

<table>
<thead>
<tr>
<th></th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final</td>
<td>17</td>
</tr>
<tr>
<td>Impact</td>
<td>12</td>
</tr>
</tbody>
</table>
Students rated the following, on average

<table>
<thead>
<tr>
<th></th>
<th>The PROJECT</th>
<th>The SONG</th>
<th>The VIDEO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9.6</td>
<td>9.0</td>
<td>9.0</td>
</tr>
</tbody>
</table>

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.”
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
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’.

2. 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.
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.
For more information:
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