



GHLL Mental Health Champions Award



Gloucestershire
COUNTY COUNCIL



Gloucestershire
Healthy
Living and Learning

Foreword

NHS Gloucestershire Clinical Commissioning Group, Gloucestershire County Council and other key stakeholders have led the development of 'Gloucestershire's Future in Mind 5 Year Transformation Plan for Children and Young People's Mental Health'.

The plan was published in November 2015 and takes a whole systems approach to supporting children and young people's mental health from prevention, information, advice and early intervention through to crisis support.

Supporting children and young people to look after their mental wellbeing, to be better able to cope with life's ups and downs and get help early when needed is a cornerstone of the plan. The Mental Health Champions award is an integral part of this element of the plan developed by Gloucestershire Healthy Learning and Living.

The award provides a framework for schools to know 'what good looks like' in terms of whole school/college approaches, recognising that the environment and support that staff and students experience in schools has a huge impact on their emotional health and wellbeing.

We all know that resilient, emotionally secure children thrive and grow up to be successful, independent adults.

Any of us may experience mental health issues depending on our experiences but if we have had the right support and nurturing as a child we are much more likely to recover successfully.

I am pleased that mental health is at the forefront of our work this year as I know this is an issue that is so important for children, young people and their families.



Helen Ford

*Lead Commissioner Children, Young People & Maternity,
NHS Gloucestershire/Gloucestershire County Council*



Linda Uren

*Commissioning Director, Children & Families,
Gloucestershire County Council*

*"It made me feel good
that my parents could
let go of their stress."*

Molly
Year 7 Newent Community
School and Sixth Form Centre



Why?

This award has been created to acknowledge the high quality provision that many schools/colleges make to support the mental health and wellbeing of their educational community.

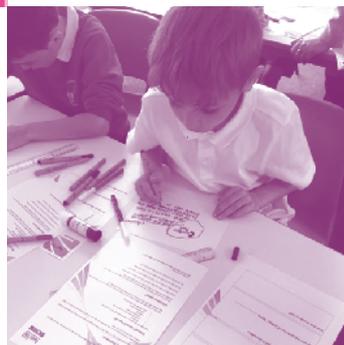
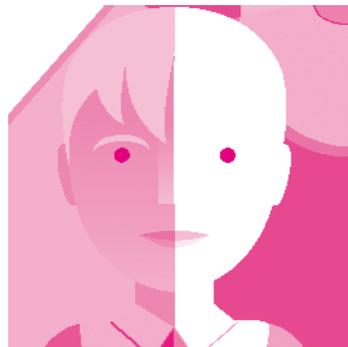
Good educational providers have always understood the link between good mental health and achievement. Great educational providers have also understood the importance of staff mental health and wellbeing in this equation.

As we are becoming more aware of and open about mental health issues, we are seeing greater prominence of support for this increasingly significant health priority.

This award gives schools/colleges the opportunity to showcase good practice and to help them identify areas in their provision that would benefit from further development.

Our hope is that all Gloucestershire schools and colleges will use this framework to help them in raising the profile of mental health.

By working through the process, schools and colleges will promote and develop good mental health for all stakeholders.



What?

Mental health and well-being of pupils in Gloucestershire from the 2016 Online Pupil Survey (OPS) Data.

Happiness

Fortunately, most (76%) of our pupils in Gloucestershire said they were happy most of the time, which we have seen at a similar level since 2010.

However, we do see a significant decline in happiness as the children move from primary to secondary level and as they get older; girls, as they reach adolescence, are less happy than boys.

Confidence about the future and overall satisfaction with life also drops off in the secondary phase.



Figure 1: How happy are our young people?
Comparing genders as young people get older

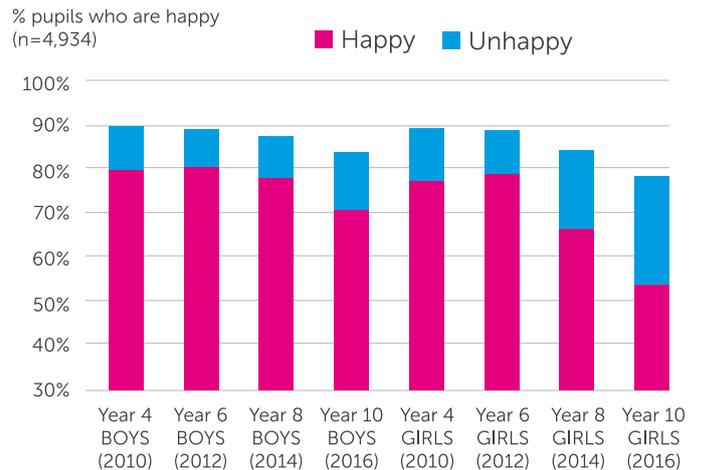
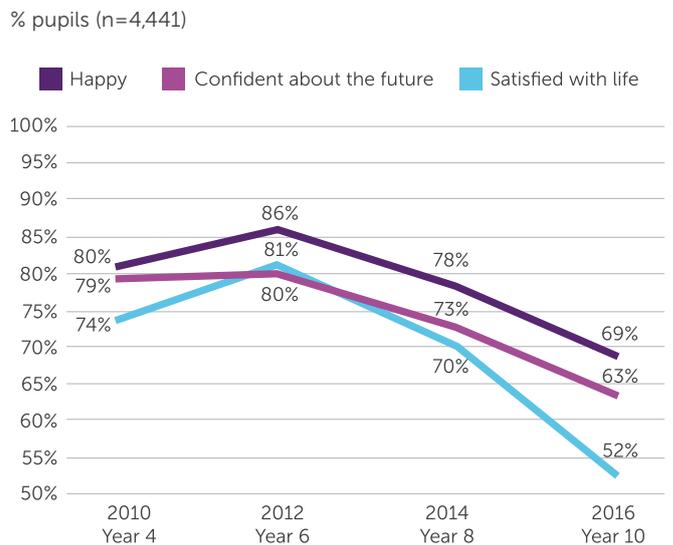


Figure 2: How key well-being indicators change as pupils get older



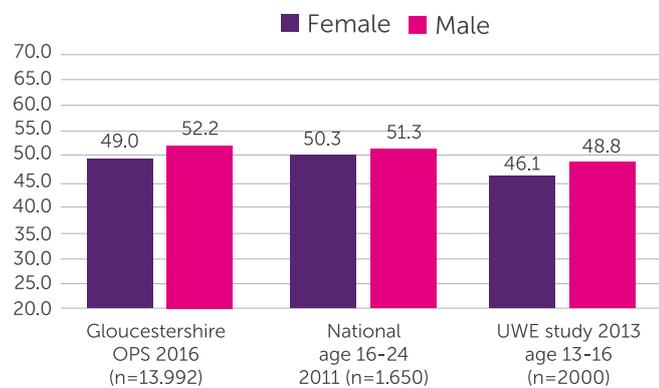
Mental Health

Following work with partners at Oxford University, we incorporated the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) into the OPS this year.

This is a public health measure of mental well-being that has been validated for young people and is used nationally.

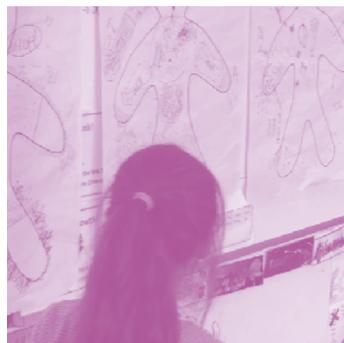
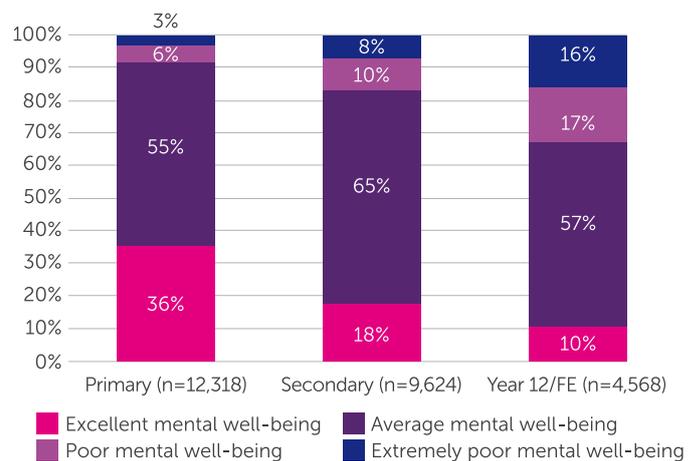
Our results compare well to previous national studies, although we have observed a gender gap, with boys generally having better mental well-being than girls overall.

Figure 3: Average ratings for the WEMWBS compared



Using the WEMWBS, we were able to categorise groups of pupils in terms of their mental health. 8% of secondary and 16% of year 12/FE were categorised as having extremely poor mental health. In a clinical setting it would be recommended that these pupils (dark blue) have professional help and support.

Figure 4: Mental well-being of pupils in Gloucestershire

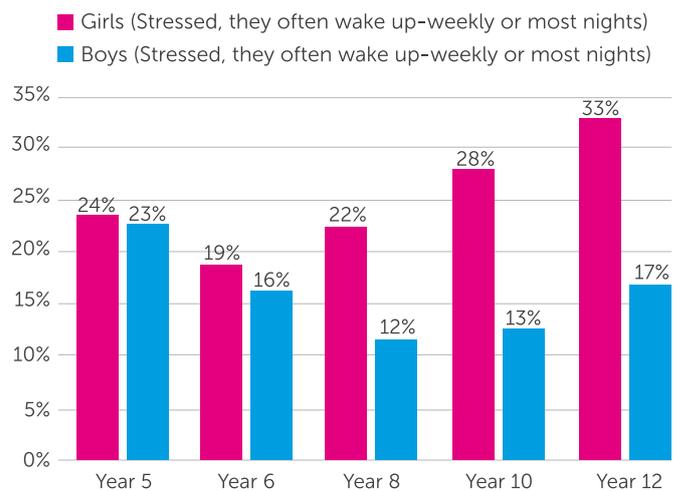


Stress

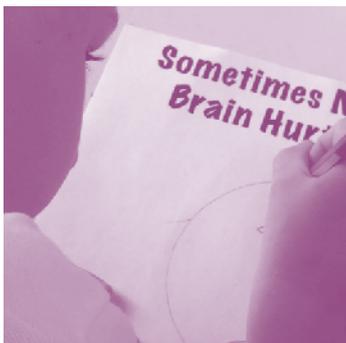
28% of year 10 girls and 33% of year 12 girls are often worried about something so that they cannot sleep at night. 42% had woken up in the night before the survey.

Boys appear much less stressed than girls overall; 27% had woken up the night before the survey.

Figure 5: Percentage of CYP who are stressed, in that they wake up at night because they are worried about something, weekly or most nights



In addition, nearly three quarters (73%) of year 10 girls reported that they are stressed by their school work compared to 48% of year 10 boys.



Key points

The Department for Education summarises the mental health considerations for schools in their March 2016 document, *Mental Health and Behaviour in Schools Departmental advice for school staff*.

In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy.

There are a variety of things that schools can do, for all their pupils and for those with particular problems, to offer that support in an effective way.

Where severe problems occur schools should expect the child to get support elsewhere as well, including from medical professionals working in specialist CAMHS (CYPS), voluntary organisations and local GPs.

Schools should ensure that pupils and their families participate as fully as possible in decisions and are provided with information and support. The views, wishes and feelings of the pupil and their parents/carers should always be considered.

Schools can use the Strengths and Difficulties Questionnaire (SDQ) * to help them judge whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents/carers and the pupil in considering why they behave in certain ways.

There are resources available to help school staff support good mental health and emotional well-being. The PSHE Association has produced guidance and lesson plans to support the delivery of effective teaching on mental health issues. In addition, MindEd, a free online training tool, provides information and advice for staff on children and young people's mental health and can help to signpost staff to targeted resources when mental health problems have been identified.

Schools should consider if their pupils would benefit from the offer of school counselling services. The Department for Education has published advice on how to set up and improve schools' counselling services. Additionally, Counselling MindEd, which is part of MindEd, is also available to support the training and supervision of counselling work with children and young people.

There are things that schools can do – including for all their pupils, for those showing early signs of problems and for families exposed to several risk factors – to intervene early and strengthen resilience before serious mental health problems occur.

Schools can influence the health services that are commissioned locally through their local Health and Wellbeing Board – Directors of Children's Services and local Healthwatch are statutory members.

There are national organisations offering materials, help and advice. Schools should look at what provision is available locally to help them promote mental health and intervene early to support pupils experiencing difficulties.

*Strengths and Difficulties Questionnaire (SDQ)

2.7. If schools suspect that a pupil is having mental health difficulties, then they should not delay putting support in place. This can happen whilst the school is gathering the evidence, and the pupil's response to that support can help further identify their needs. Schools looking for a simple, evidence-based tool to help them consider the full range of a child's behaviour, and balance protective factors and strengths with weaknesses and risks, can use the Strengths and Difficulties Questionnaire (SDQ).

This can assist them in taking an overview and making a judgement about whether the pupil is likely to be suffering from a mental health problem. The questionnaire, scoring sheet and accompanying notes are available, for free, from www.sdqinfo.com or an online version with automatic scoring is available at: <http://youthinmind.info/py/yiminfo>

2.10. The SDQ is not always the right assessment tool for every pupil in each particular set of circumstances. Some schools prefer the Common Assessment Framework (CAF) for assessing needs and involving other professionals where there is a concern over the pupil's health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing.

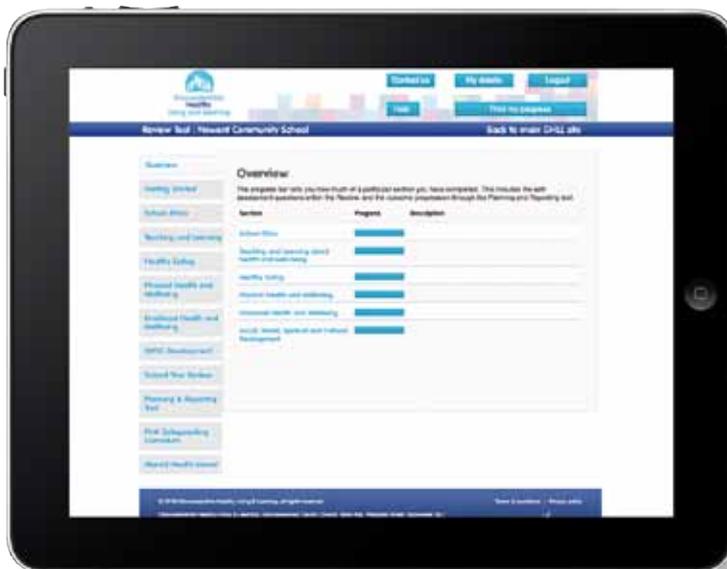
How?

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.

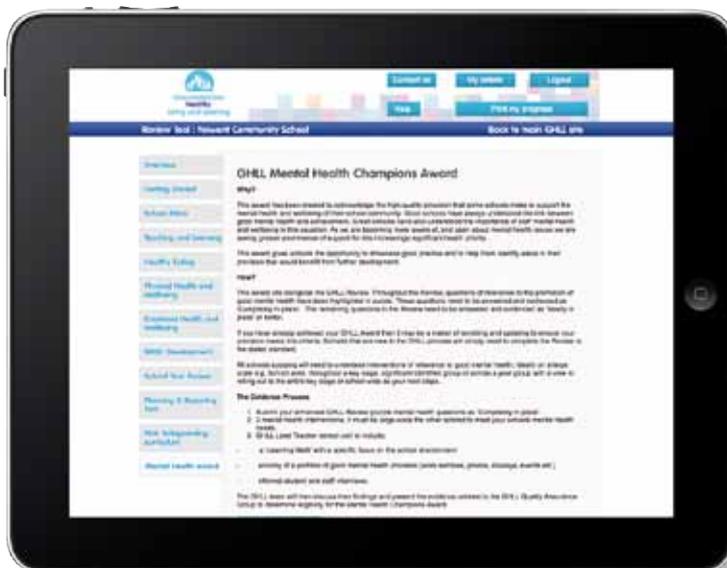
These questions need to be answered and evidenced as 'In place'. The remaining questions in the Review need to be answered and evidenced as 'Mostly in place' or better.

Look for this MH icon in the GHLL Review.

If you have already achieved your GHLL Award then it may be a matter of revisiting and updating to ensure your provision meets the Mental Health Champions Award criteria. Schools that are new to the GHLL process will simply need to complete the Review to the stated standard.

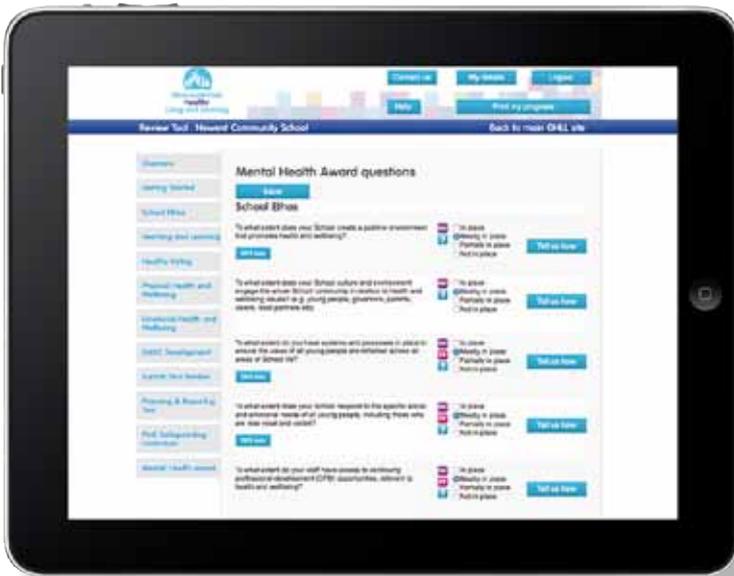


1. Click on Mental Health Award.

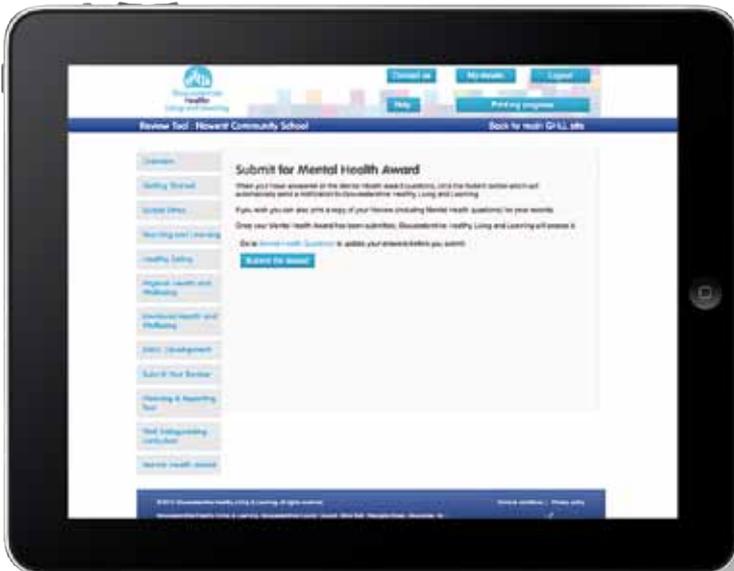


2. General outline of the Award - Why, How and Evidence with Award Questions.

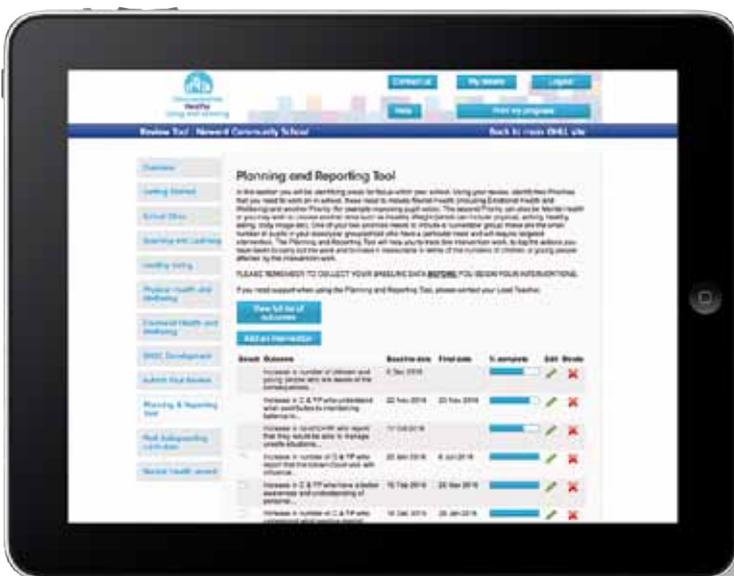




3. Scroll down to see Questions.
Click on OPS data box to show results compared to the County average.
Complete "Tell us how".
"All" statements must be evidenced and in place.



4. After completing all the questions press "SAVE".



5. Planning and Reporting icon - select interventions.
'MH' tile identifies Mental Health Interventions.
Add TWO MH interventions.

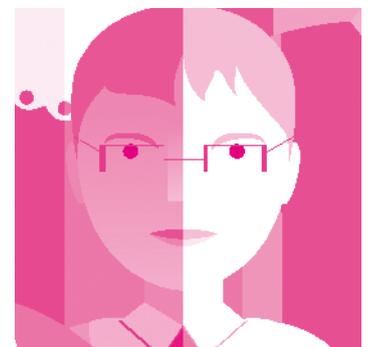
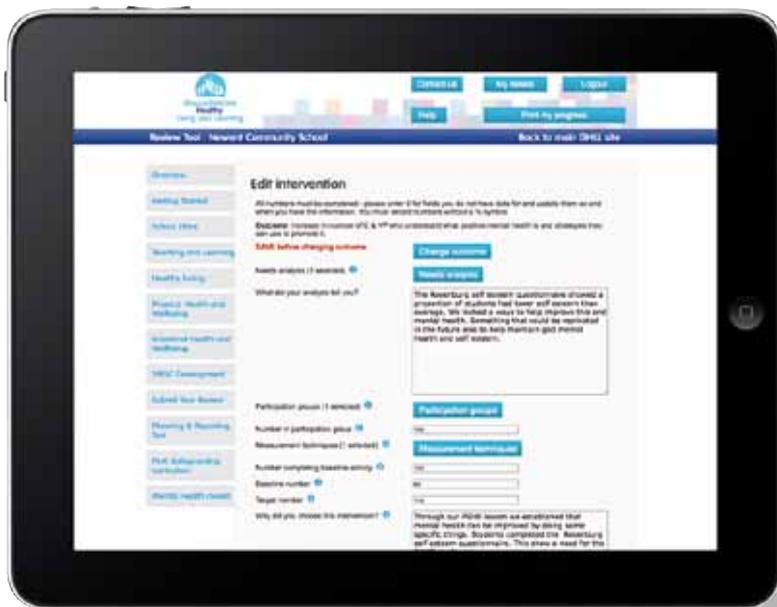


Interventions

All schools/colleges applying will need to undertake interventions of relevance to good mental health.

Ideally on a large scale (in relation to your setting) e.g. school/college wide; throughout a key stage; significant identified group; or across a year group with a view to rolling the interventions out across the entire key stage or school/college as your next steps.

Example of Intervention and Outcome.



Example intervention

Students were introduced to the OAKS challenge (One Act of Kindness) in their PSHE lesson and were given the challenge over half term.

135 students from year 7 took part in the OAKS challenge. The baseline undertaken using the Rosenberg Self-Esteem questionnaire showed 65 students had reasonable or good emotional health; this meant that 70 students demonstrated lower self-esteem.

Impact – after all 135 students had completed the OAKS challenge, a total of 57 students from the lower self-esteem group of 70 students, showed a marked improvement in emotional health and self-esteem.

Students said they had improved their quality time with loved ones, and would definitely keep up with the challenge.

Students each wrote a short evaluation of how the project had changed things for them:

- 'It made me feel good that my parents could let go of their stress.'
- 'The fact that my mum and dad knew that I cared how they feel at that place and time made me feel really happy.'
- 'I would do all of it again because it was much better than being on my phone or playing on my Xbox. I also just love being outdoors and so do my family.'
- 'All of it made me feel good; it was quality family time which I really enjoy.'



The Evidence Process

1. Submit your enhanced GHLL Review (purple mental health questions as 'In place')
2. You will need to select two mental health interventions: one must be undertaken with a significant number of students or staff in your school setting; the other must address an identified area where improvement is required.
3. Arrange for your GHLL Lead Teacher to visit your school/college; this visit will include:
 - o 'Learning Walk' with a specific focus on the school environment
 - o Any evidence of good mental health provision (work samples, photos, displays, events etc.)
 - o Informal student and staff interviews

Your GHLL lead teacher will then discuss their findings and present the evidence collated to the GHLL Quality Assurance Group (QUAG) to determine eligibility for the Mental Health Champions Award.



Useful resources

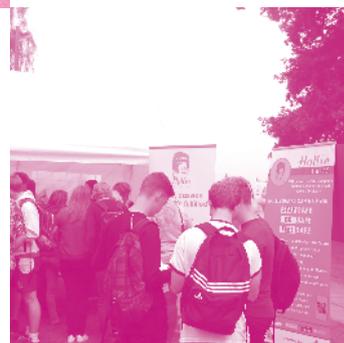
GHLL resources are available at:
www.ghll.org.uk/resources

Training to support themes

GHLL training available – please visit:
www.ghll.org.uk/training-programme
for the latest training opportunities; these include Mental Health First Aid Youth and Lite.

Relevant and useful websites can be accessed via the GHLL website: www.ghll.org.uk

Have you signed up for the GHLL Alert system?
www.ghll.org.uk/news/ghll-alert
This will help to keep you informed.



A large crowd of people is gathered outdoors, likely at a college event. The background is filled with green trees and foliage. In the foreground, several individuals are visible, including a woman in a white top on the left and a young woman in a black hoodie with orange drawstrings in the center. The overall atmosphere is bright and natural.

"I went to all three sections focused on different messages aimed at keeping us safe. I was really surprised about all the support that's available to young girls like me around things like domestic abuse and self-harm. It's really useful to know where to go for support if you ever experience these things."

Hannah (16)

BTEC Level 3 Diploma in
Horse Management (Equitation)
Wellfest - Hartpury College



Mental Health Champions

For more information:

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