

A whole school framework for emotional well-being and mental health

SUPPORTING RESOURCES FOR SCHOOL LEADERS

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This set of resources complements the whole school framework self-assessment and improvement tool as it is specifically designed to be used by school leaders when applying the tool (See *A whole school framework for emotional well being and mental health – A self-assessment and improvement tool for school leaders'* available at <http://www.ncb.org.uk/partnership-well-being-and-mental-health-schools>¹.

It brings together the research evidence and provides practical support by setting out additional information and resources. It is intended to support all schools to create sustainable and manageable responses to the emotional wellbeing and mental health needs of both students and staff.

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SECTION ONE: Actions from the evidence base

Key elements of an evidence based what works approach

What works in promoting social and emotional well-being and responding to mental health problems in schools?

Advice for schools by Professor Katherine Weare ²

A summary of the research evidence organised into seven framing principles

There is clear evidence from well conducted systematic reviews to support schools in taking the following actions:

1 ADOPT WHOLE-SCHOOL THINKING

- Use a 'whole school approach', which ensures that all parts of the school organisation work coherently together.
- Provide a solid base of positive universal work to promote wellbeing and help prevent problems.
- Develop a supportive school and classroom climate and ethos which builds a sense of connectedness, focus and purpose, the acceptance of emotion and vulnerability, warm relationships and the celebration of difference.
- Start early with skills based programmes, preventive work, the identification of difficulties and targeted interventions. Work intensively, coherently, and carry on for the long term.
- Promote staff wellbeing, and in particular address staff stress.

2 ENGAGE THE WHOLE COMMUNITY

- Engage pupils through encouraging pupil voice, authentic involvement in learning, decision-making, and peer-led approaches.
- Engage parents/carers and families in genuine participation, particularly those of pupils in difficulties whose families may feel blamed and stigmatised.

3 PRIORITISE PROFESSIONAL LEARNING AND STAFF DEVELOPMENT

- Understand and reduce the risk factors that can affect wellbeing, and help pupils develop the resilience to overcome adverse circumstances.
- Raise staff awareness about the widespread nature of mental health problems in children and young people, and the school's responsibility to identify them and intervene early.
- Base their response on a sound understanding of child and adolescent development.
- Help all pupils cope with predictable life changes and transitions, based on a sound understanding of child and adolescent development. Keep abreast of new challenges posed by information technology, such as cyber bullying.

4 IMPLEMENT TARGETED PROGRAMMES AND INTERVENTIONS (INCLUDING CURRICULUM)

- Ensure high-quality implementation of specific programmes and interventions.
- Explicitly teach social and emotional skills, attitudes and values, using well trained and enthusiastic teachers and positive, experiential and interactive methods and resources. Integrate this learning into the mainstream processes of school life.

5 DEVELOP SUPPORTIVE POLICY

- Ensure that there are robust policies and practice in key areas such as behaviour, anti-bullying and diversity, including tackling prejudice and stigma around mental health.

6 CONNECT APPROPRIATELY WITH APPROACHES TO BEHAVIOUR MANAGEMENT

- Respond wisely to 'difficult' behaviour, both responding actively with clear consequences and also understanding its deeper roots, taking opportunities to model and teach positive alternatives.

7 IMPLEMENT TARGETED RESPONSES AND IDENTIFY SPECIALIST PATHWAYS

- Provide more targeted and intense work on social and emotional skill development for pupils in difficulties, including one to one and group work.
- Use specialist staff to initiate innovative and specialist programmes to ensure they are implemented authentically, transferring responsibility to mainstream staff whenever possible, to ensure longer term sustainability and integration.
- Where pupils experience difficulties, provide clear plans and pathways for help and referral, using a coherent teamwork approach, including in the involvement of outside agencies such as CAMHS. Anchor help in the school environment.

DfE guidance on school cultures and structures

In its advice for school staff on mental health and behaviour the Department of Education has set out a number of ways that the 'cultures and structures' within a school can promote emotional well being and good mental health³. Drawn from both research and practice evidence these include:

- a committed senior management team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- an ethos of setting high expectations of attainment for all pupils with consistently applied support. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the school and the range of acceptable and unacceptable behaviour for children. These should be available and understood clearly by all, and consistently applied by staff;
- an effective strategic role for the qualified teacher who acts as the special educational needs co-ordinator (SENCO), ensuring all adults working in the school understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
- working with parents and carers as well as with the pupils themselves, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
- continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if they think they have spotted a developing problem;
- clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. Schools should work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These should be set out clearly in the school's published SEND policy.

SECTION TWO: Tools and guidance ⁴

Compelling case for change – challenging assumptions

The following table highlights some of the shifts in thinking that underpin a Whole School Approach. A key finding is that Every School is Unique and as such issues and assumptions will vary for each school community. The table provides a stimulus for discussion to explore existing thinking and make the case for change with a more holistic approach.

OLD ASSUMPTIONS	WHY WELLBEING MATTERS	THE WHOLE SCHOOL APPROACH
Mental health problems are only of concern to specific groups of children and young people (CYP)	The nature of mental health (MH) is that it is a continuum and that CYP move up and down and that EWB impacts much more broadly than on those exhibiting specific problems	Emotional wellbeing (EWB) is a key element in CYP's development and readiness to learn. Evidence shows that EWB dynamics will be impacting on ALL students and that readiness to respond early within the normal environment is the most effective.
These are issues that are clinical in nature and teaching staff cannot be expected to learn these skills as well	Schools should not believe they are required to replicate specialist services or focus only on students with diagnosable mental health problems	Many emotional issues are not clinical in nature and not best served by specialist interventions but social models offer broad based approaches that act preventatively.
Schools core business is education and OFSTED reflects this	Regulation and inspection are increasingly reflecting the broader nature of development in anticipation of its impact on all educational outcomes	Creating a school ethos that promotes wellbeing, resilience and positive skills has proven able to improve the individual and school performance.
Pastoral teams and specialist staff are the best response by schools	Early intervention measures take place in every classroom every day, where young people can make sense of their own strengths and weaknesses and build resilience. When these are not sufficient then a high quality system of care and support is important	Undertaking a school mapping exercise to highlight the different settings, staff and interventions where young people are learning about themselves and their coping strategies will reveal in your school the wealth of opportunities to impact positively on your students.
These students are costly in time and resources	These students and their needs do need to be planned for but here schools can draw on a range of new interventions. There is an increasing number of CYP who have fallen under the radar who do need specialist help, and often schools find services are not accessible or appropriate.	Mental health awareness can assist schools develop a clear early intervention strategy, identification process and with support robust care pathways and protocols. Schools can be influential in shaping external services and negotiating agreements as well as enhancing their commissioning role as a school and with other schools.
Staff are reluctant to manage the emotional needs of their students and need to be able to rely on specialist staff within school	Staff within many schools are themselves highly stressed and this will be impacting on the emotional climate within schools and undermines ability to provide positive support to CYP	Staff wellbeing is increasingly becoming a priority for schools and the evidence building that taking care of staff and offering them positive skills impacts on the staff but also the school climate and the students.
Governors and senior teams need to ensure that mental health issues are managed well and outside services pressured to provide better supports	Schools without a strategic overview of how to promote wellbeing and how to use resources to intervene early will face increasing fire fighting demands and rely on services managed elsewhere	As a board and senior team knowing your assets and strengths and where within your school a strategic approach to EWB offers clear opportunities to gain in other areas of performance and overall quality of a school environment and ability to lead from the front. Department of Education & OFSTED are developing a stronger set of criteria in this arena.

Assessing and bringing together current practice

A useful starting point is to assess your current policies and strategies and how they could support positive emotional wellbeing and build effective early interventions. The table below suggests some of the policies and strategies that you might bring together as part of a whole school ethos to embed good practice in your school.

Under each category you can identify assets and practices that exist, levers you can use and problems that need to be overcome for children, young people and staff. It might help to consider:

- Does or could this impact on emotional wellbeing and mental health experiences?
- What would this look like in a Emotional Wellbeing Promoting School?
- Where could we make some adaptations and changes?
- Are these approaches aligned and do they reinforce one another?

STRATEGIES

Value & Mission Statements
School Priorities
Financial Planning
Standards & School Improvement Plans
Development Programmes
Staff Training & Development
School Ethos & Culture
Leadership & Management

STRUCTURES & SYSTEMS

School Systems
Leadership & Management Roles
Year Group Structures
Pastoral Systems
Learning Systems
Support Services
Resource Management
In-House Services

POLICY

Behaviour & Attendance
Personal Development, Behaviour
and Welfare Policy
CPD
Bullying
Safeguarding
Quality Improvement
Staff Wellbeing
Referral Protocols & Pathways

MONITORING

Attainment & Achievement
Pupil Groups (including SEN/D)
Safeguarding
Trends
Vulnerable Students
Appraisals
Staff Wellbeing
Pupil Premium

When complete you can produce a baseline audit (ALP) that identifies the following profile:

Building school action plans

Assets: where are you already investing, winning, learning

Levers: are there options to shift and focus the community on EWB

Problems: are there gaps, contradictions or conflicts

Primary Schools – Lessons from primary practice⁵

A group of five primary schools set about developing a whole school approach to the notion of promoting a 'social learning agenda' including a proactive approach to well-being and mental health. The overall aim was to equip children with the knowledge and skills to allow them to 'successfully navigate the complexities of the social world that they are part of'.

While each school's starting point differed, many of the principles underpinning their work and many of the issues and challenges they faced were common. All schools used a common framework comprising:

- **Ethos:** reposition and establish children as partners in the process of learning
- **Community:** creating and exploring spaces for the social learner to develop a range of personal and social skills
- **Lead:** creating opportunities for both staff and pupils to lead on action research and the implementation of a range of innovative initiatives
- **Speak:** opportunities for the development of a shared and common language for social engagement
- **Act:** provide opportunities for effective practice.

Each school started by asking:

'how is our ethos, mission statement or aims being effectively translated into meaningful learning experiences for all the pupils and what factors impact on these?'

From these discussions schools developed learning attributes which they shared with children, staff and parents creating a common language for learning.

Once the ethos had been explored schools then chose which other aspects of the framework for promoting the 'social learning agenda'. They found the successes or not of this approach related to:

1. The recognition of the pupil as a social learner and the consequent demands this places on the school.
2. Establishing a whole school approach and commitment to the 'social learning agenda' at all levels.
3. Ensuring there is a shared understanding of the 'social learning agenda' and ensuring that is reviewed on a regular basis.
4. Recognising that the whole school community has a part to play; pupils, parents, all staff, governors and where possible members of the local community.
5. Using external support and building internal capacities to support teachers and pupils.
6. Developing an understanding that this is not about additional workload but a refocussing of the key purposes of education.
7. Providing frameworks that schools can adapt and adopt.
8. Creating opportunities for informed 'action research'.
9. Celebrating small steps; acknowledging and valuing achievements.
10. Ensuring Initiatives and developments effectively resourced, monitored and evaluated using a broad range of information including pupil voice.
11. Exploiting opportunities within and across all aspects of the formal and informal curriculum to explore, develop and embed meaningful experiences for the learner.
12. Making the learning attributes explicit, visible and practical; a focus for continued discussion.

Secondary Schools – Lessons from secondary practice ⁶

All secondary schools across a district set about developing a whole school approach to their emotional wellbeing practice. Reflections from practice reported are outlined below.

The process used an appreciative enquiry approach⁷ which comprises the four stages of Discover, Dream, Design and Destiny. In the discovery and engagement part of the process the schools:

- built a dialogue with other forums, groups and decision makers through a sub-group of heads from the secondary heads forum
- established a Community of Practice across the fourteen schools for the internal EWB leads to share knowledge, experience and offer support.

Four specific lessons emerged:

Lesson one – staff well-being

- leadership and senior level commitment essential
- recognition of the stress and strain on staff arising from external demands on schools and the increasingly complex problems and challenges students present.

Teaching is about relationships and teachers see where young people are at risk. The project identified three dilemmas for teachers:

- Supporting students' problems without the skills, time or credibility to do anything impacts staff emotional wellbeing.
- Ignoring problems is not to care but to be caring is to risk being out of your depth and is damaging.
- Recognising the link between how you are treated and how able you are to treat others as you want.

Through some staff team sessions on how to protect and promote their own wellbeing they strengthened their sense of efficacy and confidence. Longer term building this into the school culture as a normal part of practice could be transformative.⁸

Lesson two – change in school culture not stand alone project

- Needs a whole school view of what is possible, building on what is happening now to avoid the sense this is another 'do more with less'.
- Recognise all good practice that already exists. It may not be acknowledged nor joined up. Using and building on these strengths helps to implement the change.

- Develop small solutions, build on what you have as a route into engaging staff and senior leadership teams. It will probably need some new resources but the focus is on using tools such as school mapping, capacity modelling and skill assessments to focus on culture, positive behaviours and care rather than structures, posts and pathways.

Lesson three – supporting from the outside

- Schools in the programme agreed a CORE OFFER with other services aligned with the work led from within the schools; supporting better system wide understanding of needs and opportunities.
- People working in other services felt clearer about 'the world of schools' and more able to come 'through the door'.
- Building relationships from the group of schools with health commissioners, task forces, health and wellbeing boards.

The CORE OFFER included:

- **INFORMATION:** an electronic guide to local services, sharing LA information; a digital strategy to reduce barriers for students, parents and staff to access and use high quality websites.
- **KNOWLEDGE:** local CAHMS provided staff mental health awareness training; events showcasing new interventions and approaches; undertook surveys, assessments and analysis to help schools understand their practice and what others do well and develop links.
- **SERVICES:** using a team around the school model identified more than 15 organisations/services that within their teams have people with skills to provide support either on mental health issues or wider wellbeing.
- **CHAMPIONS:** identified people at all levels to support, excite and challenge to move forward. For an arena where in the past trained professionals led everything it needs messages and support to allow teachers and others to recognise and develop their non-specialist know-how and feel credible.

Lesson four – student voice

- the powerful and effective role played by young people in transforming the schools' approach to EWB and mental health issues and understanding what good looks like.

We set up a reference group of young people. Over a year they carried out surveys, designed and ran a large conference and presented to the Youth Parliament and the local scrutiny panel. When asked what would make a difference in their school their ideas were often simple but also elegant, a real source of innovation

Types of support and services to meet needs

Alongside work within the school leaders need to act to build up external supports for the school that might provide additional support. In the past the options often seemed limited to in-school counsellors or relying on local CAMHS services. Access to CAMHS can be problematic where the thresholds for treatment often exclude students whom you recognise as being in need or at risk. Equally specialist intervention is often not appropriate, particularly where problems are identified early.

The following diagram highlights the options available for different needs to develop a more graduated and effective response to meet needs. It may be helpful to review your current practice and provision against these to identify where further support will be helpful. Guidance on sources of support can be found in the DfE and PHE materials listed in the framework document.



SECTION THREE: Tracking progress and identifying change

Ensuring that the change you are leading has an impact is critical in order to determine success. Therefore it is important to consider how best to monitor and evaluate and continue to adapt and create a positive school culture.

There are four key areas that schools can monitor which underpinned by staff capacity and taking a whole school approach can contribute to improving a school's climate and ethos:

- Pupil engagement
- Parent/carer engagement
- Developing social and emotional skills of pupils
- Improved provision of targeted help with mental health difficulties

Deciding on measurable objectives for each of these areas will help you track progress and determine how effective you are being. The following sections provide guidance on what objectives and goals you might adopt.

Capacity building for a whole school ethos and culture

With your SLT you will be working to create your own strategy and build capacity within your school, among your staff, and with partners in other services. There are a range of dimensions that are useful to consider when looking to assess and build that capacity. The following table (see next page) sets out some indicators of development in practice across core areas of activity for a strategic approach.

The *Good practice tool* below highlights different stages of development set out as a continuum from baseline to advanced practice. Each school will vary, but evaluating your own position will help identify where investment long term will impact most effectively.

Whole school capacity building

Whole school capacity building			
KEY ELEMENTS	BASELINE PRACTICE	EFFECTIVE PRACTICE	ADVANCED PRACTICE
Leadership & Management	Mental health problems reported and monitored through pastoral care and child protection	Review undertaken and range of EWB needs prioritised, roles on leadership allocated & outcomes agreed	School promotes positive promotion of supportive environment and monitors progress against national data. Early intervention strategy developed with staff and students & standing agenda item
Policy & Procedures	Safeguarding policies and agreements on referrals. Pastoral service protocols embedded. Staff briefed on referrals. Occasional campaigns re bullying, etc	Pathways, monitoring and identification of at risk students complemented by reviews of EWB within broader curriculum	Processes refined to reflect all staff roles, active promotion of EWB early intervention strategy and active management of identification and outcomes
EWB understanding	Pastoral & support staff access to training & skill sessions.	ALL staff have access to basic mental health awareness training & student curriculums include EWB knowledge. SLT on going review at whole school level	Review of EWB practice and staff leading innovations within all aspects of school day and built into team development
Environment	Space available for one-to-one supports and school messages highlighted	Relationships, space and school value promotion reviewed and designed with EWB in mind	SLT investment strategy in space for support services, review climate and daily activity check
Participation	Specific school voice mechanisms supported & events organised	Voices and ideas of CYP embedded in practice and systems to gain feedback on EWB needs of these young people	Feedback and influence systems invested in and clear links between voice and change process
Services	Limited investment under distinct labels, SENCO, pastoral and use of external service such as counselling	Evidence has identified a wide range of skill building and resilience training available to enhance in-school supports	All in the community can access a range of preventative and early intervention services in addition to referral to partner agencies.
Staff training and support	School line management	Training and ongoing support with CPD programme and opportunities to develop non-clinical skills	Staff wellbeing prioritised by SLT with active promotion of self-management, access to support and embedded in staff appraisal
Parents & community	Parents aware of access to staff re student concerns.	Information on the emotional needs and care within school visible and promotion of this aspect of school life	Opportunities for collaborations spotted and developed. Use of community links, involvement and skill building with parents
Outside agencies	Access through direct referral but few personal relationships	Pathways to range of agencies negotiated and direct relationships and In-school support made available	School involves a range of agencies and engages with mental health forums at a senior management level to shape services

Developing targets

School leadership teams are skilled in setting outcomes and monitoring progress in line with the broader school improvement and quality plans. Below is a selection of the objectives and targets that the case study schools used to evaluate progress.

- The leadership team at all levels recognises they all have a part to play.
- School leaders have introduced and implemented measures to assess early intervention & student supports.
- Students are consulted and have a voice about the type of support they value.
- There are named champions to exploit opportunities to build on the schools' strengths and tackle related issues or concerns.
- Wellbeing initiatives are regular and frequently monitored and evaluated against agreed and known criteria.
- Evidence is drawn from a range of sources including; pupils and parents and the wider community
- There is coherent and integrated planning that facilitates a whole school long term approach ensuring that wellbeing runs as a golden thread through everything the school does.
- The school recognises that wellbeing is as important for the staff as for the pupils, and as a result appropriate professional development has been put in place to support this.
- The school actively seeks out relevant and recent research, facts and evidence to support the school's actions.
- There is a common and consistent language used across the school community.
- Professional development ensures staff have the relevant knowledge and understanding to (teach) provide planned opportunities to explicitly promote wellbeing and create a positive classroom culture.
- Staff understand and can identify signs and triggers of concerns; recognising the need for early intervention.
- There is a transparent school guide that details where and who to go to for additional support and referrals.

What does good look like?

Engaging your whole school community

To build relationships and action plan across the school community needs trust and a shared understanding of what you want to achieve. The following prompts may help build that understanding and suggest 'What Could Work Here' and 'What does good look like'.

Governors

- The impact on academic performance and related performance measures from problems, emotional through to mental health issues, demands that this becomes Core Business
- School ethos through leadership is a core aspect of how schools create safety nets for staff and students
- Staff and their experience is a legitimate dimension of EW/MH as increasingly staff stress, their own wellbeing and the impact from being aware or open to student problems without support is a problem in its own right
- Leadership to promote and protect young people through their developing resilience and wellbeing skills delivers directly on the bottom line
- The policy and political world is now changing and offers a new way to influence your external environment
- Identifying new governing roles to support this area of work offers the opportunity to make a difference

Senior Leadership Team

- Leading schools with a new whole school approach will become core to how performance is judged
- Staff wellbeing support and training to respond to mental health issues is essential for their own wellbeing, performance and longer term health
- Disconnections within school increases the resource demands. Attacking lists of topics, eg bullying, body image, issue by issue lowers impact
- Creating confidence and capacity is a longer term aim, yet small changes in the short term gain traction
- Past practice assumed this an area for experts. Current good practice demands robust early intervention strategies
- Resilience, wellbeing and character are a constellation of skills recognised as adding value in other areas of student behaviour and performance

Staff

- Confidence in own skills when dealing with emotional issues of students should be an entitlement
- Clarity on pathways, protocols and practice support should accompany basic awareness
- Space to discuss student issues needs to be embedded in school culture
- Robust identification of students who are at risk or vulnerable requires effective monitoring & reporting systems
- Access to material of relevance, specialist services and digital supports helps confidence and impact
- Sense of own wellbeing matters and should be a priority in all schools

Children and young people

- Able to identify school wide messages & support
- Integrated within curriculum understanding and skills on emotional development
- Awareness of the school supports and assess these to be safe and confidential
- Friendship groups used and where appropriate formal peer support systems
- Trusted adults open on role when facing difficulties
- Experience additional services as 'linked' to school & home

Parents and carers

- Aware of the role and supports within school re children's wellbeing
- Access to information on emotional wellbeing
- School pathways when problems arise easy to understand
- Inclusion in student feedback
- Consideration of 'parent supports' alongside in school resources

School community

- Anti-stigma programme leads to open discussions within school curriculum
- Space available for CYP to retreat to or gain support from trusted staff
- Active friendship networks and peer supports promoted
- Explicit Values and discussion on mental wellbeing should happen across the school at all stages

Please do contact the National Children's Bureau and the Partnership for Well Being and Mental Health in Schools via <http://www.ncb.org.uk/partnership-well-being-and-mental-health-schools> or esolomon@ncb.org.uk to provide feedback on the use of the framework tool and the supporting resources set out in this document. The authors of the framework tool are also happy to answer any questions or if you would like further support. They can be contacted at: sue.stirling33@gmail.com and hilary.emery@btconnect.com

References

- 1 A whole school framework for emotional well-being and mental health – A self-assessment and improvement tool for school leaders, Sue Stirling and Hilary Emery, NCB 2016.
- 2 What works in promoting social and emotional well-being and responding to mental health problems in schools?: Advice for Schools and Framework Document; Professor Katherine Weare for NCB 2015.
- 3 Mental Health and Behaviour in Schools departmental advice for school staff, Department for Education, March 2016.
- 4 Tools & Guidance developed by Hilary Emery and Sue Stirling with NCB. Please feel free to use and photocopy but if you could acknowledge the source.
- 5 With thanks to John Fowler from the Centre of Excellence for Social Learning.
- 6 Calderdale Emotional Wellbeing Project; work across schools sponsored jointly by local authority and NHS, 2014–2015.
- 7 *What is appreciative enquiry?* David Cooperrider – <http://www.davidcooperrider.com/ai-process/>
- 8 Coaching programmes for staff to promote their own well-being, www.worth-itprojects.co.uk

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