

# Whole School Approach

Ruth Fletcher-Brown, Public Health Specialist, RMBC

# Introduction

- What is a Whole School Approach
- Where did it come from?
- How did this work in Rotherham?
- What actions did the schools take?

# What do we know?

In an average class of 30 (15 year old) pupils:

- **3** could have a mental health disorder
- **10** are likely to have witnessed their parents separate
- **1** could have experienced the death of a parent
- **7** are likely to have been bullied
- **6** may be self-harming

# A whole school and college approach

- *Promoting children and young people's emotional health and wellbeing: A whole school and college approach* was produced by Public Health England & Children and Young People's Mental Health Coalition in 2015.
- It sets out key actions that Head Teachers and College Principals can take to embed a whole school approach to promoting emotional health and wellbeing. These actions are informed by evidence and practitioner feedback about what works.

# Eight Principles to promote mental health and wellbeing in schools and colleges



# Future in Mind 2015

## Future in mind

Promoting, protecting and improving our children and young people's mental health and wellbeing



NHS, public health, local authorities, social care, **schools** and youth justice sectors working together to place the emphasis on building resilience, promoting good mental health, prevention and early intervention. (Chapter 4.

Encouraging schools to continue to develop **whole school approaches** to promoting mental health and wellbeing.

# Why whole school approach?

*‘Evidence shows that interventions taking a whole school approach to wellbeing have a positive impact in relation to both physical health and mental wellbeing outcomes, for example, body mass index (BMI), tobacco use and being bullied.’*

(Brooks F (2012). Life stage: School Years. In: Annual Report of the Chief Medical Officer 2012. Our Children Deserve Better: Prevention Pays, London: Department of Health.

# What we did

- Funding from CAMHS Local Transformation Fund for 1 school year 2016/2017.
- 6 schools piloted this work; Maltby, Newman, Oakwood, Rawmarsh, Wales and Wingfield.
- Each school looked at the 8 principles and benchmarked themselves against these.
- They took as a minimum 2 areas to develop into an action plan.
- 1 to1 meetings with the schools and once a term as a whole group.
- Elected Members visited all 6 schools.
- Cllr Cusworth was a member of the whole group meetings.



Let's hear from the schools.....



Maltby  
Academy

# Whole School Approach to Mental Health



The  
**Maltby** Learning Trust



# OBJECTIVES

1. Staff development
2. Leadership and management
3. Working with parents/carers and local communities





# PARTNERSHIP WORKING

## MALTBY PARTNERS:

CRAGS  
COMMUNITY  
SCHOOL  
FULL LIFE  
CHURCH

LOCALITY:  
EARLY HELP  
CAMHS

MALTBY  
LEARNIN  
G TRUST  
ACADE  
MIES

MALTB  
Y  
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MY



# STAFF DEVELOPMENT: PASTORAL NETWORK

- Information sharing between schools on specialist areas of knowledge (eg attachment)
- Input from external providers including Virtual School and School
- Early transition planning for Year 5's with mental health difficulties
- Input and information sharing with Early Help and CA
- Access to Restorative Practice training





# LEADERSHIP & MANAGEMENT: STAFF TRAINING AND WELLBEING

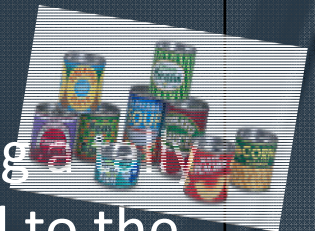
- 6 staff wellbeing sessions delivered
- New training material developed including therapeutic techniques to work creatively with children and mindfulness activities
- Further 24 training sessions delivered ranging from 1 hour to full day; training offered at no cost to MLT schools (attended by majority of ALL staff across 5 schools)





# WORKING WITH PARENTS/CARERS & LOCAL COMMUNITY

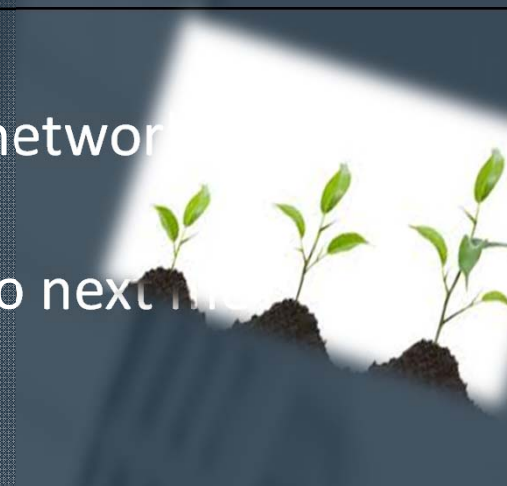
- Parent workshops: Anxiety and Exam Stress incorporating mindfulness techniques
- Collaboration with Rotherham Foodbank:
  - Maltby Learning Trust schools collaborated with Full Life Church (Maltby) to implement a 'food drive' within each school
  - Identified families received vouchers for 3 food parcels (9 days of food) over the summer holidays as a separate allocation to standard
  - Taking Maltby Academy as an example, the whole staff group took the initiative on board to contribute food items.
  - Students with SEMH needs were the prime organisers, collecting food from collection points in school, keeping a list of different food items, assisting in the delivery of food to the





# SUSTAINABILITY: MOVING FORWARD

- Pastoral Network:
  - Recognised by Senior Leaders as valuable network
  - Staff released half-termly to attend.
  - CCG/CAMHS and School Inclusion invited to next meeting
  - Offer of supervision continues
- Staff training and wellbeing:
  - Transgender training delivered October 2017 to 150 primary school staff.
  - Consultation continuing on development of Lifeskills Programme in MA across all year groups.
  - Further consideration for Staff Wellbeing including Charter
  - Commitment reflected in Rotherham MAST role descriptions
- Intention to link further with Rotherham Foodbank at Full Life





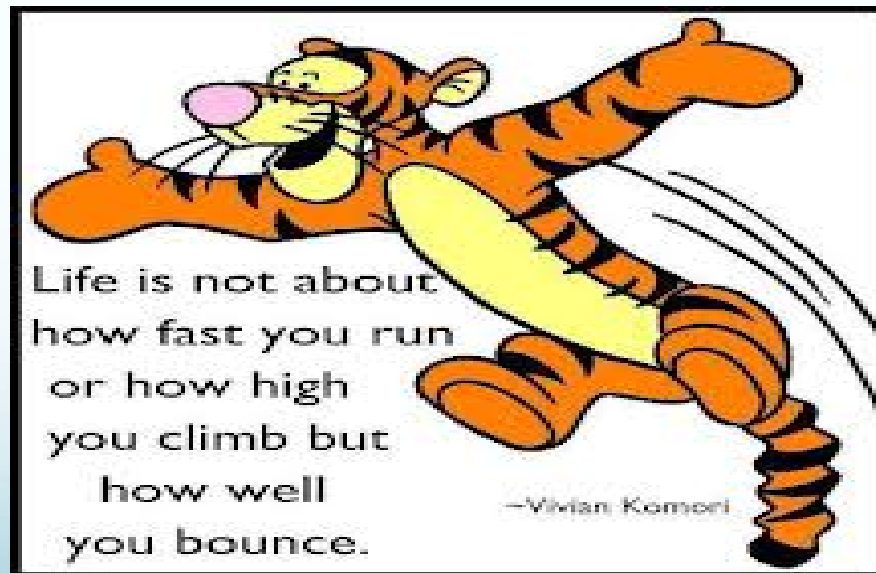


# A Community Special School



# Actions

- To review and improve staff resilience and emotional wellbeing needs in the workplace.
- To review the impact of current emotional resilience interventions and develop the whole school SEMH offer.
- Resilience is :



*- Improved support for staff emotional wellbeing and resilience in the workplace*

### **Workplace Wellbeing Charter**

Need identified from analysis of whole school staff questionnaire / survey ( June 2016 )

- Met with Colin Ellis re Workplace Wellbeing Charter. ( RMBC Public Health )
- Prioritised as part of the school Developing Excellence Plan ( 2016-17 )
- Attended training ( ROSIS ) re workplace wellbeing

# Impact

- Walking and running group established – all welcome .
- Whole School social events – all welcome.
- Wow board ( Corridor display ) – celebrating the achievements and contributions of all staff.
- Publications/posters and advice available to staff – dedicated staff room board and dedicated e folder on the Staff Drive.
- Healthy eating week – staff involved in whole school approach and ethos.
- Staff signposted to RMBC counselling and counselling available in school if required.
- Staff choir ( with Nordorff Robbins Music Therapist )

## **Workplace Wellbeing Charter**

*- Improved support for staff emotional wellbeing and resilience in the workplace*

- All standards are now met at ‘ **Commitment Level** ‘.
- Staff will readily approach HR Lead and Lead SEMH teacher for support advice re workplace wellbeing.
- Newman School will achieve the Charter at Commitment level ( December 2017 ) and will continue to measure and action approaches to support workplace wellbeing ( Annual questionnaire – Governors )

# Supporting pupil mental health at

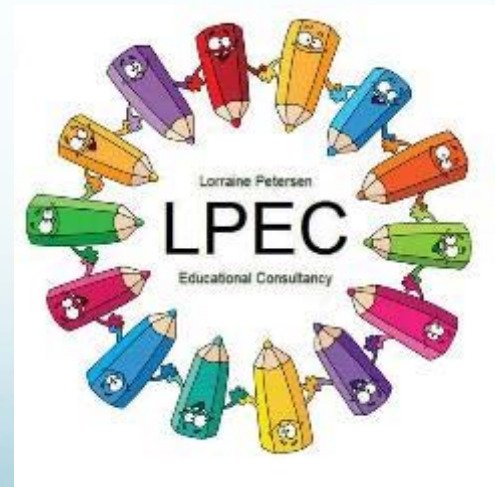


January 2016

- For children and young people, the prevalence rate of mental health problems is 36% in children and adolescents with learning disabilities. ( Source : [Mental Health Foundation](#) )
- There are 41 ( approximately one third ) pupils throughout school who have been identified through our SEMH referral system as having mental health concerns : anxiety, depression, eating disorders, conduct disorders and self harm / suicidal thoughts.
- Action 2 : To review the impact of current emotional resilience interventions and develop the whole school SEMH offer.

# Impact if not addressed

- Pupils lack motivation and commitment to learning
- Pupils have low self-esteem and self confidence
- Absenteeism
- Disruption
- Challenging/withdrawn behaviours
- Limited or no progress
- Exclusion
- Negative life chances and opportunities
- Leads to more severe and long term mental illness
- Communication break-down
- Staff have increased stress
- Unable to teach effectively
- Sickness and absence increases
- Recruitment and retention issues



Newman School  
SEMH referral pathway ( November 2016 )



**Universal services available to all pupils :**

- Whole school ethos supports a nurturing approach for all students : small classes and supportive relationships within class groups. Curriculum – PSHE / Circle time. Life skills.
- Staff will identify any students who present with any SEMH concerns to class teacher. Form teacher will complete referral and forward to SEMH lead teacher. ( S Kulmer ( NMS ) / M Cocksedge ( NAR ) )
- Issue identified : shared with parent/carer. SLT informed. Individual pupil action plan ( TAMHS ) in place or signposted/referred to external support services.
- Action plan and impact shared with class staff teams/whole school/at Annual review.



TAMHS ( Targeted Mental Health Support ) and CAMHS ( Child and Adolescent Mental Health Support )  
SEMH Lead to Action plan.

|          |                      |                |   |                  |             |                     |              |               |                            |                             |
|----------|----------------------|----------------|---|------------------|-------------|---------------------|--------------|---------------|----------------------------|-----------------------------|
| Rainbows | Bespoke timetables / | Family support | ReNew / Myself ( self esteem/emotional resilience ) | Anger management | Counselling | Sensory Integration | Social group | Music therapy | Inclusion/behavior support | 1:1 short term work with EP |
|----------|----------------------|----------------|---|------------------|-------------|---------------------|--------------|---------------|----------------------------|-----------------------------|





Newman School  
SEMH referral pathway ( November 2016 )



Issue resolved/managed  
Coping strategies in place : information provided on how to access support in the future



Problem escalating



Any professional/parent or carer :

- Refer to RDaSH CAMHS ( GP )
- Appointment with CaMHS Dr.
- Therapy at home/community.
- Hospital admission.
- Transition to adult services/peer support worker.

School :

- Referral to SEMH Lead ( TAMHS/CAMHS in school )
- EHC plan review meeting.
- Early Help ( Targeted family support ) T Smith / L Travis
- Liaison meeting with T wileman ( LD CAMHS )



Issue resolved/managed  
Coping strategies in place : information provided on how to access support in the future

# Actions

To review the impact of current emotional resilience interventions and develop the whole school SEMH offer.

- Research with York University ( Dr Poppy Nash – School of Psychology )
- Developed an Emotional Resilience Intervention ( ReNew )



- The Research project had academic integrity and was successful in developing emotional resilience in participants.
- Counsellor appointed for one year initially ( one day per week ).
- Attachment Lead training ( 2 staff ).

# SEMH case study 2016

## **Pupil details**

Year Group : 11

Gender : Female

Barriers to learning : Anxiety. Emotional wellbeing.

## **Background**

Pupil joined the sixth form in September 2015 from local MLD school.

## **Starting point**

January 2016 - Pupil was becoming very anxious and withdrawn upon arrival at school. Poor engagement in learning and wanting to withdraw from lessons. Isolated from peers.

## **Actions taken by the school**

**January 2016** - Pupil started the day being met by Key adult ( CH ) from her tutor group and she was accompanied to the Our Space ( Nurture provision). She was also invited to come at break times. Pupil then developed trusting relationships with the OS team( SD / JM ).

**May 2016** – Pupil would make her own way to OS and remained until the start of school lessons at 9.40. Pupil would also visit OS during some breaks – she was encouraged to go into the playground with OS staff where she was encouraged to participate in social activities with peers with the support of OS staff.

**September 2016** - Counselling – 7 week intervention with Counsellor.

# Outcomes

**September 2016** - Pupil engaged in relaxation activities within Our Space and accepted the opportunity to discuss concerns with the staff in Our Space. Key staff member from the tutor group was also present. The Key staff member from her tutor group withdrew support slowly and the pupil was encouraged to become increasingly independent - to make her own way to OS at the start of the day and during breaks. She made her own personalized display in Our Space and visited daily before the start of lessons and would join the group of other students during break time.

**November 2016** – Pupil is now fully engaged in teaching and learning in main school. She now starts the day in her tutor group with her peers. Happy upon entering school and has a consistent friendship group – pupil links arms and chats with her peers and will chat openly to trusted staff within her tutor group and occasionally seeks out the OS staff.

Pupil engaged very well with the counselling sessions where she was able to engage in practical thrive activities with the counsellor which afforded opportunities for discussion and the development of strategies to reduce anxiety and stress.

There is SDQ baseline and post intervention monitoring ( MAST provided a positive impact report July 2017. )

# Impact

- Teaching and Associate staff have received training on Attachment, developing resilience ( York University ), training from MAST ( supporting mental health ).
- All pupils have equable access to SEMH support ( using a graduated approach ) – as defined in Newman's SEMH referral pathway.
- Fully trained counsellor appointed and fully utilised, positive impact on pupil mental health.
- Whole school SEMH policy.

# Sustainability

- Middle Leader and Senior Leader to become Specialist Leaders in Education ( SEMH focus ) – aim is for the SLE to support leaders in other RMBC schools to develop a whole school approach to SEMH. The actions undertaken through the project has facilitated lead staff to gain confidence and professional knowledge of the impact of current emotional resilience interventions and the development of the whole school SEMH offer as an approach to promoting positive mental health.
- Continuation of Attachment Lead work – further training to whole staff and embedding practice to promote attachment friendly practice through school.Action research project.
- Counsellor appointed for one more year ( considering training own staff in counselling skills ).
- Further development and use of a whole school graduated response to SEMH – improvement of analysis of attendance and behaviour data.

# Emotional Health and Wellbeing: Developing a whole school approach.

What Oakwood High School did



# Focus

- Audit of need:
  - **Staff development** to support their own wellbeing and that of students
  - **Identifying need and monitoring** impact of interventions
  - **Targeted support** and appropriate referral





# Initial steps

- Use of outside partners – EPS
- EPS training delivered to whole staff – raising awareness of mental health, wellbeing and resilience
- Developing a system to RAG pupils
  - Extensive research
  - Tools to support



# Why we developed a screening tool

- To gain a “snapshot” of pupil wellbeing
- To find a way of gathering pupil voice regarding their wellbeing
- To highlight pupils who may be “under the radar” and need support
- To be able to plan and deliver effective interventions that address pupils’ needs
- To be able to look at trends and patterns across year groups



# Why we used SDQ

- Extensive research into wellbeing tools; many used qualitative methods and would take a long time to analyse
- Strengths and Difficulties Questionnaire (SDQ) is a recognised tool, used by CAMHS, Health etc.
- Using Survey Monkey, SDQ could be completed on pupils' ipads
- Numerical responses could be analysed using Microsoft Excel



- Tested the SDQ on staff
- Rolled out to Y9 via email – prepped PLTs
- Analysis of SDQ and identification
- Allocated staff to pupils and interventions based on the 4 areas of need
- Devised entry and exit questionnaires (impact)
- Resources sourced and distributed
- Interventions began at tutor time



# Impact

- Interventions ran
- Learning curve – skill set? Confidence?
- Sustainability?
- Drop in tutor session
- Identified a group of pupils – pro social – pupil voice



# Staff Wellbeing

- Input from EPS on staff wellbeing
- Identified a core group
- Established a working party
- Small changes that have a big impact
- To look at the workplace charter
- Created an action plan



### Communicating a sense of value

- Appraisals- this is positive/effective for some and not others
- Morning meetings
- Genuinely ask how something is
- Compliment appearance
- Say thank you for something that is not publicly acknowledged
- Make time for someone

### Creating a positive working environment

- Celebrate difference- colour, individuality, creativity in displays- not corporate approach
- To be able to leave something and not get shouted at
- More emphasis on "fun" AND/OR: Positivity Day- not enforced fun
- We already: step up & support each other
- Accessible toilets
- Consider language used around "problems": change mindset, reframing

### Promoting healthy work habits and self-beliefs

- Involvement in the union
- Celebrating individuality- how?
- Regular breaks
- Set working hours- no work at home

## Promoting Staff Wellbeing: Ideas and comments 13.12.2017

### Making workloads manageable

- Review policies- SLT, Governors, union
- Introducing new policies
- Making time for changes- if you get something wrong it's fine.
- What is actually "reasonable"?

### Promoting a work-life balance

"Leave work at work"

### Supporting the mental health of staff

- Have supportive line managers
- Clear supervisory channels
- Allow staff to be more open about how they are feeling- positive or negative
- Quality counselling available
- Solution focused meetings



### Communicating a sense of value

**Appraisals:** Do these need to be reviewed- in terms of how they are delivered, who by, when, they content- so they can be a genuine opportunity for staff to talk about positives/ negatives/ goals/concerns etc.?

**Promoting positivity:** How can etiquette/ emotional literacy be modelled and promoted? – Wellbeing posters/ weekly challenge/ celebrating colleagues' achievements / recognition of effort (how could staff complement each other- small awards/ peer coaching/ emails/ postcards?)

### Creating a positive working environment

- **Individuality vs corporate identity:** Can the concerns re. Corporate displays be raised with SLT? Can non-negotiables be discussed whilst allowing creativity in depts.?
- **Positivity Day:** Develop as an event to promote good MH and wellbeing? Posters, literature in staff rooms, embedded across school (staff and students)
- **Language used:** Could this be developed into the wellbeing policy and modelled by Inclusion Team/SLT/HoH?
- **Toilets/ staff room:** Continue to review/ include in staff wellbeing audit (to share with SLT) to look at environmental factors

### Promoting healthy work habits and self-beliefs

- **Unions Reps:** Actively promote membership and involvement
- **Working hours/ expectations:** Does this need to be addressed in a staff wellbeing policy? Look at literature from unions/ good practice from other schools/ discuss with SLT
- **Regular breaks:** How can this be promoted/ embedded in practice? How can we ensure colleagues have dinner?
- **Celebrating individuality:** Relates to points raised on Value and Positive environment sections

## Promoting Staff Wellbeing: Action Plan January 2017

### Making workloads manageable

- **Review policies:** Consider usefulness of staff wellbeing policy- as part of a whole school wellbeing policy??
- **How policies are communicated to staff:** Work with SLT to help them to communicate change effectively, but sensitively/ realistically to meet staff needs/ anxieties

### Promoting a work-life balance

- **"Leave work at work":** Could strategies for doing this be discussed in working parties? Or gathered through staff wellbeing audit? Advice provided as flyers for staff/endorsed by SLT?
- **Promoting wellbeing at home / out of work:** How can colleagues be encouraged to look after their own wellbeing? Posters/literature/ information about sports/clubs/ things to try. Would staff welcome organised events to socialise with each other? Use staff wellbeing audit to find out?

### Supporting the mental health of staff

- **Line Managers/ supervision:** Do these systems need to be reviewed (in terms of effective relationships/ expectations of roles) - assess with staff audit? Share literature on how to support staff MH with Line Managers
- **Group supervision/solution gr'ps:** Could introduce/ EP to model?
- **Feedback from staff:** When and how can staff voice their feelings? Gather through staff wellbeing audit
- **Signposting for self-help:** Share details of contacts/signposting with staff





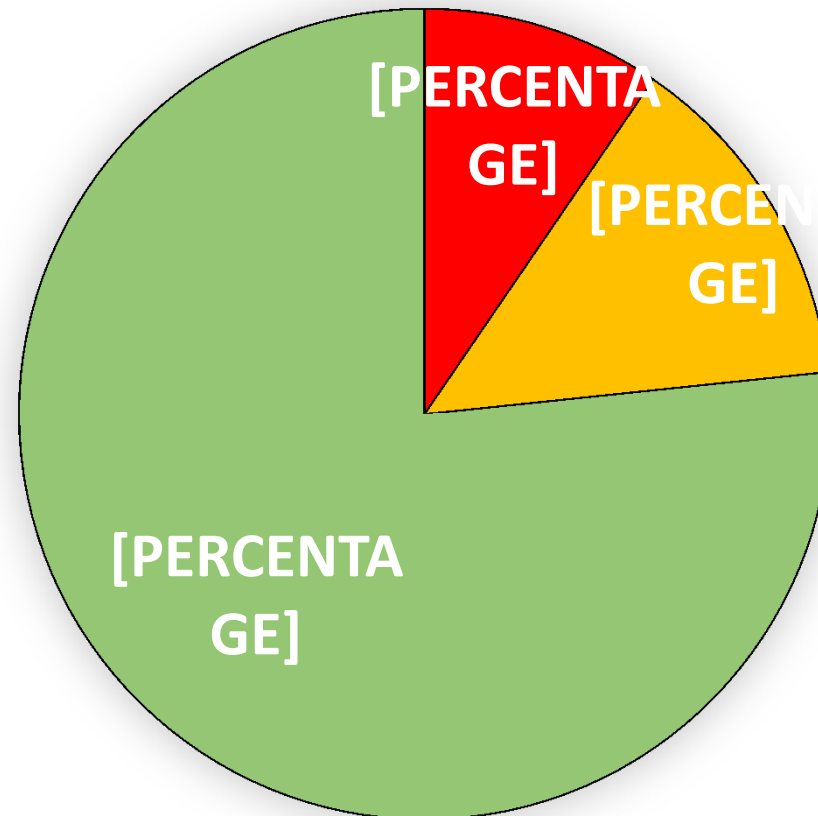
# and then.....

- EHWB week – 24<sup>th</sup> April 2017
  - Assembly, tutor activity, SDQ to all year groups
    - To allow a snap shot
- Analysed the main themes

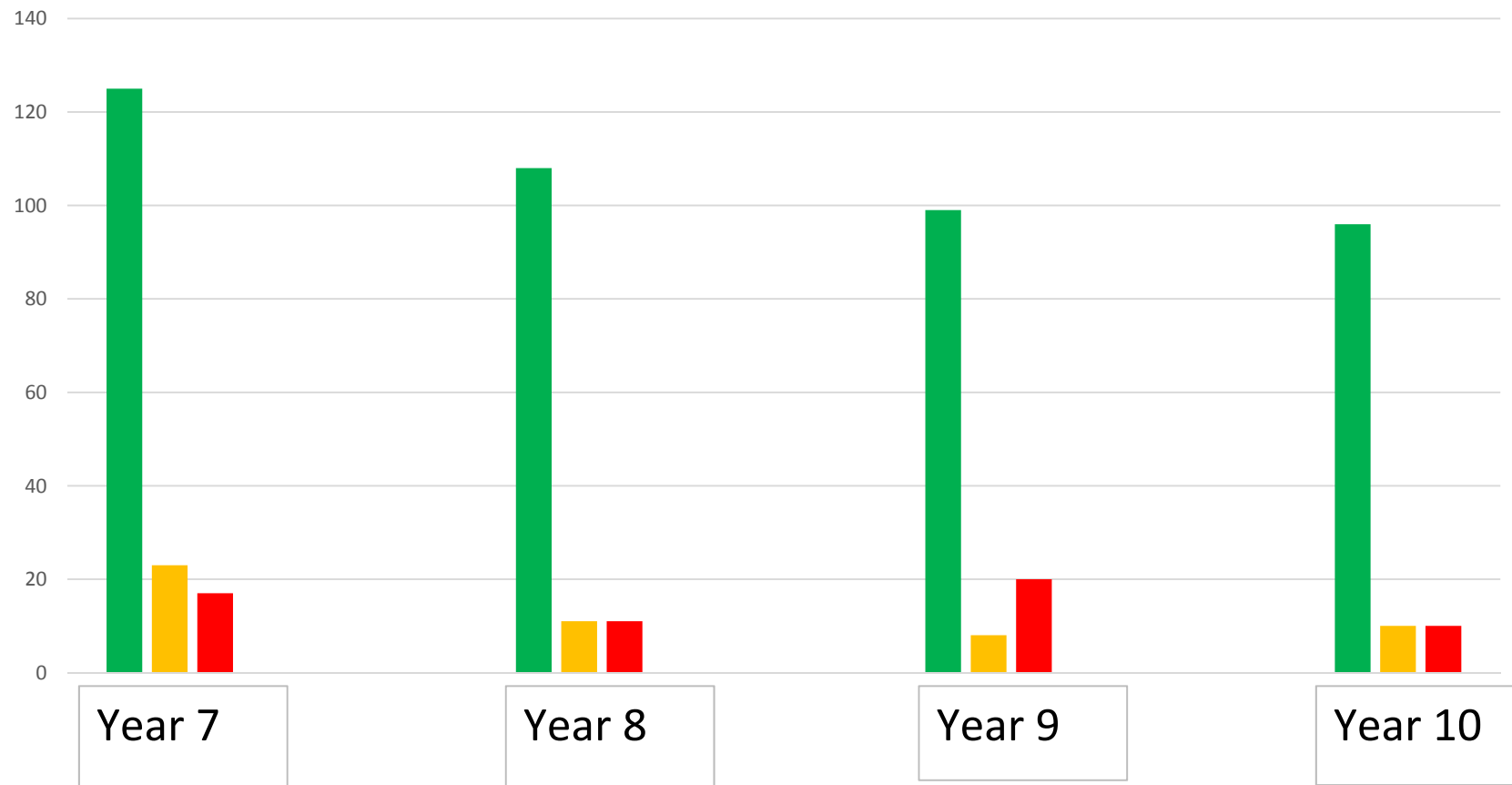


# Results:

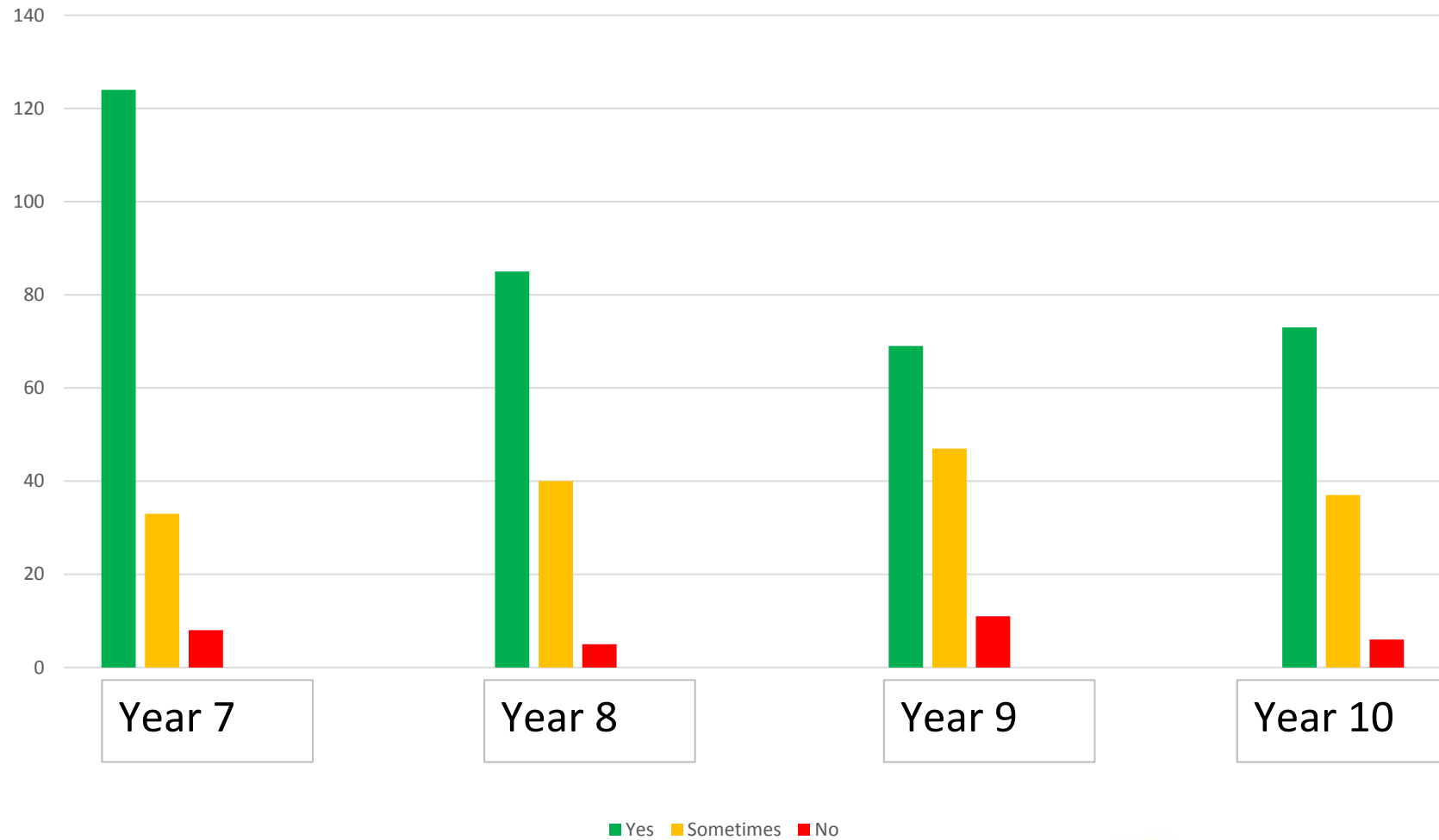
Whole School response



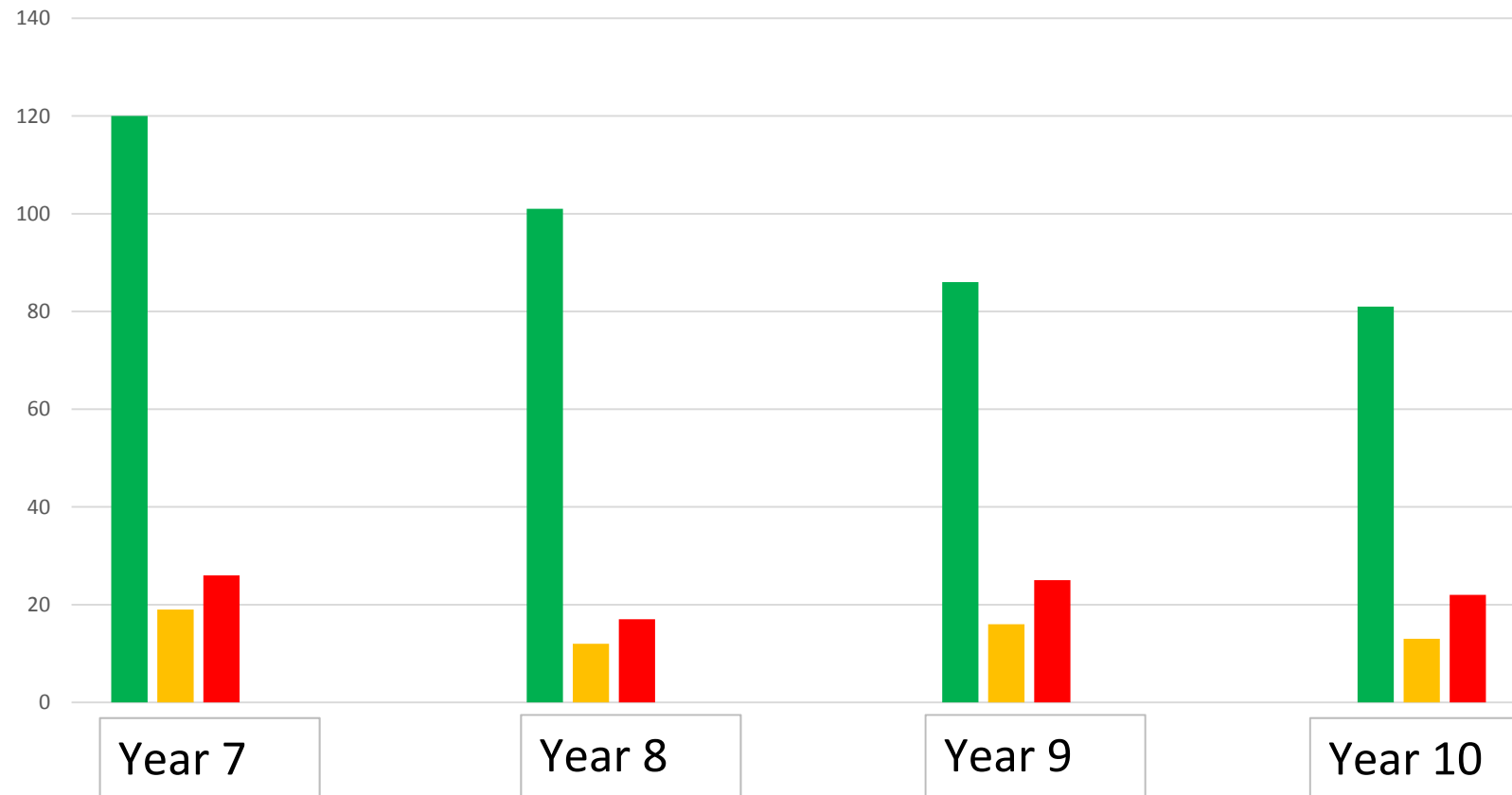
# Emotional



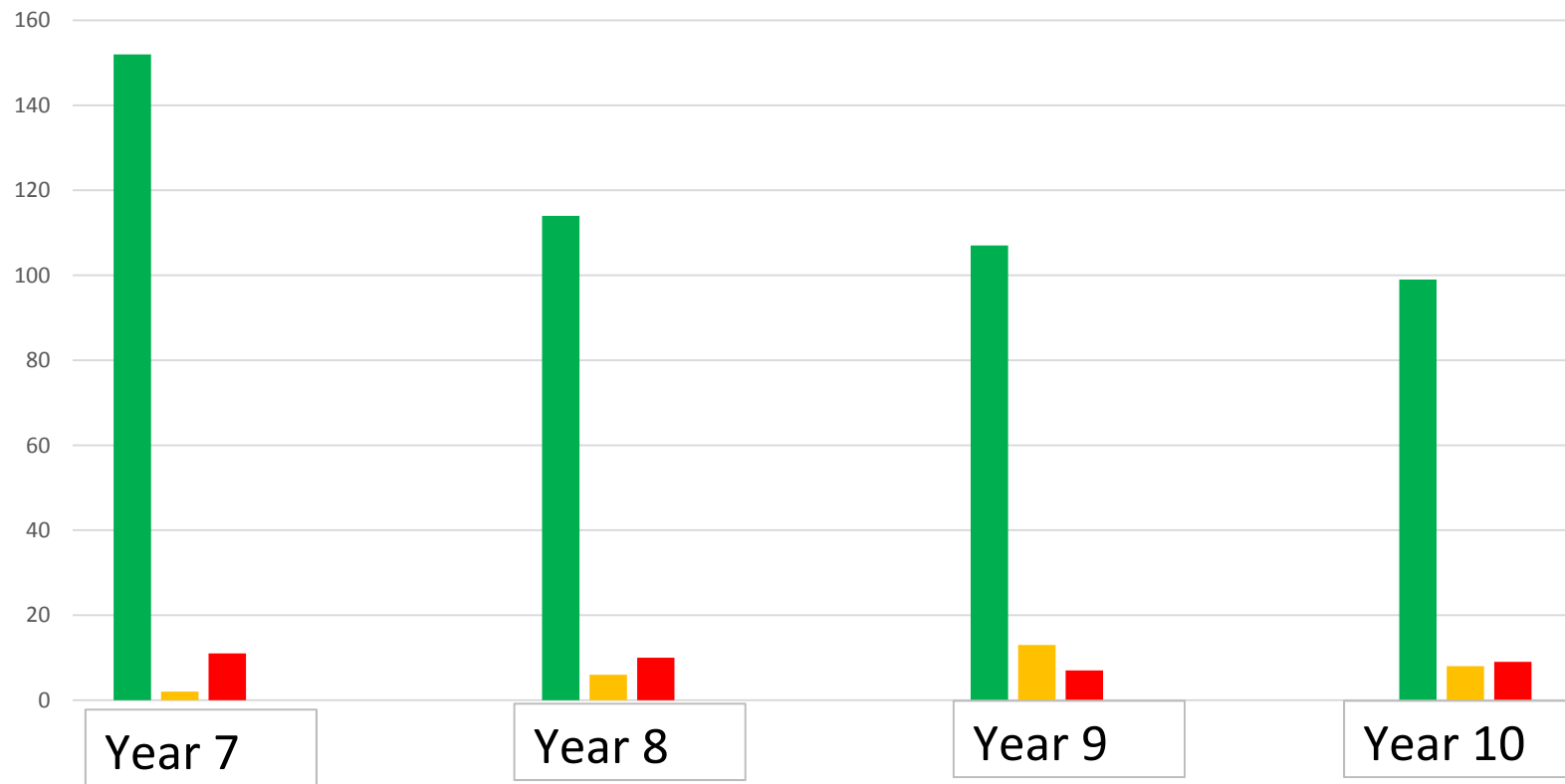
# Talk to...?



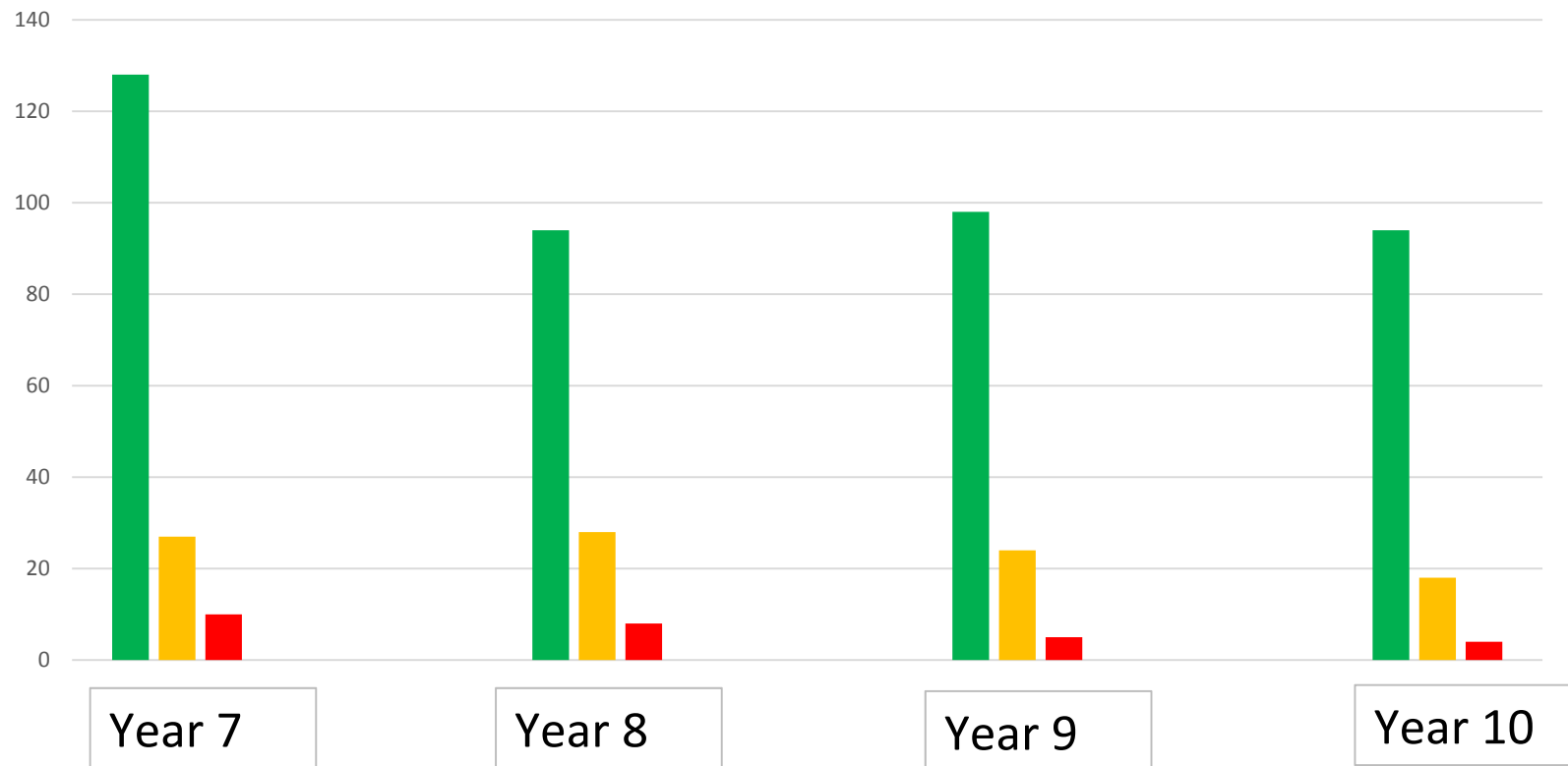
# Hyperactivity



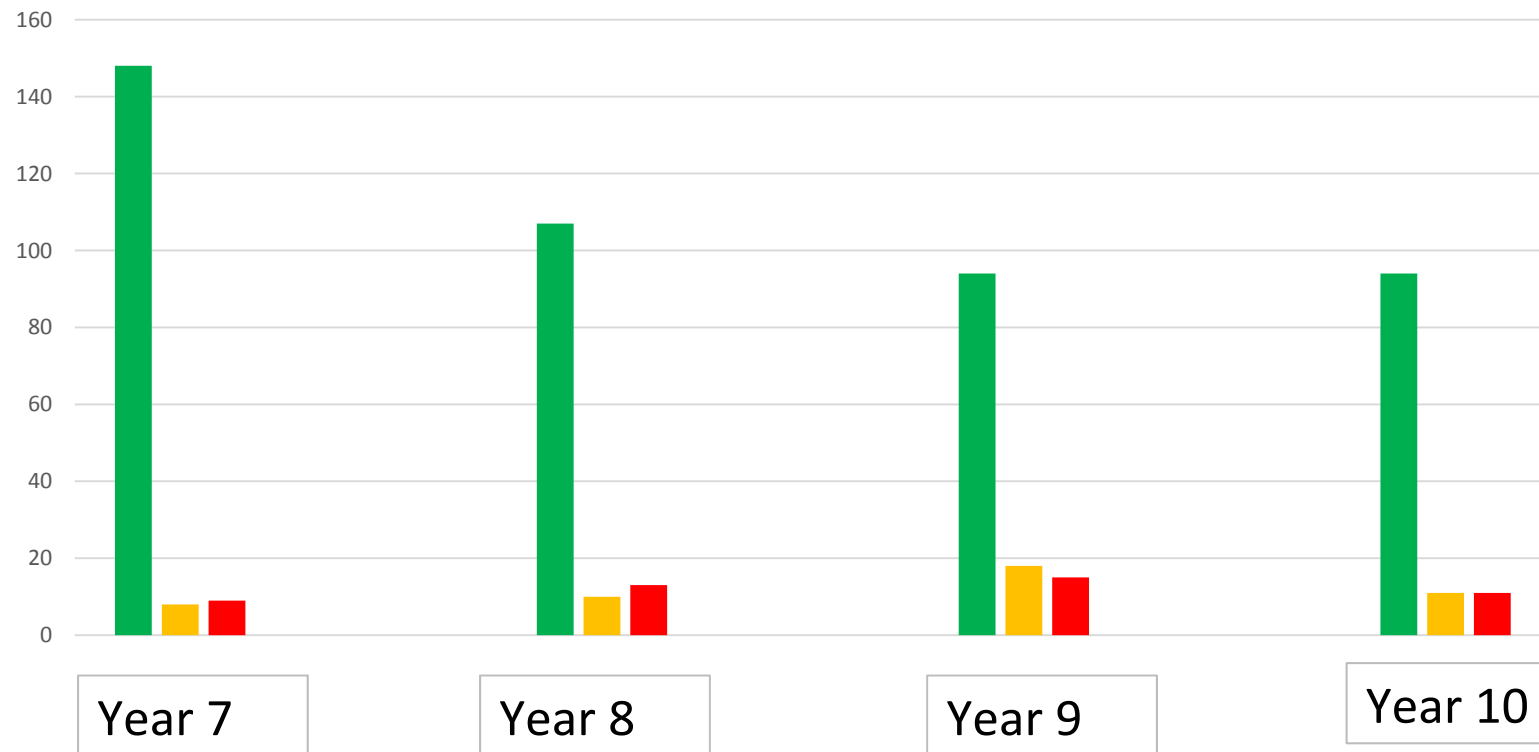
# Conduct



# Peer Problems



# Prosocial





# Now what?

- Process of creating whole school strategies for each red group – handbook
- Tutor based activities to back up and support
- Pupil voice work with pro social group to highlight issues to feed into strategies
- Y7 to complete the SDQ
- Audit of staff – snap shot of their EHWB



# Sustainability

- EHWB week every year to coincide with WMHD
- #HelloYellow
- Identification of key pupils who want to be ambassadors



# Sustainability

- Drop in Tutor time session – direct pupils there
- Small things that make a big difference
- Work spaces
- Subliminal messages
- Making staff aware of where they can access support

