



North West Shropshire Education Improvement Partnership (NWSEIP)

Children's Good Mental Health and Wellbeing Action Plan –May 2017 (last updated 19/05/17)

This plan is informed by the outcomes and recommendations of the public enquiry into the role of education in the mental health of children and young people: *'House of Commons Education and Health Committees: Children and young people's mental health –the role of education, First Joint Report of the Education and Health Committees of Session 2016–17.*

Key Aims

1. To implement a whole school approach that embeds the promotion of well-being throughout the culture of the school and curriculum.
2. To achieve an appropriate balance between academic achievement and emotional well-being
3. To provide training and continuing professional development for teachers and support staff in order to equip them to recognise the early signs of mental illness in their pupils and have the confidence to be able to signpost or refer to the right support.
4. To explore ways of improving the partnership between the school and mental health services, including CAMHS.
5. To help children and young people develop the skills and ability to make wiser and more informed choices about their use of social media.
6. To engage with parents, including sharing information and specialist knowledge with parents to increase awareness of what their children will be taught at school about social media.
7. To positively manage the threats that may limit the effectiveness of strategies to support positive mental health and well-being (current threats include: Budget cuts, Public accountability measures / Ofsted)

Key Aim	Objectives	Expected outcomes
<p>1. To implement a whole school approach that embeds the promotion of well-being throughout the culture of the school and curriculum (not just PSHE).</p>	<p>To ensure that every school has a named 'mental health and well-being champion.</p> <p>To ensure that the whole school approach is underpinned by the school's mission, ethos and values.</p> <p>To ensure that there is a robust PSHE curriculum in place.</p> <p>To address well-being across the curriculum (it is not just PSHE!).</p> <p>To promote emotional resilience & well-being for the entire school population.</p> <p>To develop the skills children need to manage stress and anxiety and to 'bounce back' from set-backs.</p> <p>To engage with parents about their children's emotional well-being and mental health.</p>	<p>The promotion of well-being is embedded throughout the school's provision, culture and values.</p> <p>Children develop a good range of positive skills and strengths, including: resilience, independence, that help them to manage challenges.</p> <p>Children are emotionally resilient. They recognise the importance of effort. They know what it means to be resilient as a learner</p> <p>Children are happy!</p>

<p>2. To achieve an appropriate balance between academic achievement and emotional well-being</p>	<p>To ensure a balance of curriculum provision and delivery of subjects to allow more time to focus on well-being and building resilience.</p> <p>To recognise & maximise on the positive effects of non-core subjects such as art, music and physical activity which contribute significantly to pupils' well-being and also impact positively on academic achievement & the development of life skills</p> <p>To plan across the school year, within every cohort, specific activities that will enhance and promote pupils' well-being.</p> <p>To teach pupils' the coping mechanisms, that will better enable them to deal with anxiety and stress.</p> <p>To ensure that sufficient time is allowed for activities which develop life-long skills for well-being.</p>	<p>There is a recognition that greater emotional well-being equips pupils to achieve academically.</p> <p>There is recognition that through subjects such as music, art & physical activity pupils develop life-long skills to improve their long-term well-being.</p> <p>There is recognition that pupils' well-being increases their capacity to learn by lessening anxiety, improving confidence and equipping them to better deal with stress.</p>
<p>3. To provide training and continuing professional development for teachers and support staff in order to equip them to recognise the early signs of mental illness in their pupils and have the confidence to be able to signpost or refer to the right support.</p>	<p>To ensure that all teachers / support staff have received basic 'Mental Health First Aid Training'.</p> <p>To ensure that all teachers/ support staff have access to appropriate CPD that enables them to support positive mental well-being in pupils (including TAMHS Training Programme)</p> <p>To continue to develop the ability of staff (teachers and support staff) in recognising and responding to children in need of support.</p> <p>To ensure that mental health concerns are identified</p>	<p>Staff are good at recognising the warning signs of mental ill-health</p> <p>Staff are well equipped to recognise the early signs of mental illness in their pupils and have the confidence to be able to signpost or refer to the right support.</p> <p>Intervention is timely, responsive and targeted appropriately</p> <p>Pupils are referred for further assessment and support as appropriate.</p>

	<p>early.</p> <p>To ensure that teachers/ support staff have the appropriate knowledge, skills and understanding to sign post towards the appropriate support (whether within school or externally)</p> <p>To ensure that teachers have the appropriate knowledge, skills and confidence to recognise when pupils need more specialist support.</p> <p>To ensure that Teachers know what to do when specialist or professional support is required.</p>	
<p>4. To explore ways of improving the partnership between the school and mental health services, including CAMHS.</p>	<p>To ensure that there is a named 'mental health champion' in each school and a link governor. To engage positively with the new provider for 0-25 Emotional Health & Well-being Service in Shropshire.</p> <p>To ensure that there is a structured approach to referrals.</p> <p>To ensure that there are sufficient appropriately trained personnel to manage the referrals.</p> <p>Ideally, for each school to have a named point of contact within CAMHS.</p>	<p>Each school has a named staff mental health lead and link governor. Every school has a named contact / single point of contact in CAMHS There is structured approach to referrals. School staff understand how to make referral and</p> <p>Improved schools' knowledge and awareness of mental health issues, and their understanding of referral routes, and boosted confidence in supporting children. Timely and appropriate access to specialist targeted intervention.</p> <p>There is a positive partnership between our schools and Shropshire's new provider for 0-25 Emotional Health & Well-being Service which works well.</p>
<p>5. To help children and young people develop the skills and ability to make wiser and more informed choices about their use of social media that keep them healthy, happy and</p>	<p>Build digital resilience by educating children on how to assess and manage the risks of social media and provide them with the skills and ability to make wiser and more informed choices about their use of social</p>	<p>Pupils are well-equipped to manage difficulties and challenges associated with the use of social media, they know how to assess risks and can work out how best they can manage risk; consequently make wise</p>

<p>safe.</p>	<p>media through a robust e-safety curriculum.</p> <p>Provide swift and appropriate responses to incidences of cyber-bullying.</p> <p>Raise pupils' awareness of the physical effects of using social media (e.g. impact of blue screen on sleep, impact of lack of sleep on mood and depression).</p> <p>Ensure that staff have up-to-date knowledge about ever-changing threats and ways to manage them.</p>	<p>choices that keep them safe and well.</p>
<p>6. To engage with parents, including sharing information and specialist knowledge with parents to increase awareness of what their children will be taught at school about social media.</p>	<p>Raise parents' awareness of the physical effects of using social media (e.g. impact of blue screen on sleep, impact of lack of sleep on mood and depression).</p> <p>Provide guidance to parents on sleep deprivation and the effects of social media and technology on their children's well-being.</p> <p>Provide guidance to parents to assist them in managing their child's use of social media and what the pitfalls are.</p> <p>Ensure that parents have access to up-to-date knowledge about ever-changing threats and ways to manage them.</p>	<p>The school shares details and special expertise and knowledge, including signposting to on-line support, with parents. As a result, parents have an increased awareness of what they can do to keep their child safe, both physically and emotionally.</p> <p>The negative effects of children's use of social media is reduced as a result of informed parents:</p> <ul style="list-style-type: none"> • Limiting screen time • Reducing sleep deprivation • Preventing exposure to harmful online activity.
<p>7. To positively manage the threats that may limit the effectiveness of strategies to support positive mental health and well-being,</p> <p><u>Key Threats:</u> Budget cuts</p>	<p>To limit the effect of budget reductions on the in-school provision of services to support children's mental health & well-being (including within school pastoral provision and bought in professional services).</p> <p>To ensure that school monitoring & evaluating</p>	<p>School self-evaluation places high priority on 'personal development and well-being' criteria. This is balanced well against 'academic' criteria.</p> <p>There is recognition that early 'investment' in children's mental health and well-being supports their emotional resilience and consequently their life-</p>

Public accountability measures / Ofsted	procedures give pupil mental health & well-being appropriate prominence, alongside academic achievement, within its own self-evaluation and for external accountability e.g. Ofsted.	<p>long health and wellbeing.</p> <p>There is recognition that greater well-being, developed through a wider curriculum experience, equips pupils towards greater academic achievement.</p> <p>The therapeutic effects of subjects such as art, music and physical activity on pupils' ability to manage anxiety and stress is recognised.</p> <p>Curriculum provision balances academic achievement with the development of life-long skills for well-being.</p>
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Other considerations: Consider use of 'Well-being Award for schools, due to be launched Sept. 2017.

Cathy Dunleavy 2017