

The Mentally Healthy School



What do our young people want?



Challenges....

- Funding cut in real terms
- Different education agendas are being delivered at a fast pace through growth in MATs and Free Schools
- Staff to pupil ratios are increasing
- Staff well-being is often overlooked

All of these complexities compromise our own reflective capacity and ability to use ourselves as a strategic tool (Harris, 2008, 2010).

Ofsted and Mental Health in Schools

There have been changes to the framework with the addition of personal development, behaviour and welfare, which now includes reference to student's emotional and mental health. The framework also includes reference to the essential components of mental wellbeing such as confidence, self-efficacy, self-discipline, communication skills and positive mind-set and attitude.



Ofsted and Mental Health in Schools

The guidelines state:

- To be **good** inspectors must see evidence that pupils 'enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships'.
- To be **outstanding** schools must enable students to be able to 'make informed choices about healthy eating, fitness and their emotional and mental well-being'.

The new framework goes beyond supporting individual students with specific mental health or behavioural needs and to create a culture that promotes wellbeing.

Ofsted and Mental Health in Schools

- Good mental health supports all the other school initiatives that encourage progress, success and achievement. The approach we use to improving mental health at school involves developing a whole school approach to mental health.



Promoting Emotional Health and wellbeing

A whole school approach



Proactive Schools

- **Ethos:** Create an environment in which pupils are psychologically safe and secure – audit this regularly!
- **Awareness:** Emotional health and well being as part of CPD. Understand Child Development
- **Relationships:** Promote the idea that feeling anger and sadness is okay (i.e INSIDE OUT)
- **Curriculum:** CYP get interested in what they get good at and get good and what they get interested in
- **Intervention:** CYP need to be clear on what their next (SMART) steps need to be – why they are important - how they can achieve them and who will support them

Ethos

- Foster a sense of belonging – how? Where do you FEEL you belong...?? Do you need a badge?
- Simple, clear, fair Behaviour Policy – establish good routines
- Help pupils adapt to change – difficult but necessary (INSIDE OUT (again!))
- CHALLENGE stigma – value tolerance (how?)
- Respect confidentiality – how do we demonstrate this?



Relationships

- Watch what you say. Words can be powerful.
- Challenge, encourage and support but do not attempt to coerce young people into feeling good. They may need to feel sad for a while.
- 'IT'S NOT ABOUT YOU' – remind all staff of this
- Find ways to help young people relate to you and each other

Curriculum

- Be prepared to address controversial and sensitive subjects openly and honestly.
- TEACH tolerance and understanding. Value it.
- Young people learn in different ways and are interested in different things.
- Be concerned about failure and its impact on young impressionable minds.
- Incorporate therapeutic approaches where appropriate.

Intervention

- Be forensic. Be a *listening* school. Be a *telling* school. Encourage teachers who pay close attention to even smallest changes in personality and behaviour. Reward sensitivity and awareness.
- Understand that teachers are not mental health professionals. Establish clear lines of referral. DEVELOP and NURTURE contacts for when extra support is necessary.
- What skills do you already have as a staff? Do not overload individual teachers. Share information and responsibilities. Create specialist 'teams' within your setting.

Awareness

- Young and developing minds – handle with care.
- Look at your own way of being. Take care of yourself. Role model.
- Take an active anti-bullying stance. What does it feel like? What might this LOOK like?
- Ensure that staff are all equally supported and valued.
- Be sensitive to times of transition – for both staff and students.
- Camden School's 'Mental Health Champions'...

GREAT DREAM

10 Keys to happier living

- Giving
 - Relating
 - Exercising
 - Appreciating
 - Trying out
- Direction
 - Resilience
 - Emotion
 - Acceptance
 - Meaning

Social Media and Mental Health

<http://www.mirror.co.uk/lifestyle/health/spending-much-time-online-causing-3549003>

Is a growing immersion in social media a risk factor for young people?



SOCIAL MEDIA EXPLAINED (DONUT EDITION)



« I'm eating a donut »



« I like donuts »



« This is where I eat donuts »



« Here's a video of me eating a donut »



« Here's a vintage photo of my donut »



« Here's a pretty donut recipe »



« Here's a viral picture of my donut »



« My skills include donut eating »



« Now listening to "Donuts" »



« I'm a Google employee who eats donuts »

Social Media and Mental Health

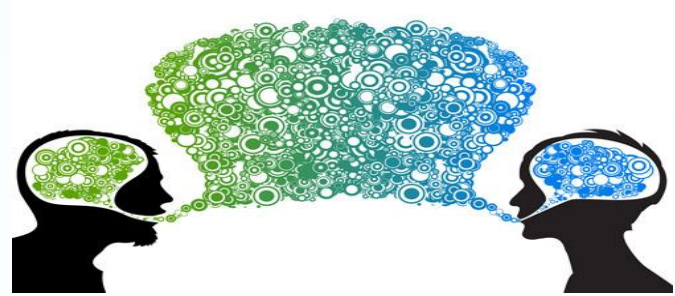
- **F.O.M.O** – Fear of Missing Out
- **REWARD** – Motor Control before learning to walk!
- **(Lack of) PRIVACY**
- **SLEEP DEFICIT**
- **NO SEPARATION** – between online and offline world – individual as sum of published experience

Social Media and Mental Health

- **IDENTITY ALL ABOUT 'NOW'** – through photos not just around or about them
- **ALTERNATIVE TO COGNITION** – Not as purposeful? 'Day Dreaming'?
- **MOOD MODIFICATION**
- **ONLINE DISINHIBITION** – encourage loss of self-control

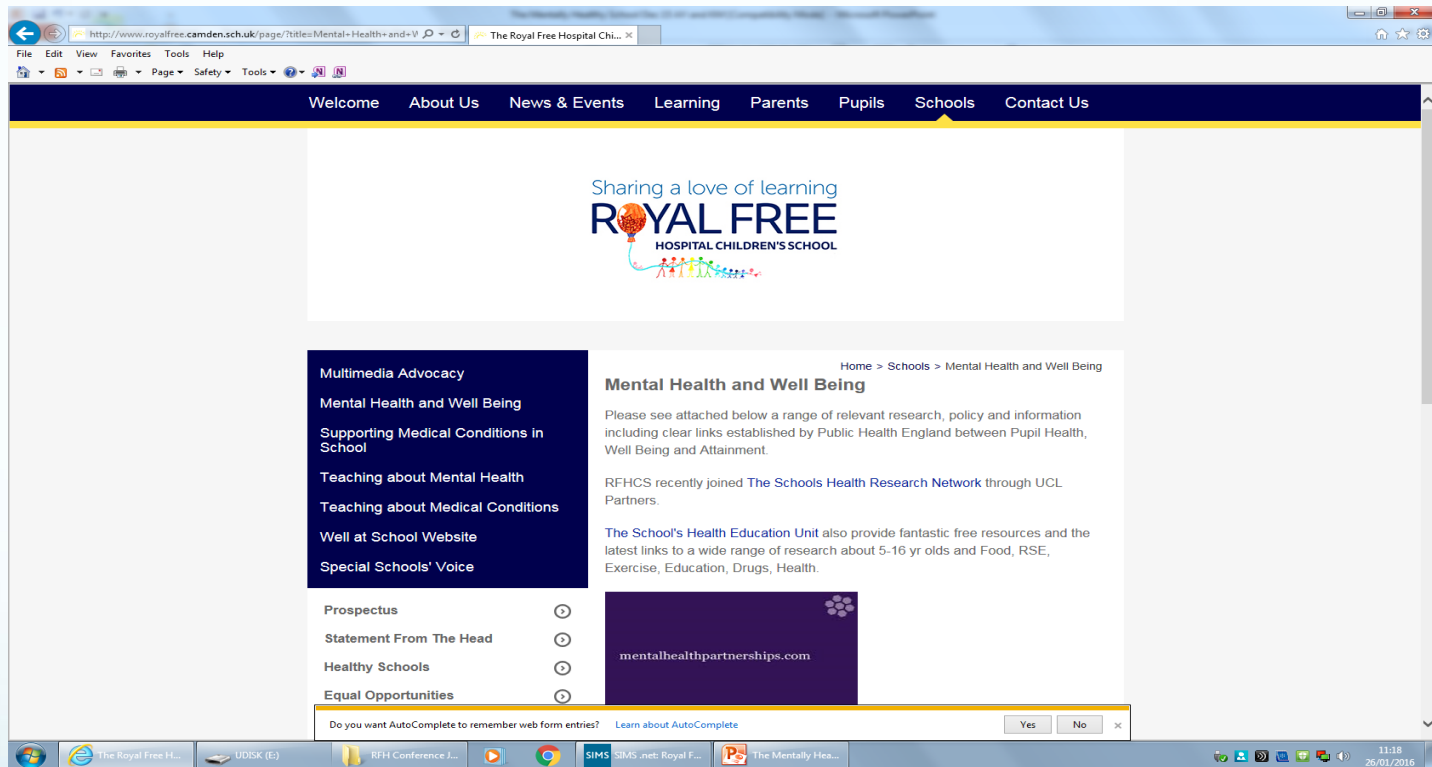


Conclusion



- Under the right conditions, views of mental health amongst young people can change
- **Effective** interventions must be implemented into the school curriculum and target the right age to reverse attitudes and stereotypes surrounding mental health in the community
- “It is vital we have the right services in when children, young people or adults need them. **But this must be combined with greater public understanding of the reasons and how to get help**” – Dr. Jacqueline Cornish, CAMHS director - NHS England

Resources



<http://www.royalfree.camden.sch.uk/page/?title=Mental+Health+and+Well+Being&pid=52>